

Pinellas County Schools

# East Lake Middle School Academy Of Engineering



2019-20 Schoolwide Improvement Plan

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# East Lake Middle School Academy Of Engineering

1200 SILVER EAGLE DR, Tarpon Springs, FL 34688

<https://www.pcsb.org/eastlake-ms>

## Demographics

**Principal: Karen Huzar**

Start Date for this Principal: 7/1/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	16%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (81%) 2017-18: A (84%) 2016-17: A (81%) 2015-16: A (80%) 2014-15: A (87%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan was approved by the Pinellas County School Board on 9/10/2019.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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<https://www.pcsb.org/eastlake-ms>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Middle School 6-8</p>	<p><b>2018-19 Title I School</b></p> <p>No</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>15%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>17%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	A	A	A	A

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

#### Provide the school's vision statement.

100% student success

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Huzar, Karen	Principal	Instructional Leader, oversee operations, monitors student progress, support and monitor teachers, etc.
Heeren, Teal	Teacher, K-12	ELA & Reading Department Chair and SBLT Member
MacDonald, Michael	Teacher, K-12	Math Department Chair & SBLT Member
Stavropoulos, Elizabeth	Teacher, K-12	Science Department Chair & SBLT Member
Schlierer, Oren	Teacher, K-12	Social Studies Department Chair & SBLT Member
Stewart, Gregory	Teacher, Career/Technical	Engineering Department Chair & SBLT Member
Hill, Jennifer	Teacher, Career/Technical	Humanities Department Chair & SBLT Member
Reid, David	Instructional Technology	SBLT Facilitator, Curriculum and Technology specialist

### Early Warning Systems

#### Current Year

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	132	132	132	0	0	0	0	396
Attendance below 90 percent	0	0	0	0	0	0	3	3	8	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	5	1	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	6	5	3	0	0	0	0	14

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	1	0	0	0	0	1

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

23

**Date this data was collected or last updated**

Wednesday 7/10/2019

**Prior Year - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

**The number of students by grade level that exhibit each early warning indicator:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	5	9	13	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	1	1	2	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	5	4	3	0	0	0	0	12

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	1	1	0	0	0	0	0	2

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	88%	52%	54%	84%	51%	52%
ELA Learning Gains	73%	55%	54%	72%	51%	54%
ELA Lowest 25th Percentile	68%	47%	47%	69%	40%	44%
Math Achievement	88%	55%	58%	89%	54%	56%
Math Learning Gains	66%	52%	57%	69%	52%	57%
Math Lowest 25th Percentile	64%	46%	51%	68%	44%	50%
Science Achievement	94%	51%	51%	87%	51%	50%
Social Studies Achievement	99%	68%	72%	99%	65%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	132 (0)	132 (0)	132 (0)	396 (0)
Attendance below 90 percent	3 ( )	3 ( )	8 ( )	14 (0)
One or more suspensions	5 (0)	1 (0)	0 (0)	6 (0)
Course failure in ELA or Math	2 (0)	0 (0)	0 (0)	2 (0)
Level 1 on statewide assessment	6 (0)	5 (0)	3 (0)	14 (0)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	83%	51%	32%	54%	29%
	2018	86%	49%	37%	52%	34%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2019	85%	51%	34%	52%	33%
	2018	82%	48%	34%	51%	31%
Same Grade Comparison		3%				
Cohort Comparison		-1%				
08	2019	96%	55%	41%	56%	40%
	2018	86%	55%	31%	58%	28%
Same Grade Comparison		10%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	85%	44%	41%	55%	30%
	2018	84%	45%	39%	52%	32%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	88%	60%	28%	54%	34%
	2018	95%	59%	36%	54%	41%
Same Grade Comparison		-7%				
Cohort Comparison		4%				
08	2019	0%	31%	-31%	46%	-46%
	2018	70%	31%	39%	45%	25%
Same Grade Comparison		-70%				
Cohort Comparison		-95%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	94%	51%	43%	48%	46%
	2018	83%	53%	30%	50%	33%
Same Grade Comparison		11%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	68%	31%	71%	28%
2018	100%	66%	34%	71%	29%
Compare		-1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	90%	55%	35%	61%	29%
2018	96%	57%	39%	62%	34%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	56%	40%	57%	39%
2018	100%	56%	44%	56%	44%
Compare		-4%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	38	54	50	54	31						
ELL	100	50		100	70						
ASN	100	82		100	75						
HSP	97	83		93	61		92		87		
MUL	85	62		92	77						
WHT	87	72	68	87	66	60	94	99	89		
FRL	83	67	63	88	61	65	84	100	92		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	50	40		50	40						
ASN	94	71		94	88				100		
HSP	82	64		97	79		73	100	94		
MUL	94	80		100	93						
WHT	84	70	71	91	80	81	84	100	91		
FRL	80	64	59	88	85	82	53	100	83		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	54	62	64	69	69						
ASN	86	86		100	82						
HSP	76	66		86	59						
MUL	92	83		100	92						
WHT	84	71	70	90	69	67	87	99	88		
FRL	79	62	58	88	62	70	74	100	76		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	81
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	729
Total Components for the Federal Index	9
Percent Tested	100%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

**English Language Learners**

Federal Index - English Language Learners	80
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

**Native American Students**

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

<b>Asian Students</b>	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	86
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
<b>White Students</b>	
Federal Index - White Students	80
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	78
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Our gains in Algebra and Pre-Algebra were the lowest. We had moved up some students that may had been lacking proper background knowledge.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Math proficiency and gains. We had moved up some students to Algebra that may had been lacking proper background knowledge.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

None - we are above the state's average in all components.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Our 8th grade ELA gains and proficiency and our science proficiency showed the greatest improvement. Through the use of data tracking and consistent individualized instruction, monitoring of student progress was bi-weekly.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Continue to strengthen our SWD. Make sure all students have the support needed and instruction is differentiated for all students to achieve.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Math Gains and proficiency
2. Maintain SSA proficiency
3. Continue improving ELA proficiency
4. Continue to stretch students with middle school acceleration

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Mathematics Proficiency
<b>Rationale</b>	Our current level of performance is 89%, as evidenced in FSA Mathematics and Algebra/Geometry EOCs. We expect our performance level to be 94% by May 2020. The problem/gap is occurring because lack of equity and differentiation within our classrooms. If equitable practices and differentiation would occur, the problem would be reduced by a minimum of 5%.
<b>State the measurable outcome the school plans to achieve</b>	The percent of all students achieving MATH proficiency will increase from 87% to 92%, as measured by FSA and from 92% to 97% as measure by Algebra/Geometry EOCs.
<b>Person responsible for monitoring outcome</b>	Karen Huzar (huzark@pcsb.org)
<b>Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.</li> <li>- Strengthen staff practice to utilize questions to help students elaborate on content.</li> <li>- Enhance staff capacity to support students through purposeful activation and transfer strategies.</li> <li>- Strengthen staff ability to engage students in complex tasks.</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	Differentiation and equity for all students should be a focus across all grade levels within the math department. This should be combined with an emphasis of incorporating collaborate study structures for students within the classroom/ELP setting to promote cultural relevance as well as rigor within the classroom.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Weekly ELP support for lowest 25%. Monitored by Department Head/weekly</li> <li>2. District cycle assessments. Monitored by all math teachers 3X a year.</li> <li>3. Data Chats with students. All math teachers 2X a year (beginning and midterm). Throughout the year use of frequent unit assessments will track students progress through their benchmarks.</li> <li>4. Individualized student planning and implementation. All math teachers/daily -</li> <li>5. Student Equity profiling. Monitored by Department Head/2X a year</li> <li>6. Collaborative Study structures (during ELP sessions). All math teachers/ weekly</li> <li>7. Proactive practices peer collaboration: strategy sharing related to differentiation, equity, restorative practice, mindset, needs of every learner. Monitored by Department Head/ Monthly.</li> </ol>
<b>Person Responsible</b>	Michael MacDonald (macdonaldm@pcsb.org)

<b>#2</b>	
<b>Title</b>	ELA/Reading
<b>Rationale</b>	Our current level of performance is 88% proficiency, as evidenced in FSA ELA 2019.
<b>State the measurable outcome the school plans to achieve</b>	The percent of all students achieving ELA proficiency will increase from 88 to 90%, as measured by FSA ELA 2020.
<b>Person responsible for monitoring outcome</b>	Karen Huzar (huzark@pcsb.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffolds instruction to meet the needs of each student.</li> <li>2. Strengthen staff practice to utilize questions to help students elaborate on content.</li> <li>3. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<p>Our current level of performance is 88% proficiency as evidenced by FSA ELA 2019 data. If targeted scaffolded instruction and differentiation based on individual student data would occur, the problem would be reduced by 2 percentage points. As over ¾ of students are proficient, individual student needs must be targeted through use of specific data to support the growth of those not yet proficient.</p> <p>If targeted questioning based on standards-aligned critical content and student data is utilized, proficiency will increase by 2 points. As teachers leverage targeted data, they will use specific questioning based on the critical standards-aligned content to strengthen in students the capacity to interpret and elaborate on rigorous content. Through questioning, students will think more deeply about their own thinking, and develop skills that will grow their proficiency.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Meet in once-a-month department Professional Learning Community (PLC) to review student data and written work, evaluation for trends, strengths, and weaknesses; review student response to tasks; and plan text-dependent questions, close reading, and skill/strategy based groups to implement with students to support their success with complex text. Department Chair will be responsible for developing and implementing agenda and areas of focus based on teacher feedback and student data.</li> <li>2. Teachers receive professional development around effective questioning and feedback, as well as critical content through 1 Core Connections training.</li> <li>3. Teachers monitor and provide feedback to students to support learning. While students are practicing, staff observe, take notes and confer with students in individual or small groups to probe for understanding and provide targeted, actionable, feedback.</li> <li>4. Design lessons (using road maps and unit assessments) on a trajectory of difficulty with multiple checkpoints and critical questions to find out what students know and then adapt instruction to meet students' needs.</li> </ol>
<b>Person Responsible</b>	Teal Heeren (heerent@pcsb.org)



<b>#3</b>	
<b>Title</b>	Science
<b>Rationale</b>	Our current level of performance is 94% proficiency as measured by the Spring SSA. We will continue to strengthen test taking skills as well as ELA skills so students understand academic vocabulary, processes, and concepts.
<b>State the measurable outcome the school plans to achieve</b>	The percent of all students achieving will increase from 94% to 95% as measured by the SSA.
<b>Person responsible for monitoring outcome</b>	Karen Huzar (huzark@pcsb.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Enhance staff capacity to identify critical content from the standards in alignment with district resources.</li> <li>2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.</li> <li>3. Strengthen staff and student practice to ask higher level questions to help students elaborate on content in a variety of ways.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	These strategies were used last year and our science score increased by 11% points. With the change in teachers this year we want to continue to use these strategies to maintain and increase our percent of students proficient on the SSA.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Cycle assessments: data is reviewed to see what skills need reteaching. Individualized student data is shared and remediation is given to individual students as needed. Reviewing test taking strategies will continue throughout the year.</li> <li>2. Infused AVID strategies throughout daily lessons - collaborative study groups, interactive notebooks, focus note taking, etc.</li> <li>3. Standards based tracking through unit assessments.</li> <li>4. ELP support for lowest 25%.</li> </ol>
<b>Person Responsible</b>	Elizabeth Stavropoulos (stavropoulose@pcsb.org)

<b>#4</b>	
<b>Title</b>	Social Studies
<b>Rationale</b>	In 2019, 99% of our students achieved proficiency (3.0 or higher) on the Civics EOC.
<b>State the measurable outcome the school plans to achieve</b>	100% of students achieve proficiency (3.0) as measured on the Civics EOC Spring 2020.
<b>Person responsible for monitoring outcome</b>	Karen Huzar (huzark@pcsb.org)
<b>Evidence-based Strategy</b>	Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
<b>Rationale for Evidence-based Strategy</b>	Data is reviewed to see if any skills need reteaching. Individualized student data is shared and remediation is given to individual students as needed. Data (both summative and formative) can also be used to help differentiate content to students to help meet the needs of each student.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Cycle Assessments: data is reviewed to see if any skills need reteaching. Individualized student data is shared and remediation is given to individual students as needed.</li> <li>2. AVID Strategies: writing inquiry, collaboration, organization, and reading strategies.</li> <li>3. Complex Social Studies texts read by students in in multiple class settings as support for the Civics curriculum and expose to difficult texts.</li> <li>4. Data Chats: Individual and classroom data handouts to offer support for student achievement, bridging the gap, and individualized goal setting.</li> <li>5. Core connections Civics teacher PD</li> <li>6. Teacher will plan for differentiation to meet each students needs per benchmarks, and use of unit mini assessment will be used to share data with students.</li> </ol>
<b>Person Responsible</b>	Oren Schlierer (schlierero@pcsb.org)

<b>#5</b>	
<b>Title</b>	College Career Readiness
<b>Rationale</b>	<p>1.Our current level of performance dropped to 82% (from the previous level of 92%), as evidenced in Acceleration Rate</p> <p>2.We expect our performance level to be 90% or higher by May 2020.</p> <p>3.The problem/gap is occurring because 6th grade students were enrolled in a semester of computer applications in the 2018/2019 SY while far fewer 7th &amp; 8th grade students were enrolled in ICT2/DIT than in previous years.</p> <p>4.If more 7th &amp; 8th graders are given the opportunity to take ICT2 &amp; DIT (both whole year courses), the problem would be reduced by 8%.</p>
<b>State the measurable outcome the school plans to achieve</b>	The percent of 8th grade students earning credit for acceleration coursework will increase from 82%to 90%, as measured by Acceleration Rate.
<b>Person responsible for monitoring outcome</b>	Karen Huzar (huzark@pcsb.org)
<b>Evidence-based Strategy</b>	<p>1. Enhance access to opportunities for students to engage in advanced/acceleration coursework.</p> <p>2. Intensify staff capacity to support students in successfully completing and attaining industry certification.</p> <p>3. Strengthen stakeholders' understanding of the Pathways to Graduation (HS) and Advanced Course Pathways (MS).</p>
<b>Rationale for Evidence-based Strategy</b>	th-grade students enrolled in DIT earn an average of 3 certifications in 1 school year. 83% of 8th-grade students earned college credit either by completing their Microsoft Office Specialist credential or IC3 credential last year. By expanding the number of 8th-grade students taking DIT and offering the students advanced access to quality curriculum through digital instruction developed by the CTAE teacher, ELMS will increase acceleration to 90% or higher.
<b>Action Step</b>	
<b>Description</b>	<p>1. Blended learning where lesson plans are delivered digitally with classroom discussion about standards/expectations and how they enable to student to prepare for certification exams. Monitored by Mrs.Hill/ Daily in CTAE classes</p> <p>2. Present at DWT, communicate with supervisor and administrator about certificates attempted/attained. Monitored by Mrs. Hill/1X a month</p>
<b>Person Responsible</b>	Jennifer Hill (hilljenn@pcsb.org)

<b>#6</b>	
<b>Title</b>	Bridging th Gap Plan
<b>Rationale</b>	Our current level of performance is 75% of all black students made learning gains, as evidenced by the FSA. We expect our performance level to be 100% of all black students to make learning gains on the Spring 2020 FSA.
<b>State the measurable outcome the school plans to achieve</b>	The percent of black students achieving proficiency will increase from 50% to 100%, as measured by the ELA FSA. The percent of black students achieving proficiency will increase from 75% to 100% as measured by the FSA Math Assessment.
<b>Person responsible for monitoring outcome</b>	Karen Huzar (huzark@pcsb.org)
<b>Evidence-based Strategy</b>	Ensure all black students are participating in extnded learning opportunities before and after school, throughout the school year as needed. Provide targeted professional development and coaching to teachers and leaders on equity and culturally relevant strategies to increase engagement, grade point aveage and learning gains.
<b>Rationale for Evidence-based Strategy</b>	To provide individualized support for black students.
<b>Action Step</b>	
<b>Description</b>	1. Mentor all black students and provide individualized support for students. 2. Provide equity PD for all teachers and staff.
<b>Person Responsible</b>	Karen Huzar (huzark@pcsb.org)

<b>#7</b>	
<b>Title</b>	School Climate/Conditions for Learning
<b>Rationale</b>	Last year we saw a rise in referrals by 1%. We also had more repeat offenders. We saw more serious referrals last year than in years past.
<b>State the measurable outcome the school plans to achieve</b>	Reduce the percent of referrals from 7% to 5% as measured by the total end of the year referral data in Focus.
<b>Person responsible for monitoring outcome</b>	Karen Huzar (huzark@pcsb.org)
<b>Evidence-based Strategy</b>	Strengthen the ability of the staff to establish and maintain positive relationships with all students. Support the implementation engagement strategies that support the development of social and instructional teaching practices.
<b>Rationale for Evidence-based Strategy</b>	Supporting the staff's growth will help establish and main positive relationship with students. Developing and supporting SEL lessons throughout the year will teach empathy and social norms.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Ensure one staff member is a certified RP trainer.</li> <li>2. Ensure that we have at least 2 Equity Champions on staff.</li> <li>3. Provide Mental Health PD to all teachers and staff, regarding anxiety.</li> <li>4. Book study related to equity and</li> <li>5. SEL class lessons and School-Wide SEL Monthly lessons</li> <li>6. Small groups to work on social skills provided by social worker</li> </ol>
<b>Person Responsible</b>	[no one identified]

<b>#8</b>	
<b>Title</b>	Attendance
<b>Rationale</b>	Our current attendance rate is 97%. We want to continue with this level of performance by May 2020. The problem in attendance is occurring due to sickness.
<b>State the measurable outcome the school plans to achieve</b>	The percent of all students missing 5 or more days will decrease from 59% to 55%, as measured by attendance in focus.
<b>Person responsible for monitoring outcome</b>	Karen Huzar (huzark@pcsb.org)
<b>Evidence-based Strategy</b>	Strengthen the attendance problem-solving process to address and support the needs of students across all tiers on an ongoing basis.
<b>Rationale for Evidence-based Strategy</b>	Continuing you to monitor, address and support the needs of students across all tiers will improve attendance.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Review attendance taking process and school-wide strategies for positive attendance with all staff.</li> <li>2. Review data and effectiveness of school-wide attendance strategies on a biweekly basis.</li> <li>3. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</li> <li>4. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared.)</li> </ol>
<b>Person Responsible</b>	Karen Huzar (huzark@pcsb.org)

<b>#9</b>	
<b>Title</b>	Family and Community Engagement
<b>Rationale</b>	Create long lasting and meaningful partnerships with local organizations.
<b>State the measurable outcome the school plans to achieve</b>	ELMS will forge a partnership with Toymakers of East Lake. Though a new club and STEM academy students will work on pieces for Toymakers of East Lake which in turn will give back to the community. ELMS will continue to expand our Engineering Advisory Board to local engineering companies. Through these partnerships we hope to be able to create unique learning opportunities for our all students.
<b>Person responsible for monitoring outcome</b>	Karen Huzar (huzark@pcsb.org)
<b>Evidence-based Strategy</b>	Community involvement throught volunteer service project
<b>Rationale for Evidence-based Strategy</b>	Finding a project that our school can get involved ad make a difference for a volunteer community organization creates a partnership and students that care for others.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Engineering teacher will create club where students can continue to grow thier wood working skills while working on pieces for Toymakers of EL.</li> <li>2. Students will partake in the November Give Back weekend where Toymakers of EL takes thier toys to local shelters, hospitals, etc.</li> <li>3. Toymakers of EL will be part of Engineering Expo in March.</li> <li>4. Continue to grow the Engineering advisory board to create more unquie learning oppertunties for students.</li> </ol>
<b>Person Responsible</b>	[no one identified]

<b>#10</b>	
<b>Title</b>	Healthy Schools
<b>Rationale</b>	Our problem is that our school does not have a sports based program and our after school dance program will not continue for the 2019-2020 school year. ELMS will continue to create new programs where students will be active and can choose to participate outside the school day.
<b>State the measurable outcome the school plans to achieve</b>	100% of students will partake in a live training for the Sandy Hook promise. Also we will increase opportunities for students to be part of school activities such as walk and bike to school.
<b>Person responsible for monitoring outcome</b>	Karen Huzar (huzark@pcsb.org)
<b>Evidence-based Strategy</b>	Collect data on number of students that participate in monthly walk/bike to school. Create more activities that students can be part of and be active. Choose healthy snacks during reward programs.
<b>Rationale for Evidence-based Strategy</b>	Continue to create activities so more students will become involved.
<b>Action Step</b>	
<b>Description</b>	1. Participation sign-in at all activities to monitor data 2. Increase marketing for events such as walk/bike to school 3. If snacks are provided, healthy snacks will be the only option for rewards.
<b>Person Responsible</b>	Karen Huzar (huzark@pcsb.org)



<b>#11</b>	
<b>Title</b>	STEM Education
<b>Rationale</b>	Our current level of performance is 100%, 93%, and 86% for 8th, 7th, and 6th grade respectively, as evidenced in the results of the Design Process Certification Test. However, because our 8th grade curriculum is changing to become a high-school level course (Intro to Engineering Design), we are modifying our goals for 2019-2020. All students should understand the Design Process before beginning a high-school level course, so we will move the 7th grade goal to 100% passing for the Design Process Certification Test. The 8th grade class will now use a goal based on passing the End of Course exam for Intro to Engineering Design.
<b>State the measurable outcome the school plans to achieve</b>	The percent of 8th grade students who pass the Intro to Engineering Design End of Course exam will be 90% or greater. The percent of 7th grade students who pass the Design Process Certification Test will increase from 93% to 100%, as measured by the Design Process Certification Test. The percent of 6th grade students who pass the Design Process Certification Test will remain above 80%, as measured by the Design Process Certification Test.
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	Strengthen staff ability to engage students in complex tasks. Strengthen staff practice to utilize questions to help students elaborate on content.
<b>Rationale for Evidence-based Strategy</b>	Regarding the Design Process Certification Test, we have identified that the problem/gap is occurring because of lack of differentiation/scaffolding on Engineering class projects, and limited reflection after project completion. With consistent scaffolding and frequent reflection, the problem will be significantly reduced. We are also confident that improved scaffolding and reflection will improve 8th grade student performance on the Intro to Engineering Design End of Course exam.
<b>Action Step</b>	
<b>Description</b>	1. Develop scaffolding strategies for all Engineering class projects. 2. Provide higher-level enrichment activities to challenge students through our Young Inventors Challenge, and using our new 3D printers and drones. 3. Reflect on the Design Process after all Engineering class projects
<b>Person Responsible</b>	[no one identified]

**Additional Schoolwide Improvement Priorities (optional)**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

**Part IV: Title I Requirements**

**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

n/a

**PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

n/a

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

n/a

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

n/a

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

n/a

**Part V: Budget**

The approved budget does not reflect any amendments submitted for this project.

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Mathematics Proficiency</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			6391 - East Lake Middle School Academy Engineering	School Improvement Funds		\$1,000.00
<i>Notes: PrepWorks/IXL online resources - \$1000 will be paid out of SIP</i>						
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: ELA/Reading</b>				<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Science</b>				<b>\$0.00</b>

<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Social Studies</b>				<b>\$160.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		140-Substitute Teachers	6391 - East Lake Middle School Academy Engineering	School Improvement Funds		\$160.00
			<i>Notes: Cover substitute cost for TDE for Civics teacher to attend Core Connections Civics 2 day training.</i>			
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: College Career Readiness</b>				<b>\$0.00</b>
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: Bridging th Gap Plan</b>				<b>\$0.00</b>
<b>7</b>	<b>III.A.</b>	<b>Areas of Focus: School Climate/Conditions for Learning</b>				<b>\$0.00</b>
<b>8</b>	<b>III.A.</b>	<b>Areas of Focus: Attendance</b>				<b>\$0.00</b>
<b>9</b>	<b>III.A.</b>	<b>Areas of Focus: Family and Community Engagement</b>				<b>\$0.00</b>
<b>10</b>	<b>III.A.</b>	<b>Areas of Focus: Healthy Schools</b>				<b>\$0.00</b>
<b>11</b>	<b>III.A.</b>	<b>Areas of Focus: STEM Education</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$1,980.00</b>