# East Lake Middle School Academy Of Engineering



# 2022-23 Schoolwide Improvement Plan

## Table of Contents

# 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**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Middle School<br>6-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | No |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 16% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities<br>English Language Learners<br>Asian Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2021-22: A (82%)<br><br>2018-19: A (81%)<br><br>2017-18: A (84%) |
| **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 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.](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

## 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) | **2021-22 Title I School** | **2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Middle School 6-8 | No | 16% |

| **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 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| Grade | A | | A | A |

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## 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**
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| Huzar, Karen | Principal | Instructional leader, oversee operations, monitors student progress, support and monitor teachers, etc. |
| David, Karin | Teacher, K-12 | Math Department Head |
| Wheaton, Jaclyn | Teacher, K-12 | ELA & Reading Department Head |
| Lee, Karen | Teacher, K-12 | Science Department Head |
| Stewart, Gregory | Teacher, K-12 | Engineering and Technical Courses Department Head |
| Wisdom, Samantha | School Counselor | School Counselor |
| Reid, David | Instructional Technology | Technology and Curriculum Specialist |

### Demographic Information

**Principal start date**
Wednesday 7/1/2015, Karen Huzar

**Number of teachers with a 2022 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.*
0

**Number of teachers with a 2022 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.*

0

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

26

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

396

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

4

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

4

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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 | 129 | 129 | 131 | 0 | 0 | 0 | 0 | 389 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 13 | 10 | 0 | 0 | 0 | 0 | 30 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 3 |
| Course failure in ELA | 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 | | |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 3 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

**Using the table above, complete the table below with the number of students by current grade level who have 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 | |

**Using current year data, complete the table below with the number of students identified as being "retained.":**

| 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**

Thursday 7/7/2022

**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 | 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 | |

**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 | 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 | |

## 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 | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 87% | 46% | 50% | | | | 88% | 52% | 54% |
| ELA Learning Gains | 73% | | | | | | 73% | 55% | 54% |
| ELA Lowest 25th Percentile | 74% | | | | | | 68% | 47% | 47% |
| Math Achievement | 90% | 30% | 36% | | | | 88% | 55% | 58% |
| Math Learning Gains | 75% | | | | | | 66% | 52% | 57% |
| Math Lowest 25th Percentile | 69% | | | | | | 64% | 46% | 51% |
| Science Achievement | 83% | 52% | 53% | | | | 94% | 51% | 51% |
| Social Studies Achievement | 96% | 52% | 58% | | | | 99% | 68% | 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 | 2022 | | | | | |
| | 2019 | 83% | 51% | 32% | 54% | 29% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 85% | 51% | 34% | 52% | 33% |
| Cohort Comparison | | -83% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 96% | 55% | 41% | 56% | 40% |
| Cohort Comparison | | -85% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | 85% | 44% | 41% | 55% | 30% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 88% | 60% | 28% | 54% | 34% |
| Cohort Comparison | | -85% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 0% | 31% | -31% | 46% | -46% |
| Cohort Comparison | | -88% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 94% | 51% | 43% | 48% | 46% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 99% | 68% | 31% | 71% | 28% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 90% | 55% | 35% | 61% | 29% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 96% | 56% | 40% | 57% | 39% |

## Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 38 | 62 | 67 | 48 | 48 | 50 | | | | | |
| ELL | 67 | 75 | | 50 | 67 | | | | | | |
| ASN | 69 | 69 | | 92 | 77 | | | | | | |
| HSP | 89 | 79 | | 86 | 75 | | | | | | |
| MUL | 69 | 55 | | 92 | 91 | | | | | | |
| WHT | 88 | 73 | 77 | 90 | 75 | 69 | 83 | 96 | 92 | | |
| FRL | 90 | 90 | 80 | 94 | 80 | | 95 | 95 | 94 | | |
| 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 | | | | | | |

| 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 |
| 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 | | | | | | |
| 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 | | |

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 82 |
| 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 | 739 |
| Total Components for the Federal Index | 9 |
| Percent Tested | 100% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 52 |
| 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 | 65 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |

| English Language Learners | |
|---|---|
| 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 | 77 |
| 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 | 82 |
| 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 | 77 |
| 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 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 | 83 |
| 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 | 90 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Part III: Planning for Improvement

**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 and Science went up overall. Some math areas (6th and 7th) went down for proficiency but learning gains continued to stay strong. We need to continue our small group learning in all core content areas to ensure all students have the support needed. Continue hand on learning in science.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Science can continue to improve. I would also like to grow in math 6th and 7th grade. We will continue to build on previous content but also making sure that we go back and review common missed areas throughout the 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?**

I think we just need to continue to be deliberate with our planning and teachers need to continue to pull small groups when needed. This is the only way to ensure that all of our students are getting what they need when they need it. We do have 2 new math teachers joining our faculty this year so making sure they know how to pull data from our system and ensuring they have the tools needed to have data chats, pull small groups etc. is essential to continuing to improve.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

ELA showed the most improvement in our state assessments for 2022.

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

We focused on differentiation, pulling small groups and intentional planning. Teachers really worked together to ensure that all students were getting what was needed.

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

We will continue to strategically make 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 throughout the school year and changing the supports when needed. Schoolwide mentor program was successful and will be continued. Schoolwide AVID strategies are used and training is continual throughout the year. Pre-school we will have a AVID Collaborative Study Group training as well as Executive functioning training.

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

We will continue to grow our mentor program at our school. AVID student leadership club will be added. This will continue to add leadership components to our school structure and give students a way of being connected through the school.

**Areas of Focus**
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

| #1. Instructional Practice specifically relating to Math | |
|---|---|
| **Area of Focus Description and Rationale:**<br>**Include a rationale that explains how it was identified as a critical need from the data reviewed.** | We will increase percent proficiency by three percentage points across all subjects, exclusive of those already at 98 percent or greater. This is an area that we see can improve by continuing to monitor by differentiating instruction. |
| **Measurable Outcome:**<br>**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | The percent of all students achieving math proficiency will increase by three percentage points from current levels, as measured by end-of-year assessment or Algebra EOC exam or Geometry EOC exam. |
| **Monitoring:**<br>**Describe how this Area of Focus will be monitored for the desired outcome.** | 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, at minimum, each semester. |
| **Person responsible for monitoring outcome:** | [no one identified] |
| **Evidence-based Strategy:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | 1. Support staff will utilize data to organize students to interact with content in manners which differentiate/scaffolds instruction to meet the needs of each student.<br><br>2. We will strengthen staff practice to utilize questions to help students elaborate on content focusing on differentiation for all.<br><br>3. We will support students by communicating their specific data (data chats) and utilizing software to focus on areas of need (differentiation). |
| **Rationale for Evidence-based Strategy:**<br>**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 differentiation. |

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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** | Karin David (davidka@pcsb.org) |
|---|---|

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

| **Person Responsible** | Karin David (davidka@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** | Karin David (davidka@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**          Karin David (davidka@pcsb.org)

| #2. Instructional Practice specifically relating to ELA | |
| --- | --- |
| **Area of Focus Description and Rationale:** **Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Our current level of performance is 87% proficiency, as evidenced in FSA ELA 2022. |
| **Measurable Outcome:** **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | The percent of all students achieving ELA proficiency will increase by 2% from FSA ELA 2022 to FAST 2023. |
| **Monitoring:** **Describe how this Area of Focus will be monitored for the desired outcome.** | Student data from PM1 and PM2 testing will be analyzed. Student data through WriteScore will be analyzed. |
| **Person responsible for monitoring outcome:** | Jaclyn Wheaton (wheatonj@pcsb.org) |
| **Evidence-based Strategy:** **Describe the evidence-based strategy being implemented for this Area of Focus.** | 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:** **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 and problem solving, students |

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 professional development around effective questioning and feedback, as well as critical content through content DWT or core connections trainings.

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

| #3. Instructional Practice specifically relating to Science | |
|---|---|
| **Area of Focus Description and Rationale:** **Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Our 2022 level of performance was 83% proficiency as measured by the Spring SSA in 8th grade (level 3 and above). We will continue to strengthen content knowledge to increase student understanding and application of academic vocabulary, scientific concepts, and inquiry-based processes / problem-solving. The past issue of transience in the science department faculty has hopefully stabilized. The science team is working together to establish consistent practices and expectations. |
| **Measurable Outcome:** **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | The percentage of 8th grade students achieving science proficiency will increase by 3% as measured by the Spring SSA in May of 2023. The percentage of 6th and 7th grade students performing at, or above, grade level will remain at 85% or higher as indicated by a grade of C or higher on the district level exam in May of 2023. |
| **Monitoring:** **Describe how this Area of Focus will be monitored for the desired outcome.** | Student data will be gathered from GAP testing, district-level cycle testing and SSA testing (grade 8 only). Teachers will monitor and collaborate in monthly PLCs. Students will complete self-reflections and will have data chats with teachers throughout the year (minimum of 1x per quarter). |
| **Person responsible for monitoring outcome:** | Karen Lee (leek@pcsb.org) |
| **Evidence-based Strategy:** **Describe the evidence-based strategy being implemented for this Area of Focus.** | 1. Enhance staff capacity to identify critical content from the standards in alignment with district resources. 2. Strengthen faculty ability to engage students in complex tasks via inquiry skills and higher level questioning. 3. 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. |
| **Rationale for Evidence-based Strategy:** **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | The strategies have been in place historically and proficiency levels are improving. Given the change in staffing over the past year, we will continue to use the strategies to maintain continuity and focus within the department. |

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) and data from cycle and unit assessments to effectively plan for units that incorporate rigorous performance tasks aligned to the standards with intentional planning of lessons including the use of Nature of Science Standards and Scientific Thinking Skills.

**Person Responsible**      Karen Lee (leek@pcsb.org)

Conduct monthly PLCs inclusive of review of student data and formative assessments and plan for instructional lessons to implement during core instruction to support success with complex tasks.

**Person Responsible**      Karen Lee (leek@pcsb.org)

Infuse AVID strategies throughout units of study such as collaborative study groups, focused note-taking, interactive notebooks, etc.

**Person Responsible**      Karen Lee (leek@pcsb.org)

As a team, review data for reteaching opportunities and planning of instruction to ensure differentiation and enrichment opportunities. Collaborate with ELP reading teacher to support science content and academic vocabulary.

**Person Responsible**      Karen Lee (leek@pcsb.org)

| #4. Instructional Practice specifically relating to Social Studies | |
|---|---|
| **Area of Focus Description and Rationale:**<br>**Include a rationale that explains how it was identified as a critical need from the data reviewed.** | In 2022, (96 %) 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:**<br>**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | -100% of students achieve proficiency (3.0) as measured on the Civics EOC in Spring 2023.<br>-6th and 8th grade SS goal is that 100% of students will pass the end of year exam. |
| **Monitoring:**<br>**Describe how this Area of Focus will be monitored for the desired outcome.** | 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:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | 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:**<br>**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 understand bias with different points of views.

| **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) |
|---|---|

Use complex age appropriate videos to challenge students to make connections between benchmarks.

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

| #5. Instructional Practice specifically relating to Career & Technical Education | |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | 6th and 7th grade 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 (2021-2022) level of performance was 95% and 78% mastery for 7th and 6th grade respectively, as evidenced in the results of the Design Process Certification Test. 8th grade students should master the concepts covered in the Introduction to Engineering Design (IED) course to further build their problem-solving skills, and provide the prerequisites for a high-school engineering program. Our previous (2021-2022) level of performance was 81% as evidenced in the results of the IED End of Course exam |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | The percent of 8th grade students who pass the Introduction to Engineering Design (IED) End of Course exam (C or greater) will increase from 81% to 85% or greater. The percent of 7th grade students who pass the Design Process Certification Test (C or greater) will increase from 95% to 100%, as measured by the Design Process Certification Test. The percent of 6th grade students who pass the Design Process Certification Test (C or greater) will increase from 78% to 80% or greater, as measured by the Design Process Certification Test. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | 8th grade students will complete unit exams to help prepare them for the End of Course exam, and the teacher will review the results with students in a data chat format. 6th and 7th grade students will complete a practice Design Process Certification Test at the end of the first semester, and teachers will review the results with the students in a data chat format. Teachers will also reflect on the Design Process with students after all Engineering class projects. Finally, teachers will review and discuss in department PLCs monthly. |
| **Person responsible for monitoring outcome:** | Gregory Stewart (stewartgr@pcsb.org) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | - 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.<br>- Strengthen staff ability to engage students in complex tasks using the Engineering Design Process. |
| **Rationale for Evidence-based** | 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 |

**Strategy:**
**Explain the**
**rationale for**
**selecting this**
**specific**      reflection, the problem will be significantly reduced. We are also confident that improved
**strategy.**      scaffolding and reflection will improve 8th grade student performance on the Intro to
**Describe the**      Engineering Design End of Course exam.
**resources/**
**criteria used**
**for selecting**
**this strategy.**

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Develop scaffolding strategies for all Engineering class projects to include AVID collaboration strategies.

**Person Responsible**      Gregory Stewart (stewartgr@pcsb.org)

Provide higher-level enrichment activities to challenge students through our Young Inventors Challenge.

**Person Responsible**      Gregory Stewart (stewartgr@pcsb.org)

Reflect on the Design Process after all Engineering class projects. Use AVID Focused Notes, highlight changes, reflect on what they have learned, etc.

**Person Responsible**      Gregory Stewart (stewartgr@pcsb.org)

| #6. Positive Culture and Environment specifically relating to Bridging the Gap/Equity Goal | |
| --- | --- |
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | During the 2022/23 school year all students will receive rigorous instruction for high level courses. All students will be monitored and supported throughout the year to ensure success of the rigorous course. All teachers will continue to build classes that use high yield AVID structures and strategies. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | All students will be successful with Adv Accelerated, Honors, Pre-AP and high school credit courses with a D or better. 90% of the students will show success with a C or better. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | AVID site team will conduct focused walk throughs throughout the year to monitor AVID procedures and strategies. Grades are monitored via the Student Service team on a bi-weekly basis. |
| **Person responsible for monitoring outcome:** | Karen Huzar (huzark@pcsb.org) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | AVID strategies school-wide provide opportunities for all students. |

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

AVID is schoolwide when a school is systematically and intentionally using AVID approaches across the entire building to benefit all students and educators, setting the foundational transformation of a school through its Instruction, Systems, Leadership, and Culture to ensure college and career readiness for all students. Teachers representing all curriculum departments are AVID-trained by attending AVID Summer Institute, AVID Path to Schoolwide® events, or in-district AVID professional development. AVID methodologies are incorporated into the content levels and classroom expectations across all curricular departments and grade levels, resulting in a consistent schoolwide college-going culture.

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide supports to teachers that need additional help with AVID strategies.

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

2. AVID Strategy walks and on going PD

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

3. Provide supports to students that need extra help and support with their classes. These students will meet one on one with a student service team member until they are back on track.

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

| #7. -- Select below -- specifically relating to | |
|---|---|
| **Area of Focus Description and Rationale:**<br>Include a rationale that explains how it was identified as a critical need from the data reviewed. | |

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

| **Action Steps to Implement** |
|---|
| List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step. |

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

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**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. Another way we address positive school culture is through our school-wide mentor program. All students have a mentor on campus and meet monthly with them during s student advocacy time. Students see their mentors on a daily basis as their mentor would be one of their teachers/or faculty member involved in their daily schedule.

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

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, our Mentoring Program, etc. ELMS will continue to grow our supportive environment for all of our students.