School Improvement Plan
2017-18

East Lake High School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: Carmela Haley	SAC Chair: Anthony Giordano

School Vision	100% Student Success

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

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
2233	4	5	12	3	75	1

School Grade	2017: A	2016: B	2015: A	Title 1 School?	☐ Yes	☒ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	70	66	70	53	79	78	87	86	63	56	96	96
Learning Gains All	62	47	59	44	X	X	X	X	X	X	X	X
Learning Gains L25%	61	35	54	36	X	X	X	X	X	X	X	X

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Carmela	Haley	FT	4-10 years
Assistant Principal	Cindy	Green	FT	4-10 years
Assistant Principal	Shawn	Anderson	FT	4-10 years
Assistant Principal	Kris	Toscani	FT	1-3 years
Assistant Principal	Dwight	Latimore	FT	1-3 years
Total Instructional Staff: 98		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 school-wide expectations transfer to the classrooms? How does your 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 clear, consistent and equitable school-wide expectations which are focused on teaching social and emotional competencies.

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. East Lake High School has implemented specific action plans that focus on prevention of behavioral issues and with a Tier system of behavioral supports, the discipline records are monitored for fidelity and accuracy.

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.

In order to communicate to all stakeholders the school's plan to provide supplemental or targeted interventions, school board personnel will either contact parents or schedule parent conferences to develop an action plan for behavioral support.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps 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 Performance Matters Unify database. This platform provides data pertaining to assessments, attendance, and enrollment for a variety of different student groupings.

The MTSS and Child Study Team utilize data-based decision making concerning supports and resources for our students. They monitor the on-going progress of the student's behavior and academics.

Other sources of data:

Department of Education for the State of Florida
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. Students are empowered to take ownership of their learning as they progress monitor through instructional strategies the teachers use in the classroom. Teachers use gradual release and other strategies to provide feedback to the student about their learning. 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 and support is given to teachers with a positive feedback.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and 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. By the implementation of improved communication with all stakeholders, the number of discipline referrals and number of students with over 20 days absent will decrease by 10 percent.	
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 2017-18 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. Our primary coal and strategy for reducing the disciple and learning gaps between Black and Non-Black students are to build relationships with our Black students. 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. Administrators and teacher mentors will be assigned to 100% struggling black students by the end of the first nine weeks.

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.	Faculty and Administration Community Liaison

Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

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 <u>successes</u> 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. During preschool and at the monthly faculty trainings the teacher receive training on increasing academic rigor in the classroom. The teachers are involved in data chats with the students and share instructional strategies in the PLC. 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 as evidence by the rise in the achievement scores last year. As a result the school grade rose from a B to an A.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key <u>areas for improvement</u> 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 I and 2 testing for Performance Matters, Read scores data, Write Score, and Carnegie practice are reviewed during the progress monitoring periods throughout the school year. The student performance data is revealing our students are increasing their achievement scores from year to year. We will be focusing on the FSA reading and Algebra I scores for next 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. Professional development during preschool focuses on teachers analyzing students' data and progress monitoring.

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.

East Lake High School connects with students and families with parent academic nights and holding meeting within the community for literacy awareness.

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
All teachers will use reading in the content area strategies aligned with the literacy standards for their course as instructional delivery during the school year.	
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
Walkthrough and PLC documentation	Administration
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
To increase rigor teacher will: 1. Ask the students detail questions and respond with evidence from the text 2. Use the strategy of examining similarities and differences such as compare and contrast 3. Ask elaborating questions so students will use inferences 4. Implement evidence-based questions and examine reasoning answering the 5 W's 5. Use of AVID strategies 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

Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

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 among teachers, staff and administrators. Please reference <u>specific lessons or growth areas</u> 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. All Professional Learning Communities meet during planning periods, lunch or after school. Minutes of meeting dates and time along with the agendas are uploaded to O365 in Outlook for purposes of sharing with all faculty and staff members to improve communication with all of the educators involved in the students at the school.

🟥 **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 2017-18 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. The teachers will expand their knowledge of literacy in the content areas connected to the literacy standards for their discipline. Our next steps are to include training on: Literacy, Acceleration for college and career readiness and closing the achievement gap.

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, ISM visit feedback, etc.).

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?
Safety in the classroom by the fire marshal	Pre-school	Teachers	Teachers will be more cognizant of safety issues inside the classroom
Classroom management	Pre-school	Teachers	Teachers will write less referrals resulting in more instructional time for students.
Student achievement data	Pre-school	Teachers and staff	Participants will learn the components and growth of the cells for the school grade.
Restorative practice	Pre-school	Teachers and Staff	
Online activity request and book keeping activities	Pre-school	Teachers and staff	For a more effective and efficient operations of the school
Literacy in the content areas	During the school year	Teachers	Improving reading scores of all students
PLC structures	During the school year	Teachers	Improving the effectiveness of the PLC meeting for lesson study and collaboration
Closing the Achievement training	During the school year	Teachers	Improving the use of data to analyze achievement scores and identify areas of improvement in student learning

Family and Community Engagement

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific <u>lessons or growth areas</u> 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.

This year the focus will be focusing on community partnerships involving the City of Oldsmar and Tarpon Springs.

We plan to identify priorities and develop an action plan with community partners that creates consensus around the needs of our students. We will look at achievement trends and address areas of weakness in students' achievement. The goal will be success is the norm by creating pathways to college or careers for at risk students. By building partnerships, we are looking forward to our students learning hands-on with relevant experiences to their daily lives. We plan to target colleges, social service agencies, community groups, faith-based organizations, local leaders, public officials, and businesses.

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 interpreting and using student data via trainings, data chats and/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.

We also plan to highlight ways parents can help their students learning on our website and in our newsletter. By highlighting strategies to parents that together they can explore with the students, families can learn new curriculum in a new way. The strategies will focus on math and reading strategies. Teachers are also communicating with parents with a "Clue Me In" approach for any additional information about their child that may be helpful on the learning styles of 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 these 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.	☐	☐	☒	☐
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☐	☒	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☐	☒	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☐	☒	☐
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☒	☐

*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Goals and Strategies

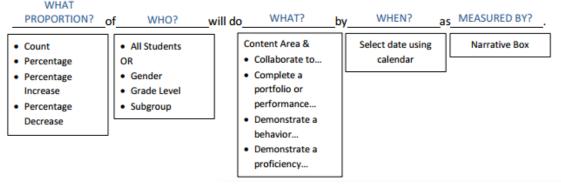| **Goal 1:** What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Our primary goal is to build and develop relationships with families to improve student success. The key strategy for doing this is reaching 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 with colleges, social service agencies, community groups, faith-based organizations, local leaders, public officials, and businesses. Our plan 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.
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

◆ {Section 2} – Targeted School Goals / Action Steps

Academic Goal

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

WHAT PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY? .

• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	Content Area & • Collaborate to... • Complete a portfolio or performance... • Demonstrate a behavior... • Demonstrate a proficiency...	Select date using calendar	Narrative Box

SMART GOALS: Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager:
East Lake High School had a high school proficiency passing rate in reading on the Florida State Assessment for Spring 2017 of 70%. East Lake High School teachers of all subject/content areas will implement literacy strategies into content area classes for a proficiency level for 74% of our students. The goal is to strengthen students' reading ability levels via the teacher's expertise in teaching reading strategies using core course texts or related texts that directly support students with success in their core subjects using Universal Design for Learning (UDL) Model. 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 Reading data.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success

Schedule students into appropriate reading and English, English Honors, AP or College classes
 	
    • 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
	100% of Students are placed correctly

• 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. The teachers will also use supplement text for close reading and re-reading to monitor achievement. Teachers will also use Test Item Stems to help with the infusion of standards, language and the alignment of student tasks. • Teachers will access their content area State Literacy Standards and will 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. The PLC meetings will also measure student success by student work samples for discussion. • Teachers will attend training on writing scales, the use of scales in the classroom and student self-evaluation with scales. • Reading teachers to conduct data chats with the students to monitor academic progress. • 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 attend training on writing scales, the use of scales in the classroom and student self-evaluation with scales.	PLC Minutes will reflect the strategy selection and the relative success of their implementation. PLC Minutes will reflect the strategy selection and the relative success of their implementation. Teacher attendance at the training; evidence of scale use is observed in walk-throughs. Certificate of completion of NG_CAR-PD.

• Evidence to measure student success will include teacher lesson plans, walk through data, student progress in reading programs, cycle assessments, baseline assessments, standards mastery assessments and student work. New hires will complete the NG-CAR-PD Training	

Mathematics Goal	Goal Manager:
64 % of East Lake High School Algebra I students will pass the achievement in Spring 2018 increasing from 56% from the previous year.	

Actions / Activities in Support of Math Goal	Evidence to Measure Success
Use of curriculum aligned resources (Carnegie textbook, MathiaX, district developed curriculum guide, and common goals and scales) EOC Boot camps for Algebra I and Geometry Professional Development of training for new curriculum in the classes along with new materials	Walkthroughs, benchmark assessments, PSAT, PERT, FSA EOC, Algebra Nation Number of students participating and passing the EOC Walkthroughs
Appropriate placement with scheduling students with the collaboration with math department chair and AP. Placement based on test scores. Walkthroughs for evidence of mathematics practice standards usage in math classrooms and provide feedback to the teachers. Teachers will meet in PLC to review student data and plan instructional lessons.	Students making learning gains in math classes Administration

Science Goal	Goal Manager:
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 83% proficiency level for East Lake students.	

Actions / Activities in Support of Science Goal	Evidence to Measure Success
Implement Florida literacy standards for Science to support Biology curriculum	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. The data will include the analysis of cycle assessments and data chats to differentiate review and remediation.

	2. Conduct professional development on Florida literacy standards to increase student engagement at quarterly district wide training. PLC's will identify enriching test to support science standards and will identify applicable literacy strategies to engage student use of the text. Biology teachers will use district biology eLearn site for text and literacy support aligned to Biology EOC critical content.
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. Biology teachers will use specific student engagement and active review strategies when incorporating the study guides into the lesson plans.

⬣ Other School Goals* / Use Only as Needed

*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 Schools, etc.)	
Goal Name: College Readiness	**Goal Manager:** Kris Toscani
East Lake High School will increase the number of students in CTE, DE and AP classes and increase the number of students who pass the certification exams by 15% to raise to 75% passing rate school wide.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Increase the number of students in CTE classes to include subsequent 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: STEM	**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:	**Goal Manager:**
Place goal statement here.	

Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	**Goal Manager:**
Close the achievement gap between black and non-black students by 5 percent in ELA scores.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.	Number of books, resources and technology increase through Reading Referendum and other sources. Walk through data reflects authentic engagement
Professional development during the school year on culturally responsive strategies to increase engagement in rigorous instruction	Discussion in PLC and reflected in the minutes Evidence to measure success includes walk through data and the infusion of culturally responsive instructional strategies to include student work.

Subgroup Goal (ELL)	**Goal Manager:**
Increase FSA Testing Proficiency to 15% from 11% for ELL students.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Increase language and language proficiency and immersion in all content area classes by implementation of effective lessons	Increase in the proficiency rate of ELL students
Increased professional development for educational staff Teachers model academic, high-level English and encourage students to respond and communicate their own thinking.	Number of trainings held during the year will increase to monthly (literacy trainings focusing on subgroups including ELL students). Students actively engaged as evidence in walkthrough data

Subgroup Goal (ESE)	Goal Manager:
Meet the academic needs of 100% of the ESE students and increase graduation rate to 85%	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Schedule ESE teacher in general education classroom as co-teachers or support facilitators.	Increase GPA and Grad ESE and general education teachers will collaboratively plan to meet the needs of the students in the IEP
Explore MMI students to participate in the Extended Transition program Plan intentionally for specially designed instruction to address IEP goals and grade level standards.	Extended Transition Team to clarify and articulate the extended transition services for East Lake High Students Master Schedule to reflect co-taught and support facilitation classes Collaborate with students IEP teams to deliver differentiated instruction

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

...dents coming to your school for 2017-18 ...s those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade Select	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	75	84	66	14				239	10
Students with excessive absences / below 90 %	57	82	119	104				362	16
Students with excessive behavior / discipline**	24	12	10	9				55	2

Students with excessive course failures**	191	202	187	134				714	31
Students exhibiting two or more Early Warning indicators	95	82	95	68				340	15

***Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. 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.
Decrease the number of student absent from school 10% or more by 5%.	

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
Analysis of attendance data by school board personnel	The 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. The CST as well as MTSS will look for trends of why students are not attending and will analyze attendance codes for this purpose. If pending code is the most used in the attendance record, the attendance specialist along with CST team will explore root causes for the absences. Further interventions include; home visits and parent conferences with school staff.

⬡ **EWS - Discipline**

Discipline Goal	Please ensure that your goal is written as a SMART goal.
With the implementation of Restorative Practices and cultural awareness curriculum, the faculty and staff will 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
Implementation of Restorative Practices and cultural awareness curriculum in the Intervention Center	Decrease in the number of repeated referrals by students with multiple infractions

Discipline Goal – Other (as needed)   Please ensure that your goal is written as a SMART goal.
Specify
Place goal statement here (only if needed).

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.

Academic interventions include:
Authentic engagement in the classroom – collaborative learning and gradual release Students take ownership of their learning – check for understanding against goals and scales Students demonstrate understanding – assessment and learning gains on standardize test

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. Extended Learning also funded the Boot Camp in the spring on Saturdays to students could receive extra support before the day of the EOC test.

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Provide after school hours and on Saturdays for students to credit recover in Grad Point and receive additional EOC support	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		Complete and update only as data become available.	
# of Instructional Employees (total number)	103	% with advanced degrees	36.3
% receiving effective rating or higher	102	% first-year teachers	0
% highly qualified (HQT)*	100	% with 1-5 years of experience	11
% certified in-field**	103	% with 6-14 years of experience	43
% ESOL endorsed	13.7	% with 15 or more years of experience	49

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

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

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 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	Giordano	White	Teacher
Cindy	Green	White	Other Instructional Employee
Cary	Seigel	White	Business/Community
Jorge	Natal	White	Teacher
Jerry	Kingley	White	Business/Community
Rosanna	Lesses	Hispanic	Parent
Teresa	Peterson	White	Support Employee
Benita	Brinson Jackson	Black	Parent
Liliana	Rincon	Hispanic	Parent
James	Bateman	White	Student
Kelliann	Gerlack	White	Parent
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⬡ **SAC Compliance**

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

☒ Yes	☐ 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?

☒ Yes	☐ No	Committee Approval Date: 9/12/2017

🔷 SBLT / MTSS Leadership Team

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

☒ Yes	☐ No	Chairperson: Anthony Giodano

Please state the days / intervals that your team meets below.
Our SBLT will meet on the following days: September 12, 2017 October 10, 2017 November 14, 2017 December 12, 2017 January 9, 2018 February 13, 2018 March 13, 2018 April 10, 2018 MTSS meets twice a month on the second and fourth Thursday of the month from August to May.

🔷 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. Attached budget if preferred.

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, its impact on student learning and alignment to the SIP. Areas of need are identified by data analysis of the student assessment test, FSA and EOC's.