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**change**



# **School Improvement Plan 2016-17**

## **East Lake Middle School Academy of Engineering**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





# Vision and Direction

## School Profile

<b>Principal:</b> Karen A. Huzar	<b>SAC Chair:</b> Mark Ondash
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	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.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	4%	1.2%	6%	2.5%	86%	%

<b>School Grade</b>	<b>2016:</b> Select	<b>2015:</b> A	<b>2014:</b> A	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	78	82	84	83	90	89	98	98	88	84	N/A	
Learning Gains All												
Learning Gains L25%												

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Karen	Huzar	FT	1-3 years
Asst Principal				
Asst Principal				
Asst Principal				
Asst Principal				
Instr. Coach (literacy)	Mary	Musser	PT	1-3 years
Instr. Coach (math)				
Other (specify) click here				
Other (specify)				
Total Instructional Staff: 25		Total Support Staff: 7		



# School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

## School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

The school community at East Lake reassures students to feel safe because of the safety measures and students supports that are already in place at the school. Bullying Prevention and Teen Violence Prevention is communicated and a process is in place for reporting and investigation of all incidents. Crisis plans were developed with stakeholder input and published. Preparedness exercises and drills are conducted and reviewed monthly as an agenda item for the safety committee. Threat assessments are held as a protocol when needed during investigations. The Principal, school counselor, social worker, psychologist and the school resource officer provide student with a healthy, nurturing, and caring environment. Finally students are encouraged to take responsibility for their part in maintaining a safe school environment. All students are taught behavior expectations at the beginning of the year. Throughout the year there are opportunities to reteach expectations. Students are reminded to have good behavior on a daily basis through, but not limiting to morning and afternoon announcements, counselor corner and education time, teachers remind students and in the cafeteria. Students have behavior expectations that they must meet in order to stay in our program. We also reward good behavior by having celebrations every quarter for all students that had good behavior the entire quarter and did not receive a detention or referral. All teachers keep track of their classroom detentions and attend Good Behavior Get Togethers. All staff have been trained in a growth mindset and to have more positive than negative interactions with staff, students, parents and visitors. Students are also rewarded in their academics at various times throughout the year.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

At the beginning of the year teachers develop and submit a classroom management plan. These are developed on a grade level team so that all teachers in the team have the same expectations. A classroom management (team) plan is designed to help the teacher get and maintain positive environment in the classroom. Our school also has a PBS Committee that establishes a school-wide expectations. The school-wide plan is communicated to all stakeholders including teachers, students, staff, parents and PTA. Positive Behavior Intervention and Support (PBIS) is a process for creating school environment at East Lake Middle school that is more predictable and effective for achieving academic and social goals. There are many different Multi-Tiered System of Supports (MTSS) teaching strategies that can be used. In tier one, some of the most effective MTSS strategies used are well structured, planned and research-based. Tier Two involves more intentional teaching strategies that pinpoint exactly what students need to learn and that specifically teach them accordingly. In Tier Three, the instruction is very individualized according to learning styles, and may be specific for each student. Appropriate intervention strategies for students are discussed in the Child Study Team meetings (CST). The CST meets twice a month. The committee includes administrator, school counselor, social worker, school psychologist and DMT. Training for staff is conducted at the beginning of the year during the pre-school calendar days on teaching strategies for each of the three tiers. Also since East Lake Middle School Academy of Engineering is an application school there is specific criteria in place for students to continue their education at our school this includes academic and behavior expectations.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

The school counselor at East Lake Middle School Academy of Engineering is expected to be prepared to handle all types of crisis, including student personal crisis and emergencies. She is available to assist our students develop better personal awareness and higher self-esteem. Modes of delivery include classroom guidance, group and individual counseling, and school-wide initiatives. A school social worker works with students, families and teachers to solve problems relating to student achievement and mental health. School Psychologist works with individual students and may performing a psychological evaluation for the student and their family. She also meets with the students to help in a crisis situation. Mentors at East Lake Middle Academy of Engineering have vital skills include listening and communication. Students often come to value their mentors as the only person who truly lends them a listening ear and non-judgmental conversations. Students can request a mentor with the school counselor at the school. The School Based Leadership Team will meet once a month to discuss the progress of the goals included in the SIP. Members include administration, teachers, school counselors, curriculum technology specialist and support staff. Monitoring of our School Improvement Plan is also the primary function of the School Advisory Council at East Lake Middle School Academy of Engineering. The first meeting of the school year is devoted to a discussion of the data which was generated by the state Department of Education. The SBLT and SAC discuss Performance Levels Records that include FSA, EOC, and FCAT Achievement Levels and Learning Gains that our students have come to us with. We will also discuss our remediation time dedicated to students that need extra help and our plan to monitor these students.

**Data-Based Problem Solving**

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

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

Implementation of innovative processes and monitoring of results are committee based.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

Data is shared at faculty, SBLT, and MTSS meetings. Attendance data is shared at faculty and CST meetings. Our school uses a many data point including school dashboard, performance matters, EOC, FSA, and Science SSA scores. We also look at our ongoing SRI testing results. All of this with focused instructional observations and feedback drives the school to work to meet the needs of all students.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

East Lake Middle School has academic and behavior expectations that students need to keep in order to stay in the program. Students that are struggling receive various tiered interventions to meet their needs so all students can succeed. Expectations are communicated on a daily basis. All staff are trained in Marzano

framework and list there high expectations through a learning goal and scale in every classroom. Staff continue their training each pre-school and through a variety of meetings and PLCs throughout the year to expand and deepen their understanding of the Marzano framework. Expectations are communicated to students through teachers, administration and staff. Expectations are posted for all to see and referenced daily. Through walk-throughs, observations and lesson plan administration monitors what is expected. Through feedback teachers learn and grow their weaknesses.

**School Culture / SWBP / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Continue to build on our positive school culture by continuing to build relationships between staff and students and students with students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<p><b>School Culture Related</b></p> <ul style="list-style-type: none"> <li>Grade Level Cohesion Building through service &amp; friendly competition during Food Drives, Jeans for Teens, Book Drives, etc.</li> <li>Acts of Kindness Campaign</li> <li>Mix it Up Lunches</li> <li>Schoolwide Teamwork program consisting of activities first week in classrooms and on announcements, once per report period through Engineering classrooms collaboratively w/school counselor. Desired topics: Identifying self-strengths and how to use them to contribute to a team, communication, problem solving, teamwork in career (guest speakers, i.e. project managers).</li> </ul>	Principal/School Counselor/ELMS Teachers
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Our data does not show a disparity with discipline or academic concerns between black and non-black students, however we would like to continue to build the diversity awareness between all of the subgroups, but also specifically black and non-black students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<p><b>Diversity Forums</b></p> <ul style="list-style-type: none"> <li>School Counselor &amp; PMAC will work collaboratively to host Diversity Forums twice a year through social studies classes. Through interactive discussions, media and panels students will explore topics in diversity equity, tolerance and justice.</li> <li>Students in all subgroups will also have the opportunity to attend special topic small group lunch forums with school counselor. Lunch forums will serve as a platform for students to discuss real life issues and concerns.</li> </ul>	Principal/School Counselor/PMAC Sponsor/SS Teachers

<p>Ranging from current events, student experiences, family and community.</p>	
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## Standards-Based Instruction for Learning

Connections: District Strategic Plan ● Goals 1,2,4,5  
Marzano Leadership ● Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

The core instructional programs and materials are aligned to the Florida Standards by following the Florida Course Code and Descriptions. The courses offerings are broad and deep enough in scope to provide a wide range of student interest and abilities. Course offerings include Honors, Advanced, and on-grade-level education. Teachers write goals and objective for lesson plans that are aligned to the Florida State Standards. A wide variety of elective options are available such as Chinese, Spanish, business ed., music, dance, digital art, PE/health and gifted education. Also every student at East Lake Middle takes a full year PLTW courses in engineering. This extra electives allows every student every year to receive a quality STEM education.

All teachers also use the Marzano framework. Goals and scales are used in every classroom every day. I believe that the combination of the use of goals and scales and cross-curricular STEAM projects that each grade level team develops had helped our students grow. Data from performance matters on district cycle tests and show an increase on the standards from last year to this year on the standards that were specifically targeted in grade level team cross-curricular projects.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Areas of improvement were identified through the most recent FSA test results by grade level. Key areas of improvement for ELA include main ideas and details (all grade levels); as well as craft/structure for 6<sup>th</sup> and 7<sup>th</sup> grade. Areas of improvement for math include ratio and proportions (6<sup>th</sup> grade); geometry skills (7<sup>th</sup>); and functions (pre-algebra 8<sup>th</sup>); statistics and number systems, functions (algebra 8<sup>th</sup>); and modeling (geometry course).

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

East Lake Middle School is very comfortable in using data. Teachers engage students in learning their data knowing their weak areas (red or yellow standards in Performance Matters) in district common assessments, and training how they are progressing on learning those standards. All students track their progress to learning goals in all classes. We are working towards students citing specific evidence of why they think they have mastered a target goal in classes.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

In order to help students transition to high school, East Lake Middle School offers high school courses. In order to help students transition from elementary to middle school, ELMS has New Eagles Camp to acquaint

students and parents with the campus, organization skills, school philosophy and guidelines. In addition, teachers use data to drive instruction; school counselor uses data for student placement.

**Standards-Based Instruction / Key Strategies**

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

<b>Instructional Strategy 1</b>	
All students will develop a research-based project and require minimum of three cited sources. This in turn should help our ELA scores when students have to reference text-evidence when supporting a claim.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
All teachers that assign a research project will require a minimum of three cited sources. Data that will be used will be WriteScore and ELA FSA. Also, there will be compliance checks with lesson plans and alignment of student work examples.	Principal and teachers
<b>Instructional Strategy 2</b>	
Weekly use of Interactive Notebooks and implement study skills to use notebook as a reference to study from.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
All science and ELA classes school-wide to use interactive notebooks. Data will be analyzed through WriteScore and Cycle assessments.	Department Heads and teachers
<b>Instructional Strategy 3</b>	
Teachers will provide all students with writing opportunities (claims and evidence “How do you know?”). This will occur in all classrooms at least once a week. Teams will work together to make sure that per grade level it is spread out throughout the week by subjects. Teachers will use common short and extended writing scales.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
WriteScore and teachers should be using common scale to grade writing opportunities. Random student samples will be collected and checked by the Leadership Team at least 2x a year to insure student work is valid.	Principal/ Leadership Team/ELMS teachers



## Collaboration for Professional Growth

Connections: **District Strategic Plan** ●Goals 1,2,4,5  
**Marzano Leadership** ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Overall our school survey results were very strong. Our lowest score was a 4.26 out of 5. This was on question number 7 which has to do with our school governing body/school board. Since this one was not directly to our related to our staff we went to our next lowest score of a 4.37 on question, which is our school’s leaders hold themselves accountable for student learning. Our school leaders will continue to support teachers and the learning in the classroom by hold students accountable, parents accountable and

teachers accountable. We will continue to improve communication, support students that are struggling and check that student work is aligned with standards.

**12.** Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

This coming up year we have changed the school meeting schedule around to allow a little more flexibility. At department and grade-level meetings, teachers analyze grade, attendance, and discipline data for student success. In turn there is an expectation that each grade level will have some type of cross-curricular project at least once a semester.

**Professional Development**

**13.** Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Most of our focus has been on the Marzano framework and different ways to engage students. We have a majority of boys in our school population and recognized that we needed other engagement strategies to increase all student engagement. Since the training in November an increase in active engagement in all students is evident. Data would be classroom observations and walk-throughs. The next steps are developing student study skills and focusing on the standards in ELA that we are low in. The main strategies that we will use for this are research based writing, interactive notebooks, and teachers providing writing opportunities weekly where students cite evidence.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Interactive Notebook trainings	Pre-School/Option at DWT	All Teachers	Expected use of notebooks for 2016-17 school year – Science and ELA Teachers – More departments will be added in upcoming years.
Writing and scoring rubric training –Using a common writing goal and scale.	Pre-School	All Teachers	All teachers will provide opportunities on weekly writing which they will use



			a common scale to score.
Technology Training – Developing lessons that engage all learners – using Kindles	Pre-School	All Teachers	Teachers will use Kindles and continue to develop active engagement in classes daily
Growth Mindset <i>Mindsets in the Classroom</i> by M.C. Ricci and <i>Formative Assessment in a Brain-Compatible Classroom</i> by M. Tate	Ongoing throughout the year at Faculty PLC and separate Book Studies	All Teachers	All teachers will create a positive learning environment for students, staff, and community members.



## Family and Community Engagement

Connections: District Strategic Plan ● Goals 1,3,6,7  
Marzano Leadership ● Domain 4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

East Lake Middle School has a strong positive relationship with families and the community already. We believe in always communicating with our stake holders, which in turn builds that trusted relationship. We have a strong group of parents and community members that are part of our daily activities at ELMS. Last year we had over 3988 hours logged for volunteering at ELMS. We have built a strong relationship with the HS, as students can earn bright future hours after their day ends at the HS. ELMS also has a very strong PTA that is our partner in the education of all students. They provide the resources and programs throughout the year to help supplement curriculum, provide teacher supplies and co-facilitate programs. PTA also have programs to reach out to the community and parents to increase their knowledge on a variety of topics. Sometimes the speakers are our own parents. East Lake Middle School would like to continue to grow our business partners. We will reach out to find sponsors for student of the month, student incentive activities and host a volunteer fair so students can gain knowledge of opportunities within the community. We have chosen these activities to focus on as we would like to build more positive relationship with the community in the sense of outreach programs and in turn we would like the community to recognize our outstanding students.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Department Chairs present scope-and-sequence of their subject areas as well as share data with parents at monthly SAC meetings. ELMS host parent nights, academic reviews, SAT opportunities, conferences and display student work at annual Expo. Weekly grade-level email to parents with probing questions/discussion questions for parents, as well as key units and lessons taking place in classes.

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

 **Family Engagement / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Community volunteer fair after NJHS inductions, to provide opportunities and knowledge for student volunteer over the summer and throughout the year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Host volunteer fair and bring local business into the school	Amira Ray
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
ELMS will continue to provide opportunities for student with community outreach programs in the forms of Angel Tree, Food Drives, Book Drive, Clothing drive, etc.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide community outreach to students	Amira Ray

 **Section 2** – School Goals / Action Steps

## Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT  
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

<ul style="list-style-type: none"> <li>Count</li> <li>Percentage</li> <li>Percentage Increase</li> <li>Percentage Decrease</li> </ul>	<ul style="list-style-type: none"> <li>All Students OR</li> <li>Gender</li> <li>Grade Level</li> <li>Subgroup</li> </ul>	Content Area & <ul style="list-style-type: none"> <li>Collaborate to...</li> <li>Complete a portfolio or performance...</li> <li>Demonstrate a behavior...</li> <li>Demonstrate a proficiency...</li> </ul>	Select date using calendar	Narrative Box
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Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Sarah Dobes
Increase lowest 25% gains from 57% to 65% as measured by the FSA ELA Spring 2017 assessment.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
Monthly department PLCs to discuss data from classroom assessments and Cycle Assessments (WriteScore)	WriteScore progress monitoring data and FSA writing data. SRI testing of all students and continued monitoring of Level 1 and 2 students.
School-wide to increase writing accountability by having teachers use a common FSA writing rubric when evaluating written work.	Leadership Team assesses writing based on ELA Explanatory/Informative Rubric

<b>Mathematics Goal</b>	<b>Goal Manager:</b> Julie Clampitt
Increase percentage of our lowest 25% from 77% to 85% as measured by the Mathematics FSA Spring of 2017.	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>
Administrators conduct walkthroughs for evidence of mathematics practice standards usage in math classrooms.	Feedback on iobservation with student data from formative assessments and cycle assessments.
Teachers meet in Professional Learning Community (PLC) at least once per month to review student response to tasks and plan instructional lessons incorporating the MAFS and Practice Standards. Data is continually reviewed. Standards that are trending to be commonly missed are targeted for bell work and review. Principal and Curriculum Technology Specialist work with the Math Team and Leading the Learning Cadre (LLC) to plan agendas for PLCs to ensure the process is consistent.	Classroom-based formative assessments and cycle assessments.

<b>Science Goal</b>	<b>Goal Manager:</b> Kathryn Connolly	
100% of 8 <sup>th</sup> grade students will achieve a 3.0 or higher on the SSA in Spring 2017. 100% of 6 <sup>th</sup> /7 <sup>th</sup> grade students will achieve mastery (80%) on quarterly Performance Assessments for 2016-2017).		
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>	
School-wide STEM activities/labs and inquiry-based projects and other learning opportunities specific to the common missed benchmarks based on past data and Gap assessment data. Students will have personal goals in interactive notebook to keep them on track on remediating benchmarks. Continued in class and ELP opportunities will be available throughout the year to hit remediation of all benchmarks.	Student’s progress will be monitored by formative and summative assessments used in class including teacher assessments, Nearpod.com, and cycle assessments	
Student’s Gap Assessment data has been analyzed. Cycle Assessments (4x per year) will be analyzed. Each grade level will work towards remediation of specific benchmarks missed.	Cycle Assessments and students will have personal data in their notebooks and specific goals to work towards.	

**Other School Goals\***

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)		
<b>Goal Name:</b> Social Studies	<b>Goal Manager:</b> Sarah DeTurk	
100% of students achieve proficiency (3.0) as measured on the Civics EOC Spring 2017.		
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	
Incorporating DBQ lessons, AVID strategies, and literacy skills to increase inquiry based thinking, reading and understanding complex texts, and content vocabulary, which will help students achieve on their cycle assessments and End of Course Exam.	Classroom-based formative assessments	
Cycle Assessments will be analyzed three times per year. Students keep track of their data and set a goal for each cycle and reflect on whether they made their goal and how to make gains. Remediation will be given to any low scoring benchmarks.	Cycle Assessments (3x per year)	

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)		
<b>Goal Name:</b> STEM/College and Technical Education (CTE)	<b>Goal Manager:</b> Gregory Stewart & Jennifer Hill	
Increase the number of students involved robotic activities by 10%. 100 % of CTE enrolled students will receive at least one certification for the 2016-17 school year.		
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	
VEX-EDR Club & VEX – IQ Club	Local competitions/ Attendance	

Project based activities will support students to be able to learn the standards for certification tests for business education.	Certification Tests
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Healthy Schools	<b>Goal Manager:</b> Deborah Chappel
Work toward Bronze Level recognition with the Alliance for Healthier Generation.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Walk/Bike to School 1x month	Participation
Provide healthy activities for students to participate in beyond the school day (ex: "Jingle Jog" Run, Intramurals, Take Stock 5k); healthy choices in cafeteria; free water bottle fill stations	Participation

### Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Karen Huzar & Melissa Broner
100% of Black students will achieve learning gains in all state-sanctioned assessments.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
GEAR Club (Guys Exhibiting Amazing Responsibility)	Participation
One-on-One Academic Coaching; use of planner	Participation/Grade Tracking/Use of planner

Subgroup Goal (ELL)	Goal Manager: Karen Huzar & Melissa Broner
100% of ELL students will achieve learning gains in all state-sanctioned assessments.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
One-on-One Academic Coaching; use of planner	Participation/Grade Tracking /Use of planner

Subgroup Goal (ESE)	Goal Manager: Anthony Giordano
100% of ESE students will achieve learning gains in all state-sanctioned assessments.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
One-on-One Academic Coaching; use of planner	Participation/Grade Tracking/Use of planner

Subgroup Goal (If Needed)	Goal Manager:
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<b>Enter Goal Name</b>	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

### Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 6th	Grade 7th	Grade 8th	Grade <i>Select</i>	Grade <i>Select</i>	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	4	5	9			18	5%
Students with attendance below 90 %	2	3	8			13	3%
Students with excessive referrals**	0	0	0			0	0%
Students with excessive course failures**	0	0	0			0	0%
Students exhibiting two or more indicators	0	0	0	Click here to enter text.		0	0%

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

### EWS - Attendance

<b>Attendance Goal</b>	Please ensure that your goal is written as a SMART goal.
100% of students have five or fewer absences in the 2016-2017 school year.	
<b>Actions / Activities in Support of Attendance Goal</b>	<b>Evidence to Measure Success</b>
“Strive for Under Five” Program (five or fewer absences per school year)	Attendance data
Celebration for students who have 2 or fewer absences per teacher per quarter.	Attendance data

### EWS - Discipline

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
Student discipline referrals will be reduced by 10% as measured by the end of the 2016-2017 school year.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
Good-Behavior Get-Together (quarterly)		Discipline data determines participation

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
<b>Actions / Activities in Support of Goal</b>		<b>Evidence to Measure Success</b>

**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

ELMS has an Extended Learning Program (ELP in math and reading).

<b>Early Intervention / Extended Learning Goal</b>
Please ensure that your goal is written as a SMART goal
Goal: 80% of Level 1 and 2 students will participate in ELP as measured by attendance.

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Morning ELP	Attendance/Participation
EOC Boot Camps (Civics, Algebra, Civics)	Attendance/Participation

**Section 3 – Required Items / Resources**

**Instructional Employees**

Current Instructional Staff Members			
# of Instructional Employees	25	% with advanced degrees	56%
% receiving effective rating or higher	%	% first-year teachers	0%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	8%
% certified in-field**	100%	% with 6-14 years of experience	68%
% ESOL endorsed	76%	% with 15 or more years of experience	24%

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

Seek out highly qualified and credentialed teachers. Principal creates a positive work environment through staff hospitality committee and “Silver Eagle Feathers” staff recognition.

**SAC Membership**

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Mark	Ondash	White	Parent
Karen	Huzar	White	Principal
Beverly	Reeves	White	Parent
Melissa	Broner	Black	Teacher
Eva	Krutichik	Hispanic	Parent
Patti	Halula	White	Parent
Amira	Ray	Multi	Support Employee
Dawn	Montevago	White	Parent
Deborah	Chappel	Hispanic	Teacher
Charles	Medina	White	Business/Community

**SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

Yes       No (Describe the measures being taken to meet compliance below.)

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

Yes       No      Committee Approval Date: 8/29/2016



**SBLT / MTSS Leadership Team**

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Karen Huzar
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State Days / Intervals that Team meets below.
Bi-weekly Fridays

**Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan.

Planners: necessary for engineering magnet and school culture iXL Program: to help achieve math goals and reading goals
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Use this space to paste budget, if desired.
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