School Improvement Plan
2017-18

East Lake Middle School Academy of Engineering

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: Karen Huzar	SAC Chair: Charles Medina

School Vision	100% Student Success

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

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
396	5	.07	6.8	3.7	83.5	

School Grade	2017: Select	2016: A	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	84	77	89	84	87	90	99	98	89	88		
Learning Gains All	72	69	69	76								
Learning Gains L25%	69	57	68	77								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Karen	Huzar	FT	1-3 years
Total Instructional Staff:	25		Total Support Staff:	7

School Culture for Learning

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 reassures students to feel safe because of the safety measures and students supports that are already in place at the school. Bullying Prevention and Teen Violence Prevention is communicated and a process is in place for reporting and investigation of all incidents. East Lake Middle School is an Olweus School. Crisis plans were developed with stakeholder input and published. Preparedness exercises and drills are conducted and reviewed monthly as an agenda item for the safety committee. Threat assessments are held as a protocol when needed during investigations. The Principal, school counselor, teachers, social worker, psychologist and the school resource officer provide student with a healthy, nurturing, and caring environment. Finally, students are encouraged to take responsibility for their part in maintaining a safe school environment. Students have behavior expectations that they must meet in order to stay in our program. We also reward good behavior by having celebrations every quarter for all students that had good behavior the entire quarter and did not receive a detention or referral. Students are also rewarded academics and attendance at various times throughout the year.

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?

Our PBS Committee/Restorative practice lead team that establishes a school-wide expectations. The school-site plan is communicated to all stakeholders. Positive Behavior Intervention and Support (PBIS) and the use of restorative practices are process for creating and maintaining a positive school environment at East Lake Middle School. These processes are more predictable and effective for achieving academic and social goals. Our school uses a matrix of behavior expectations that clearly explain expectations in the classroom as well as common areas. The School-Wide behavior expectations are hung in every classroom as well as the hallways. Students are taught school-wide expectations through a variety of activities such as, the week of welcome (1st week of school), grade level assemblies, character education through in class activities and the school new taught by our school counselor, second semester assemblies (reminders of expectations), as other classroom or grade level presentations as needed.

Our school uses restorative practices when defusing situations. The use of restorative practices uses a positive approach towards behavior instead of a negative one. Our school will practice the use restorative questions when defusing, investigating and questioning students on situations. Through the use of these questions gives students the chance to speak and express how they feel. All teachers have restorative question cards on their id holder as a quick reference.

At the beginning of the year, teachers develop and submit a classroom management plan as a grade level team. A classroom management plan is designed to help the teacher get and maintain positive environment in the classroom.

ELMS's Multi-Tiered System of Supports (MTSS) team teaches teachers strategies that can be used. PD is ongoing through-out the year and worked into all faculty meetings. In tier one, some of the most effective MTSS strategies used are well structured, planned and research-based. Tier Two involves more intentional teaching strategies that pinpoint exactly what students need to learn and that specifically teach them accordingly. In Tier Three, the instruction is very individualized according to learning styles, and may be specific for each student.

Appropriate intervention strategies for students are discussed in the Child Study Team meetings (CST). The CST meets twice a month. The committee includes administrator, school counselor, social worker, school psychologist and DMT. Training for staff is conducted at the beginning of the year during the pre-school calendar days on teaching strategies for each of the three tiers. Also since East Lake Middle School Academy of Engineering is an application school there is specific criteria in place for students to continue their education at our school this includes academic and behavior expectations.

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 plan at East Lake Middle School Academy of Engineering is focused on continuous school improvement. The MTSS team primarily consist of School Counselor, Psychologist, Social Worker, Varying Exceptionality Teacher and Principal. Our MTSS team proactively identifies students who need services and support beyond Tier 1. The MTSS team universally reviews academic and behavior data biweekly through reviewing guidance referrals, discipline records and performance data to include grades and most current testing reports. Teachers are trained to implement universal Tier 1 school supports and the MTSS team checks for fidelity. Teachers understand how to identify students needing additional supports and how to properly refer to MTSS team by using our school based RTI referral forms that teams complete in PLCs. Teachers and parents are aware of initial problem solving efforts, which include a partnership with the student, parent, teachers, and a member of the MTSS team through conferencing. Parents are informed through conferences, newsletters, SAC, and program invitations on the options ELMS provides to support students' needs on each Tier level. In addition, if applicable MTSS team embraces Child Find for any student who may have an unaddressed impairment. The MTSS plan includes implementation of evidence-based interventions and ongoing student progress monitoring in response to selected interventions. Decisions on interventions and next steps involve all stakeholders (students, parents, teachers, MTSS team and leadership) and are databased. The MTSS team is knowledgeable about and considers the following options as well - Functional Behavioral Assessments (FBA), Positive Behavior Intervention Plan (PBIP), and initiating formal problem solving and monitoring (PSW).

Our school-wide system of supports to meet the needs of all students are focused in two areas: behavioral (social/emotional) and academic. Through behavioral supports ELMS implements weekly character education topics via morning announcements, which are further explored in English Language Arts classrooms. Teachers and students are implementing restorative practices with restorative questions, affirmative statements and circles. Examples of school climate initiatives include a well-known positive behavior reward program at the conclusion of each quarter "Good Behavior Get-Together", and First Friday Lunches that promote friendship, diversity and school spirit. Students needing more intensive and/or individualized behavior supports are referred to School Counselor and/or the RTI process. Through academic supports ELMS implements weekly

S.O.A.R Lunch (Success through Organization, Achievement and Responsibility) sessions available to all students, individual mentor sessions, Success Plans for students at risk of academic probation, and extended learning opportunities. Students needing more intensive and/or individualized academic supports are referred to School Counselor and/or the RTI process.

The Student Services Department serves a vital purpose at East Lake Middle Academy of Engineering. The school counselor is able to handle all types of crisis, including student personal crisis and emergencies. She is available to assist our students develop better personal awareness and higher self-esteem. Modes of delivery include classroom guidance, group and individual counseling, and school-wide initiatives. Our school social worker works with students, families and teachers to solve problems relating to student achievement and mental health. Our School Psychologist works with individual students and may performing a psychological evaluation for the student and their family. She also meets with the students to help in a crisis situation. Mentors at East Lake Middle Academy of Engineering have vital skills include listening and communication. Students often come to value their mentors as the only person who truly lends them a listening ear and non-judgmental conversations. Students can request a mentor with the school counselor at the school.

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

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?

East Lake Middle School provides supplemental and/or targeted interventions to support students that do not respond to core efforts. -I.e. social skills groups, check and connect, mentors.

The following problem solving method is used for addressing effectiveness of processes at ELMS:
Step 0 - Collect Data
Step 1 - Clarifying the problem by analyzing data
Step 2 - Breaking down the problem into components if necessary, looking at data for gaps in student achievement
Step 3- Setting an attainable target
Step 4 - Root cause analysis from an instructional and resource perspective
Step 5 - Develop action steps to follow including who will monitor the progress
Step 6 - Seeing action steps through by progress monitoring by personnel assigned
Step 7 - Monitor process and results including reporting of gains
Step 8 - Standardizing and Share Successful Practices along with continuous improvement of the process

East Lake Middle School systematically uses multiple sources of data to identify students who require Tier II and Tier III supports. Request for behavior assistance can be made by teachers, staff or families. There is a formal process in place for efficient selection of interventions that are matched to the student need. Implementation of innovative processes and monitoring of results are committee base. Tier II and Tier III practices are reviewed for fidelity on an ongoing basis. Classroom teachers and staff regularly monitor student performance/progress and adjustments are made when needed based on individual student results/data.

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).

Data is shared at faculty, SBLT, and MTSS meetings. Attendance data is shared on a monthly basis via our Faculty Friday Updates newsletter and CST meetings. Our school uses a many data point including school dashboard, performance matters, EOC, FSA, PSAT, WriteScore and Science SSA scores. We also look at our ongoing SRI testing results. All of this with focused instructional observations and feedback drives the school to work to meet the needs of all students. Our school uses a share-drive to share data so that all data is transparent and available to all teachers. This allows teachers to talk to a deeper level when working for all students to achieve at their highest level and to make changes in instruction based on student data.

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?

East Lake Middle School has academic and behavior expectations that students need to keep in order to stay in the program. All staff members have high expectations for students as demonstrated by high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology. Support is given to teacher differentiation of core curriculum to address the needs of all learners and learning styles. Ongoing PD is given through-out the year in Friday Updates, faculty meeting and trainings.

Students that are struggling receive various tiered interventions to meet their needs so all students can succeed. Expectations are communicated on a daily basis. All staff are trained in Marzano framework and list their high expectations through a learning goal and scale in every classroom. Staff continue their training each pre-school and through a variety of meetings and PLCs throughout the year to expand and deepen their understanding of the Marzano framework. Expectations are communicated to students through teachers, administration and staff. Expectations are posted for all to see and referenced daily. Through walk-throughs, observations and lesson plan administration monitors what is expected. Through feedback teachers learn and grow their weaknesses.

Diversity is celebrated. School-culture built through-out the year as the school counselor, administration, staff and teachers infuse diversity and cultural relevancy within their lessons.

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?

Through the implementation of Olweus Bullying Prevention Program (OBPP), Restorative Practices, ongoing staff training in RTI/MTSS and best classroom practices, students and staff at ELMS will consistently

demonstrate behaviors that reflect our core values as measured by surveys, positive referrals, discipline records, and bullying incident reports. By Spring 2018, students will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe SCHOOL CLIMATE as assessed by a variety of measurement tools such as positive referrals, discipline and attendance records, and surveys. The desired outcome is a 10% reduction in discipline referrals and student suspensions, a decline in tardy rates, decrease in student bullying behaviors, and an increase in student attendance and school connectedness.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will focus on five Domains School, Classroom, Individuals, Parents, and Community. School: Entire school will participate in the Olweus Program Kick-off, within the first week of school we will establish a clear understanding of school anti-bullying rules and expectations, provide ongoing staff engagement with Olweus Training and RTI/MTSS Framework training. We will continue school wide initiatives, which include Character Counts, PMAC Diversity and Tolerance, classroom guidance lessons, First Friday Mix-it Up Lunches, Bullying Prevention and Awareness Month, etc… Classroom: Use of restorative practices and classroom meetings/circles as well as grade level leaders implementing weekly bullying prevention activities with all students through "A Bully Free School Year/Bullying Not in This School" material. The outcome of restorative practices will cultivate a learning environment that is culturally relevant and results in all students – especially minorities to make learning gains. Individuals: Individual students will receive support through best-aligned resources established by our tiered system of support. There will also be a focus on building relationships and mentorship. Parents: Through PTA and SAC meetings, the OBPP Committee will provide engaging training opportunities and use of circles to educate and solicit feedback from parents regarding school culture and bullying prevention. In addition, parents will have access to educational materials and resources through school website and monthly newsletter. Community: Build partnership with community members to provide good behavior rewards and incentives as well as training and education for parents, faculty and staff.	Melissa Broner, Karen Huzar, ELMS Teachers

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.	
Although our data does not suggest that we have a discipline gap we do know that not 100% of our Black students are not making learning gains. 100% of our black students will make learning gains as measured by the Spring 2018 FSA assessments.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Through the use of restorative practices we want to cultivate a learning environment that is culturally relevant and results in all Black students making learning gains. SBLT team will closely monitor our black students data throughout the school year. Data will be shared with students and parents. All black students will have a school mentor.	Karen Huzar, ELMS Teachers
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
East Lake Middle School Academy of Engineering has a small percentage of Black students and we feel it is our responsibility to market our program so we will have a more diverse student body.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
This year we will intentionally market our programs in diverse areas to make sure all students especially our Black students of Pinellas County know of the opportunity available to them.	Karen Huzar

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?

The core instructional programs and materials are aligned to the Florida Standards by following the Florida Course Code and Descriptions. The courses offerings are broad and deep enough in scope to provide a wide range of student interest and abilities. Course offerings include Honors, Advanced, and on-grade-level education. Teachers write goals and objective for lesson plans that are aligned to the Florida State Standards. A wide variety of elective options are available such as Spanish, business ed., music, dance, digital art, PE/health and gifted education. Every student at East Lake Middle takes a full year PLTW courses in engineering, this extra electives allows every student every year to receive a quality STEM education. All teachers also use the Marzano framework. Goals and scales are used in every classroom every day. ELMS believes that the combination of the use of goals and scales and cross-curricular STEAM projects that each grade level team develops helps our students grow as critical thinkers and problem solvers. Data from WriteScore, SRI, and FSA assessments show an increase on the standards from last year to this year on the standards that were specifically targeted school-wide.

Our successes that we have celebrated is that we can pinpoint areas that need improvement, work on them as a school and community and our data shows that improvement in learning gains in ELA for all grade levels. This was a goal that was worked on school-wide in all classes. We want to continue to improve learning gains for all students while offering rigorous elective options.

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?

We need to increase the proficiency of students understanding and identifying Key Ideas and Details. We have review WriteScore data as well as our FSA ELA data and PSAT 8/9 data for this component. We need to increase the level of questioning for all math students.

We have noticed a trend that are level 4 and 5 math students are not increasing or making learning gains, we believe this is because the we are not asking enough higher level rigorous questions. We have review trend data from FSA Math, Algebra and Geometry EOCs and PSAT data.

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.

The Faculty at East Lake Middle School uses data to guide lessons throughout the year. All teachers hold data chats with students. Cycle assessments and WriteScore data is given to students after every assessment. It is broken down to what standards need to be remediated and shared with students. Students then set goals for the next assessment. Every classroom uses goals and scales daily and students can track their progress to the learning goal for each lesson. Students are expected to cite specific evidence on why they have mastered a target goal in class.

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).

Incoming 6th graders attend orientation in spring and New Eagles camp in August before they start of the year. Transitions – training about career by Hill and Broner for 8th grade. High School night attended by Broner and supported by 8th grade teachers
8th Grade College Day – This day will be a day where colleges will be on campus for students to explore their interests. Staff and students will be encouraged to wear favorite college shirts/sweatshirts.

⬡ 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?	
Increase rigor by asking higher level questions in every math lesson in all math classes. Increase rigor in engineering and science classes by asking challenge math questions throughout the year.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
In class data(assessments), cycle tests, and PSAT – We are tracking the frequency of level 4 questions that are correctly answered.	Math Teachers, Engineering Teachers, Dave Reid, Karen Huzar
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?	
Teachers will continue to provide writing opportunities in the classroom and through research-based projects.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Quick Writes with evidence – Should occur in all classrooms at least once a week. Teams will work together to make sure that per grade level it is spread out throughout the week by subjects. Teachers will use a common short and extended writing scales. Research Based Projects – will require a minimum of three cited sources. Monitoring through WriteScore, random student samples will be collected and check by Leadership Team 2X a year, compliance checks with lesson	Karen Huzar, Department Heads, Dave Reid, ELMS Teachers

plans and then classroom walkthrough and observation data to ensure alignment of student work.	
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	

Increase the opportunities for students to identify main idea and Key Details	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Use of WriteScore Reading scores 2X a year. Teachers have the Write Score Reading resources to use in their classes. Collection of grade level data from these mini lessons will be monitored and then presented at SBLT monthly meetings.	Karen Huzar, Sarah Dobes, Dave Reid and ELMS Teachers

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 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.

East Lake Middle School Academy of Engineering has a team of teachers that work well together and always help one another. Our AdvancED results were the lowest in teachers providing specific and timely feedback about their learning. This is an area that we would like to grow in and make sure all students and parents understand their expectations for all classes and their feedback is not only timely but also specific to the learners. We have added a school-wide grade book matrix to our school where all teachers will use the same gradebook indicators. Furthermore, we have added a submitted tab where teachers mark work as submitted and then have 10 days to make sure to give specific feedback on large projects and papers. Other positive programs that we have at ELMS to grow our culture Teachers go Above and Beyond program, Eagle Feathers Stand-out, Teacher of the Year, Monthly Attendance Awards.

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.

Teachers meet in a variety of PLC's to ensure that there is crossover planning. Teachers will meet monthly in grade level PLC's to discuss cross curriculum lessons and projects. PLC's discuss and plan semester curriculum mapping by grade level. Teachers also meet monthly in their department PLC's where content data discussions and curriculum planning take place. Student data is readily available for teachers in an easy format for teacher to review at PLC's and is pulled apart during SBLT meetings.

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?

Our school focus this past year was the Growth Mind-Set, Writing with evidence and Interactive Notebooks in classrooms. All teachers participated in these professional development sessions in these three areas. School-wide we taught students about the Growth Mind-Set and had student activities throughout the year.

I saw an increase in relationship building and team work with in all classes. Students did not give up and preserved through. Through observation data I saw teachers facilitate more lesson instead of lecturing. Students learned though problem solving and discovery learning with guidance of teachers. Ninety percent of our teachers used interactive notebooks in their classrooms this year. Many of these teachers were new to the concept and have found ways to improve student's using their inactive notebooks for studying. Through this process we learned that we need to teach students how to use their notebook and how to study. This did become a SAC presentation this past year and will parent night this upcoming year, so parents can understand the notebooks and use as well.

Writing with evidence increased in all classrooms. We also adopted a school-wide writing rubric. This was students became more familiar where all teachers were to grade any writing   Students became better at picking quality evidence to support their claim when writing and students learned how to properly cite and quote their evidence. As a result our writing scores increased in the area of craft and structure for all grade levels and increase in editing in 7th and 8th grade as measured by the FSA/ELA assessment in Spring of 2017.

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?
Class Notebook/Staff Notebook	Summer 6/22 & Pre-School	Teachers	All teachers will electronically submit lesson plans through Staff Notebook. Each teacher will set up a class notebook for student access to material.
AT Training/MTSS Interventions	Pre-School	Teachers	All teachers will have a better understanding of AT and what technology tools can be used in classes to help all students. MTSS interventions will be defined in tiers and teachers will have a better understanding of interventions.
Restorative Practices	Team Summer Pre-School & continuous throughout the year	Core Team – Summer (3 teachers, counselor and Principal) Staff – Preschool & throughout the year	Teachers will build better and stronger relationships with students while teaching them about empathy of others.

Olweus Bullying Prevention	Team Summer Pre-School & continuous throughout the year	Core Team – Summer (3 teachers, counselor and Principal) Staff – Preschool & throughout the year	Teachers and staff will be able to identify and prevent bullying/harassment. Teachers will also understand their role and the methods for reporting bullying/harassment.
Culturally Relevant Classrooms	Pre-School & Through Out the Year	Teachers	Teachers will understand how to leverage student experiences, interest and cultural values/assets to create culturally responsive instruction.
Academic Vocabulary, text comprehension strategies and Multisensory intervention strategies for reading	Pre-School & Through Out the Year	Teacher	Teachers will continue to use and develop lessons that use a variety of multisensory intervention strategies. All teachers will incorporate academic vocabulary and text comprehension strategies into lessons.

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).

It is evident that parents and students do not feel that they have an adult advocate on campus. Our AdvancED data states that only 66% of parents feel that their child has an adult advocated on campus but only 49% of students feel that there is at least one adult advocate on campus. Through the use of Restorative Practices and Olweus Bullying Prevention program we hope to build a stronger relationship with parents and students. Through the intentional planning of the use of Circles we hope that students can learn empathy and how to advocate for themselves so parents, teachers, staff and students can work together.   Throughout the year we will take pulse formative assessments to measure improvement. Our goal is that we improve by 20% on this indicator for both parents and students as measured by the 2018 AdvancED survey.

During the 1ˢᵗ

Action Plan – Restorative Circle Training – Pre-School
1ˢᵗ week of school -Week of Welcome activities for students will include Restorative practices and restorative circle to start to build a stronger school culture.
Weekly announcements connect school culture to students. Definition key words, providing what it looks like, provide quotes, extension is done in LA class as a quick write. The 1ˢᵗ four week are dedicated to teaching core values, after that announcements will be from Olweus bullying prevention program.
2ⁿᵈ week of school – Start mentoring program of identified students - Lowest 25%,
These students will meet weekly with their mentors.
3ʳᵈ week of school – Bullying Prevention Program for Parents at PTA Meeting – This explained the program to parents and allows them to be involved. There are several volunteer opportunities for parents.
October – Bullying prevention kickoff assembly for all students. This program will have skits, musical interpretations
Monthly – Revisit during monthly PLC how teachers are using restorative practices in their classrooms
Monthly – Through SBLT
Ongoing - New Student Connections – School Counselor to revamp new student onboarding process to include new student packet and assigned peer-buddy to assist with transition.

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.

Data-Night Chats are held for targeted student groups. Each family is provided with a detailed packet of personalized student performance data. Key teachers are available that night to conference individually. All families will have an individualized student plan for improvement, keying into areas that students can work on either by using IXL or another online program.

Throughout the year during SAC meetings each academic department presents current performance data, goals, and makes recommendations for improvement. During these meetings tips are given to parents to know what to watch for, how to help their students and understanding of overall expectations. There is also an 8ᵗʰ grade night that our school counselor puts on to explain HS choices to parents. This information shared early enough so parents can visit various HS Discovery Nights and learn more about theirmagnet and career ready programs.

During Parent/Student/Teacher Conferences relevant data is reviewed with families in order to collaborate, problem solve and provide recommendations. Parents walk away with information on how to help their 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.

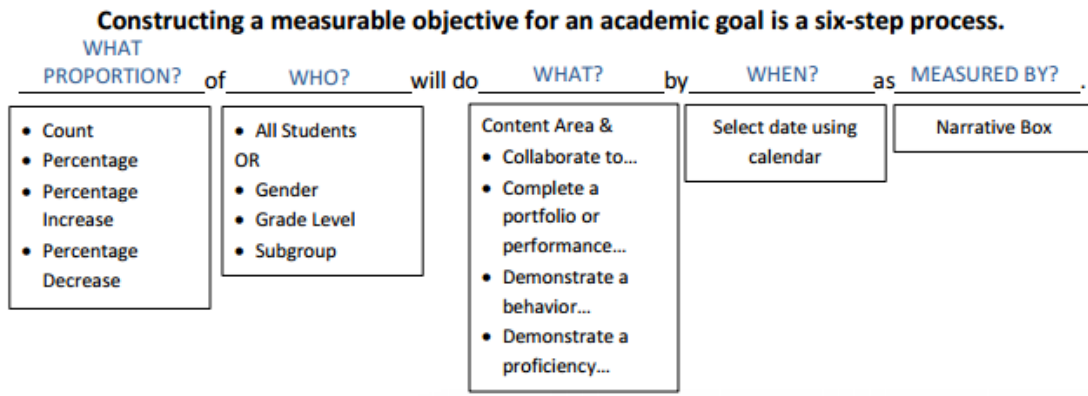| Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	☐	☐	☐	☒
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☐	☐	☒
Families who are in regular 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?	
Math Department Parent Night	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Inform parents of FSA/EOC testing and resources available to prepare at home.	Julie Clampitt
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?	
Increase parent and community involvement and cohesion through forums	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Facilitated through restorative circles at PTA or SAC meetings with topics to possibly include Internet Safety, Suicide Prevention, Social Media, and other open discussions. Community Liaison will work to include community agencies with the ability to train parents and/or provide resources.	Amira Ray, Community Liaison
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Increase opportunities for students to engage with adult advocates through partnerships with High School	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Community Liaison will work to collaborate with High School students and faculty to facilitate mentorship and club fairs with our students	Amira Ray, Community Liaison

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?

WHAT PROPORTION?	WHO?	Content Area &	WHEN?	MEASURED BY?
• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	• 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: Sarah Dobes
80% of students will make a learning gain as measured by the FSA ELA in Spring 2018. (Increase from 72%).	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Cycle Assessments (WriteScore) 2x/year	WriteScore Results
Teachers receive professional development around close reading, standards, assessment, and instructional methods through two Core Connections trainings throughout the year.	WriteScore Results
Teachers of Social Studies continue integration of literacy standards into the SS curriculum including DBQs and National History Day.	Lexile Scores, WriteScore student responses, DBQ student samples
Meet in once-a-month department PLC to review student data and written work, evaluation for trends, strengths, and weaknesses. Data will also be shared monthly at SBLT meeting. Remediation through targeted ELP sessions and differentiated instruction through iXL lessons tailored to students.	Lexile Scores, WriteScore Results, progress monitoring including administrative feedback (data and anecdotal) from walkthroughs, student work smaples, Language Arts mini assessments through Performance Matters
Implement data chats whole-class and individually. Review WriteScore and past FSA data, specifically looking for achievement of black vs. Nonblack students.	Lexile Scores, WriteScore Results, FSA ELA Results

Math Goal	Goal Manager: Julie Clampitt
80% of students will make a learning gain as measured by the FSA/EOC in Spring 2018. Increase proficiency level of all math students to 90% as measured on the Spring FSA assessment.	

100% of students will successfully pass the Algebra/Geometry EOC	
Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
ELP support and one on one tutoring for level 3 students taking an advance courses	ELP Attendance/ Teacher based Formative Assessments
ELP support and one on one tutoring for our lowest 25%	Teacher based Formative Assessments
Cycle Assessments (3 x per year)	Cycle Assessment Data is used to remediate students that are still lacking skills. Teacher also reviews data to see if there is an overall skill that must be retaught.
Implementation of High Level Questioning	Teacher based Formative Assessments

Science Goal	**Goal Manager:** Kathryn Connolly
100% of 8th grade students will achieve a 3.0 or higher on the SSA in Spring 2018. 100% of 6th/7th grade students will achieve mastery (80%) on quarterly Performance Assessments for 2017-2018).	
Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
School-wide STEM activities/labs and inquiry-based projects	Nearpod, Formative Assessments, summative assessments
Cycle Assessments (4x per year)	Cycle Assessments – data is used to help remediate gaps for individual students. Teachers also review data to see if an overall skill must be retaught.
Data from informal/formal assessments Track student data through Performance Matters for students that are not meeting the standards.	Individual data printouts used for bridging the gap, individual student achievement, and class achievement. 6th and 7th grade teachers will analyze data to better structure lessons.
Gap Assessment used to structure lessons	Lessons are taught/retaught to ensure growth on standards based assessments Data will be used to highlight benchmarks missed in previous years. Tutoring is available for missed fundamental scientific facts
Utilization of literacy strategies	Text marking, chunking, focusing on complex text, extensive inquiry based instruction including research and writing opportunities (claims and evidence), implementing purpose setting and confirmation of learning strategies

⬡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: Social Studies	**Goal Manager: Sarah DeTurk**
100% of students achieve proficiency (3.0) as measured on the Civics EOC Spring 2018.	

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Cycle assessments (3X per year)	Cycle Assessments (3x per year) - Cycle assessment data is reviewed to see if teacher must reteach a skill. Student individualized data is shared and students are given remediation based on data.
Incorporate DBQ lessons, AVID strategies, and literacy skills within content	Classroom-based formative assessments – data from formative assessments guides what areas need to be retaught and what students need remediation. Remediation is give through lunch help, before school and one on one in class.
Data chats	Individual and classroom data handouts to offer support for student achievement, bridging the gap, and individualized goal setting.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM/College and Technical Education (CTE)	**Goal Manager:** Gregory Stewart
80% of 8th Grade students pass the Design Process certification test 90% of 7th Grade students pass the Design Process certification test 100% of 8th Grade students pass the Design Process certification test Increase the number of students involved robotic activities by 10%.	

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Group hands-on projects to apply the Design Process to solve real-world problems	Design Process certification
Competitive robotics class / STEM Academy / GEAR Club	Enrollment / Attendance / Local competitions

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Spark/IC3/MOS certifications	**Goal Manager: Jennifer Hill**

100% of students enrolled in a CTE course will attempt at least 1 certification exam.
50% of students enrolled in a CTE course will attempt 2 or more certification exams.

Actions / Activities in Support of Goal	Evidence to Measure Success
Students will be given self-directed instruction available both at home and during class	Students will show 85% mastery in GMetrix on 2 practice tests for the certification they are attempting
Teacher-driven lessons to prepare for any/all certifications	Students will earn an 80% or higher on classroom content matching the desired certification

⬣ Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Karen Huzar

100% of Black students will make learning gains as measured by the 2018 FSA and ELA Math Assessments.

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Provide PD on culturally relevant classrooms to increase engagement and rigor for black learners. Bridging the Gap Action Step (s) 2.2, 2.3	Through classroom walk through data, student work samples, student grades and student assessments.
Provide classrooms and an environment that ensures rigorous, culturally relevant instruction for black students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.	Through classroom walk through data, student work samples, student grades and student assessments.
All black students will have a mentor/academic coach that checks in with each student on a weekly basis. This is to ensure that each student has the support needed for their rigorous classes.	Student grades, cycle assessments, RI assessments

Subgroup Goal (ELL)	Goal Manager: Melissa Broner

100% of ELL students will make learning gains as measured by the 2018 FSA ELA and Math Assessments.

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
All ELL students will have a mentor/academic coach that checks in with each student on a weekly basis. This is to ensure that each student has the support needed for their rigorous classes.	Student grades, cycle assessments, RI assessments
Provide classrooms and an environment that ensures rigorous, culturally relevant instruction for ELL students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.	Through classrooms walk throughs, student work samples, student grades and student assessments.

Subgroup Goal (ESE)	Goal Manager: Anthony Giordano

All ESE student will be challenged to rigorous course work and 100 % of ESE students will achieve learning gains as measured by the 2018 FSA ELA and MATH Assessments.

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
All ESE students will have a mentor/academic coach that checks in with each student on a weekly basis. This is to ensure that each student has the support needed for their rigorous classes and are supported to make learning gains.	Student grades, cycle assessments, RI assessments Review of IEP Goals and classroom walk throughs
ESE goal manager will work with Principal to ensure students our in rigorous advanced course when applicable.	Student schedules
Provide differentiated, individualized or small-group instruction that is aligned to grade-level standards and Individualized Educational Plan (IEP's)	classroom walk throughs and observation data

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

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as 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 6th	Grade 7th	Grade 8th	Grade Select	Grade Select	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	5	3	7					15	4
Students with excessive absences / below 90 %	0	0	0						
Students with excessive behavior / discipline**	0	0	0						
Students with excessive course failures**	0	0	0						
Students exhibiting two or more Early Warning indicators	0	0	0						

***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.
100% of students have five or fewer absences in the 2017-18 school year.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
"Strive for under Five" Program (five or fewer absences per school year) Celebration each quarter for students that have 2 or fewer absences per teacher per quarter. Overall perfect attendance awards at the end of the year. Child Study Team will address students that have missed 10% or more of school. This team will also look for trends on students that missed school by looking at attendance codes and notes.	Student Attendance data

⬡ **EWS - Discipline**

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Reduce discipline referrals by 50% for the 2017-18 school year as measured by discipline data available in Focus.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**

Bullying prevention Olweus program	Reduction in K12 alerts reports
Restorative circles to improve culture	AdvacEd Report

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.

East Lake Middle School Academy of Engineering offers before school extended learning opportunities throughout the year. We specifically target our lowest 25% of math and reading. Teachers work with students to help them with specific standards throughout the year to decrease their academic achievement gap. Early Intervention data, student grade data and student testing data is reviewed on a weekly basis. Students in danger of failing meet weekly with a mentor, who specifically goes through their class grades, assignments and testing data. Data sources used are Performance matters, student grades, attendance data, RI assessments, and state assessment data.

Early Intervention / Extended Learning Goal   Please ensure that your goal is written as a SMART goal.
100% of our lowest 25% of students will attend extended learning opportunities throughout the year. As result we would expect an increase in learning gains by 5% for our lowest 25% in math (from 68% to 73%) and in ELA (from 69% to 74%) as measured by the 2018 FSA Spring assessment data.

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Personalized invites to the lowest 25% of students for extended learning opportunities.	Attendance of lowest 25% of students.
Math and ELA extended learning opportunities will be specific to the standards that students still need to master. All students will keep data folders in their ELP classrooms.	Increase in learning gains for our lowest 25% as measured by the 2018 FSA Spring assessments. Throughout the year cycle tests, WriteScore data, RI data, and class assessments will be reviewed. Data chats will be with student and teacher and teacher, student and parents at Data Chat Night.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	23	% with advanced degrees	47.8
% receiving effective rating or higher	100	% first-year teachers	0
% highly qualified (HQT)*	82.6	% with 1-5 years of experience	8.7
% certified in-field**	100	% with 6-14 years of experience	69.6
% ESOL endorsed	26.1	% with 15 or more years of experience	21.7

**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.

Seek out highly qualified and credentialed teachers. Principal creates a positive work environment through hospitality committee and recognition programs throughout the year. Some of the recognition programs are Above and Beyond, Silver Eagle Feathers and ELMS Educator of the Year Award. Teachers are encouraged to seek leadership opportunities that interest them.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Charles	Medina	White	Parent
Mark	Ondash	White	Parent

Pattie	Halula	White	Parent
Katie	Cunningham	White	Business/Community
Cannice	Ellis	Black	Parent
Amira	Ray	Multi	Support Employee
Deborah	Chappel	Hispanic	Teacher
Karen	Huzar	White	Principal
Eva	Krutchik	Hispanic	Parent
Joy	Pagamdorj	White	Parent
Janie	Griffith	White	Parent
Micah	Acree	White	Parent
David	Reid	White	Teacher
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

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: 8/21/2017

SBLT / MTSS Leadership Team

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

☒ Yes	☐ No	Chairperson: David Reid

Please state the days / intervals that your team meets below.
1st Monday of Every Month Team will meet.

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.

Student Planners- $900
Remainder of funds will be used towards the cost of IXL for math and ELA.