

Pinellas County Schools

East Lake Middle School Academy Of Engineering



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	16
Positive Culture & Environment	29
Budget to Support Goals	29

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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	16%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: A (81%) 2017-18: A (84%) 2016-17: A (81%) 2015-16: A (80%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Pinellas County School Board on 8/21/2020.

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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	29

East Lake Middle School Academy Of Engineering

1200 SILVER EAGLE DR, Tarpon Springs, FL 34688

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	15%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	16%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

This plan was approved by the Pinellas County School Board on 8/21/2020.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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, position title, and job duties/responsibilities 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
Schlierer, Oren	Teacher, K-12	Social Studies Department Chair & SBLT Member
Stewart, Gregory	Teacher, Career/ Technical	Engineering Department Chair & SBLT Member
Reid, David	Instructional Technology	SBLT Facilitator, Curriculum and Technology specialist
Clark, Deborah	Teacher, K-12	Science Teacher and Department Head
Wheaton, Jaclyn	Teacher, K-12	ELA Teacher and Department Head

Demographic Information

Principal start date

Wednesday 7/1/2015, Karen Huzar

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

26

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	16%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: A (81%) 2017-18: A (84%) 2016-17: A (81%) 2015-16: A (80%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	131	136	0	0	0	0	399
Attendance below 90 percent	0	0	0	0	0	0	3	4	1	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	6	1	5	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	5	4	2	0	0	0	0	11

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	0	0	0	0	0	0

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	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 7/6/2020

Prior Year - As Reported

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	
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	1	0	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	1	0	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
-------------------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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	

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	1	0	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	1	0	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
-------------------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	0 (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.

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
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%	0
Hispanic Students	
Federal Index - Hispanic Students	86
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
White Students	
Federal Index - White Students	80
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
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%	0

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 according to the FSA/EOC data from spring of 2019. Some students were moved up based on score improvement however they may have been lacking proper background knowledge. This year we specifically looked at past scores as well as received input from families and teachers.

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 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 were 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 as per our 2019 spring FSA and SSA data. Through the use of data tracking and consistent individualized instruction and monitoring of student progress was bi-weekly.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Continue to strengthen our SWD. Make sure all students have the support needed and instruction is differentiated for all students to achieve. Although we did not have a spring assessment in 2020 we

did pull small groups especially for math of small group of 7th graders. We may need to continue this small group based on GAP analysis testing to see what areas need additional support due to COVID-19.

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:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: 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 2021. 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%.

Measurable Outcome: 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.

Person responsible for monitoring outcome: Karen Huzar (huzark@pcsb.org)

Evidence-based Strategy:

1. 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.
2. Strengthen staff practice to utilize questions to help students elaborate on content.
3. Enhance staff capacity to support students through purposeful activation and transfer strategies.
4. Strengthen staff ability to engage students in complex tasks.

Rationale for Evidence-based Strategy: 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 to help with elaboration of content.

Action Steps to Implement

1. (S1) 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.
2. (S1) Individualized student planning and implementation. All math teachers/daily -
3. (S2, S3, S4) Collaborative Study structures (during ELP sessions). All math teachers/ weekly
4. (S1, S3, S4) Proactive practices peer collaboration: strategy sharing related to differentiation, equity, restorative practice, mindset, needs of every learner. Monitored by Department Head/ Monthly.

Person Responsible: Michael MacDonald (macdonaldm@pcsb.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale: Our current level of performance is 88% proficiency, as evidenced in FSA ELA 2019.

Measurable Outcome: The percent of all students achieving ELA proficiency will increase to 90% as measured by FSA ELA 2021.

Person responsible for monitoring outcome: Karen Huzar (huzark@pcsb.org)

Evidence-based Strategy:

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.
2. Strengthen staff practice to utilize questions to help students elaborate on content.
3. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

Rationale for Evidence-based Strategy: -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*

- 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

Action Steps to Implement

(S1, S2, S3) Meet in once-a-month department Professional Learning Community (PLC) to review student data and written work, including data from Write Score and Performance Matters. Teachers will evaluate for trends, strengths, and weaknesses; review student response to tasks; and plan text-dependent questions, AVID strategies, 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.

Person Responsible Teal Heeren (heerent@pcsb.org)

(S2) Teachers receive AVID and other professional development around effective questioning and feedback, as well as critical content through Content or Core Connections training.

Person Responsible Teal Heeren (heerent@pcsb.org)

(S1, S2) 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.

Person Responsible Teal Heeren (heerent@pcsb.org)

S1, S3)Design lessons (using road maps, AVID strategies, 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.

Person Responsible Jaclyn Wheaton (wheatonj@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Our 2019 level of performance was 94% proficiency as measured by the Spring SSA. We will continue to strengthen content knowledge so students understand academic vocabulary, processes, and concepts.

Measurable Outcome: The percent of all students performing at or above grade level will increase from 94% to 95% as measured by the SSA.

Person responsible for monitoring outcome: Karen Huzar (huzark@pcsb.org)

Evidence-based Strategy:

1. Enhance staff capacity to identify critical content from the standards in alignment with district resources.
2. Support staff to utilize data to organize students to interact with content in manners which differentiates and scaffolds instruction to meet the needs of each student.
3. Strengthen staff and student practice to ask higher level questions to help students elaborate on content in a variety of ways.

Rationale for Evidence-based Strategy: These strategies have been used in years and our science scores show consistent growth. With the change in teachers this year we want to continue to use these strategies to main and increase our percent of students proficient on the SSA.

Action Steps to Implement

1.(S2) Utilize Cycle assessments and Unit assessments, reviewing data for reteaching opportunities as needed. Use of data will be to plan instruction to ensure intervention/differentiation, and enrichment opportunities. Work with ELP Reading teacher to help support Science content and academic vocabulary for lowest 25%.

Person Responsible [no one identified]

2. (S3) Review and practice quality test taking strategies throughout the year.

Person Responsible [no one identified]

3.(S2) Utilize systemic documents (adopted curriculum, pacing guides etc.) to plan rigorous performance tasks that align with the standards. Also utilize supplemental resources, that include challenging/technical articles and sources to elicit close and critical reading.

Person Responsible [no one identified]

4. (S3) Infuse AVID strategies throughout daily lessons such as collaborative study groups, interactive notebooks, focused note-taking etc.

Person Responsible [no one identified]

5.(S1) Teachers will collaboratively work to develop cognitively complex tasks (via monthly/bi-monthly PLC's).

Person Responsible Deborah Clark (clarkdebo@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:

In 2019, 99% of our students achieved proficiency (3.0 or higher) on the Civics EOC. Continue to infuse higher order questioning and complex tasks into daily lessons.

Measurable Outcome:

100% of students achieve proficiency (3.0) as measured on the Civics EOC Spring 2021.

Person responsible for monitoring outcome:

Karen Huzar (huzark@pcsb.org)

Evidence-based Strategy:

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. Teachers will use complex tasks as well as AVID strategies through daily lessons.

Rationale for Evidence-based Strategy:

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.

Action Steps to Implement

1. (S1) Utilize Cycle Assessment data, unit assessment data and informal data to see if any skills need reteaching. Individualized student data is shared and remediation is given to individual students as needed.
2. (S2) Utilize and infuse AVID Strategies into daily lessons. Examples are writing inquiry, collaboration, organization, and reading strategies.
3. (S2) Use complex Social Studies texts read by students in multiple class settings as support for the Civics curriculum and expose to difficult texts.
4. (S1) Hold individualized data chats with all students. Through these data chats student specific classroom data will be shared and offer support for student achievement, bridging the gap, and individualized goal setting.

Person Responsible

Oren Schlierer (schlierero@pcsb.org)

#5. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale: Our current level of performance dropped to 82% (from the previous level of 92%), as evidenced in the Acceleration rate from Spring 2019.

Measurable Outcome: The percent of 8th grade students earning credit for acceleration coursework will increase from 82% to 90%, as measured by the acceleration rate.

Person responsible for monitoring outcome: Karen Huzar (huzark@pcsb.org)

Evidence-based Strategy: 1. Enhance access to opportunities in Business Ed classes for students to engage in advanced coursework.
2. Continue to create relevant career and technical opportunities at the school, such as a drone program and medical detective clubs.

Rationale for Evidence-based Strategy: By expanding different opportunities where students can learn and interact with content students will have more choice and not be limited to just a business ed class. We also will change some of those classes to not only offer the HS credit DIT class but will also add coding fundamentals as a choice.

Action Steps to Implement

1. Use blended learning where lesson plans are delivered digitally with classroom discussion about standards/expectations in all business ed classes.
2. Continue to offer Medical Detectives club and Drone club(which will offer a certifications as well) will give students outside the school day to extend their learning.

Person Responsible: Karen Huzar (huzark@pcsb.org)

#6. Other specifically relating to Bridging The Gap Plan (Black Student Achievement)

Area of Focus
Description and Rationale: Our current level of performance is 75% of all black students made learning gains as evidenced by the Spring 2019 FSA. We expect our performance level to be at 100% of all black students to make learning gains on the Spring 2021 FSA.

Measurable Outcome: The percent of black and multi students achieving proficiency in both the ELA and Math FSA will increase from 57% to 80%, as measured by the ELA and Math FSA. The percent of black and multi students achieving proficiency in Reading FSA will increase from 69% to 75% and the percent of black and multi students achieving proficiency in Math FSA will increase from 81% to 88%.

Person responsible for monitoring outcome: Karen Huzar (huzark@pcsb.org)

Evidence-based Strategy: Ensure all black and multi students are participating in extended learning opportunities before and after school, though out 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 average and learning gains.

Rationale for Evidence-based Strategy: To provide individualized support for black and multi students that are underachieving by offering extended learning, individual data chats, and mentoring.

Action Steps to Implement

1. Hold data chats quarterly with all black and multi students and provide individualized support for students.
2. ELP provided to students that are under achieving.
3. Provide equity PD for all teachers and staff.

Person Responsible: Karen Huzar (huzark@pcsb.org)

#7. Other specifically relating to School Climate/Conditions for Learning

Area of Focus
Description and Rationale: Last year we stayed constant at 7% referral rate, this equals to 28 referrals for the 2019-2020. We had some repeat offenders and some very serious referrals. We also noticed that the month of January had the most referrals written (8).

Measurable Outcome: Reduce the percent referrals from 7% to 5% for the 2020-2021 school year as measured by the total end of the year referral data in Focus.

Person responsible for monitoring outcome: Karen Huzar (huzark@pcsb.org)

Evidence-based Strategy: 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 practices. Continue the Week of Welcome (WOW) at the beginning of school but also implement a week at the beginning of January to start second semester.

Rationale for Evidence-based Strategy: Supporting the staff's growth will help establish and maintain positive relationships with students. Developing and supporting SEL lessons throughout the year will teach empathy and social norms. Adding an additional week of welcome or back to school activities in January will help support students starting second semester.

Action Steps to Implement

1. Ensure one staff member is a certified RP trainer by May 2021
2. Ensure that we have at least 2 Equity Champions on staff.
3. Continue to build lessons teachers will use to build a culturally relevant school for all learners.
4. Book study/promote podcast on equity - school wide training.
5. SEL class lessons and school-wide SEL monthly lessons.
6. Small groups to work on social skills provided by the school social worker,

Person Responsible: Karen Huzar (huzark@pcsb.org)

#8. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: As a result of equity- centered problem solving within the MTSS framework, school will develop an equity goal to build relational capacity, empower student voice, and hold high expectations within professional development for all ELMS staff and increase the use of equitable practices specifically in culturally relevant teachings and restorative practices. By increasing culturally relevant teachings and restorative practices throughout our campus we will ensure that all students have a voice and they are heard.

Measurable Outcome: To address the mindset for adoption of equitable practices, ELMS will participate in whole school centered PD. There will be a variety of additional options throughout the year including but not limited to PCS equity training, book study, etc. Our current data does not suggest an inequity in the achievement gap however this is always an area we can grow in. We hope to strengthen culturally relevant practices so they are ingrained in our daily practice. We will measure progress by teachers attending PD as well as the total use of the practices in the classroom, by using the walk-through data.

To address classroom practices we will hold all teachers to increase culturally relevant throughout their daily practice. Deep and meaningful conversations about the extra resources used in classrooms to ensure they are reflective of all students. All staff we use restorative questioning techniques when addressing behavior throughout the campus.

Person responsible for monitoring outcome: Karen Huzar (huzark@pcsb.org)

Evidence-based Strategy: ELMS is going to continue increase the use of equitable practices, specifically culturally relevant teaching, restorative practices, and equitable grading practices.

Rationale for Evidence-based Strategy: These strategies and practices were identified by using the Racial Equity Analysis Protocol (REAP).

Action Steps to Implement

S1) Teacher Practice:

Teachers will use infuse culturally relevant teaching and lessons throughout the school, as well as use restorative practices to build positive classroom cultures that mitigate discipline issues.

Teachers will use equitable grading practices. In instances that the teacher teachers a course that the HS has, teachers will collaborate with HS teachers to ensure that students that are taking the same course are in alignment and have equitable grading strategies.

Teachers will continue to discuss and problem solve in grade level PLC's.

(S2) Leadership Practice

The Equity Team will imbed CRT and SEL PD into pre-school training and throughout the year using the whole school PLC structure.

Admin will measure progress by reviewing PLC notes, use classroom walkthroughs to monitor for implementation and teacher feedback, and share with MTSS for planning on next steps.

Person Responsible Karen Huzar (huzark@pcsb.org)

#9. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Our current attendance rate is 97%. We want to continue with this level of performance by May 2021. The problem in our attendance is occurring due to sickness.

Measurable Outcome: The percent of all students missing 5 or more days will decrease from 57% to 55%, as measured by attendance in Focus.

Person responsible for monitoring outcome: Karen Huzar (huzark@pcsb.org)

Evidence-based Strategy: Strengthen the attendance problem-solving process to address and support the needs of students accross all tiers on an ongoing basis.

Rationale for Evidence-based Strategy: Continuing to monitor, address and support the needs of students across all tiers will improve attendance.

Action Steps to Implement

1. Due to the current pandemic we want all families to realize that health and wellness come first. However we will continue to reach out to all families that have 5 or more days absent.
2. When students are ill and out for an extended amount of time encourage online work and support students that out for quarantine time frames.
3. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.
4. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.
5. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes(e.g. Pending entries cleared).

Person Responsible Karen Huzar (huzark@pcsb.org)

#10. Culture & Environment specifically relating to Community Involvement

Area of Focus
Description and Rationale: Continue to build long lasting and meaningful partnerships with local organizations.

Measurable Outcome: ELMS will continue to build a partnership with Toymakers of East Lake. Through the STEM academy wood working club students will work on pieces for Toymakers of East Lake which in turn will give back to the community. NJHS will also complete a service learning projects where they collect new helmets and bikes in any condition for Toymakers of East Lake around the holidays.

Person responsible for monitoring outcome: Karen Huzar (huzark@pcsb.org)

Evidence-based Strategy: Community involvement through service learning projects.

Rationale for Evidence-based Strategy: Finding projects that students can become involved in and volunteer and make a difference is important to grow great citizens. Our students will have a variety of opportunities to be involved in the community. PTA will also share opportunities where students can volunteer.

Action Steps to Implement

1. Continue the STEM academy wood working club and students will continue to make wooden toys for the Toymakers of East Lake.
2. NJHS will complete a service learning projects to benefit our community.
3. Toymakers of East Lake will be showcased at our Engineering Expo in March.
4. Continue to grow our Engineering Advisory Board to create more unique learning opportunities for students.

Person Responsible [no one identified]

#11. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale: Our school does not currently have a healthy school team. This year, we plan to create a Healthy School Team and leverage our school team to assess our level of health and wellness aligned to the Healthy Schools Program Framework. If our healthy school team can monitor the implementation of the administrative guidelines for wellness out school would have a great opportunity to be eligible for recognition.

Measurable Outcome: Our school will be eligible in 6 out of 6 topics for bronze level recognition by April 2021 as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.

Person responsible for monitoring outcome: Karen Huzar (huzark@pcsb.org)

Evidence-based Strategy: Enhance staff capacity to support students through purposeful activation and transfer strategies.

Rationale for Evidence-based Strategy: Healthy scholars are better able to focus on learning.

Action Steps to Implement

1. Assemble a Health / Wellness team to include the Wellness champion, classroom teachers and PE teacher to meet monthly to discuss wellness goals.
2. Attend District supported professional development for wellness.
3. Complete Healthy Schools Program Assessment.
4. Develop an action plan.
5. Celebrate healthy school changes/activities.

Person Responsible Karen Huzar (huzark@pcsb.org)

#12. Other specifically relating to STEM Education

Area of Focus Description and Rationale:	Students should master the Engineering Design Process to enhance their problem solving skills, as it will have positive impacts across all subject areas. Our previous (2018-2019) level of performance was 100%, 93% and 86% for 8th, 7th and 6th grade respectively, as evidenced in the results of the Design Process Certification Test. New data was not collected for the 2019-2020 school year due to suspension of end of year testing. In 2019-2020 we modify the goal for 8th grade to use the End of Course exam to replace the Design Process Certification test. However, due to suspension of testing, 8th grade was not able to measure the percent passing rate on the End of Course exam for Intro to Engineering Design.
Measurable Outcome:	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.
Person responsible for monitoring outcome:	Gregory Stewart (stewartgr@pcsb.org)
Evidence-based Strategy:	Strengthen staff ability to engage students in complex tasks. Strengthen staff practice to utilize questions to help students elaborate on content.
Rationale for Evidence-based Strategy:	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.

Action Steps to Implement

Develop scaffolding strategies for all Engineering class projects.

Person Responsible Gregory Stewart (stewartgr@pcsb.org)

Provide higher-level enrichment activities to challenge students through our Young Inventors Challenge, and using our 3D printers, CNC machine and drones.

Person Responsible Gregory Stewart (stewartgr@pcsb.org)

Reflect on the Design Process after all Engineering class projects.

Person Responsible Gregory Stewart (stewartgr@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

As our school prepares for both online and brick and mortar learning, we need to focus more than ever on strengthening relations with students and families and providing them with regular opportunities to share feedback and elevate concerns.

Collaboration – Families and community organizations are vital to student success. Authentic teamwork is critical- share data and resources to support student learning in and out the classroom.

Effective Communication – sharing information and being transparent is critical. Create a meaningful system for all voices to be heard and incorporate their feedback into decision-making.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Through activities throughout the school year we involve many stakeholders to take part of ELMS. ELMS is a school-wide AVID school which encourages students to strive for college and career ready experiences. Through our engineering department we work to give students real world engineering experiences. Our Young Innovators project is just one of these examples. This project involves our Engineering Advisory Board (community engineers that are either active or retired) to judge our students projects. Throughout the year students will be exposed to information regarding college. AVID program students will visit colleges or hear from speakers from various colleges. Our NJHS students put out several community service projects throughout the year to get all students involved in helping our community. Our PTA works to give all students the opportunity to be involved in their surrounding community by joining several events that they can volunteer at throughout the year. ELMS is continually working to be accessible to all families. We have found that virtual meetings are more helpful to many families and will continue to offer these. Through SAC, Engineering Advisory Board, PTA, Take Stock in Education, PMAC, NJHS, etc. will continue to grow our supportive environment for all of our students.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$1,980.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			6391 - East Lake Middle School Academy Engineering	School Improvement Funds		\$1,980.00
			<i>Notes: PrepWorks - online resources</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education				\$0.00
6	III.A.	Areas of Focus: Other: Bridging The Gap Plan (Black Student Achievement)				\$0.00
7	III.A.	Areas of Focus: Other: School Climate/Conditions for Learning				\$0.00
8	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
9	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
10	III.A.	Areas of Focus: Culture & Environment: Community Involvement				\$0.00
11	III.A.	Areas of Focus: Other: Healthy Schools				\$0.00
12	III.A.	Areas of Focus: Other: STEM Education				\$0.00
					Total:	\$1,980.00