

Pinellas County Schools

# EAST LAKE HIGH SCHOOL



## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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 Department 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.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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The community of East Lake High School will develop productive and responsible students who are prepared for post-secondary education, the workforce and citizenship.

### Provide the school's vision statement

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100% Student Success

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Eric C. Smith, Ph.D.

smithericc@pcsb.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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No Answer Entered

#### Leadership Team Member #2

##### Employee's Name

Russell Denton

dentonr@pcsb.org

##### Position Title

Assistant Principal

**Job Duties and Responsibilities**

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No Answer Entered

**Leadership Team Member #3**

**Employee's Name**

Shawn Anderson

andersonshaw@pcsb.org

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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No Answer Entered

**Leadership Team Member #4**

**Employee's Name**

Megan Hatfield, Ed.D.

hatfieldm@pcsb.org

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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No Answer Entered

**Leadership Team Member #5**

**Employee's Name**

Dwight Latimore

latimoredw@pcsb.org

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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No Answer Entered

**2. Stakeholder Involvement**

Describe the process for involving stakeholders [including the school leadership team, teachers and

school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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Stakeholder feedback was gathered through various methods throughout the school year to inform the development of the 2025–26 School Improvement Plan (SIP). For students, this included the school climate survey, student body surveys, and ongoing input from student leadership.

Parent feedback was collected through the school climate survey and the School Advisory Council (SAC) throughout the year.

Staff perspectives were captured through schoolwide surveys, small-group discussions with teacher leaders and the administrative team, and collaborative summer work focused on developing a unified vision aligned with school goals. This collective input shaped our four schoolwide priorities for 2025-26:

1. Elite Mindset (student experience, performance, increased enrollment)
2. Measuring Mastery (grading and assessment)
3. Elevating Intellectual Engagement (through metacognition and active learning)

These priorities guided the creation of specific action steps for the school year. Final feedback from departments was gathered during summer planning sessions to confirm each department's commitment to their targeted action steps, all centered around our core focus areas.

### **3. SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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Our 3 schoolwide priorities and corresponding action steps will be fully integrated into our daily practices and aligned across all meetings, including faculty and department meetings, PLCs, SBLT, and Administrative Team gatherings. These priorities will be revisited multiple times each month in collaboration with leadership teams and PLCs to evaluate progress and identify next steps.

Daily classroom walkthroughs will serve as a key tool to assess implementation, inform adjustments to action steps, and determine whether additional support is needed—either system-wide or at the individual teacher level. Recognizing that this is a dynamic process, we will remain responsive, making ongoing refinements based on data analysis, collaboration with school-based leaders, and

stakeholder input.

### C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH PK, 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>23.3%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:</b>



## D. Early Warning Systems

### 1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## 2. Grades 9-12 (optional)

### Current Year (2025-26)

Using 2024-25 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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

### Current Year (2025-26)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

### Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	112	79	114	107	412
One or more suspensions	15	32	20	22	89
Course failure in English Language Arts (ELA)	32	42	46		120
Course failure in Math	39	47	39		125
Level 1 on statewide ELA assessment	56	58	61		175
Level 1 on statewide Algebra assessment	26	29	81	95	231

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	55	67	87	75	284

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	2	4	1		7
Students retained two or more times				2	2

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	75	62	59	71	55	55	64	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	64	58	58	62	57	57			
ELA Lowest 25th Percentile	60	54	56	58	55	55			
Math Achievement*	57	46	49	61	42	45	55	36	38
Math Learning Gains	53	45	47	53	46	47			
Math Lowest 25th Percentile	39	43	49	47	41	49			
Science Achievement	85	73	72	83	64	68	83	61	64
Social Studies Achievement*	86	74	75	87	70	71	86	63	66
Graduation Rate	99	94	92	98	92	90	99	92	89
Middle School Acceleration									
College and Career Acceleration	77	69	69	76	69	67	78	69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	75	50	52	58	45	49	60	47	45

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	770
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	99%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
70%	69%	76%	68%	61%		66%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners	58%	No		
Asian Students	84%	No		
Black/African American Students	61%	No		
Hispanic Students	68%	No		
Multiracial Students	76%	No		
White Students	72%	No		
Economically Disadvantaged Students	62%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	75%		64%	60%	57%	53%	39%	85%	86%		99%	77%	75%
Students With Disabilities	37%		53%	47%	26%	39%	36%	50%	62%		98%	35%	
English Language Learners	42%		58%	63%	38%	46%	53%	60%	57%		100%	51%	75%
Asian Students	83%		63%		67%			92%	95%		100%	85%	
Black/African American Students	52%		55%	50%	34%	36%		63%	100%		100%	63%	
Hispanic Students	73%		66%	58%	52%	53%	48%	84%	77%		98%	65%	70%
Multiracial Students	83%		66%		71%	56%		78%	75%		100%	75%	
White Students	76%		63%	62%	59%	54%	38%	87%	87%		100%	81%	80%
Economically Disadvantaged Students	62%		58%	53%	42%	47%	36%	71%	79%		100%	65%	72%



2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	71%		62%	58%	61%	53%	47%	83%	87%		98%	76%	58%
Students With Disabilities	31%		45%	34%	30%	41%	45%	49%	67%		95%	33%	
English Language Learners	41%		57%	52%	37%	34%	36%	63%	50%		96%	70%	58%
Asian Students	70%		61%		86%	55%		73%	100%		100%	85%	
Black/African American Students	42%		45%	24%	41%	38%	40%	59%	75%		100%	64%	
Hispanic Students	69%		62%	67%	52%	52%	33%	75%	84%		98%	73%	48%
Multiracial Students	73%		71%	60%	75%	48%		85%	89%		100%	79%	
White Students	73%		62%	60%	63%	55%	53%	86%	88%		98%	76%	80%
Economically Disadvantaged Students	63%		58%	57%	52%	46%	39%	76%	83%		97%	57%	50%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	64%				55%			83%	86%		99%	78%	60%
Students With Disabilities	36%				28%			49%	45%		100%	40%	
English Language Learners	39%				40%			48%	55%		93%	79%	66%
Asian Students	77%				91%			96%	100%		100%	85%	
Black/African American Students	56%				21%			71%	72%		95%	38%	
Hispanic Students	56%				42%			70%	76%		99%	79%	69%
Multiracial Students	72%				50%			83%	78%		100%	79%	
White Students	65%				59%			85%	89%		99%	79%	60%
Economically Disadvantaged Students	54%				42%			77%	72%		98%	65%	68%

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	73%	59%	14%	58%	15%
ELA	9	76%	59%	17%	56%	20%
Biology		85%	69%	16%	71%	14%
Algebra		32%	59%	-27%	54%	-22%
Geometry		65%	53%	12%	54%	11%
History		87%	72%	15%	71%	16%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		17%	13%	4%	16%	1%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		0%	17%	-17%	18%	-18%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

### III. Planning for Improvement

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#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

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

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ELA moved from a 71% to a 75% overall. The previous improvement plan yielded positive results through PLC designed remediation plans, use of AVID strategies in the classroom (WICOR), and consistent monitoring of data.

##### Lowest Performance

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

---

2024-2025 data from Algebra and Geometry indicated the greatest need for improvement. Learning gains in particular were overall low and will be addressed in the content area focus. Consistent use of district resources and data monitoring were contributing factors in the drop. Additionally, opportunities for consolidation of learning in lessons can help to support appropriate learning gains.

##### Greatest Decline

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

---

2024-2025 data from Algebra was at a 32% proficiency score whereas the year prior, Algebra was at a 38%. 68% Level 1 and 2 is high percentage of non-proficient students and is addressed specifically in the content area focus goals for 2025-2026. Contributing factors of the low score are, consistent use of district resources, data monitoring, and remediation of learning gaps.

##### Greatest Gap

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

---

Algebra proficiency was which 32% is half of the state average at 60%. Targeting our bubble students for differentiated instruction will help to not only increase proficiency but also learning gains and L25. PLCs to consistently monitor summative and formative data to drive instruction designed at producing the greatest proficiency for subgroups will drastically improve all 3 cells in Algebra.

##### EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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Proficiency on statewide Algebra assessment

Learning gains in Algebra and Geometry

Acceleration (college and career readiness)

**Highest Priorities**

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

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Proficiency on statewide Algebra assessment

Learning gains in Algebra and Geometry

Acceleration (college and career readiness)

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Math

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

**The mathematics component for school grade indicates that East Lake High School has not demonstrated adequate yearly progress with all students in Algebra 1. The Algebra 1 goal will focus on increasing overall achievement and proficiency in Algebra 1 for all East Lake High School students.**

#### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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**Increase overall Algebra 1 proficiency from 32% to 56%, by May 2026, as measured by BEST Algebra 1 EOC exam.**

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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**This area of focus will be monitored through PLC protocol engagement that continue to drive instructional shift initiatives, observational walkthrough data, all district resource program data, and all district common assessments.**

#### Person responsible for monitoring outcome

Russell Denton

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### Description of Intervention #1:

The Algebra 1 team will engage in common planning and bi-weekly PLC protocols as well as site-based and district-provided professional development. They will utilize formative assessments regularly, to monitor for struggling standards and remediate appropriately, as needed.

**Rationale:**

Common planning and PLC protocols, site-based district-wide PD and common formative assessments will provide support for collaboration, scaffolding and differentiated instruction to accelerate student-centered learning. Specifically designed remediation opportunities utilizing district resources based on district common assessment data will also support closing gaps in proficiency and support increased achievement.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Common Planning / PLCs

**Person Monitoring:**

Russell Denton

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Algebra 1 teachers will have common planning periods daily to intentionally plan for increased engagement, appropriate levels of inquiry-based rigor, increased collaboration, intentional grouping, and embedded reflection opportunities in all lessons/units and utilize a PLC protocol that continues to drive BEST EOC instructional initiatives.

**Action Step #2**

Feedback, Coaching and Professional Development

**Person Monitoring:**

Russell Denton

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

District and site-based leadership walks with math teachers, district and site-based administrators, and others to identify, monitor, and support best practices. Walkthroughs will monitor/identify if teachers are using district resources, calculators/reference sheets, planning appropriate learning targets at the appropriate level of rigor, teacher wait time, and the use of collaborative strategies. Professional development choices/offerings throughout the year on topics including, but not limited to, standards-based grading, collaborative strategies, and integrating metacognition opportunities into lessons will be provided.

**Action Step #3**

Common Assessments / Monitoring Data to Close the Gap

**Person Monitoring:**

Russell Denton

**By When/Frequency:**

Bi-Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Algebra 1 teachers will utilize weekly common planning and PLC protocol that continues to drive BEST EOC instructional shift initiatives, and compare data from all district common assessments and all district resource programs, and review data in an attempt to strategically target and create opportunities to remediate struggling standards.

**Action Step #4**

Attendance Monitoring

**Person Monitoring:**

Russell Denton

**By When/Frequency:**

Bi-Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Algebra 1 team will monitor attendance data and communicate regularly with the parents of students who are missing greater than 20% of the instructional days scheduled.

**Action Step #5**

Remediation and Tutoring

**Person Monitoring:**

Russell Denton

**By When/Frequency:**

Bi-Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Algebra 1 team will encourage and incentivize students, who are identified as struggling with critical standards, to engage in remediation and tutoring support during ELP via targeted small-group instruction and through all district resource programs. Additionally, bootcamps to remediate standards may be added as EOC prep at the end of the year prior to testing.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Math****Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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**The mathematics component for school grade indicates that East Lake High School has not demonstrated adequate yearly progress with all students in Geometry. The Geometry goal will focus on increasing overall achievement and proficiency in Geometry for all East Lake High School students.**

**Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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**Increase overall Geometry proficiency from 65% to 72%, by May 2026, as measured by BEST**



**Geometry EOC exam.****Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

**This area of focus will be monitored through PLC protocol engagement that continue to drive instructional shift initiatives, observational walkthrough data, all district resource program data, and all district common assessments.**

**Person responsible for monitoring outcome**

Russell Denton

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

The Geometry team will engage in common planning and bi-weekly PLC protocols as well as site-based and district-provided professional development. They will utilize formative assessments regularly, to monitor for struggling standards and remediate appropriately, as needed.

**Rationale:**

Common planning and PLC protocols, site-based district-wide PD and common formative assessments will provide support for collaboration, scaffolding and differentiated instruction to accelerate student-centered learning. Specifically designed remediation opportunities utilizing district resources based on district common assessment data will also support closing gaps in proficiency and support increased achievement.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Common Planning / PLCs

**Person Monitoring:**

Russell Denton

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Geometry teachers will utilize weekly common planning and PLC protocol that continues to drive BEST EOC instructional initiatives, compare data from all district common assessments, and review

data in an attempt to strategically target and create opportunities to remediate struggling standards utilizing all district resource programs.

### **Action Step #2**

Feedback, Coaching and Professional Development

**Person Monitoring:**

Russell Denton

**By When/Frequency:**

Quarterly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

District and site-based leadership walks with math teachers, district and site-based administrators, and others to identify, monitor, and support best practices. Walkthroughs will monitor/identify if teachers are using district resources, calculators/reference sheets, planning appropriate learning targets at the appropriate level of rigor, teacher wait time, and the use of collaborative strategies. Professional development choices/offerings throughout the year on topics including, but not limited to, standards-based grading, collaborative strategies, and integrating metacognition opportunities into lessons will be provided.

### **Action Step #3**

Common Assessment / Monitoring Data to Close the Gap

**Person Monitoring:**

Russell Denton

**By When/Frequency:**

Bi-Weekly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Geometry teachers will utilize weekly common planning and PLC protocol that continues to drive BEST EOC instructional shift initiatives, and compare data from all district common assessments and all district resource programs, and review data in an attempt to strategically target and create opportunities to remediate struggling standards.

### **Action Step #4**

Attendance Monitoring

**Person Monitoring:**

Russell Denton

**By When/Frequency:**

Bi-Quarterly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Geometry team will monitor attendance data and communicate regularly with the parents of students who are missing greater than 20% of the instructional days scheduled.

### **Action Step #5**

Remediation and Tutoring

**Person Monitoring:**

Russell Denton

**By When/Frequency:**

Bi-Quarterly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Geometry team will encourage and incentivize students, who are identified as struggling with critical standards, to engage in remediation and tutoring support during ELP via targeted small-group instruction and through all district resource programs. Additionally, bootcamps to remediate standards may be added as EOC prep at the end of the year prior to testing.

## Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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The English Language Arts component for school improvement indicates that East Lake High School has not demonstrated adequate progress in proficiency and learning gains for students in Grades 9 and 10. The ELA goal will focus on improving benchmark alignment and mastery of grade-level standards for all students in Grades 9 and 10 at East Lake High School.

#### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Increase proficiency rates for Grade 9 and 10 FAST ELA Reading PM3 from 75% to 80% by Spring 2026.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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#### Monitoring Tools:

- FAST ELA Reading PM1, PM2, PM3 comparative data
- Common formative assessment tracker / Data dashboard, by teacher
- Walkthrough checklists focused on benchmark alignment

#### Person responsible for monitoring outcome

Megan Hatfield

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### Description of Intervention #1:

Monitor student progress using common formative assessments that are aligned to benchmarks and foundational literacy skills. These skills include fluency, vocabulary, grammar and mechanics, and reading comprehension, with a focus on main idea, supporting details, and summarization.

#### Rationale:

Using benchmark-aligned formative assessments allows teachers to identify specific areas where students are struggling and adjust instruction accordingly. Emphasizing foundational literacy skills ensures students have the necessary tools to access complex texts and demonstrate mastery of grade-level standards, which directly supports improved performance on state assessments.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Strengthen student metacognition and engagement through the integration and consistent use of student self-assessment tools and goal-setting trackers in ELA classes. This includes student reflection and analysis of post-assessment data to inform personal learning goals.

**Rationale:**

When students regularly reflect on their performance and set goals, they become more active participants in their learning. Embedding metacognitive practices into ELA instruction empowers students to monitor their progress, identify areas for growth, and stay engaged in the learning process. This strategy supports increased ownership and accountability, which are linked to improved academic outcomes.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #3:**

Grade 9 and 10 ELA and Reading teachers will participate in content-specific Child Study Team (CST) meetings focused on identifying and supporting students with attendance and engagement concerns.

**Rationale:**

Frequent absenteeism and low engagement are barriers to student success in ELA. By involving ELA and Reading teachers in targeted CST meetings, staff can collaboratively analyze data, identify at-risk students, and implement strategies to improve student presence and participation in class. This proactive approach strengthens early intervention efforts and helps ensure all students have the opportunity to meet grade-level standards.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Develop and Administer Common Formative Assessments

**Person Monitoring:**

Hatfield

**By When/Frequency:**

Bi-Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

ELA teachers will collaborate during PLCs to create and administer standards-aligned formative assessments targeting benchmark skills and foundational literacy areas. Assessment data will be reviewed monthly to identify student progress and adjust instruction. The Assistant Principal will monitor PLC agendas, data trackers, and student performance trends.

**Action Step #2**

Data Analysis and Implications for Instruction

**Person Monitoring:**

Hatfield

**By When/Frequency:**

Bi-Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will analyze formative assessment data to determine areas of strength and need. Based on results, teachers will group students for targeted instruction and reteach as needed. The instructional coach will support planning and provide resources. The impact will be tracked through progress monitoring checks and walkthrough observations.

**Action Step #3**

Implement Student Self-Assessment Tools

**Person Monitoring:**

ELA & Reading Teachers

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

ELA teachers will incorporate self-assessment tools such as rubrics, reflection prompts, and learning target checklists into weekly learning activities. These tools will help students monitor their understanding and take ownership of their progress. The Assistant Principal will review sample student reflections and monitor implementation through walkthrough observations and PLC discussions.

**Action Step #4**

Schedule ELA-Focused Child Study Team Meetings

**Person Monitoring:**

Hatfield, ELA Teachers, and School Counselors

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

ELA and Reading teachers will attend monthly CST meetings to review student attendance, behavior, and academic engagement data. The team will identify patterns and develop support plans. Meeting notes, follow-up actions, and student progress will be documented and reviewed in subsequent meetings. Teachers will implement agreed-upon strategies such as check-ins, classroom incentives, or parent contact for students identified in CST meetings.

**Action Step #5**

Align Instruction to District-Approved Resources

**Person Monitoring:**

Hatfield, Dept Chair, ELA Content Specialist

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

ELA teachers will plan and deliver instruction using district-approved, benchmark-aligned materials to

ensure consistency and alignment to standards. Instructional plans and classroom implementation will be monitored through regular administrative and district walkthroughs, with feedback provided during PLCs and coaching sessions.

### **Action Step #6**

Provide Targeted Support and Monitor Sub-group specific Progress

#### **Person Monitoring:**

Hatfield, ELA and Reading Teachers, ELA Dept Chair

#### **By When/Frequency:**

Ongoing: reviewed after each formative assessment and progress monitoring window

### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Targeted small-group instruction and literacy interventions will be provided through the Reading elective, academic lunch, and Extended Learning Program (ELP). After each formative assessment, PM1, and PM2, subgroup-specific data will be reviewed to identify students in need of academic or behavioral support. Eligible students will be assigned a staff mentor for ongoing check-ins and goal setting.

### **Area of Focus #4**

Address the school's highest priorities based on any/all relevant data sources.

### **Instructional Practice specifically relating to Social Studies**

#### **Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Current performance was 86% as evidenced by the U.S. History EOC. Continued growth will be fostered through collaborative planning, common assessments standards trackers and benchmark assessments. Using the Five Essentials of Effective Instruction, teachers and students will be utilize all data to drive decisions and utilize instructional time enhancing learning within the classroom.

#### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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The percent of students achieving proficiency within the US History EOC will increase from 86% to 90% as measured by EOC assessment.

#### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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Benchmark assessments, PCSB cycle assessments

Common formative assessment tracker / Data dashboard, by teacher, analyzing for patterns of student error to re-teach

**Person responsible for monitoring outcome**

Shawn Anderson

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Increasing academic support for a student body which continues to grow more diverse. This will be anchored in the Five Essentials of Effective Instruction. Enhance the use of formative assessment strategies and benchmark trackers which show student progress towards mastery

**Rationale:**

Providing increasing professional development for teachers to refine their practice and gain comfort in utilizing benchmark trackers and data from all assessment will allow them to maximize their time and enhance the experiences students have in their classrooms. As a result, teachers will strengthen their use of complex tasks within their lessons.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Review and Remediation

**Person Monitoring:**

Shawn Anderson

**By When/Frequency:**

Throughout the year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Targeted review sessions for all students, particularly to students scoring Level 2 on PCS Cycle assessments and mock EOCs Incorporate spiraled review throughout the academic year utilizing benchmark-aligned activities (collaboratively utilized across PLC) Assign students to pull out remediation groups based on formative and cycle assessment data Provide scaffolded, vocabulary-rich instruction, primary source analysis, and structured academic discussions to build background knowledge and critical thinking

**Action Step #2**

Reading Focus - Increase US History EOC proficiency of students enrolled in intensive reading 3 by 15%

**Person Monitoring:**

Shawn Anderson

**By When/Frequency:**

Throughout the year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Co-planning between Reading 3 teachers and U.S History teachers to increase the use of historical

primary source reading materials in Reading Elective Course. This will strengthen student vocabulary, annotation, fluency, close reading practice. - Coordinate time for Reading 3 and US History teachers to collaborate and match curriculum assignments to equally support reading and Social Studies - Collaborate to develop academic vocabulary for units in alignment with reading and social studies - Development of shared vocabulary lists by unit, use of graphic organizers and appropriate use of academic games in U.S. History and Reading 3

### **Action Step #3**

Incorporate the 5 Essentials of Effective Instruction Non-Negotiables in Social Studies

#### **Person Monitoring:**

Shawn Anderson

#### **By When/Frequency:**

Throughout the year

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Plan daily lessons in PLC using the Non-Negotiables including protocols for document analysis, historical connections, historical thinking, and historical talking

### **Area of Focus #5**

Address the school's highest priorities based on any/all relevant data sources.

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

##### **Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In competing with like schools at the elite level, moving proficiency from the mid 80s to breaking the 90% mark keeps East Lake at the same level as other highly effective schools throughout the state. East Lake is already performing at a high level in science and now targeting the most highly proficient schools in the state to elevate our status even further. Achieving 90% proficiency or higher will move us to that elite state level.

##### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Science proficiency is currently at an 85% with an improvement goal for 2025-2026 to reach 90% as measured by the FL BEST assessment.

##### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

##### **Monitoring Tools/Processes:**

Quarterly cycle assessments, mini unit assessments (provided by district)

Common formative assessment designed by PLC



Student data tracker and use of data analytics analysis tool (provided by district)

Observation/walkthrough data and feedback

**Person responsible for monitoring outcome**

Dwight Latimore

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

The science/biology team will engage in common planning and PLC protocols to maximize use of data analysis and differentiated planning. Site-based and district-provided professional development will be imbedded throughout the year. Formative assessments in the classroom and summative quarterly assessments (cycle assessments) are consistently implemented, and the data is used to design instruction.

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Common planning and PLC data analysis

**Person Monitoring:**

Dwight Latimore

**By When/Frequency:**

Daily/Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Common planning occurs daily as teacher discuss, collaborate, and problem solve lesson planning for current lessons, weekly planned units, and future lessons. PLC data analysis is held monthly and uses district assessment data (cycles) as key data points for review. Student work samples and mini unit assessment data are also utilize in the planning of future lessons and for remediation approaches/activities. Through common planning, teachers will integrate the Biology Brain Builders to structure conversations and build necessary skills for stimulus-heavy questions. Teachers will use the Scientific Thinking Protocols for deepening thinking and will use Leading with the Lab to anchor the learning. Students will respond to Higher Order Thinking Questions to demonstrate Level 5 Thinking.

**Action Step #2**

Student standard tracking and data analytics

**Person Monitoring:**

Dwight Latimore

**By When/Frequency:**

Daily/Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Student standard trackers are consistently used by the teacher and students in biology to ensure daily lessons are aligned with benchmarks and students/teachers are able to gage their progress in real time. Standard trackers are used in connection with the district data analytic tool to monitor real-time progress, predict student outcomes, and develop appropriate methods of remediation.

**Action Step #3**

Observational/Walkthrough Feedback

**Person Monitoring:**

Dwight

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Feedback from administration and/or instructional support personnel on impacts of instructional practice. Observational data is recorded in iObservation and provided to teachers in a timely manner (within 5days) to process. Conferencing on practice is conducted formally and informally to collaborate on best practices.

**Area of Focus #6**

Address the school's highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to English Language Learners (ELL)****Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

ELL students' proficiency in ELA was at 36% compared to their non-ELL peers at 76%. This discrepancy is the largest gap between all core contents. Reducing the gap in ELA proficiency will be addressed through embedded ELL strategies to support ELA students, professional learning experiences that are focused on ELL strategies that will improve teacher practice, common planning/ PLC involvement with ELL and ELA staff, and small-group support with ELL faculty that is consistently monitored with PM results and classroom assessments.

**Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

ELL student proficiency in ELA will increase comparable within 10% of their non-ELL peers. This will reduced the overall percentage of proficiency by 50%.

**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

This goal will be monitored ultimately by percentage of proficiency on the FAST ELA PM3. Administrative oversight with PLC processes and implementation will occur bi-weekly/monthly to ensure monitoring of student data is taking place and appropriate interventions are planned/implemented.

**Person responsible for monitoring outcome**

Russell Denton

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

ELL strategies embedded into ELA planning through PLC/common planning. Professional learning experiences that are focused on ELL strategies that will improve teacher practice. Small-group support with ELL faculty that is consistently monitored with PM results and classroom assessments.

**Rationale:**

Each intervention has a targeted focus on the individual ELL student and is designed to fill the gap of misunderstanding, moving the student closer to proficient levels.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

PLC/common planning integration of ELA and ELL faculty

**Person Monitoring:**

Russell Denton

**By When/Frequency:**

Early Fall, Throughout the Year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Through the master schedule, ensuring ELA and ELL faculty have the opportunity plan together and regularly will be established at the beginning of the year. Administrative oversight on the fidelity of integrated ELA/ELL plans and strategy will occur during our PLC meeting schedule throughout the year.

**Action Step #2**

Continuous Monitoring and Data Driven instruction

**Person Monitoring:**

Russell Denton

**By When/Frequency:**

Throughout the year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

ELL strategies that ELA teachers are consistently using in their classrooms that were planned for through their collaboration with ELL faculty. Small group pull out when ELL students are in need of intervention and differentiated instruction.

## **Area of Focus #7**

Address the school's highest priorities based on any/all relevant data sources.

### **ESSA Subgroups specifically relating to Black/African American Students (BLK)**

#### **Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Black students' proficiency in Math was at 31% compared to their non-black peers at 62%. This discrepancy is the largest gap between all core contents. Reducing the gap in math proficiency will be addressed through professional learning experiences that are focused on strategies diverse student populations that will improve teacher practice, consistent data tracking for the black subgroup, and small-group and one-on-one support through MTSS that that consistently monitors progress with cycle and mini assessments. assessments.

#### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Black student proficiency in math will increase comparable within 10% of their non-black peers. This will reduced the current overall percentage of proficiency by more than 50%.

#### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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Ultimately, black student proficiency in math will be monitored by the state BEST Algebra & Geometry EOCs. Additionally, administrative oversight through MTSS supports for how student data is track and utilized will be ongoing throughout the year.

#### **Person responsible for monitoring outcome**

Megan Hatfield

#### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Provide increased academic support for diverse student populations through focused interventions and ongoing progress monitoring. Strengthen instructional practices to actively engage all students in rigorous, student-centered texts and tasks. Improve the use of formative assessment strategies throughout each class period to track student progress toward mastery of standards and inform data-driven instructional decisions.

**Rationale:**

Through ongoing professional development focused on student-centered learning and engagement—anchored in the Five Essentials of Effective Instruction—teachers will be equipped and empowered to use data effectively, maximize instructional time, and enhance both student learning and classroom experience. These efforts will strengthen instructional practices, leading to meaningful engagement of all students in complex, appropriately challenging tasks.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Small group support through MTSS

**Person Monitoring:**

Megan Hatfield

**By When/Frequency:**

Throughout the year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

MTSS staff (i.e. VE specialist, counselor, administrator, trusted adult on-campus for individual student) will offer support for black student population when intervention is required. Small-group and one-on-one support will be established and implemented through teacher planning (PLCs, common planning, daily/individual)

**Action Step #2**

Professional Learning

**Person Monitoring:**

Megan Hatfield

**By When/Frequency:**

Throughout the year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers participate in pre-service and ongoing professional learning focused on student engagement, guided by the Five Essentials of Effective Instruction, intentional lesson planning, formative assessment use, and data-driven decision-making. The Administrative and Instructional Teams conduct quarterly Strategy Walks, including reflection and debrief sessions during Teacher Demonstration Days, aligned to the school's 3 priority areas. Teachers implement their learning in the classroom with actionable feedback from administrators. Additionally, the school-based leadership team integrates professional learning into all staff meetings to provide continuous support for instructional growth.

## Area of Focus #8

Address the school's highest priorities based on any/all relevant data sources.

### ESSA Subgroups specifically relating to Students With Disabilities (SWD)

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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SWD students' proficiency in Math was at 23% compared to their non-SWD peers at 66%, in ELA proficiency was 33% compared to their non-SWD peers at 79%. These discrepancies are the largest gaps between all core contents. Reducing the gap in math and ELA proficiency will be addressed through embedded SWD strategies to support ELA/math students, professional learning experiences that are focused on ESE strategies that will improve teacher practice, common planning/PLC involvement with ESE and ELA staff, and small-group support with ESE faculty that is consistently monitored through PM results and classroom assessments.

#### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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SWD student proficiency in both math and ELA will increase comparable within 10% of their non-ELL peers. This will reduced the overall percentage of proficiency by more than 50%.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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This goal will be monitored ultimately by percentage of proficiency on the FAST ELA PM3 and through the BEST Algebra/Geometry EOCs. Administrative oversight with PLC processes and implementation will occur bi-weekly/monthly to ensure monitoring of student data is taking place and appropriate interventions are planned/implemented.

#### Person responsible for monitoring outcome

Russell Denton

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### Description of Intervention #1:

SWD strategies embedded into ELA/Math planning through PLC/common planning. Professional learning experiences that are focused on SWD strategies that will improve teacher practice. Small-group support with ESE faculty that is consistently monitored with PM results and classroom assessments.

**Rationale:**

Each intervention has a targeted focus on the individual ESE student and is designed to fill the gap of misunderstanding, moving the student closer to proficient levels.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

PLC/common planning integration of ELA and ESE faculty

**Person Monitoring:**

Russell Denton

**By When/Frequency:**

Early Fall, Throughout the year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Through the master schedule, ensuring ELA/math and ESE faculty have the opportunity plan together and regularly will be established at the beginning of the year. Administrative oversight on the fidelity of integrated ELA/math/ESE plans and strategy will occur during our PLC meeting schedule throughout the year.

**Action Step #2**

Continuous Monitoring and Data Driven Instruction

**Person Monitoring:**

Russell Denton

**By When/Frequency:**

Throughout the year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

ESE strategies that ELA/Math teachers are consistently using in their classrooms that were planned for through their collaboration with ESE faculty. Small group pull out when ESE students are in need of intervention and differentiated instruction.

**Area of Focus #9**

Address the school's highest priorities based on any/all relevant data sources.

**Graduation/Acceleration specifically relating to Acceleration**

**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Our current level of performance is 77%, as evidenced by the class of 2025 acceleration data and should reach the high 80s low 90s if we implement a comprehensive strategy to increase access and opportunity for Advanced Placement, Dual Enrollment, and CTAE courses on and off campus. Equitable learning opportunities for ALL students through the master schedule and counseling will ensure an increase from 77%. With this focus, there will be a student increase of 85% or more.

### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

The percent of students enrolled in and achieving in College and Career Coursework (i.e. AP, DE, and CTAE) will increase by 10%, from 77% to 87%, as measured by consistent use of formative assessment throughout the year, AP/DE/Industry Certification assessments, and the acceleration school grade calculation for the Class of 2026.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

Monitoring will occur in stages as it relates to the strategy and pathway. The master schedule will reflect opportunities and access for each cohort as they move through 9-12 grades, ensuring attempts are made at earning either industry certification or college credit. The counseling team will appropriate schedule students to ensure ALL students have the opportunity to earn either. Leadership team meetings, classroom walkthroughs with actionable feedback, participation in Data Driven PLCs to determine next steps, and a systematic approach to course promotion centered around student interest and potential for future cohorts will all be a factor in the comprehensive strategy for college and career readiness.

### **Person responsible for monitoring outcome**

Eric Smith

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### **Description of Intervention #1:**

Offer opportunities and access for incoming 9th grade cohorts to immediately engage in attempts at earning college and career readiness while appropriately schedule any rising seniors into courses that will satisfy this goal.

### **Rationale:**

A comprehensive strategy that targets each cohort and improves opportunity or access for college and career readiness, elevates the number of industry certifications and/or college credits earned



each year. The goal is to reduce each cohort by 50% during every year 9-12 (acceleration "half-life" of each cohort)

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Cohort scheduling

**Person Monitoring:**

Eric Smith

**By When/Frequency:**

Early Fall

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

All 9th grade students will take at least 1 course that has the potential to earn them an industry certification. Courses such as financial literacy (graduation requirement) and CTE courses, afford students the opportunity and access to earn certifications. Any rising senior will be afforded access to take courses such as college/career readiness (dual enrollment) and certain CTE courses in effort to provide them an opportunity to earn college credit or industry certification.

**Action Step #2**

Continuous Monitoring and Data-Driven Instruction

**Person Monitoring:**

Eric Smith

**By When/Frequency:**

Throughout the year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Progress monitor students' progression toward College and Career Readiness, measured by their success in AP, DE, CTAE, and/or AVID coursework in leadership meetings. Conduct regular PLC/district/instructional walkthroughs and informal observations to track progress, with actionable feedback from the administrative team. Use district cycle assessments, 9-week grades, and mid-term data to continuously monitor and adjust instructional strategies. Engage in PLCs to review assessment data, identify proficiency gaps, and develop remediation plans. Ensure consistent grading scales and use of common assessments to facilitate data discussions and collaborative planning.

**Area of Focus #10**

Address the school's highest priorities based on any/all relevant data sources.

**Graduation/Acceleration specifically relating to Graduation**

**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Graduation percentages is currently at 99%, as evidenced by the class of 2024 graduation rate. Our continued growth will be addressed addressing 2 key instructional priorities, mastery measurement and elevating engagement. Through this focus and maintaining sufficient student attendance, the graduation rate will increase to 100%.

### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

The percent of students graduating on-time with their cohort will increase from 99% graduation rate to 100%, as measured by the end of the 2025-26 school year graduating cohort data.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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Graduation is monitored consistently by administration, guidance, our College and Career Center Coordinator, and various school leaders through the Child Study Team to ensure that appropriate supports are in place to meet the needs of ALL students. Additionally, consistent progress checks for our seniors in each classroom take place throughout the year.

### **Person responsible for monitoring outcome**

Eric Smith

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

Identify, support, and monitor at-risk/off-track students by increasing staff and parental communication and involvement, incentivizing on-track attendance, and pairing students with mentors to address underlying attendance/grade issues through targeted interventions Graduation committee focus on data to proactively plan interventions and supports for individual students. Enhance utilization of formative assessment strategies throughout each class period to monitor student progress toward mastery of the standards and use of data to drive instructional decision-making.

#### **Rationale:**

By consistently monitoring student progress—particularly for both Tier 1 and Tier 2/3 students through the CST process—the graduation rate is expected to improve. In addition, ongoing professional development focused on student-centered learning, engagement strategies aligned with the Five Essentials of Effective Instruction, data-informed decision-making, and effective use of instructional time will empower staff and students. As teachers strengthen their instructional practices, all students will be more effectively engaged in rigorous, cognitively appropriate classroom tasks.

#### **Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Tiered monitoring through child study team (CST), Identifying off-track seniors

**Person Monitoring:**

Eric Smith

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Target the most at-risk students, identifying barriers to attendance/low grades and creating interventions that are highly successful. Implementation of a monitoring system that revisits previous attempt and documents success/failure.

**Action Step #2**

Grading and Instructional enhancement

**Person Monitoring:**

Eric Smith

**By When/Frequency:**

Throughout the year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Purposefully designed PD to enhance grading practices and elevate intellectual engagement. Faculty engaged in consistent learning experiences throughout the year and during walkthrough observations. Mastery grading, consolidation of learning, metacognition, active learning experiences are all included in this years professional development plan. This will translate to improved teacher practice in working with seniors to ensure they have the opportunity and access needed to be successful in their classes.

## IV. Positive Learning Environment

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**Area of Focus #1**

Positive Behavior and Intervention System (PBIS)

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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The key areas of focus for discipline from the previous school year were skipping and not cooperating/defiance, encompassing over 50% of our referrals. Our continued growth in these areas will be supported through our PBIS program, fostering a culture of belonging, support, and success for all students. We will strengthen our staff and student buy-in, recognize and celebrate achievements, and offer meaningful opportunities to participate in the PBIS program.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Referral data will be measured by the total amount referrals coded as skipping or defiance/not cooperating at the end of the year. Our goal is to reduce the amount of referrals in these 2 areas by 50% or more.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Weekly and monthly monitoring of disciplinary data occurs through administration. Weekly team meetings address concerns and trends that arise and problem-solving sessions take place to address the issue.

**Person responsible for monitoring outcome**

Megan Hatfield

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Enhance staff instructional practices in the consistent, schoolwide implementation of the PBIS system. Expand academic supports for diverse student populations through targeted interventions and ongoing progress monitoring. Improve strategies to actively engage all learners in complex, student-centered tasks. Strengthen the use of formative assessments throughout each class period to track progress toward standards mastery and inform data-driven instructional decisions.

**Rationale:**

Providing ongoing professional development focused on the implementation of our new schoolwide PBIS system will increase staff and student buy-in, leading to a more positive school culture and climate rooted in positive reinforcement. This shift is expected to directly contribute to a reduction in skipping and defiance referrals at East Lake High School.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Restorative practices approaches/strategies, relationship-building, and integrated support services

**Person Monitoring:**

Megan Hatfield

**By When/Frequency:**

Throughout the year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide training for staff and students in restorative practices strategies and relationship building. Establish a peer teacher support system to assist with in-class behavior management. When appropriate, conduct restorative conferences between students and staff following disciplinary referrals. Organize staff into grade-level teams to collaborate on addressing behavior concerns. Offer counseling and mentorship programs for students with recurring discipline issues, and pair at-risk students with mentors who can offer consistent guidance and support.

**Action Step #2**

ISS Program Enhancement and School Master Disciplinary Plan

**Person Monitoring:**

Megan Hatfield

**By When/Frequency:**

Throughout the year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Develop a structured In-School Suspension (ISS) program that integrates both academic and behavioral supports, ensuring students continue to receive instruction and counseling while in the program. Make placement decisions based on individual circumstances to best support student needs. Establish a mentorship program to connect at-risk students with trusted adults who can provide ongoing guidance. Strengthen school policies related to skipping and defiance by clearly outlining consequences and ensuring consistent enforcement. Communicate these policies effectively to students, families, and staff. Promote a culture of consistent attendance and respect in class through peer influence and provide group counseling opportunities as needed.

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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No Answer Entered

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

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## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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No Answer Entered



## **VI. ATSI, TSI and CSI Resource Review**

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This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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No Answer Entered

### **Specifics to Address the Need**

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00