

WELCOME TO
change



School Improvement Plan 2016-17

East Lake High School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





School Profile

Principal: Carmela Haley	SAC Chair: Anthony Giordana
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School Vision	100% Student Success
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School Mission	East Lake High will develop productive and responsible students who are prepared for post-secondary education, the workforce and citizenship.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
2201	3.5	4.2	11.7	3.5	77.1	%

School Grade	2016: B	2015: A	2014: A	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	66	77	53	57	78	85	86	81	TBA	56	96	95
Learning Gains All	47		44		xx	xx	xx	xx	xx	xx	xx	xx
Learning Gains L25%	35		36		xx	xx	xx	xx	xx	xx	xx	xx

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Carmela	Haley	FT	4-10 years
Asst Principal	Cindy	Green	FT	1-3 years
Asst Principal	Shawn	Anderson	FT	4-10 years
Asst Principal	Dwight	Latimore	FT	1-3 years
Asst Principal	Kris	Toscani	FT	1-3 years
Instr. Coach (literacy)	Rachel	McCurtain	FT	Less than 1 year
Instr. Coach (math)	Mike	Fresia	FT	1-3 years
Other (specify) click here				
Other (specify)				
Total Instructional Staff:	111		Total Support Staff:	16



School Culture for Learning

Connections: District Strategic Plan ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

The school community at East Lake ensures students feel safe and respected because of the processes, security measures and amount of support evident at the school. Monthly meetings with faculty and staff will offer 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 for 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 during investigations as identified. Guidance counselors, administrators, social workers, psychologist and the school resource officers provide students with a healthy, nurturing, and caring environment with implementation of Positive Behavioral Interventions and Supports. Positive Behavior Intervention and Support is a process for creating school environment at East Lake High School that is more collegial and effective in achieving academic and social goals. Finally, students are encouraged to take responsibility for their part in maintaining a safe school environment including participation in SADD and Student Government.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

At the beginning of the year teachers develop a classroom management plan. A classroom management plan is designed to help the teacher establish and maintain a 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 for faculty and staff during monthly meetings addressing classroom management from different cultural backgrounds. There are a variety of Responses to Intervention (RTI) teaching strategies that can be used by the teachers in their classrooms. In Tier One, some of the most effective RTI strategies used are well structured, planned and research-based. Tier Two involves 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. Administrators review classroom management plans and RTIs for the implementation of equitability.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

The MTSS committee meets twice a month to discuss the progress of the goals included in the SIP as they relate to individual student success. Members include administration, teachers, guidance counselors, behavioral specialist and support staff. MTSS and the Child Study Team discuss individual students to develop interventions based the tier process. Character education will be implemented next year in business and reading classes. The Intervention Center will also have a curriculum for the Seven Habits of Highly Effective Teens next year.

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Staff members are trained through Professional Development at the school and at the district level on the MTSS/RtI processes. District and school training includes intervention design on Tier implementation and data collection. School staff has access to web-based student information system and for student progress monitoring. Individual students with interventions are discussed in the Professional Learning Communities to also build the teacher’s understanding of the students’ progress monitoring. The MTSS/RtI 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.

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.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

The student information system for PCS is FOCUS, a database, or the students' performance record of increasing achievement throughout their high school career. FOCUS follows individual students’ cumulative history of grades as well as their performance on a variety of assessments including the FSA and several End-of-Course Exams. 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 One to Tier Three monitoring of behavioral and attendance improvements. Parents, students and PCS staff can access data in FOCUS for analysis and review. In addition to FOCUS, data for progress monitoring can be pulled from the Schools Profile dashboard. This platform provides data pertaining to assessments, attendance, and enrollment for a variety of different student groupings.

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

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

The core instructional programs and materials are aligned to the Florida Standards in accordance with the Florida Course Code and Descriptions. Each subject incorporates learning opportunities with rigor and relevance, and lesson plans in CPALMS are available for teacher use. Teachers write goals and scales for lesson plans that are aligned to the Florida State Standards that encompass all four levels of comprehension. The goals and scales are based on increasing rigor in the classroom. The course offerings for electives are broad and deep enough in scope to provide for a wide range of student interest and abilities including the Arts, Engineering and BioMed. Course offerings include over 20 Advanced Placement, Subject Area Honors, on grade level and Exceptional Education classes. Teachers also meet in PLC's to develop lesson plans and curriculum guides aligned with the state standards in including high expectations of rigor. Lesson plans are reviewed by administration for fidelity.

 **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
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 endeavor. The primary goal to improve overall culture and climate for our school is to improve communication with our community of students, parents and stakeholders.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Expand information on the website, Facebook, Twitter and morning announcements.	Faculty and Administration
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
The goal for the 2015-2016 school year is to monitor all black students and provide a mentor to assist with academics and social interventions. The data from FOCUS identifies all the black students with referrals and academic challenges. The Schools Profile dashboard provides access to data for identifying and monitoring disproportionality considering a variety of different factors about the student population. Relationships building will also occur 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.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
To provide all Black students with a mentor for the school year.	Administration and Teresa Peterson, Community Liaison



Standards-Based Instruction for Learning

Connections: **District Strategic Plan** • **Goals 1,2,4,5**
Marzano Leadership • **Domain 1,2,3,4**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

With the implementation of Marzano for Instructional Practice and iObservation, teachers are teaching to state standards with increased academic rigor and student engagement. The goals and scales developed in the lesson planning refer to the state standards. In DQ1, the teacher provides rigorous learning goals and performance scales for each lesson segment. In DQ2, the teacher plans opportunities for students to interact with new content and help them process the content. The successes are evident in the walkthroughs, informal, and formal evaluations. The data reviewed to measure success includes increases in student achievement scores and teachers moving from beginning to innovating on the Marzano scale. Another measure is the increase in the learning gains of the students.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Areas of improvement include increased scores on the FSA, Algebra I EOC, Geometry EOC, US History and Biology EOC. The SRI, practice test for the EOC's, Cycle 1 and 2 testing for Performance Matters, Read 180 data, Write Score, and Carnegie practice are the data reviewed during the progress monitoring periods throughout the school year.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers use the student information system for PCS, 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, as well as the daily progress of the students. The students learning gains are measured by the goals and scales for the course in the progress monitoring of student achievement.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Students who need assistance in reaching grade level proficiency have many different opportunities to advance to the next grade level and graduate on time. 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 in reading or math for the FSA and the Algebra I EOC. 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. Grad Point classes during the Summer Bridge program and during the school day is another opportunity for student to grade forgive classes and credit recover classes.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
All teachers will develop and use goals and scales based on the state standards for their course.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Data review includes test scores from Focus, Performance Matters scores and state achievement scores.	Faculty and Administrators
Instructional Strategy 2	
To increase rigor teacher will: 1. Ask the students detail questions 2. Use the strategy of examining similarities and differences 3. Ask elaborating questions so students will use inferences 4. Implement evidence-based questions and examine reasoning	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data review includes test scores from Focus, Performance Matters scores and state achievement scores.	Faculty and Administrators
Instructional Strategy 3	
The teachers will use AVID strategies to increase student engagement in the classroom.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data review includes test scores from FOCUS, Performance Matters scores and state achievement scores.	Faculty and Administrators



Collaboration for Professional Growth

Connections: **District Strategic Plan** ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

In order to ensure accessibility for all stakeholders to fully participate in decisions regarding the school, all teachers and staff are invited to join the School Based Leadership Team. This team works together to develop a more focused and succinct School Improvement Plan that is responsive to the needs of all students. Goals are revisited and revised to ensure they meet the needs of all students. The team works to translate assessment data into a form that is easily used by teachers to improve student learning. The AdvancED climate surveys are reviewed by parents, staff, and students to identify celebrations as well as areas for improvement. One of the areas identified for improvement from the survey was the range of media and information resources to support the school’s education programs. ELHS plans to increase communication using the school marquee, newsletters, connect-ed phone calls, emails, and fliers. In addition, the school will hold guidance information nights throughout the year as well as monthly meetings for L25 parents to offer resources to better ensure student success and build relationships with parents and the community. As part of the celebrations, the survey indicated high satisfaction among parents with the abilities of leadership and staff to foster a consistent culture. The school will maintain the processes and procedures established while seeking out additional areas in which consistency can be improved.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Administration recognizes the value of collaboration and Professional Learning Communities and strategically protects time after school and on professional planning days. Whole faculty meetings are reserved for professional development that is relevant to all and the communication of timely and important information. Department Chairs schedule PLCs, provide collaborative space, and ensure that time is protected and reserved for data review and collaborative planning.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Professional development in the 2015-2016 school year focused on Marzano’s instructional design with an emphasis on creating goals and scales in alignment with standards being taught. Teachers and students both developed a deeper understanding of the standards and, when asked, students were able to articulate their level of achievement for the class. Teachers will also receive training on integration of the literacy standards into the content areas classes.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Goals and Scales	Fall	Instructional Staff	Instructors will develop a deeper understanding of standards and increased ability to create goals and scales aligned to the standards being taught. Teachers will work together to develop goals and scales which will increase continuity across the curriculum in each department. Students will develop a deeper understanding of

			the standards, and increased accuracy with self-assessment, which will increase learning and student achievement.
FOCUS	Fall	Instructional staff	Teachers will develop/increase proficiency using advanced features in FOCUS. Teachers will be able to create web pages, design lessons, and share content.
AVID Strategies	Fall	Instructional Staff	The faculty and staff will be trained in the use of AVID strategies to increase the reading comprehension of the students in their classrooms.
Appraisal process	Fall	All Staff	Faculty and staff will gain an increased knowledge of the use of the Marzano appraisal method.
Classroom Collaboration	Fall	Instructional Staff	Teachers will learn processes and strategies to begin and maintain collaborative classroom structures in order to increase student learning.



Family and Community Engagement

Connections: **District Strategic Plan** ●Goals 1,3,6,7
Marzano Leadership ●Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

We plan to build positive relationships with family and community members by reaching out to families and business partners by using the school marquee, newsletters, connect-ed phone calls, emails, fliers, individual meetings with teachers and administrators, Back to School Night, guidance information nights, and discovery nights. The purpose of the outreach events will be to provide tips or tools to support learning at home. Events such as Back to School Night give teachers a chance to open the lines of communication between parents and teachers inviting tips and insight about the children to help staff better educate the students. We also utilize volunteer tutors and mentors to help improve student learning.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Our school provides tools for parents, families and community members to increase student achievement. We do this by offering Guidance Information Nights for parents where graduation requirements, dual enrollment, early college, online options, Bright Futures, SAT and ACT, and AP are explained and discussed.

This year East Lake High School will also hold monthly meetings for parents of the L25 students. The purpose of these meetings will be to increase the awareness of the student’s learning gains throughout the year. The parents will receive training on the FSA accountability test as well as the reading strategies used in the classrooms. The parents will also be provided with the literacy books and materials to read along with the student.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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*Note: Please use your own school data resources or best estimates in completing this inventory.

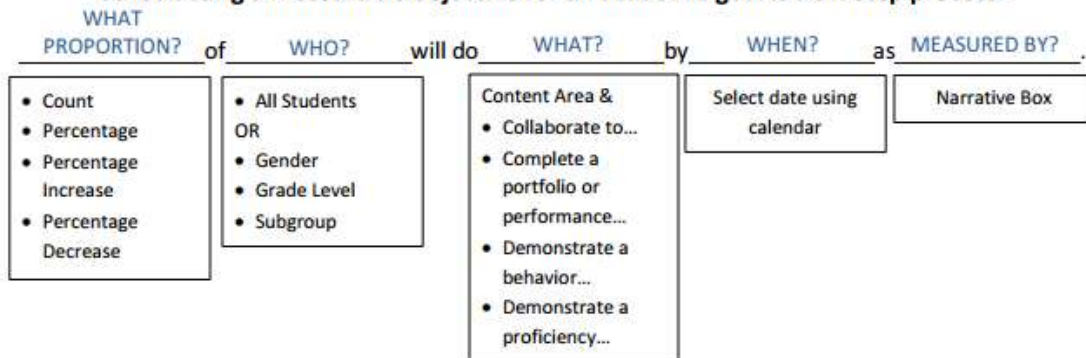
Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Our primary goal is to build and develop relationships with families to improve student success. The key strategy for doing this is reaching out to families as often as possible in a variety of ways such as marquee, personal interaction, newsletter, phone calls, fliers, and open house events. We encourage all parents to be involved as volunteers, boosters, or by attending SAC and PTA meetings. The person responsible for this is Teresa Peterson, Family and Community Liaison.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Communication via email, School Messenger, Facebook and Twitter	The person responsible for this is Teresa Peterson, Family and Community Liaison.
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: The primary goal to increase community involvement is to build and develop relationships with the community to improve student success. The strategy we will use is to connect community needs with the needs of the students. Some examples include the East Lake Community Library hosting a student art show and the East Lake Fire and Rescue hosting an educational program. Our students participate in the Blood Drive, The Canned Food Drive, and Relay for Life.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Communication via email, School Messenger, Facebook and Twitter	The person responsible for this is Teresa Peterson, Family and Community Liaison.

Section 2 – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager:
<p>East Lake High School had a high school proficiency passing rate In Reading on the Florida State Assessment for Spring 2016 of 66%. East Lake High School teachers will implement literacy strategies into content area classes for a proficiency level for 76% of our students.</p> <p>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. Possible Data Sources: Florida State Assessment test , Write Score(Writing and the new section for practicing Reading), SRI for progress monitoring, practice test, ACT, SAT PERT, and Read 180 data.</p>	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<p>Schedule students into appropriate reading and English, English Honors, AP or College classes</p> <ul style="list-style-type: none"> • Review of student's schedules pre-school by guidance counselors and administration • Include reading specialist to monitor learning gains of students for proper student placement by the reading sorter and recent assessment test 	<p>100% of Students are placed correctly</p>
<ul style="list-style-type: none"> • Departments will adopt instructional reading strategies such as Marking the Text and Cornell Notes (AVID) implementing them with complex informational and literary text as well as implementing student self-evaluation with Learning Scales tied to the literacy standards for their content area. • Teachers will access their content area State Literacy Standards and will infuse these standards throughout their instruction. • Reading and English teachers will meet regularly to plan collaboratively in order to ensure student success on standardized tests. • Teachers will determine which instructional reading strategies, such as Marking the Text and/or Cornell Notes, will best suit their content area and work together in PLCs to brainstorm ideas and discuss their successes. • Teachers will attend training on writing scales, the use of scales in the classroom and student self-evaluation with scales. 	<p>PLC Minutes will reflect the strategy selection and the relative success of their implementation.</p> <p>Teacher attendance at the training; evidence of scale use is observed in walk-throughs.</p> <p>Certificate of completion of NG_CAR-PD.</p>

New hires will complete the NG-CAR-PD Training	
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Mathematics Goal	Goal Manager:
___57 % of East Lake High School Algebra 1 students will pass the Algebra 1 EOC in Spring 2017.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
Use of curriculum aligned resources (Carnegie textbook, Carnegie Cognitive Tutor, district developed curriculum guide, and common goals and scales)	Walkthroughs, benchmark assessments, PSAT, PERT, FSA EOC, Algebra Nation
Cooperative Learning model	Walkthroughs

Science Goal	Goal Manager: Science Chair, Administrators
East Lake High School science teachers will increase instructional rigor by using reading strategies linked to the Florida literacy standards in science and the state review book resources as a focus for increasing Biology EOC scores in the tenth grade to 86% proficiency level for students.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
Implement Florida literacy standards for Science to support Biology curriculum	<ol style="list-style-type: none"> 1. Analyze and track specific data for all level 1 and level 2 10th graders quarterly with analysis of the county common assessment results after the implementation of the Florida literacy standards for science 2. Conduct professional development on Florida literacy standards for all science teachers
Use Florida Biology I EOC study guides purchased by each student	Conduct analysis of learning gains after unit test of the study guides within the scheduled PLC Biology meetings.

Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM GOAL	Goal Manager: Joe Marzo
East Lake High School Academy of Engineering teachers will increase their instructional rigor to prepare their students for their PLTW End of Course Assessments raising the rate of students who pass at least three of their assessments with a combined score of 19 to 86%.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Ensure Academy students are enrolled in three or more EOC PLTW classes through the end of their Junior year.	1. Monitor student enrollment within the Academy.
Monitor the number for students who pass the EPC PLTW test for certificates.	Analyze PLTW EOC Standardized Test Scores

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: College Readiness Goal	Goal Manager: Shawn Anderson
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 15%.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Increase the number of students in CTE classes to include year 2 and 3 for business classes	Promote the Microsoft Certifications and other CTE certifications

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School	Goal Manager: Kris Toscani
<p>In 2014-15, school was recognized for BRONZE national recognition. Eligible in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules.</p> <p>For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016.</p> <p>Target for 2016-17, is to become eligible for SILVER national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	
Actions / Activities in Support of Goal	Evidence to Measure Success
Review all assessment items	Healthy Schools surveys and Humana incentives
Develop an action plan for improving to the SILVER level	Analyze data based on participates in the assessments

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Leadership Team, MTSS and Child Study Team
Reduce the number of African American students with less than a 2.0 GPA to 10% of the population.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success

<ol style="list-style-type: none"> 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 4. Student Learning Center for 1:1 instruction 5. Assign a mentor to the African American students who have the Multiple Early Warning Signs. 6. Continue Role Model 5000 as a relationship building forum for our students. 7. Use Extended Learning for tutoring, credit recovery and grade forgiveness to raise GPA 	Increase in the GPA of the students participating in the programs

Subgroup Goal (ELL)	Goal Manager: Educational Staff and Administration
Increase Cella Testing Proficiency to 85% passing rate	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Increase language immersion in all content area classes	Increase in the passing rate to 85% on the Cella Test
Increased professional development for educational staff	Number of trainings held during the year

Subgroup Goal (ESE)	Goal Manager: VE Specialist
Meet the academic needs of 100% of the ESE students and increase graduation rate to 84%	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Schedule ESE teacher in general education classroom as co-teachers	Increase GPA and Grad Rate
MMI population to participate in the Extended Transition program	Master Schedule to reflect co-taught classes

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success



Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade Select	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	126	195	189	93			
Students with attendance below 90 %	14.6	17.3	22.8	30.3			
Students with excessive referrals**	12	11	8	10			
Students with excessive course failures**	0	4	40	43			
Students exhibiting two or more indicators	85	66	63	65			

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal Please ensure that your goal is written as a SMART goal.	
East Lake High School will decrease the number of students who miss ten or more days of school during school year by 20 percent.	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Students who have perfect or improved attendance will receive incentives and rewards for each nine weeks.	Attendance data for each nine weeks analyzed by the attendance clerk and assistant principal
Child Study team will develop interventions for students with excessive attendance.	Child Study Team will analyze attendance data as well as the most common reasons/barriers resulting in missed school and follow intervention processes for students identified with poor attendance.

EWS - Discipline

Discipline Goal Please ensure that your goal is written as a SMART goal.	
Decrease the number of out of school suspension and the number discipline referrals for defiance by 15 %.	
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Communication of school wide expectations via posters, school broadcast news, newsletter and website	Decrease in the out of school suspensions
Discipline committee will review data and develop interventions for students with poor attendance.	Decreasing the number of students who miss five or more days of school during Fall

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
Actions / Activities in Support of Goal	Evidence to Measure Success

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

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Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: East Lake High School will offer Extended Learning to students who need credit recovery after school. The Extended Learning will also provide AP practice testing in the spring for our students.

Actions / Activities in Support of Goal	Evidence to Measure Success
Provide after school hours for students to credit recover in Grad Point	Number of students who credit recover in the after school sessions
Teacher will hold practice sessions for the AP test in the spring	The increased number of students who pass the AP test.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	109	% with advanced degrees	36.7
% receiving effective rating or higher	100	% first-year teachers	2
% highly qualified (HQT)*	1.8	% with 1-5 years of experience	16
% certified in-field**	100	% with 6-14 years of experience	37
% ESOL endorsed	12.8	% with 15 or more years of experience	54

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

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.

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, they 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.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Carmela	Haley	White	Principal
Anthony	Girodano	White	Other Instructional Employee
Cindy	Green	White	Other Instructional Employee
Cary	Seigal	White	Business/Community
Jorge	Natal	Hispanic	Teacher
Michael	De Luca	Hispanic	Student
Avil	Bowers	Black	Parent
Kristy	Ottaviano	Asian	Teacher
Jerry	Kingsley	White	Business/Community
Heidi	Kay	White	Parent

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No (Describe the measures being taken to meet compliance below.)

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Carmela Haley / Dwight Lattimore
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State Days / Intervals that Team meets below. The teams meet every second and fourth Tuesday of the month. The dates will be: September 13 and 27 October 11 and 25 November 8 and 22 December 6 and 13 January 10 and 24 February 14 and 28

March 14 and 21
April 11 and 25
May 9 and 23

Budget / 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.

The School Improvement funds will be used in to increase rigor in the classroom. Another focus will be increasing student learning gains in reading and math. School Improvement funds are under the dispensation of the School Advisory Committee. Teachers 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.

Use this space to paste budget, if desired.