

Pinellas County Schools

# East Lake Middle School Academy Of Engineering



## 2021-22 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>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	16%
<b>2020-21 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%)
<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>	

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

## School Board Approval

This plan is pending approval by the Pinellas County School Board.

## 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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## 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	13%
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	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<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	Position Title	Job Duties and Responsibilities
Huzar, Karen	Principal	Instructional leader, oversee operations, monitors student progress, support and monitor teachers, etc.
Reid, David	Instructional Technology	SBLT Facilitator, Curriculum and Technology Specialist
Wheaton, Jaclyn	Teacher, K-12	ELA and Reading Department Chair & 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
Tentis, Daniel	Teacher, K-12	Science Department Chair and SBLT Member
Wisdom, Samantha	School Counselor	School Counselor and SBLT Member

### 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.*

6

**Total number of teacher positions allocated to the school**

26

**Total number of students enrolled at the school**

372

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

3

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

2

### Demographic Data

## Early Warning Systems

### 2021-22

**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	1	3	4	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	3	5	2	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	4	4	5	0	0	0	0	13
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	

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

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

Tuesday 6/15/2021

## 2020-21 - 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	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	

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

## 2020-21 - 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	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	
Students with two or more indicators	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		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				88%	52%	54%	85%	50%	53%
ELA Learning Gains				73%	55%	54%	70%	50%	54%
ELA Lowest 25th Percentile				68%	47%	47%	68%	42%	47%
Math Achievement				88%	55%	58%	92%	54%	58%
Math Learning Gains				66%	52%	57%	81%	54%	57%
Math Lowest 25th Percentile				64%	46%	51%	82%	48%	51%
Science Achievement				94%	51%	51%	83%	52%	52%
Social Studies Achievement				99%	68%	72%	100%	65%	72%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	83%	51%	32%	54%	29%
Cohort Comparison						
07	2021					
	2019	85%	51%	34%	52%	33%
Cohort Comparison		-83%				
08	2021					
	2019	96%	55%	41%	56%	40%
Cohort Comparison		-85%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	85%	44%	41%	55%	30%
Cohort Comparison						
07	2021					
	2019	88%	60%	28%	54%	34%
Cohort Comparison		-85%				
08	2021					
	2019	0%	31%	-31%	46%	-46%
Cohort Comparison		-88%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	94%	51%	43%	48%	46%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	68%	31%	71%	28%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	55%	35%	61%	29%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	56%	40%	57%	39%

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Performance matters (district cycle testing) and Write Score. Proficient was reporting to those that scored in the green.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64.1	66.1	
	Economically Disadvantaged			
	Students With Disabilities	10	10	
	English Language Learners	37.5	25	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		54.5	
	Economically Disadvantaged			
	Students With Disabilities		20	
	English Language Learners		37.5	

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	70.2	62.5	
	Economically Disadvantaged			
	Students With Disabilities	17	0	
	English Language Learners	100	100	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		68.3	
	Economically Disadvantaged			
	Students With Disabilities		50	
	English Language Learners		100	
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	69	93	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	66.8	65.7	
	Economically Disadvantaged			
	Students With Disabilities	0	0	
	English Language Learners	100	0	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		56.4	
	Economically Disadvantaged			
	Students With Disabilities		57	
	English Language Learners		100	
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		64	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	27	35	27	50	60	64					
ELL	69	82	70	75	71						
ASN	82	59		100	69						
HSP	71	57		79	64	73	58		70		
MUL	70	60		82	82						
WHT	83	65	60	89	73	68	82	94	95		
FRL	75	64	64	84	63	62	42	95	86		
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						

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
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		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	78
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	701
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	73
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%	
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
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%	
White Students	
Federal Index - White Students	79
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	71
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	



## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

ELA went down as well as science overall. We will work to bring back hands on learning in science and small groups in ELA to ensure students receive the support needed.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Science needs to improve. We will continue to build on previous content but also make sure we go back and review common missed areas throughout the year. Also hands on projects and labs will improve from last year.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We no longer are teaching in a hybrid environment. All students are in person and can make sure to get the instruction needed and support from the classroom.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Steady improvements in math have been noticed and we will continue to build on this.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

We would pull small groups virtually, I think continuing this but in person instead will only help and improve learning gains even more.

#### What strategies will need to be implemented in order to accelerate learning?

We are strategically making sure that our subgroups are getting the supports that are needed.

#### Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Ensuring that all students are getting the support needed. Schoolwide AVID strategies are used and training was done during pre-school and will continue throughout the year.

#### Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will be adding the mentor program back to the school. This will ensure that students have key people to go to at school. We hope that this will result in all students feeling connected to their school.

## 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 the FSA math and Algebra/Geometry 20 EOCs. We expect our performance level to be 90% by May 2022. This is an area that we see that can improve by continuing to add higher level questioning to daily lessons.

**Measurable Outcome:** The percent of all students achieving Math proficiency will increase from 89% to 90%, as measured by FSA and from 96% to 100% as measured by Algebra EOC exam and continue to maintain 100% as measured by the Geometry EOC exam.

**Monitoring:** Student data from cycle and unit assessments will be analyzed by teacher and department. Teachers will engage in data chats with students throughout the year, but at least every quarter.

**Person responsible for monitoring outcome:** Michael MacDonald (macdonaldm@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 support students through purposeful activation and transfer strategies and to help them engage in complex tasks.
4. Utilize staff capacity to support students by communicating their specific data (data chats) and how to utilize software to focus on areas of need.

**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 AVID strategies such as collaborative study structures for students within the classroom to help with elaboration of content.

**Action Steps to Implement**

Data chats with all students. All math teachers 2X a year (beginning and midterm) will meet with students and students will set goals. Throughout the year use of frequent unit assessments will track student progress to these goals and understanding standard benchmarks.

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

Individualized student planning and implementation. Differentiation and small groups pulled when needed.

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

AVID strategies will be infused in daily classes. Collaborative study groups will be used before throughout the year before assessments. Interactive notebooks and strategies will be implemented.

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

Proactive practices peer collaboration; strategy sharing differentiation, equity, restorative practices, mindset, etc.

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

IXL Diagnostics will also be used at minimum twice a year to gauge performance and levels for students within different mathematical strands and understanding.

**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 82% proficiency, as evidenced in FSA ELA 2021.

**Measurable Outcome:** The percent of all students achieving ELA proficiency will increase to 90% as measured by FSA ELA 2022.

**Monitoring:** Student data from WriteScore will be analyzed.

**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 elaborate on content. Also strengthen staff to align best practices throughout all grade levels.
3. Enhance staff capacity to identify critical content from the standards in alignment with district resources.

**Rationale for Evidence-based Strategy:** If targeted questioning based on standards-aligned critical content and student data is utilized, proficiency will increase. As teachers leverage targeted data, they will use specific questioning based on the critical standards- aligned content to strengthen in the 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

Meet monthly as a department Professional Learning Community to review student data and written work. Teachers will evaluate trends, strengths and weaknesses.

**Person Responsible** Jaclyn Wheaton (wheatonj@pcsb.org)

Teachers will use and plan text-dependent questions, AVID strategies, close reading, and skill/strategy based groups to implement with students to support success with complex text. Teachers will meet monthly to collaborate and plan between grade levels.

**Person Responsible** Jaclyn Wheaton (wheatonj@pcsb.org)

ELA department will align procedures, grading rubrics and writing strategies while using district guides to best support all students at ELMS.

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

Teachers will receive AVID and other professional development around effective questioning and feedback, as well as critical content through content or core connections trainings.

**Person Responsible** [no one identified]

**#3. Instructional Practice specifically relating to Science**

<b>Area of Focus Description and Rationale:</b>	Our 2021 level of performance was 80% proficiency as measured by the Spring SSA. We will strengthen content knowledge so students understand academic vocabulary, process and concepts. The barrier that continues to hold us back is that we have not had consistency in the teachers in the science department for the last few year.
<b>Measurable Outcome:</b>	The percent of all 8th grade students performing at or above grade level will increase from 85% as measured by the SSA. The percent of all 6th and 7th grade students performing at or above grade level will be 85% as measured by the end of year exam.
<b>Monitoring:</b>	Student data analysis for each cycle and Performance Matters unit assessments. Teachers will monitor and collaborate in PLCs monthly. Students will have data chats with teachers throughout the year but at least quarterly.
<b>Person responsible for monitoring outcome:</b>	Daniel Tentis (tentisd@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 and 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 have been used for years and our science scores show consistent growth. With the change in teachers this year we want to continue to use these strategies and to maintain and increase our percent of students proficient on the SSA.
<b>Action Steps to Implement</b>	
Utilize cycle and unit assessments. As a team review data for reteaching opportunities and to plan instruction to ensure that intervention/differentiation and enrichment opportunities exist. Work with ELP reading teacher to help support science content and academic vocabulary for lowest 25%.	
<b>Person Responsible</b>	Daniel Tentis (tentisd@pcsb.org)
Utilize systemic documents (adopted curriculum, pacing guides, etc.) to plan rigorous performance tasks that align with standards. Utilize supplemental resources that include challenging/technical articles and sources to elicit close and critical reading.	
<b>Person Responsible</b>	Daniel Tentis (tentisd@pcsb.org)
Infuse AVID strategies throughout daily lessons such as collaborative study groups, interactive notebooks, focused note-taking, etc.	
<b>Person Responsible</b>	Daniel Tentis (tentisd@pcsb.org)
Teachers will receive AVID and other professional development to collaboratively work to develop cognitively complex tasks.	

**Person Responsible** Daniel Tentis (tentisd@pcsb.org)

#### #4. Instructional Practice specifically relating to Social Studies

**Area of Focus Description and Rationale:** In 2021, 94% of our students achieved proficiency (3.0 or higher) on the Civics EOC. Infuse higher order questioning and complex tasks into daily lessons of all SS classes. All SS classes will increase student literacy by using content novels, articles, or complex texts.

**Measurable Outcome:** 100% of students achieve proficiency (3.0) as measured on the Civics EOC in Spring 2022.

6th and 8th grade SS goal is that 100% of students will pass the end of year exam.

**Monitoring:** Analyze student cycle and unit assessment data. Teachers will collaborate with Principal after each cycle testing.

**Person responsible for monitoring outcome:** Oren Schlierer (schlierero@pcsb.org)

**Evidence-based Strategy:** 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.

**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

Utilize Cycle Assessments data, unit assessment data and informal data to see if any skills need reteaching. Individualized student data is shared through data chats. Individualized remediation is given when needed.

**Person Responsible** Oren Schlierer (schlierero@pcsb.org)

Utilize and infuse AVID strategies into daily lessons. Examples are writing inquiry, collaborative study groups, one pagers, interactive notebooks, organization and reading strategies.

**Person Responsible** Oren Schlierer (schlierero@pcsb.org)

Use complex Social Studies texts read by students in multiple class settings to support curriculum and expose students to difficult texts.

**Person Responsible** Oren Schlierer (schlierero@pcsb.org)

Hold individualized data chats with students. Through these data chats student specific classroom data will be shared and offer support for student achievement, bridging the gap, and individualize goal setting.

**Person Responsible** Oren Schlierer (schlierero@pcsb.org)

**#5. Other specifically relating to College and Career Readiness**

**Area of Focus Description and Rationale:** Our current level of performance is at 82% 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 87%, as measured by the acceleration rate.  
Continue to educate students about college and career opportunities.

**Monitoring:** Enrollment in DIT course and successful completion of certifications, monitored by Business Ed teacher and shared with Principal.  
Success and feedback of schoolwide AVID collaboration projects to continue education in college and career ready schools and jobs. Use of Jr. Achievement site for further exploration.

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

**Evidence-based Strategy:** 1. Enhance opportunities in Business Education classes for students to engage in advanced coursework.  
2. Continue to create relevant career, college, and technical opportunities at school such as college days, drone club, Young Inventors Club, etc.

**Rationale for Evidence-based Strategy:** By expanding different opportunities where students can learn and interact within their content classes students will have more choice and not just be limited to these opportunities in a Business Ed classes.  
Career exploration will happen in each grade level through a variety of classes.  
Timeline and all details are listed in AVID School Wide Plan.

**Action Steps to Implement**

Use blended learning lesson where lesson plans are delivered digitally with class discussion about standards/expectations in all Business Ed classes.

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

Continue School Wide AVID strategies and expand opportunities for students to learn about Colleges and Career Technical schools.

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

Continue to offer clubs such as Drone club, Young Inventors club, STEAM Girls, Stem Club, etc. to meet all the needs of our students and expose them to other career and technical opportunities.

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

**#6. Other specifically relating to Bridging the Gap Plan/ Equity Goal****Area of Focus**

**Description and Rationale:** Risk Ratio between boys and girls referrals has a gap of 3.74 as measured by School Profiles Behavior for the 2020-2021 school year.

**Measurable Outcome:** At the end of the 2021/22 school year our risk ratio for Boys for referrals will be reduced to 2.0 or below as measured by the School Profiles Behavior.

**Monitoring:** Data from school profiles will be shared monthly with staff monthly.

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

**Evidence-based Strategy:** Revamping our awards and recognition program by surveying students for their input in rewards they would be motivated to receive. A system of rewards has elements that are implemented consistency across campus. Rewards are varied to maintain student interest.

**Rationale for Evidence-based Strategy:** As evidenced by the Benchmarks of Quality framework, the Rewards/Recognition

**Action Steps to Implement**

Rewards are varied to maintain student interest. - Student survey and share out findings with PTA and school staff so students can work for rewards that motivate them.

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

A system of rewards has elements that are implemented consistency across campus. - Use of tracking logs such as Grade level team detention/behavior log. Logs will be share with Principal and School Counselor so proactive steps can be taken to help support students.

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



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

**Area of Focus Description and Rationale:** After analyzing PLC data minutes, our SBLT has noticed that students are lacking a sense of connectedness and adult advocates on campus. The problem is represented based on students' responses to various NearPod surveys

**Measurable Outcome:** For the 20/21 school year, every student will have an adult advocate identified and meet at least quarterly with planned activities.

**Monitoring:** PLC minutes, teacher survey, climate survey for students.

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

**Evidence-based Strategy:** All students will have an identified mentor/teacher advocate that is one of their teachers.

**Rationale for Evidence-based Strategy:** Adolescents who feel that they are part of a school community are more likely to perform better academically and be more motivated in school (Battistich et al., 1997; Goodenow, 1993). When children and adolescents feel a connection with school, they are less likely to engage in risky and antisocial behaviour (Catalano et al., 2004; Hawkins and Weis, 1985).

**Action Steps to Implement**

Teacher/mentee list will be made after the 1st month of school in grade level PLC's.

**Person Responsible** Samantha Wisdom (wisdoms@pcsb.org)

Students will be notified of adult advocate and all students will all have a planned activity in September 2021. Students will have 3 or more additional activities throughout the school year that their advocate will arrange.

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

Teachers will report out through their grade level PLC activities, dates, times for student groups. Teachers will make sure to report any students that need additional support through student services.

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



**#8. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:** Our current attendance rate is 94%. We felt that this was good considering the pandemic, however we would like to increase the attendance rate by at least 1%. The decrease was due to the pandemic and many students being very cautious.

**Measurable Outcome:** The percent of all students missing 5 or more days will decrease from 48% to 45%. This year we actually decreased from 57% to 48%. We feel that more student may have taken a day or two if they did not feel well but once tested they returned to school.

**Monitoring:** We will track attendance data in Focus.

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

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

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

**Action Steps to Implement**

Meet bi-weekly in MTSS meeting and discuss attendance rate and students that need additional support.

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

**#9. 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 partnership with Toymakers of East Lake. NJHS and PMAC will also complete service learning projects with local community partners.

**Monitoring:** Student learning projects  
Student service hours

**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 growing great citizens. Our student will have a variety of opportunities to be involved in the community. PTA will also share opportunities where students can volunteer and become involved.

**Action Steps to Implement**

NJHS and PMAC will complete service learning projects to benefit our community.

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

Community partners will be showcased in the spring at our Engineering Expo.

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

**#10. -- Select below -- specifically relating to****Area of Focus Description and Rationale:**

**Measurable Outcome:**

**Monitoring:**

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:**

**Rationale for Evidence-based Strategy:**

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Using the [SafeSchoolsforAlex.org](https://SafeSchoolsforAlex.org) website our dashboard data is ranked 80 out of 553 middle schools in the state and 3 out of 19 in the district overall for school incidents. We are rated very low with 1.3 incidents per 100 students. We currently have 396 students at ELMS. We will continue to monitor discipline data throughout the year to ensure that ELMS is a safe learning environment and continues to stay in the very low category when compared to other schools in the state. This past year we start a series of check ins with all students where we have a School culture/ environment (bullying, inclusions, words matter, stressors, etc.) lesson and use Nearpod to collect their answers. Any students that need additional follow up were seen by our school counselor and/or school social worker. This was really effective and we plan to continue and expand this for next year. Doing this allows to continue to get a temperature check on our whole student body, educate them and then also identify any students that may need additional support.

#### **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.**

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.

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

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 will continue to grow our supportive environment for all of our students.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
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: Other: College and Career Readiness	\$0.00
6	III.A.	Areas of Focus: Other: Bridging the Gap Plan/ Equity Goal	\$0.00
7	III.A.	Areas of Focus: Other: School Climate/Conditions for Learning	\$0.00
8	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
9	III.A.	Areas of Focus: Culture & Environment: Community Involvement	\$0.00
10	III.A.	Areas of Focus: -- Select below --:	\$0.00
Total:			\$0.00