

Lake County Schools

# Eustis High School



2015-16 School Improvement Plan

## Eustis High School

1300 E WASHINGTON AVE, Eustis, FL 32726

<http://lake.k12.fl.us/ehs>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	No	52%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	41%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	C	B	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

"The mission of Eustis High School is to lead and encourage every student to become educated, respectful, contributing members of their communities."

##### Provide the school's vision statement

"Our vision for Eustis High School is to become a culture where everyone is connected and actively engaged in the learning process."

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Eustis High School offers opportunities to build relationships between teachers and students through the P.A.W.S. program and through athletic, extra-curricular and club opportunities. EHS also maintains a website, a parent newsletter and meet the teacher days to provide an opportunity for interaction between teachers, students and their families. EHS is currently in the pilot phase of a Personalized Learning grant whereby all teachers are focusing on a code of success through our vision of "Actively Engaged in Learning"

In order to provide greater opportunities for success for all students and to support the school vision of being "Actively Engaged in Learning" beginning 10/27/15 Eustis High School will institute "Power Hour" for our students. Power Hour is a one hour period during the school day when students will have the opportunity to eat lunch and spend time in Acceleration, Enrichment, and/or Involvement activities of their choice based on individual need or interest. When they are not eating, students can see teachers to make up work, get extra help, attend a study group, do ACT/SAT prep, meet with a guidance counselor, attend club meetings, listen to college/community/local business leaders/ motivational speaker, or just get involved in school activities.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Panther P.A.W.S reflect the positive student behavior support system that is established at EHS. Respect is encompassed in the P.A.W.S culture. The S in P.A.W.S stands for Shows respect for self, others and EHS. Administration and Staff monitor the campus before, during and after school in order to establish high standards for appropriate behavior, so that all students may feel safe and respected during and after school.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school wide behavior system is a research-based system for improving the school learning environment and changing the culture by rewarding students for meeting and exceeding expectations with the goal of reducing the need for negative student attention. Eustis High School has implemented P.A.W.S. (Prepared and on time; Always appropriately dressed and electronic free, Willing, positive and active learner; Showing respect for self, others and EHS). P.A.W.S is positive



reinforcement school wide.

In partnership with the P.A.W.S system we have created a Hall of Fame, for those students who are nominated by a teacher for being the student of the month in that particular class and have exemplified the P.A.W.S expectations. Those who are inducted into the Hall of Fame are recognized school wide, during grade level meetings and via our tv production announcements. They will receive a Hall of Fame custom t-shirt and are given the opportunity to leave their imprint on EHS by signing their name on a Panther PAW that will be displayed in the cafeteria.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Eustis High School uses a variety of methods to reach the social and emotional needs of students. Students are given the opportunity to meet one on one with their school counselor through requests that are completed by the student in either a binder or paper request. If necessary, school counselors make appropriate district approved referrals to agency resources such as CCOS. School counselors engage school social workers and the school psychologist to assist in addressing social and emotional needs. School counselors also work through programs such as Upward Bound and AVID to identify and address the needs of students. For students who are homeless, Counselors engage the FIT program to aid students in meeting the physical and often emotional needs of the students.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Eustis High School's early warning system includes data acquired through Decision Ed and Skyward. This data includes: attendance rates below 90%; course failures; grade point averages; state assessments in Reading and Algebra 1; middle school data for reading and math; discipline data including but not limited to suspensions; and academic grades.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	53	33	30	30	146
One or more suspensions	62	37	29	10	138
Course failure in ELA or Math	55	48	46	12	161
Level 1 on statewide assessment	78	47	36	20	181

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	46	48	40	10	144

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Eustis High School collects data from Decision Ed and Skyward that identifies students who are in danger of not advancing beyond their current grade level and/or not graduating from high school. The intervention strategies that are used include: Edgenuity, a form of virtual learning for students to use for grade forgiveness; FLVS, Florida's Virtual School for students to take online classes for credit recovery or additional credits as needed; EHS personalized learning system, to give students opportunities to have their schedules tailored to their specific needs; Intensive Reading classes, to give students opportunities to work on focused reading strategies; and attendance forgiveness for those students willing to put in additional hours at school to recover missed school hours because of illness or other personal reasons.

In order to provide greater opportunities for success for all students and to support the school vision of being "Actively Engaged in Learning" beginning 10/27/15 Eustis High School will institute "Power Hour" for our students. When they are not eating, students can see teachers to make up work, get extra help, attend a study group, do ACT/SAT prep, and/or meet with a guidance counselor. This will allow students to receive the extra help needed during the school day.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

Eustis High School host several parent nights in an effort to build positive relationships with families and increase parental awareness of the student's progress.

Some of the parent nights are geared towards providing information and increase awareness of programs. Such as:

Panther Showcase--A presentation of all the academic and sport programs offered at Eustis High School. Parent awareness and involvement is necessary for students who will enter high school in the following school year as they choose high school programs.

AVID--A presentation of the AVID program including student contract & parent support. Parent involvement is necessary for students who have the ability but lack the motivation to go to college. Information is provided to parents on resources the school has to offer so parents can stay informed on their student's progress through their participation in AVID.

Advanced Placement--A presentation of the Advanced Placement courses offered. Parent support is necessary for students who have the ability to take more rigorous classes to ensure student success. Information is provided to parents on resources (to include communication methods) the teachers have to offer to assist students and parents.

Financial Aid/College planning--Parent involvement is necessary to ensure that financial need is not a barrier to go to college.

Other parent nights are geared towards a specific group of students where parent support is essential to student success:

Lowest performing quartile/at risk students--parent involvement is necessary to ensure students don't drop out of high school, pass the required tests and stay motivated. The parent nights range from students who are in specific subjects (Algebra I) to grade specific.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Eustis High School has a positive relationship within the community. Our School Advisory Council maintains community membership and meets monthly. Our administrative staff regularly visits our local Chamber of Commerce and local community service groups. Community churches and public libraries offer services to our students on an ongoing basis- including tutoring and ACT preparation.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Velez, Nancy	Principal
Caldwell, Lamica	Assistant Principal
Clark, Tracy	Assistant Principal
Zimmerman, Andrew	Assistant Principal
Ramirez, Marta	Assistant Principal
Colarossi, Karen	Instructional Coach
De La Cruz, Julia	Instructional Coach
Spikes, Carole	Teacher, K-12
Bryie, Alicia	Teacher, K-12
Moser, Steven	Teacher, K-12
Emerson, Margaret	Guidance Counselor
Browning, Joyce	Instructional Technology
Steele, Stephanie	Teacher, K-12

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Nancy Velez, Principal: Supports the use of data-based decision-making strategies, assures the implementation of Rtl and will ensure adequate professional development for school staff.

Marta Ramirez, Assistant Principal; Tracy Clark, Assistant Principal; Andrew Zimmerman, Assistant Principal; Lamica Caldwell, Assistant Principal: Monitor implementation of strategies, school initiatives, and professional development for school staff. Ensure team members are contributing, referring to action plan and data during meetings. Develop, lead and evaluate with team the school standards and programs. Will identify patterns of student need and will liaise with the district personnel for staff development needs, intervention strategies, progress monitoring, data collection and analysis.

Margaret Emerson, School Counselor: Provides information of services and expertise in assessments and interventions with students. Act as School Liaison with community and families in support of student success and achievement.

Karen Colarossi, Literacy Coach: Provide in-depth guidance on K-12 Reading plan. Will collect and analyze data for the team. Will also support the implementation of strategic plans and provide

instructional support to general education teachers.

Ms. Browning, Technology Specialist: Develop or broker technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Department Chairs: Will provide information about curriculum and will participate in data collection and will collaborate with other teachers in the implementation of strategic plans.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Eustis High School will use MTSS STAR as our data based problem solving system. The MTSS committee, which will comprise of teachers, a school counselor, an administrator, a school social worker and a school psychologist, will meet monthly to look at closing achievement gaps in identified subgroups and individual students. This program will enable the MTSS committee to monitor and implement interventions for group and individual student needs. Additionally a professional learning committee will be developed to address the effectiveness of core instruction, resource allocation and interventions. From this PLC faculty and staff professional development will be built. The involvement of parents and the students will also be requested when it is appropriate. Bi-monthly meetings for individual student needs will be held as necessary. Parent and student involvement will be more likely at this time. The school counselor will monitor progress and the fidelity of interventions.

Supplemental Academic Instruction and Title X Homeless

We will continue to ensure that all students, and specifically, our most struggling students, have access to the tools (technology), the resources and the educational opportunities required for our students to be proficient on State and National assessments.

Extended weekday and Academic Saturdays for students who are not successful in required courses, who have not passed FCAT/FSA or have the concordant score on ACT or SAT, and all lower quartile students.

After school opportunities will be offered at least three days per week; Monday, Tuesday and Thursday- considerations will be given for Wednesday based on student needs.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
LaJeunesse, Cindy	Parent
Hamel, Robin	Parent
Rada, Brandy	Parent
Porter, Olivia	Teacher
Holtzclaw, Rachel	Business/Community
Ross, Lori	Business/Community
DeLaPaz, Melina	Parent
Velez, Nancy	Principal
Colbert, Colleen	Parent
Whitaker, Kristin	Parent
Gonzalez, Petra	Education Support Employee
Stoothoff, Lindsey	Student
Orgaz, Lauren	Student
Conte, Marlene	Parent
Ramnarain, Anita	Teacher
Gauvin, Maribel	Parent
Garcia, Danny	Parent
Garner, Cheryl	Parent
Moore, Darren	Business/Community
Isted, Tisha	Business/Community
Rimes, Sarah	Teacher
Arnold, Ann	Teacher
Rodriguez, Cheri	Parent
Harris, Angela	Teacher
McAdams, McKenzie	Student
Coltson, Michelle	Education Support Employee
McAdams, Skye	Parent
Kappel, Micha	Student
Romano, Tanner	Student
Hayes, Melody	Parent

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The SAC works closely with the principal and the assistant principal in charge of the SIP in the monitoring and implementation of the SIP through out the school year. Mid year reports are presented. SAC uses the information to create guidelines with the assistance of the principal to decide on continuation of programs and/or strategies as set on last year's school improvement plan.

*Development of this school improvement plan*

The SAC works closely with the principal and the assistant principal in charge of the SIP in the annual preparation and evaluation of the SIP. The administration sets up the priorities and student performance standards along with the SAC that serve as the guidelines. An analysis of the student achievement and school performance data is reviewed several times throughout the year.

*Preparation of the school's annual budget and plan*

The SAC will assist with School's Annual Budget.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

The SAC did not have school improvement funds allocated for the 2015 year.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Colarossi, Karen	Instructional Coach
Velez, Nancy	Principal
Clark, Tracy	Assistant Principal
Porter, Olivia	Teacher, K-12
De La Cruz, Julia	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

The current initiative for the Literacy Leadership Team is to increase the amount of informational complex text accessed and read by all students in grades 9-12. Students and teachers will learn strategies to use with complex text and progress will be measured by student writing samples against a rubric. This action will also be further supported within the PLC framework by Literacy Leadership Team members.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Collaborative instructional planning time has been structured for much of the staff. Collaboration will be facilitated by an instructional coach until the process has become embedded with the teachers. Further collaboration will take place during the Professional Learning Communities planning time and will be facilitated during the professional development days embedded into the calendar. The focus of the Professional Learning Communities is on Lesson Study and on peer feedback and collaboration.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. Bi weekly meetings of new teachers-----Mentor & Assistant Principal
2. Partnering new teacher with mentor----- Assistant Principal
3. Vacancies advertised through District Human Resource Department----Principal
4. New teachers will be assigned to a Professional Learning Community---Asst Principal & PLC Facilitator
5. New teacher will be trained on technology-----Mentor, Tech Con, ILS, Dept Chair
6. Monthly meetings of new teachers with Instructional coach-----Instructional Coach

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Rationale for pairing (either 1 or a combination):

1. Teacher is paired with Department Chair
2. Teachers share the same grade level students and courses
3. Teachers are in close proximity
4. Teachers have same planning period
5. Teachers are members of the same PLC

Planned mentoring activities:

1. Review the School Orientation Checklist form
2. Assist with school procedures (ex. Emergency drills, final exam schedules, special events, etc.)
3. Assist with completion of Deliberate Practice.
4. Collaborate effective teaching strategies in PLC meetings
5. Collaborate resources to implement curriculum maps, blue prints, task cards, etc.
6. Collaborate resources to increase student achievement in state tests

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Materials are chosen and prescribed by the district curriculum blueprint for ELA and Math. For ancillary materials, teachers are versed in choosing complex text to use within their courses. Department meeting time, common planning time and PLC time is also devoted to discussions of material alignment.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Teachers have access to FAIR FS data to determine baseline ability scores of students in grades 9-12 who are not reading on grade level. Teachers review the data and make adjustments to instruction based on student need. Teachers of Reading have access to Achieve 3000 data and lexile data to assist in matching students with text. Students are closely monitored through student reflection on learning goals and scales aligned to the teacher evaluation (Marzano model). Teachers use technology to meet the needs of students and organize students in rotations and groups based on student needs. As teachers move into the Personalized Learning framework, additional opportunities for differentiated instruction exist.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 150

Eustis High School will offer extended learning opportunities through before school and after school tutoring/mentoring. Tutoring to assist students with the Algebra I, Biology and Geometry End of Course exam is will be offered after school on Tuesdays and Thursdays. If EHS is awarded a local grant, ELA tutoring opportunities will be added.

**Strategy Rationale**

By offering individualized tutoring during a variety of hours, students will have the opportunity to access teacher support at a convenient time. Also, resources will be easily accessible if tutoring/mentoring occurs on the school site.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Velez, Nancy, velezn@lake.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Sign in sheets, student artifacts, EOC retake results, class grades and student grades, and ACT results.



**Strategy:** Summer Program

**Minutes added to school year:** 100

Credit recovery will be offered to students in need of recovering credits for graduation. Eustis High School will use the Education 2020. This program provides instruction through video, assignments, quizzes and cumulative exams. It is highly interactive and provides the student a more accurate reflection on learning gains made in that particular subject. This will be made available to students during the summer.

***Strategy Rationale***

By offering E2020 students can work at their own pace on a computer-based program. The program allows for repetition and review of content that the student has not yet mastered.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Ramirez, Marta, ramirezm@lake.k12.fl.us

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Education 2020 provides reports on student progress as needed to both the student as well as the teacher or counselor who is monitoring it. Parental reports are available as well. Final grades are also provided at completion for posting.

**Strategy:** Extended School Day

**Minutes added to school year:** 45

Credit recovery will be offered to students in need of recovering credits for graduation. Eustis High School will use the Education 2020. This program provides instruction through video, assignments, quizzes and cumulative exams. It is highly interactive and provides the student a more accurate reflection on learning gains made in that particular subject. This will be made available to students twice a week.

**Strategy Rationale**

By offering E2020 students can work at their own pace to demonstrate mastery of content they have, in the past, not successfully mastered. The program is computer-based and allows for repetition and review of difficult concepts.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Ramirez, Marta, ramirezm@lake.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Education 2020 provides reports on student progress as needed to both the student as well as the teacher or counselor who is monitoring it. Parental reports are available as well. Final grades are also provided at completion for posting.

**Strategy:** After School Program

**Minutes added to school year:** 60

School Plus will be behaviorally initiated as a disincentive for poor behavior and lack of following the school and district's code of conduct. During this time, students will be afforded the opportunity to work on homework, assignments and credit recovery.

**Strategy Rationale**

Students will have additional time on campus to fulfill responsibilities and complete work. Students will learn strategies for being successful.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Ramirez, Marta, ramirezm@lake.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student grades, GPA, referrals for behavior, discipline data

**Strategy:** Extended School Day

**Minutes added to school year:** 150

Eustis High School will offer extended learning opportunities through tutoring. Avid-based tutoring to assist students with the Algebra I End of Course exam will be offered after school.

**Strategy Rationale**

Avid-based tutoring is proven to work for many students and is a different approach than in past years.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Ramirez, Marta, ramirezm@lake.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Sign in sheets, student artifacts, EOC retake results, class grades and student grades

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

School Counselors have provided to rising 9th graders an opportunity to visit the school campus, understand their graduation requirements and take a look at the many Career Technical Education opportunities available. School Counselors have also met with the Middle School Counselor to transfer records. A transition liaison team will be created to aid in the registration of classes; assisting students in choosing their courses for 9th grade. For outgoing cohorts, counselors have met with students on a one to one basis to discuss plans of the future, financial planning through Bright Futures applications and college entrance exams such as SAT and ACT.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Throughout their high school career, students meet with their guidance counselor to complete a personalized academic and career plan. Students and guidance counselors review these plans annually to verify that the course of study is meaningful.

One of the components of the Advisory class is to inform students of high school graduation requirements. Student will register for their next year's classes through their advisory classes. CAP Academies offering Industry Certification in Administrative Office, Culinary, Digital Design, Engineering, Cyber-security and TV Production programs prepare students for entry into the workforce upon graduation.

Each of these course pathways help students to see the relationships between subjects and relevance to their future, helping them to be prepared upon graduation to enter the workforce with certification or college entrance.

Each CAP Academy has an advisory committee made up of members from that specific industry to add relevance to the program.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

Eustis High School participates in the District Initiative "R U C2 Ready" by encouraging teachers to make the connection from their subjects to college and careers. The school wide positive support behavior (P.A.W.S) expectations clearly shows the relationship between student participation in their subjects and relevance to their future. Eustis High School offers a variety of vocational and performing arts courses that incorporate applied academics to students' future career choices. Through the Advisory class, students will have the opportunity to hear speakers that relate the academic studies to their job requirements, participate in activities that give firsthand experience on future career choices and learn about the higher order education opportunities provided to achieve future career choices. Eustis High School has incorporated the AVID program and has a class at each grade level. The school's initiative is to have all teachers incorporate the AVID Strategies (WICOR) into their lesson plans.

Eustis High School offers the following industry certifications: Administrative Office Specialist, Adobe Certified Associate, ServSafe Certified Professional Food Manager, Solidworks, and Final Cut Pro.

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

Rigorous academics in combination with high expectations and the placement of students in Advanced Placement classes based on their academic history and test scores are some of the strategies for improving student readiness for the public postsecondary level.

Continue to offer and expanding CTE programs that offer students opportunities to earn Industry Certifications in a chosen field. This will also provide students with an opportunity to earn extra post secondary clock hours or college credit.

For those CTE programs that do not have an AWI/FLDOE recognized industry certification, the district has secured articulation agreements with post secondary institutions for qualifying student program concentrations. This will allow the student the opportunity to earn either college credit or technical clock hours.

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

Increase opportunities for students to take Advanced Placement Classes and Dual enrollment  
Increase opportunities for students to take ACT and SAT by meeting with 11th and 12th grade students to enroll them for testing.

Testing of all students with PSAT for appropriate course assignments as well as to address deficiencies in grades 9-11.

Use data from PSAT to increase rigor and/or address deficiencies in 9th, 10th, 11th and 12th grade level courses.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

### **Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

### **Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### **Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Match state performance levels for students scoring at or above proficiency on the new FSA.
- G2.** Increase the number of students making their learning gains across all levels.
- G3.** Eustis High School will match state performance levels per grade level on state ELA assessments.
- G4.** Eustis High School will match or exceed state performance on the FSA Algebra I EOC.
- G5.** Eustis High School will match or exceed state performance on the FSA Geometry EOC.
- G6.** To increase the percentage of students scoring level 3 and above on the Biology EOC from 56% to 76%.
- G7.** Increase STEM involvement and opportunities at Eustis High School.
- G8.** By June 2016, EHS will match or exceed the State's mandated passage rate of 50% on Industry Certification exams.
- G9.** Decrease drop out rate by 0.2%.
- G10.** Increase Federal Graduation Rate by 3%.
- G11.** Decrease students absences by creating a single culture school where uniform policies are in place that will encourage and motivate students to be in school each day and each period.
- G12.** To maintain a safe school environment we will reduce the number of students receiving Out-of-School Suspension.
- G13.** Increase parent involvement by 10%.

- G14. Establish and maintain a school academic culture that enables teachers and student to use technology as another method of instructing and learning.
- G15. To implement year three of the district's four-year plan for the Bully Proofing Your School initiative.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

### G1. Match state performance levels for students scoring at or above proficiency on the new FSA. 1a

G071177

#### Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0

#### Resources Available to Support the Goal 2

- Reading teachers have created common, rigorous lessons aligned to student needs based on data.
- Focus Calendars in all Reading classes in grades 9-12 aligned to the new Florida Standards
- Support for teachers through professional development and PLC opportunities

#### Targeted Barriers to Achieving the Goal 3

- New curriculum standards.
- Teachers lack of knowledge of how to scaffold lessons for students who are required to perform at higher levels.

### Plan to Monitor Progress Toward G1. 8

Monitor teacher participation in professional development to address rigor and scaffolding. Student work will be examined and sign in sheets and agendas will be monitored.

#### **Person Responsible**

Karen Colarossi

#### **Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

#### **Evidence of Completion**

Sign in sheets from professional development. Conversations with teachers regarding the incorporation of necessary scaffolds. Reflection on student work samples.

**G2. Increase the number of students making their learning gains across all levels.** 1a

G071178

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - African American	58.0

**Resources Available to Support the Goal** 2

- FAIR FS assessment comparison during baseline and midyear
- Utilize student work to determine student progress

**Targeted Barriers to Achieving the Goal** 3

- A barrier in this area is not knowing who is and who isn't making progress during the school year.

**Plan to Monitor Progress Toward G2.** 8

Teachers will regularly monitor the progress of students.

**Person Responsible**

Nancy Velez

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Team Evaluations Teacher portfolios



**G3. Eustis High School will match state performance levels per grade level on state ELA assessments.** 1a

G071179

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	55.0

**Resources Available to Support the Goal** 2

- Use Common Core Rubric established by Literacy Council for all others. Intensive writing instruction in ALL Language Arts classes. Based on availability of electronic aides, writing prompts and grading with feedback. Tutoring program established in which students needing assistance will be helped.

**Targeted Barriers to Achieving the Goal** 3

- A majority of our students haven't had any grammar instruction since late elementary/early middle school, and with the popularity of texting, facebook, and instagram, our students struggle communicating in formal writing.

**Plan to Monitor Progress Toward G3.** 8

Teacher lesson plans, student artifacts and classroom visits

**Person Responsible**

Nancy Velez

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

PLC sign in sheets, Department Meeting Agendas, Teacher Portfolio and Classroom Observation

**G4. Eustis High School will match or exceed state performance on the FSA Algebra I EOC.** 1a

G071180

**Targets Supported** 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	53.0

**Resources Available to Support the Goal** 2

- 1. Algebra 1 common planning – Best Practices, EOC strategies 2. Liberal Arts Math Classes with Algebra focus 3. Common Testing Errors strategies to be taught to students 4. Mathematical in-services 5. Teacher Collaboration & Data analysis 6. After school EOC review sessions/Avid-Based tutoring 7. Use of Algebra Nation 8. Use of Khan Academy 9. Math Lab during Power Hour

**Targeted Barriers to Achieving the Goal** 3

- Students who are low in math based on 8th grade standardized math test scores that require extra support in Algebra I
- Reading scores

**Plan to Monitor Progress Toward G4.** 8

Baseline testing data compared to mid year testing data  
Student work in classroom to monitor progress

**Person Responsible**

Julia De La Cruz

**Schedule**

Semiannually, from 11/2/2015 to 5/27/2016

**Evidence of Completion**

Lake progress monitoring assessment scores EOC pass/fail rate Student artifacts

**G5. Eustis High School will match or exceed state performance on the FSA Geometry EOC.** 1a

G071181

**Targets Supported** 1b

Indicator	Annual Target
Geometry EOC Pass Rate	70.0

**Resources Available to Support the Goal** 2

- Departmental meeting focused on improved teaching practice PLC to focus on shifts in Mathematics Math UNRAAVEL strategies Review effective testing strategies County-wide training Teacher collaboration & data analysis

**Targeted Barriers to Achieving the Goal** 3

- Students needing remediation in Geometry concepts
- Reading scores

**Plan to Monitor Progress Toward G5.** 8

Lake progress monitoring assessment data  
Student attendance to tutoring  
Student work in classroom  
Student attendance in math lab

**Person Responsible**

Julia De La Cruz

**Schedule**

Semiannually, from 10/5/2015 to 5/27/2016

**Evidence of Completion**

EOC pass/fail rates Lake standards assessment scores

**G6.** To increase the percentage of students scoring level 3 and above on the Biology EOC from 56% to 76%. 1a

G071182

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	76.0

**Resources Available to Support the Goal** 2

- Tutoring FCAT Explorer Eduphoria Lake Standards Assessment - Biology Curriculum Blueprint

**Targeted Barriers to Achieving the Goal** 3

- Lack of prior Biology teaching experience
- Lack of student motivation and support at home

**Plan to Monitor Progress Toward G6.** 8

Meetings with science department chair to look at the evidence of completion submitted for each step of the action plan, actually observing the steps, or a combination.

**Person Responsible**

Lamica Caldwell

**Schedule**

Every 2 Months, from 10/1/2015 to 5/19/2016

**Evidence of Completion**

Student Data (benchmark assessments, etc.) PLC Minutes Teacher Student Lists Lesson Plans EOC Results

**G7. Increase STEM involvement and opportunities at Eustis High School. 1a**

G071183

**Targets Supported 1b**

Indicator	Annual Target
Advanced coursework completion - H.S.	10.0

**Resources Available to Support the Goal 2**

- Highly certified teachers Advanced courses CAP Academies

**Targeted Barriers to Achieving the Goal 3**

- Lack of knowledge in STEM; resources, development and initiatives.

**Plan to Monitor Progress Toward G7. 8**

The number of STEM opportunities created (calendar) and the number of participants.

**Person Responsible**

Carole Spikes

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Agenda and minutes

**G8. By June 2016, EHS will match or exceed the State's mandated passage rate of 50% on Industry Certification exams. 1a**

G071184

**Targets Supported 1b**

Indicator	Annual Target
Advanced coursework completion - H.S.	50.0

**Resources Available to Support the Goal 2**

- Industry certified teachers Peer tutoring by industry certified students District CTE department

**Targeted Barriers to Achieving the Goal 3**

- Software and training materials not readily available for some courses.

**Plan to Monitor Progress Toward G8. 8**

Testing results showing an increase in the number of students passing exam.

**Person Responsible**

Carole Spikes

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Number of tests taken Testing Schedule

**G9. Decrease drop out rate by 0.2%. 1a**

G071185

**Targets Supported 1b**

Indicator	Annual Target
Dropout Rate	1.8

**Resources Available to Support the Goal 2**

- E2020 software

**Targeted Barriers to Achieving the Goal 3**

- Students who lack sufficient credits to graduate on time and/or who have a grade point average less than 2.0.
- Students not meeting high stakes graduation requirements (through testing)

**Plan to Monitor Progress Toward G9. 8**

Students are participating in program  
Students are completing the course they enrolled in  
Credits earned have increased

**Person Responsible**

Tracy Clark

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

E2020 reports, student credit checks, and state reports

**G10. Increase Federal Graduation Rate by 3%. 1a**

G071186

**Targets Supported 1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	86.0

**Resources Available to Support the Goal 2**

- E2020 software

**Targeted Barriers to Achieving the Goal 3**

- Students who lack sufficient credits to graduate on time and/or who have a grade point average less than 2.0.

**Plan to Monitor Progress Toward G10. 8**

Students are participating in program  
Students are completing the course they enrolled in  
Increased credits earned have increased

**Person Responsible**

Tracy Clark

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

E2020 reports, student credit checks, and state reports

**G11.** Decrease students absences by creating a single culture school where uniform policies are in place that will encourage and motivate students to be in school each day and each period. 1a

G071187

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	95.0

**Resources Available to Support the Goal** 2

- County attendance policy. Phone messenger

**Targeted Barriers to Achieving the Goal** 3

- Student and parent apathy for the necessity for student to be in school each day and each period.

**Plan to Monitor Progress Toward G11.** 8

Decrease number of student absences specially the students identified as excessive (more than 5 absences per term)

**Person Responsible**

Andrew Zimmerman

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Student absence reports, conference notes



**G12.** To maintain a safe school environment we will reduce the number of students receiving Out-of-School Suspension. 1a

G071188

**Targets Supported** 1b

Indicator	Annual Target
One or More Suspensions	10.0

**Resources Available to Support the Goal** 2

- Positive Behavior Support Monthly Advisory class

**Targeted Barriers to Achieving the Goal** 3

- Freshmen not acclimated to high school expectations and Sophomores not dealing well with transition to Main Campus.

**Plan to Monitor Progress Toward G12.** 8

Discipline Referral Data to show a decrease in behaviors that lead to out-of-school suspensions.

**Person Responsible**

Marta Ramirez

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Discipline Referral Data, agendas

**G13. Increase parent involvement by 10%. 1a**

G071189

**Targets Supported 1b**

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	10.0

**Resources Available to Support the Goal 2**

- School newsletter School website School telephone messenger system Skyward Gradebook District EngageLCS by Mindmixer District inSync Education Parent Nights

**Targeted Barriers to Achieving the Goal 3**

- Lack of knowledge about resources available at school and online

**Plan to Monitor Progress Toward G13. 8**

Sign in sheets and exit surveys  
Newsletter  
Website  
Log of phone messenger

**Person Responsible**

Marta Ramirez

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Climate survey results

**G14.** Establish and maintain a school academic culture that enables teachers and student to use technology as another method of instructing and learning. 1a

G071190

**Targets Supported** 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	20.0

**Resources Available to Support the Goal** 2

- Computer and software Internet access Student providing their own technology

**Targeted Barriers to Achieving the Goal** 3

- Lack of trained faculty on technology instructional strategies
- Student inappropriate use of electronic communication devices

**Plan to Monitor Progress Toward G14.** 8

Student artifacts, student grades, student log in usage

**Person Responsible**

Nancy Velez

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Modules and lessons created

**G15.** To implement year three of the district's four-year plan for the Bully Proofing Your School initiative.

1a

G071191

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	10.0

**Resources Available to Support the Goal** 2

- Bully-proofing Your School Program Implementation Guide Book and other resources provided by the District

**Targeted Barriers to Achieving the Goal** 3

- Lack of time for implementation
- Students' misconceptions regarding bullying

**Plan to Monitor Progress Toward G15.** 8

Continuous progress monitoring and use of feedback to make adjustments as needed.

**Person Responsible**

Lamica Caldwell

**Schedule**

Every 2 Months, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Observation, Student discipline reports, student participation in anti-bullying initiatives

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Match state performance levels for students scoring at or above proficiency on the new FSA. **1**

 G071177

**G1.B1** New curriculum standards. **2**

 B185701

**G1.B1.S1** Offer professional learning opportunities during the school year for teachers to learn strategies for monitoring the rigor within their lessons including PLC participation **4**

 S197106

#### Strategy Rationale

PLC's are already embedded into the fabric of the school.

#### Action Step 1 **5**

Teachers will learn to align lessons to the new curriculum standards and to increase the rigor within the lessons through professional learning and coaching.

#### Person Responsible

Karen Colarossi

#### Schedule

Biweekly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Administrators will observe rigorous lessons during TEAM evaluation.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Teacher participation in PLCs  
Teacher participation in training opportunities  
Teacher implementation of strategies within lessons

**Person Responsible**

Karen Colarossi

**Schedule**

Monthly, from 9/3/2015 to 5/11/2016

**Evidence of Completion**

Sign in sheets from PLCs and PLC documentation Sign in sheets Team evaluation

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

The administrative team will observe teachers during instruction to evaluate the effectiveness of the strategies.

**Person Responsible**

Nancy Velez


**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

TEAM evaluation data

**G1.B2** Teachers lack of knowledge of how to scaffold lessons for students who are required to perform at higher levels. **2**

 B185702

**G1.B2.S1** Offer professional learning opportunities for teachers to demonstrate scaffolding/scaffolded lessons in their content areas. **4**

 S197107

### **Strategy Rationale**

PLC's are already embedded into the fabric of the school.

### **Action Step 1** **5**

Teachers will learn to scaffold lessons for students who are required to perform at higher levels through professional learning and coaching.

#### **Person Responsible**

Karen Colarossi

#### **Schedule**

Biweekly, from 9/2/2015 to 10/7/2015

#### **Evidence of Completion**

administration will observe rigorous lessons during TEAMS evaluations

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1** **6**

teacher participation in PLCs  
teacher participation in training opportunities  
teacher implementation of strategies within lesson

#### **Person Responsible**

Marta Ramirez

#### **Schedule**

Monthly, from 9/2/2015 to 6/3/2016

#### **Evidence of Completion**

sign in sheets form PLCs and PLC doucmentation sign in sheets team evaluations

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

The administrative team will observe teachers during instruction to evaluate the effectiveness of strategy

**Person Responsible**

Nancy Velez

**Schedule**

On 6/3/2016

**Evidence of Completion**

TEAM evaluations

**G2. Increase the number of students making their learning gains across all levels. 1**

 G071178

**G2.B1 A barrier in this area is not knowing who is and who isn't making progress during the school year. 2**

 B185703

**G2.B1.S1 Use FAIR-FS assessment data to determine who is and who is not making adequate progress at mid-year. 4**

 S197108

**Strategy Rationale**

FAIR-FS assessment data will assist in the identification of students not making progress

**Action Step 1 5**

Teachers and Literacy Coach will pull assessment data to identify students who are not making progress according to the FAIR-FS.

**Person Responsible**

Karen Colarossi

**Schedule**

**Evidence of Completion**

Teachers will include hard copies of their assessment data with the students who are not making progress identified in their teacher portfolio



**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

The literacy coach and reading teachers will pull data from FAIR FS to determine which students are not making progress. Identified students will have a private conference and a shift in instructional practice will be developed for each student and all of the impacted teachers will be notified.

**Person Responsible**

Karen Colarossi

**Schedule**

Every 2 Months, from 8/24/2015 to 6/2/2016

***Evidence of Completion***

Teachers will collect the data in an excel spreadsheet and keep in data folder. Additional documentation of conferencing with students will be available.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

The team will meet to determine whether students have been identified and whether shifts in instruction have occurred.

**Person Responsible**

Marta Ramirez

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Meeting minutes

**G3.** Eustis High School will match state performance levels per grade level on state ELA assessments. 1

G071179

**G3.B1** A majority of our students haven't had any grammar instruction since late elementary/early middle school, and with the popularity of texting, facebook, and instagram, our students struggle communicating in formal writing. 2

B185704

**G3.B1.S1** Teacher resources will be provided regarding teaching grammar skills through the writing process. 4

S197110

### Strategy Rationale

Teachers need additional resources to provide students with necessary instruction. Students will work on grammar skills - plural vs. possessive, subject/verb agreement; through the writing process.

### Action Step 1 5

Grammar instruction embedded in the writing process

#### Person Responsible

Stephanie Steele

#### Schedule

Weekly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Teacher lesson plans, student writing portfolio

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Class reviews & assessments

#### Person Responsible

Nancy Velez

#### Schedule

Monthly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Portfolio

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Class reviews, teacher lesson plans, examination of student work

**Person Responsible**

Nancy Velez

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Teacher portfolio, PLC artifacts from lesson study

**G4. Eustis High School will match or exceed state performance on the FSA Algebra I EOC.** 1

 G071180

**G4.B1** Students who are low in math based on 8th grade standardized math test scores that require extra support in Algebra I 2

 B185707

**G4.B1.S1** Avid-based Tutoring program 4

 S197113

**Strategy Rationale**

Avid-based tutoring will offer access to proven Avid strategies to students who don't typically have access to them.

**Action Step 1** 5

Collaborate with the AVID teacher and students to design a plan to offer AVID-style tutoring during power hour.

**Person Responsible**

Marta Ramirez

**Schedule**

Weekly, from 11/2/2015 to 5/27/2016

**Evidence of Completion**

Sign in sheets for tutoring Student artifacts from the sessions

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Analysis of student artifacts during common planning  
Meet with AVID teacher bi-weekly

**Person Responsible**

Marta Ramirez

**Schedule**

Monthly, from 11/2/2015 to 5/27/2016

***Evidence of Completion***

Student artifacts and analysis documentation Meeting notes

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Attendance  
Assessment results  
EOC scores  
Student work

**Person Responsible**

Marta Ramirez

**Schedule**

Monthly, from 11/2/2015 to 5/27/2016

***Evidence of Completion***

Attendance records Assessment scores Pass/fail percentages Student work

**G4.B1.S2** "EOC Support" class: Students demonstrating potential to pass, but scoring below passing on FCAT Math 8 will have a class where they can have additional support in the area of Mathematics. 4

 S197114

### Strategy Rationale

Without the foundational skills they need, students will not be successful. This course will offer those foundational skills, test-taking strategies, and additional support of the Algebra Curriculum.

### Action Step 1 5

Place students in classes: Intensive Math

#### Person Responsible

Marta Ramirez

#### Schedule

On 6/10/2016

#### Evidence of Completion

Students placed in classrooms

### Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Verify Rosters

#### Person Responsible

Marta Ramirez

#### Schedule

On 9/4/2015

#### Evidence of Completion

Rosters include students who have historically struggled in math

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

Use Lake progress monitoring assessments to track progress

**Person Responsible**

Marta Ramirez


**Schedule**

Semiannually, from 9/28/2015 to 5/27/2016


**Evidence of Completion**

Students will successfully pass the EOC Students will do appropriately well on a mid-year practice test

**G4.B2 Reading scores** 2

 B185708

**G4.B2.S1 Implement Unra(a)vel in the Math classrooms** 4

 S197115

**Strategy Rationale**

Students struggle with "unravelling" word problems.

**Action Step 1** 5

Teachers will be asked to utilize the Unra(a)vel Strategy in class.

**Person Responsible**

Julia De La Cruz

**Schedule**

Monthly, from 10/12/2015 to 5/27/2016

**Evidence of Completion**

evidenced through observation and lesson plans

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

Observations will occur

**Person Responsible**

Julia De La Cruz

**Schedule**

Monthly, from 10/12/2015 to 5/27/2016

***Evidence of Completion***

when visiting classrooms, visitor will see the use of Unra(a)vel

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

Student success on word problems

**Person Responsible**

Julia De La Cruz

**Schedule**

Semiannually, from 10/12/2015 to 5/27/2016

***Evidence of Completion***

student artifacts from classroom work when utilizing the strategy

**G4.B2.S2 Increase reading/writing in the math classroom** 4

S197116

**Strategy Rationale**

When students are asked to explain their steps in writing, they understand better. Likewise, students will practice reading the steps and problem set-up for a deeper understanding.

**Action Step 1** 5

Teachers will be asked to increase reading and writing in the math classroom.

**Person Responsible**

Julia De La Cruz

**Schedule**

Monthly, from 9/28/2015 to 5/27/2016

**Evidence of Completion**

ART will have lesson plans for model lessons utilizing reading and writing strategies. Teachers will include in lesson plans reading and writing strategies.

**Plan to Monitor Fidelity of Implementation of G4.B2.S2** 6

Observations will be made  
Lesson plans monitored

**Person Responsible**

Andrew Zimmerman

**Schedule**

Semiannually, from 9/28/2015 to 5/27/2016

**Evidence of Completion**

Through observations (TEAM) it will be determined that teachers are reading and writing in the math classroom.



**Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7**

Mid-year Lake standards assessments and EOC scores will be monitored.

**Person Responsible**

Julia De La Cruz

**Schedule**

Semiannually, from 9/28/2015 to 5/27/2016

**Evidence of Completion**

Mid-year practice Lake standards assessment scores EOC scores

**G5. Eustis High School will match or exceed state performance on the FSA Geometry EOC. 1**

 G071181

**G5.B1 Students needing remediation in Geometry concepts 2**

 B185709

**G5.B1.S1 Review with students online testing strategies 4**

 S197117

**Strategy Rationale**

Students are often capable of passing, but do not have the necessary test-taking strategies.

**Action Step 1 5**

1. Make Avid-style tutoring available during Power Hour
2. Have classroom teachers focus on important terminology and online testing strategies.
3. Practice on computerized assessment.
4. Utilize Khan Academy
5. Make a Math Lab available during Power Hour

**Person Responsible**

Julia De La Cruz

**Schedule**

Weekly, from 9/28/2015 to 5/27/2016

**Evidence of Completion**

Sign in sheets for tutoring Sign in sheets for the math lab Lesson plans

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Administration and math department chair will look for best practices in the classroom

Math lab attendance

Tutoring attendance

**Person Responsible**

Julia De La Cruz

**Schedule**

Monthly, from 10/5/2015 to 5/27/2016

**Evidence of Completion**

Student artifacts from tutoring sessions Lesson plans Attendance records

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Attendance

Assessment results

EOC scores

Student work

Lake progress monitoring assessments

**Person Responsible**

Julia De La Cruz

**Schedule**

Monthly, from 10/5/2015 to 5/27/2016

**Evidence of Completion**

Sign in sheets Teacher assessments EOC reports Lake progress monitoring assessment scores

**G5.B2 Reading scores** 2

 B185710

**G5.B2.S1 Increase reading and writing in the math classroom** 4

 S197118

**Strategy Rationale**

Students often struggle with the words more than the math.

**Action Step 1** 5

Inform teachers they should increase the use of reading and writing in the math classroom.

**Person Responsible**

Julia De La Cruz

**Schedule**

On 8/19/2015

***Evidence of Completion***

Teachers were told in training, to increase reading and writing in the math classroom

**Action Step 2** 5

Provide training and support to teachers, as needed

**Person Responsible**

Julia De La Cruz

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Communication logs, PLC minutes,

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Administration will do walk-throughs.  
ART will visit classrooms and maintain open lines of communication with teachers.

**Person Responsible**

Andrew Zimmerman

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Administration and the ART will observe reading and writing in the math classroom.

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Mid-year practice test (if available) and EOC scores

**Person Responsible**

Julia De La Cruz

**Schedule**

Semiannually, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Mid-year scores, if available will be appropriate EOC scores will be passing

**G6.** To increase the percentage of students scoring level 3 and above on the Biology EOC from 56% to 76%.

1

 G071182

**G6.B1** Lack of prior Biology teaching experience 2

 B185711

**G6.B1.S1** Development of a Biology PLC 4

 S197119

### Strategy Rationale

By creating a Biology teacher PLC, teachers will have access to additional support for instruction and classroom strategies.

### Action Step 1 5

Establishment of PLC  
Selection of meeting dates  
Development of Protocol  
Collaboration for implementing best practices  
Utilizing common assessments  
Progress Monitoring  
Utilization of additional resources  
Continuous feedback

#### Person Responsible

Alicia Bryie

#### Schedule

Biweekly, from 9/16/2015 to 5/11/2016

#### Evidence of Completion

Student Data (benchmark assessments, etc.) PLC Minutes Strategies Used Lesson Plans  
EOC Results

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Meetings with science department chair to look at the evidence of completion submitted for each step of the action plan, actually observing the steps, or a combination.

**Person Responsible**

Lamica Caldwell

**Schedule**

Every 2 Months, from 10/1/2015 to 5/19/2016

***Evidence of Completion***

PLC Minutes Biology EOC Results

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Student Data (benchmark assessments, etc.)  
Common Assessment Scores  
Peer Observation and Collaboration  
Review of PLC Minutes

**Person Responsible**

Alicia Bryie

**Schedule**

Every 2 Months, from 10/1/2015 to 5/11/2016

***Evidence of Completion***

Student Data (benchmark assessments, etc.) PLC Minutes Lesson Plans EOC Results

**G6.B2** Lack of student motivation and support at home 2

 B185712

**G6.B2.S1** To provide tutoring during Power Hour starting October 27th, after school as needed, Tuesday and Thursday during the month of May. 4

 S197120

**Strategy Rationale**

To provide additional instruction and assistance in an effort to help them achieve mastery on the Biology EOC.

**Action Step 1** 5

Tutoring to offer additional instruction, study strategies, and skill development based on students' needs  
Incentive Program

**Person Responsible**

Alicia Bryie

**Schedule**

Daily, from 10/27/2015 to 5/25/2016

**Evidence of Completion**

Student sign-in sheets

**Plan to Monitor Fidelity of Implementation of G6.B2.S1** 6

Student sign-in sheets from Power Hour  
Tutoring schedule (dates and what is to be covered each week in May)  
Sign in sheets from afterschool tutoring in May

**Person Responsible**

Alicia Bryie

**Schedule**

Daily, from 10/27/2015 to 5/25/2016

**Evidence of Completion**

Sign in Sheets

**Plan to Monitor Effectiveness of Implementation of G6.B2.S1** 7

Student Data (grades, re-testing, completion of assignments, etc.)  
EOC Results  
List of Number of Students attending tutoring

**Person Responsible**

Alicia Bryie

**Schedule**

Weekly, from 9/4/2015 to 5/25/2016

**Evidence of Completion**

Student Data (grades, re-testing, completion of assignments, etc...) EOC results

**G7. Increase STEM involvement and opportunities at Eustis High School.** 1

 G071183

**G7.B1 Lack of knowledge in STEM; resources, development and initiatives.** 2

 B185713

**G7.B1.S1** The strategy chosen to assist in removing the barrier for STEM development at Eustis High School is to develop a CAP Committee to discuss the incorporation of STEM activities. 4

 S197121

**Strategy Rationale**

By creating a committee, strategies can be developed that will increase student awareness of STEM activities and the impact it has on their academic career.

**Action Step 1** 5

Include in the CAP academy goals the integration of STEM opportunities.

**Person Responsible**

Carole Spikes

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Agenda from meetings and minutes



**Plan to Monitor Fidelity of Implementation of G7.B1.S1** 6

Review of minutes from last meeting to ensure actions where carried out.

**Person Responsible**

Carole Spikes

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

The number of STEM opportunities created (calendar) and the number of participants.

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1** 7

The number of STEM opportunities created (calendar) and the number of participants.

**Person Responsible**

Carole Spikes

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Agenda and minutes

**G8.** By June 2016, EHS will match or exceed the State's mandated passage rate of 50% on Industry Certification exams. 1

G071184

**G8.B1** Software and training materials not readily available for some courses. 2

B185714

**G8.B1.S1** CTE instructors, Administration and county CTE Department work together to ensure the appropriate software is loaded and the appropriate training materials are provided in a timely manner. 4

S197122

### Strategy Rationale

By making sure the appropriate software is loaded and appropriate training materials are provided we can maximize the numbers of students who are able to take and pass the test.

### Action Step 1 5

Meetings to monitor acquisition of software and training materials.

#### Person Responsible

Carole Spikes

#### Schedule

Monthly, from 8/18/2015 to 6/4/2016

#### Evidence of Completion

Meeting agendas Meeting Minutes

### Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Software and training delivery.

#### Person Responsible

Carole Spikes

#### Schedule

Monthly, from 8/18/2015 to 6/4/2016

#### Evidence of Completion

Software and training delivered.

**Plan to Monitor Effectiveness of Implementation of G8.B1.S1** 7

Testing results showing an increase in the number of students passing the exams.

**Person Responsible**

Carole Spikes

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016


**Evidence of Completion**

Number of tests passed. Number of tests taken.

**G9. Decrease drop out rate by 0.2%.** 1

 G071185

**G9.B1** Students who lack sufficient credits to graduate on time and/or who have a grade point average less than 2.0. 2

 B185716

**G9.B1.S1** Provide opportunities for those students to engage in a grade recovery program through the use of E2020 (a computerized grade recovery program) in a self-paced computer instruction with teacher assistance with the flexibility and opportunities during and after school. 4

 S197124

**Strategy Rationale**

Students are at a high risk of dropping out of school due to failing courses or obtaining Ds as final grades. This opportunity allows the student who already has a complete schedule to retake a course online for either credit or to grade improvement (higher than a D).

**Action Step 1** 5

The use of E2020 (a computerized grade recovery program) in a self-paced computer instruction with teacher assistance with the flexibility and opportunities during and after school.

**Person Responsible**

Tracy Clark

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

E2020 reports, guidance credit checks

**Plan to Monitor Fidelity of Implementation of G9.B1.S1** 6

Student Services PLC meetings to monitor of E2020 reports on student usage and completion of courses.

**Person Responsible**

Margaret Emerson

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Number of students participating in program  
Number of students completing the course they enrolled in  
Increased credits earned  
Increased GPA of students enrolled in program

**Plan to Monitor Effectiveness of Implementation of G9.B1.S1** 7

Number of students participating in program  
Number of students completing the course they enrolled in  
Increased credits earned

**Person Responsible**

Margaret Emerson

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

E2020 reports, student credit checks, and state reports

**G9.B2** Students not meeting high stakes graduation requirements (through testing) 2

B185717

**G9.B2.S1** Provide tutoring and mentoring to 11th and 12th graders for ACT preparation. 4

S197125

**Strategy Rationale**

Students who meet their graduation requirement (testing) are more likely to graduate with their cohort.

**Action Step 1** 5

EHS will provide tutoring to Junior and Seniors at risk for not meeting graduation requirement because of testing

**Person Responsible**

Karen Colarossi

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Student sign in sheets, ACT registration and testing results information

**Plan to Monitor Fidelity of Implementation of G9.B2.S1** 6

Review student sign in sheets, meet monthly to discuss progress

**Person Responsible**

Karen Colarossi

**Schedule**

Every 6 Weeks, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Students will sign in for tutoring. Achieve 3000 data will be collected to determine student use. Students will show evidence of registration for at least 2 ACT testing dates. ACT results will be collected.

**Plan to Monitor Effectiveness of Implementation of G9.B2.S1 7**

Meet with Administration to discuss student progress

**Person Responsible**

Karen Colarossi

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016


**Evidence of Completion**

Student sign in sheets. Achieve 3000 data (increase in Lexile score), improvement in ACT results from baseline.

**G10. Increase Federal Graduation Rate by 3%. 1**

 G071186

**G10.B1** Students who lack sufficient credits to graduate on time and/or who have a grade point average less than 2.0. 2

 B185718

**G10.B1.S1** Provide opportunities for those students to engage in a grade recovery program through the use of E2020 (a computerized grade recovery program) in a self-paced computer instruction with teacher assistance with the flexibility and opportunities during and after school. 4

 S197126

**Strategy Rationale**

Students are at a high risk of not graduating due to not having required credits because of failing courses or low GPA due to obtaining Ds as final grade. This opportunity allows the student who already has a complete schedule to retake a course online for either credit or to grade improvement (higher than a D).

**Action Step 1 5**

The use of E2020 (a computerized grade recovery program) in a self-paced computer instruction with teacher assistance with the flexibility and opportunities during and after school.

**Person Responsible**

Margaret Emerson

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

E2020 reports, guidance credit checks

**Plan to Monitor Fidelity of Implementation of G10.B1.S1** 6

Student Services will hold meetings to monitor E2020 reports on student usage and completion of courses.

**Person Responsible**

Margaret Emerson

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Number of students participating in program  
Number of students completing the course they enrolled in  
Increased credits earned  
Increased GPA of students enrolled in program

**Plan to Monitor Effectiveness of Implementation of G10.B1.S1** 7

Number of students participating in program  
Number of students completing the course they enrolled in  
Increased credits earned

**Person Responsible**

Tracy Clark

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

E2020 reports, student credit checks, and state reports

**G11.** Decrease students absences by creating a single culture school where uniform policies are in place that will encourage and motivate students to be in school each day and each period. 1

G071187

**G11.B1** Student and parent apathy for the necessity for student to be in school each day and each period. 2

B185719

**G11.B1.S1** To inform students and parents of the importance of attendance. 4

S197127

### Strategy Rationale

By increasing awareness of the effects absences have on students academics, parents and students will be able to make better choices in regards to attendance.

### Action Step 1 5

Administration during grade level meetings will inform and remind students of the attendance policy by providing data. In addition, Administrators will make parent and student contacts. Parent contacts made by teacher when a student is absent 3 days. Student services counselors informing student and parents during conferences. School Messenger programmed to call parents when a student is absent or tardy.

#### Person Responsible

Andrew Zimmerman

#### Schedule

Monthly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Agenda and power points Conference notes Phone messenger logs.

### Plan to Monitor Fidelity of Implementation of G11.B1.S1 6

Administration notes from meetings.  
Teacher parent contact logs.  
Student services counselors conference notes.  
School Messenger logs.

#### Person Responsible

Andrew Zimmerman

#### Schedule

Quarterly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Student attendance reports



**Plan to Monitor Effectiveness of Implementation of G11.B1.S1** 7

Student attendance reports

**Person Responsible**

Andrew Zimmerman

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Student attendance reports

**G12.** To maintain a safe school environment we will reduce the number of students receiving Out-of-School Suspension. 1

G071188

**G12.B1** Freshmen not acclimated to high school expectations and Sophomores not dealing well with transition to Main Campus. 2

B185720

**G12.B1.S1** Each Administrator will follow their grade level and conduct assemblies to take a proactive approach to student behavior. 4

S197128

### Strategy Rationale

By following their students, administrators are building relationships with students and parents. Administration will be aware of the students' behavior needs and provide resources as needed.

### Action Step 1 5

Freshmen will receive a more in-depth opportunity for discussion and understanding of expectations, policies, and procedures. Additionally, they will be introduced to the EHS Positive Behavior System (PBS).  
Sophomores will receive support on the transition to the Main Campus by having the same administrator and student services counselor.  
Juniors and Seniors will receive support on maintaining EHS Positive Behavior System (PBS) by having the same administrator and student services counselor.

#### Person Responsible

Marta Ramirez

#### Schedule

Monthly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

meeting agendas and power points

### Plan to Monitor Fidelity of Implementation of G12.B1.S1 6

Monitor student behavior, teacher feedback, and discipline data.

#### Person Responsible

Marta Ramirez

#### Schedule

Quarterly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Discipline Referral Data

**Plan to Monitor Effectiveness of Implementation of G12.B1.S1** 7

Discipline Referral Data

**Person Responsible**

Marta Ramirez

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

agendas, power points, Discipline Referral Data

**G13. Increase parent involvement by 10%. 1**

G071189

**G13.B2 Lack of knowledge about resources available at school and online 2**

B185722

**G13.B2.S1** Use resources to make parents aware of how they can be involved. School newsletter School website School telephone messenger system Skyward Gradebook District EngageLCS by Mindmixer District inSync Education Parent Information sessions after school-Parent Nights 4

S197139

**Strategy Rationale**

Multiple modes of communication and resources in an attempt to reach all families.

**Action Step 1 5**

Add a section on the newsletter with web-links to EngageLCS by Mind Mixer, inSync Education, school website, and district website  
A section on student services website with a focus on how to be involved as a parent.  
Post on website resources (links)  
Telephone messenger use as needed to disseminate information to parents (as a whole or by targeted groups)  
Provide informative parent meetings

**Person Responsible**

Marta Ramirez

**Schedule**

Monthly, from 10/1/2015 to 6/3/2016

**Evidence of Completion**

Number of hits at resources, increased awareness, parent attendance at parent nights and improved scores

**Plan to Monitor Fidelity of Implementation of G13.B2.S1 6**

Meeting with persons responsible for each resource  
Reports on hits on links at website, reports on response to resources, attendance of meetings

**Person Responsible**

Marta Ramirez

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Newsletter Website Log of phone messenger Sign in sheets at parent meetings

**Plan to Monitor Effectiveness of Implementation of G13.B2.S1 7**

Newsletter  
Website  
Log of phone messenger  
Increased use of resources highlighted

**Person Responsible**

Marta Ramirez

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Climate surveys

**G14.** Establish and maintain a school academic culture that enables teachers and student to use technology as another method of instructing and learning. 1

 G071190

**G14.B1** Lack of trained faculty on technology instructional strategies 2

 B185723

**G14.B1.S1** Instructional Technology will be expanded for student use through e2020, Pearson Access, teachers' websites and other technology resources. 4

 S197131

**Strategy Rationale**

By teachers using technology as form of curriculum delivery, students more academically prepare for higher education and the workforce.

**Action Step 1 5**

Incorporate to their lesson plans as determine by teacher

**Person Responsible**

Nancy Velez

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Lesson plans

**Plan to Monitor Fidelity of Implementation of G14.B1.S1** 6

Checking of lesson plans

**Person Responsible**

Nancy Velez

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Lesson plans Modules in safari montage

**Plan to Monitor Effectiveness of Implementation of G14.B1.S1** 7

Student use (log in report), student artifacts from lesson, student grades

**Person Responsible**

Nancy Velez

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Student use, student artifacts, student grades

**G14.B3 Student inappropriate use of electronic communication devices** 2

B185725

**G14.B3.S1 Provide a time and area for appropriate use of electronic communication devices and cell phones** 4

S197133

**Strategy Rationale**

With the implementation of our Positive Behavior Support strategies, EHS request a waiver to the use of Cell Phone/Electronic Devices to include allowing the students to use such devices during their lunch breaks in the dining areas only, adhering to the Student Code of Conduct for the remainder of the day.

The Eustis High School stakeholders believe this strategy has proven to work in a positive manner to reward students for good behavior and grades.

**Action Step 1** 5

Students will have the opportunity to use cell phones and electronic communication devices during their lunch breaks in the lunch room dining area only.

**Person Responsible**

Nancy Velez

**Schedule**

Daily, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Observations by administration

**Plan to Monitor Fidelity of Implementation of G14.B3.S1** 6

Administration will monitor referrals due to use of cell phone or electronic communication devices during Inappropriate times to see if there is a decrease of referrals

**Person Responsible**

Nancy Velez

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Discipline reports

**Plan to Monitor Effectiveness of Implementation of G14.B3.S1** 7

Discipline reports  
Student grades

**Person Responsible**

Nancy Velez

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Discipline reports, attendance reports, grades reports,


**G15. To implement year three of the district's four-year plan for the Bully Proofing Your School initiative.** 1

 G071191

**G15.B1 Lack of time for implementation** 2

 B185726

**G15.B1.S1 Manipulation of the bell schedule to include time for anti-bullying lessons** 4

 S197134

**Strategy Rationale**

School schedule has changed to a 7th period day with no regularly scheduled advisory, therefore we have to make time periodically in the schedule to conduct ant-bullying lessons.

**Action Step 1** 5

The bell schedule will have to be adjusted periodically to include time for anti-bullying initiatives.

**Person Responsible**

Lamica Caldwell

**Schedule**

Every 2 Months, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Completed anti-bullying lessons Anti-bullying PSA's created by students for the morning announcements Student participation in other school anti-bullying initiatives



**Plan to Monitor Fidelity of Implementation of G15.B1.S1** 6

Observation of and Participation of faculty and students in anti-bullying initiatives

**Person Responsible**

Lamica Caldwell

**Schedule**

Every 2 Months, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Observation by administration, student discipline

**Plan to Monitor Effectiveness of Implementation of G15.B1.S1** 7

Continuous progress monitoring

**Person Responsible**

Lamica Caldwell

**Schedule**

Every 2 Months, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Faculty and Student Feedback, Completion of anti-bullying initiatives

**G15.B2 Students' misconceptions regarding bullying** 2

 B185727

**G15.B2.S1 Bully-proofing Your School lessons taught during advisory** 4

 S197135

**Strategy Rationale**

Students may still have some misconceptions about bullying or may not know what to do if they feel they are being bullied.

**Action Step 1** 5

Bully-proofing Your School lessons provided by the district

**Person Responsible**

Lamica Caldwell

**Schedule**

Every 2 Months, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Student artifacts

**Plan to Monitor Fidelity of Implementation of G15.B2.S1** 6

Classroom Walkthroughs by administration

**Person Responsible**

Lamica Caldwell

**Schedule**

Every 2 Months, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Observational data and student artifacts

**Plan to Monitor Effectiveness of Implementation of G15.B2.S1 7**

Completion of lessons, student engagement, student artifacts

**Person Responsible**

Lamica Caldwell

**Schedule**

Every 2 Months, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Student discipline reports, student climate surveys

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will learn to align lessons to the new curriculum standards and to increase the rigor within the lessons through professional learning and coaching.	Colarossi, Karen	8/24/2015	Administrators will observe rigorous lessons during TEAM evaluation.	6/3/2016 biweekly
G1.B2.S1.A1	Teachers will learn to scaffold lessons for students who are required to perform at higher levels through professional learning and coaching.	Colarossi, Karen	9/2/2015	administration will observe rigorous lessons during TEAMS evaluations	10/7/2015 biweekly
G2.B1.S1.A1	Teachers and Literacy Coach will pull assessment data to identify students who are not making progress according to the FAIR-FS.	Colarossi, Karen	Teachers will include hard copies of their assessment data with the students who are not making progress identified in their teacher portfolio	6/3/2016 quarterly	
G3.B1.S1.A1	Grammar instruction embedded in the writing process	Steele, Stephanie	8/24/2015	Teacher lesson plans, student writing portfolio	6/3/2016 weekly
G4.B1.S1.A1	Collaborate with the AVID teacher and students to design a plan to offer AVID-style tutoring during power hour.	Ramirez, Marta	11/2/2015	Sign in sheets for tutoring Student artifacts from the sessions	5/27/2016 weekly
G4.B1.S2.A1	Place students in classes: Intensive Math	Ramirez, Marta	8/24/2015	Students placed in classrooms	6/10/2016 one-time
G4.B2.S1.A1	Teachers will be asked to utilize the Unra(a)vel Strategy in class.	De La Cruz, Julia	10/12/2015	evidenced through observation and lesson plans	5/27/2016 monthly
G4.B2.S2.A1	Teachers will be asked to increase reading and writing in the math classroom.	De La Cruz, Julia	9/28/2015	ART will have lesson plans for model lessons utilizing reading and writing strategies. Teachers will include in lesson plans reading and writing strategies.	5/27/2016 monthly

**Lake - 0081 - Eustis High School - 2015-16 SIP**  
*Eustis High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.A1	1. Make Avid-style tutoring available during Power Hour 2. Have classroom teachers focus on important terminology and online testing strategies. 3. Practice on computerized assessment. 4. Utilize Khan Academy 5. Make a Math Lab available during Power Hour	De La Cruz, Julia	9/28/2015	Sign in sheets for tutoring Sign in sheets for the math lab Lesson plans	5/27/2016 weekly
G5.B2.S1.A1	Inform teachers they should increase the use of reading and writing in the math classroom.	De La Cruz, Julia	8/19/2015	Teachers were told in training, to increase reading and writing in the math classroom	8/19/2015 one-time
G6.B1.S1.A1	Establishment of PLC Selection of meeting dates Development of Protocol Collaboration for implementing best practices Utilizing common assessments Progress Monitoring Utilization of additional resources Continuous feedback	Bryie, Alicia	9/16/2015	Student Data (benchmark assessments, etc.) PLC Minutes Strategies Used Lesson Plans EOC Results	5/11/2016 biweekly
G6.B2.S1.A1	Tutoring to offer additional instruction, study strategies, and skill development based on students' needs Incentive Program	Bryie, Alicia	10/27/2015	Student sign-in sheets	5/25/2016 daily
G7.B1.S1.A1	Include in the CAP academy goals the integration of STEM opportunities.	Spikes, Carole	8/24/2015	Agenda from meetings and minutes	6/3/2016 quarterly
G8.B1.S1.A1	Meetings to monitor acquisition of software and training materials.	Spikes, Carole	8/18/2015	Meeting agendas Meeting Minutes	6/4/2016 monthly
G9.B1.S1.A1	The use of E2020 (a computerized grade recovery program) in a self-paced computer instruction with teacher assistance with the flexibility and opportunities during and after school.	Clark, Tracy	8/24/2015	E2020 reports, guidance credit checks	6/3/2016 monthly
G9.B2.S1.A1	EHS will provide tutoring to Junior and Seniors at risk for not meeting graduation requirement because of testing	Colarossi, Karen	8/24/2015	Student sign in sheets, ACT registration and testing results information	6/3/2016 weekly
G10.B1.S1.A1	The use of E2020 (a computerized grade recovery program) in a self-paced computer instruction with teacher assistance with the flexibility and opportunities during and after school.	Emerson, Margaret	8/24/2015	E2020 reports, guidance credit checks	6/3/2016 weekly
G11.B1.S1.A1	Administration during grade level meetings will inform and remind students of the attendance policy by providing data. In addition, Administrators will make parent and student contacts. Parent contacts made by teacher when a student is absent 3 days. Student services counselors informing student and parents during conferences. School Messenger programmed to call parents when a student is absent or tardy.	Zimmerman, Andrew	8/24/2015	Agenda and power points Conference notes Phone messenger logs.	6/3/2016 monthly
G12.B1.S1.A1	Freshmen will receive a more in-depth opportunity for discussion and understanding of expectations, policies, and procedures. Additionally, they will be introduced to the EHS Positive Behavior System (PBS). Sophomores will receive support on the transition to the Main Campus by	Ramirez, Marta	8/24/2015	meeting agendas and power points	6/3/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	having the same administrator and student services counselor. Juniors and Seniors will receive support on maintaining EHS Positive Behavior System (PBS) by having the same administrator and student services counselor.				
G13.B2.S1.A1	Add a section on the newsletter with web-links to EngageLCS by Mind Mixer, inSync Education, school website, and district website A section on student services website with a focus on how to be involved as a parent. Post on website resources (links) Telephone messenger use as needed to disseminate information to parents (as a whole or by targeted groups) Provide informative parent meetings	Ramirez, Marta	10/1/2015	Number of hits at resources, increased awareness, parent attendance at parent nights and improved scores	6/3/2016 monthly
G14.B1.S1.A1	Incorporate to their lesson plans as determine by teacher	Velez, Nancy	8/24/2015	Lesson plans	6/3/2016 quarterly
G14.B3.S1.A1	Students will have the opportunity to use cell phones and electronic communication devices during their lunch breaks in the lunch room dining area only.	Velez, Nancy	8/24/2015	Observations by administration	6/3/2016 daily
G15.B1.S1.A1	The bell schedule will have to be adjusted periodically to include time for anti-bullying initiatives.	Caldwell, Lamica	8/24/2015	Completed anti-bullying lessons Anti-bullying PSA's created by students for the morning announcements Student participation in other school anti-bullying initiatives	6/3/2016 every-2-months
G15.B2.S1.A1	Bully-proofing Your School lessons provided by the district	Caldwell, Lamica	8/24/2015	Student artifacts	6/3/2016 every-2-months
G5.B2.S1.A2	Provide training and support to teachers, as needed	De La Cruz, Julia	8/24/2015	Communication logs, PLC minutes,	6/3/2016 weekly
G1.MA1	Monitor teacher participation in professional development to address rigor and scaffolding. Student work will be examined and sign in sheets and agendas will be monitored.	Colarossi, Karen	8/24/2015	Sign in sheets from professional development. Conversations with teachers regarding the incorporation of necessary scaffolds. Reflection on student work samples.	6/3/2016 biweekly
G1.B1.S1.MA1	The administrative team will observe teachers during instruction to evaluate the effectiveness of the strategies.	Velez, Nancy	8/24/2015	TEAM evaluation data	6/3/2016 weekly
G1.B1.S1.MA1	Teacher participation in PLCs Teacher participation in training opportunities Teacher implementation of strategies within lessons	Colarossi, Karen	9/3/2015	Sign in sheets from PLCs and PLC documentation Sign in sheets Team evaluation	5/11/2016 monthly
G1.B2.S1.MA1	The administrative team will observe teachers during instruction to evaluate the effectiveness of strategy	Velez, Nancy	8/24/2015	TEAM evaluations	6/3/2016 one-time
G1.B2.S1.MA1	teacher participation in PLCs teacher participation in training opportunities teacher implementation of strategies within lesson	Ramirez, Marta	9/2/2015	sign in sheets form PLCs and PLC doucmentation sign in sheets team evaluations	6/3/2016 monthly
G2.MA1	Teachers will regularly monitor the progress of students.	Velez, Nancy	8/24/2015	Team Evaluations Teacher portfolios	6/3/2016 monthly
G2.B1.S1.MA1	The team will meet to determine whether students have been identified and whether shifts in instruction have occurred.	Ramirez, Marta	8/24/2015	Meeting minutes	6/3/2016 monthly
G2.B1.S1.MA1	The literacy coach and reading teachers will pull data from FAIR FS to	Colarossi, Karen	8/24/2015	Teachers will collect the data in an excel spreadsheet and keep in data	6/2/2016 every-2-months

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	determine which students are not making progress. Identified students will have a private conference and a shift in instructional practice will be developed for each student and all of the impacted teachers will be notified.			folder. Additional documentation of conferencing with students will be available.	
G3.MA1	Teacher lesson plans, student artifacts and classroom visits	Velez, Nancy	8/24/2015	PLC sign in sheets, Department Meeting Agendas, Teacher Portfolio and Classroom Observation	6/3/2016 monthly
G3.B1.S1.MA1	Class reviews, teacher lesson plans, examination of student work	Velez, Nancy	8/24/2015	Teacher portfolio, PLC artifacts from lesson study	6/3/2016 monthly
G3.B1.S1.MA1	Class reviews & assessments	Velez, Nancy	8/24/2015	Portfolio	6/3/2016 monthly
G4.MA1	Baseline testing data compared to mid year testing data Student work in classroom to monitor progress	De La Cruz, Julia	11/2/2015	Lake progress monitoring assessment scores EOC pass/fail rate Student artifacts	5/27/2016 semiannually
G4.B1.S1.MA1	Attendance Assessment results EOC scores Student work	Ramirez, Marta	11/2/2015	Attendance records Assessment scores Pass/fail percentages Student work	5/27/2016 monthly
G4.B1.S1.MA1	Analysis of student artifacts during common planning Meet with AVID teacher bi-weekly	Ramirez, Marta	11/2/2015	Student artifacts and analysis documentation Meeting notes	5/27/2016 monthly
G4.B2.S1.MA1	Student success on word problems	De La Cruz, Julia	10/12/2015	student artifacts from classroom work when utilizing the strategy	5/27/2016 semiannually
G4.B2.S1.MA1	Observations will occur	De La Cruz, Julia	10/12/2015	when visiting classrooms, visitor will see the use of Unra(a)vel	5/27/2016 monthly
G4.B1.S2.MA1	Use Lake progress monitoring assessments to track progress	Ramirez, Marta	9/28/2015	Students will successfully pass the EOC Students will do appropriately well on a mid-year practice test	5/27/2016 semiannually
G4.B1.S2.MA1	Verify Rosters	Ramirez, Marta	8/24/2015	Rosters include students who have historically struggled in math	9/4/2015 one-time
G4.B2.S2.MA1	Mid-year Lake standards assessments and EOC scores will be monitored.	De La Cruz, Julia	9/28/2015	Mid-year practice Lake standards assessment scores EOC scores	5/27/2016 semiannually
G4.B2.S2.MA1	Observations will be made Lesson plans monitored	Zimmerman, Andrew	9/28/2015	Through observations (TEAM) it will be determined that teachers are reading and writing in the math classroom.	5/27/2016 semiannually
G5.MA1	Lake progress monitoring assessment data Student attendance to tutoring Student work in classroom Student attendance in math lab	De La Cruz, Julia	10/5/2015	EOC pass/fail rates Lake standards assessment scores	5/27/2016 semiannually
G5.B1.S1.MA1	Attendance Assessment results EOC scores Student work Lake progress monitoring assessments	De La Cruz, Julia	10/5/2015	Sign in sheets Teacher assessments EOC reports Lake progress monitoring assessment scores	5/27/2016 monthly
G5.B1.S1.MA1	Administration and math department chair will look for best practices in the classroom Math lab attendance Tutoring attendance	De La Cruz, Julia	10/5/2015	Student artifacts from tutoring sessions Lesson plans Attendance records	5/27/2016 monthly
G5.B2.S1.MA1	Mid-year practice test (if available) and EOC scores	De La Cruz, Julia	8/24/2015	Mid-year scores, if available will be appropriate EOC scores will be passing	6/3/2016 semiannually
G5.B2.S1.MA1	Administration will do walk-throughs. ART will visit classrooms and maintain open lines of communication with teachers.	Zimmerman, Andrew	8/24/2015	Administration and the ART will observe reading and writing in the math classroom.	6/3/2016 monthly
G6.MA1	Meetings with science department chair to look at the evidence of completion submitted for each step of the action plan, actually observing the steps, or a combination.	Caldwell, Lamica	10/1/2015	Student Data (benchmark assessments, etc.) PLC Minutes Teacher Student Lists Lesson Plans EOC Results	5/19/2016 every-2-months

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S1.MA1	Student Data (benchmark assessments, etc.) Common Assessment Scores Peer Observation and Collaboration Review of PLC Minutes	Bryie, Alicia	10/1/2015	Student Data (benchmark assessments, etc.) PLC Minutes Lesson Plans EOC Results	5/11/2016 every-2-months
G6.B1.S1.MA1	Meetings with science department chair to look at the evidence of completion submitted for each step of the action plan, actually observing the steps, or a combination.	Caldwell, Lamica	10/1/2015	PLC Minutes Biology EOC Results	5/19/2016 every-2-months
G6.B2.S1.MA1	Student Data (grades, re-testing, completion of assignments, etc.) EOC Results List of Number of Students attending tutoring	Bryie, Alicia	9/4/2015	Student Data (grades, re-testing, completion of assignments, etc...) EOC results	5/25/2016 weekly
G6.B2.S1.MA1	Student sign-in sheets from Power Hour Tutoring schedule (dates and what is to be covered each week in May) Sign in sheets from afterschool tutoring in May	Bryie, Alicia	10/27/2015	Sign in Sheets	5/25/2016 daily
G7.MA1	The number of STEM opportunities created (calendar) and the number of participants.	Spikes, Carole	8/24/2015	Agenda and minutes	6/3/2016 quarterly
G7.B1.S1.MA1	The number of STEM opportunities created (calendar) and the number of participants.	Spikes, Carole	8/24/2015	Agenda and minutes	6/3/2016 quarterly
G7.B1.S1.MA1	Review of minutes from last meeting to ensure actions were carried out.	Spikes, Carole	8/24/2015	The number of STEM opportunities created (calendar) and the number of participants.	6/3/2016 quarterly
G8.MA1	Testing results showing an increase in the number of students passing exam.	Spikes, Carole	8/24/2015	Number of tests taken Testing Schedule	6/3/2016 quarterly
G8.B1.S1.MA1	Testing results showing an increase in the number of students passing the exams.	Spikes, Carole	8/24/2015	Number of tests passed. Number of tests taken.	6/3/2016 monthly
G8.B1.S1.MA1	Software and training delivery.	Spikes, Carole	8/18/2015	Software and training delivered.	6/4/2016 monthly
G9.MA1	Students are participating in program Students are completing the course they enrolled in Credits earned have increased	Clark, Tracy	8/24/2015	E2020 reports, student credit checks, and state reports	6/3/2016 monthly
G9.B1.S1.MA1	Number of students participating in program Number of students completing the course they enrolled in Increased credits earned	Emerson, Margaret	8/24/2015	E2020 reports, student credit checks, and state reports	6/3/2016 monthly
G9.B1.S1.MA1	Student Services PLC meetings to monitor of E2020 reports on student usage and completion of courses.	Emerson, Margaret	8/24/2015	Number of students participating in program Number of students completing the course they enrolled in Increased credits earned Increased GPA of students enrolled in program	6/3/2016 monthly
G9.B2.S1.MA1	Meet with Administration to discuss student progress	Colarossi, Karen	8/24/2015	Student sign in sheets. Achieve 3000 data (increase in Lexile score), improvement in ACT results from baseline.	6/3/2016 monthly
G9.B2.S1.MA1	Review student sign in sheets, meet monthly to discuss progress	Colarossi, Karen	8/24/2015	Students will sign in for tutoring. Achieve 3000 data will be collected to determine student use. Students will show evidence of registration for at least 2 ACT testing dates. ACT results will be collected.	6/3/2016 every-6-weeks
G10.MA1	Students are participating in program Students are completing the course they enrolled in Increased credits earned have increased	Clark, Tracy	8/24/2015	E2020 reports, student credit checks, and state reports	6/3/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G10.B1.S1.MA1	Number of students participating in program Number of students completing the course they enrolled in Increased credits earned	Clark, Tracy	8/24/2015	E2020 reports, student credit checks, and state reports	6/3/2016 monthly
G10.B1.S1.MA1	Student Services will hold meetings to monitor E2020 reports on student usage and completion of courses.	Emerson, Margaret	8/24/2015	Number of students participating in program Number of students completing the course they enrolled in Increased credits earned Increased GPA of students enrolled in program	6/3/2016 monthly
G11.MA1	Decrease number of student absences specially the students identified as excessive (more than 5 absences per term)	Zimmerman, Andrew	8/24/2015	Student absence reports, conference notes	6/3/2016 quarterly
G11.B1.S1.MA1	Student attendance reports	Zimmerman, Andrew	8/24/2015	Student attendance reports	6/3/2016 quarterly
G11.B1.S1.MA1	Administration notes from meetings. Teacher parent contact logs. Student services counselors conference notes. School Messenger logs.	Zimmerman, Andrew	8/24/2015	Student attendance reports	6/3/2016 quarterly
G12.MA1	Discipline Referral Data to show a decrease in behaviors that lead to out-of-school suspensions.	Ramirez, Marta	8/24/2015	Discipline Referral Data, agendas	6/3/2016 quarterly
G12.B1.S1.MA1	Discipline Referral Data	Ramirez, Marta	8/24/2015	agendas, power points, Discipline Referral Data	6/3/2016 quarterly
G12.B1.S1.MA1	Monitor student behavior, teacher feedback, and discipline data.	Ramirez, Marta	8/24/2015	Discipline Referral Data	6/3/2016 quarterly
G13.MA1	Sign in sheets and exit surveys Newsletter Website Log of phone messenger	Ramirez, Marta	8/24/2015	Climate survey results	6/3/2016 quarterly
G13.B2.S1.MA1	Newsletter Website Log of phone messenger Increased use of resources highlighted	Ramirez, Marta	8/24/2015	Climate surveys	6/3/2016 quarterly
G13.B2.S1.MA1	Meeting with persons responsible for each resource Reports on hits on links at website, reports on response to resources, attendance of meetings	Ramirez, Marta	8/24/2015	Newsletter Website Log of phone messenger Sign in sheets at parent meetings	6/3/2016 quarterly
G14.MA1	Student artifacts, student grades, student log in usage	Velez, Nancy	8/24/2015	Modules and lessons created	6/3/2016 quarterly
G14.B1.S1.MA1	Student use (log in report), student artifacts from lesson, student grades	Velez, Nancy	8/24/2015	Student use, student artifacts, student grades	6/3/2016 quarterly
G14.B1.S1.MA1	Checking of lesson plans	Velez, Nancy	8/24/2015	Lesson plans Modules in safari montage	6/3/2016 monthly
G14.B3.S1.MA1	Discipline reports Student grades	Velez, Nancy	8/24/2015	Discipline reports, attendance reports, grades reports,	6/3/2016 quarterly
G14.B3.S1.MA1	Administration will monitor referrals due to use of cell phone or electronic communication devices during Inappropriate times to see if there is a decrease of referrals	Velez, Nancy	8/24/2015	Discipline reports	6/3/2016 monthly
G15.MA1	Continuous progress monitoring and use of feedback to make adjustments as needed.	Caldwell, Lamica	8/24/2015	Observation, Student discipline reports, student participation in anti-bullying initiatives	6/3/2016 every-2-months
G15.B1.S1.MA1	Continuous progress monitoring	Caldwell, Lamica	8/24/2015	Faculty and Student Feedback, Completion of anti-bullying initiatives	6/3/2016 every-2-months
G15.B1.S1.MA1	Observation of and Participation of faculty and students in anti-bullying initiatives	Caldwell, Lamica	8/24/2015	Observation by administration, student discipline	6/3/2016 every-2-months
G15.B2.S1.MA1	Completion of lessons, student engagement, student artifacts	Caldwell, Lamica	8/24/2015	Student discipline reports, student climate surveys	6/3/2016 every-2-months



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G15.B2.S1.MA1	Classroom Walkthroughs by administration	Caldwell, Lamica	8/24/2015	Observational data and student artifacts	6/3/2016 every-2-months

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** Match state performance levels for students scoring at or above proficiency on the new FSA.

**G1.B1** New curriculum standards.

**G1.B1.S1** Offer professional learning opportunities during the school year for teachers to learn strategies for monitoring the rigor within their lessons including PLC participation

### PD Opportunity 1

Teachers will learn to align lessons to the new curriculum standards and to increase the rigor within the lessons through professional learning and coaching.

#### Facilitator

Administrative Team Literacy Coach

#### Participants

ELA and Reading teachers

#### Schedule

Biweekly, from 8/24/2015 to 6/3/2016

**G1.B2** Teachers lack of knowledge of how to scaffold lessons for students who are required to perform at higher levels.

**G1.B2.S1** Offer professional learning opportunities for teachers to demonstrate scaffolding/scaffolded lessons in their content areas.

### PD Opportunity 1

Teachers will learn to scaffold lessons for students who are required to perform at higher levels through professional learning and coaching.

#### Facilitator

Administration Literacy Coach

#### Participants

all teachers

#### Schedule

Biweekly, from 9/2/2015 to 10/7/2015

**G6.** To increase the percentage of students scoring level 3 and above on the Biology EOC from 56% to 76%.

**G6.B1** Lack of prior Biology teaching experience

**G6.B1.S1** Development of a Biology PLC

**PD Opportunity 1**

Establishment of PLC Selection of meeting dates Development of Protocol Collaboration for implementing best practices Utilizing common assessments Progress Monitoring Utilization of additional resources Continuous feedback

**Facilitator**

Science Department Chair and PLC leader Brittany Beall

**Participants**

Teachers that have not taught biology before and experienced biology teachers

**Schedule**

Biweekly, from 9/16/2015 to 5/11/2016

**G9.** Decrease drop out rate by 0.2%.

**G9.B1** Students who lack sufficient credits to graduate on time and/or who have a grade point average less than 2.0.

**G9.B1.S1** Provide opportunities for those students to engage in a grade recovery program through the use of E2020 (a computerized grade recovery program) in a self-paced computer instruction with teacher assistance with the flexibility and opportunities during and after school.

**PD Opportunity 1**

The use of E2020 (a computerized grade recovery program) in a self-paced computer instruction with teacher assistance with the flexibility and opportunities during and after school.

**Facilitator**

Student Services Counselors

**Participants**

Students in danger of not graduating.

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**G15.** To implement year three of the district's four-year plan for the Bully Proofing Your School initiative.

**G15.B1** Lack of time for implementation

**G15.B1.S1** Manipulation of the bell schedule to include time for anti-bullying lessons

**PD Opportunity 1**

The bell schedule will have to be adjusted periodically to include time for anti-bullying initiatives.

**Facilitator**

Administrator over Safety

**Participants**

Administrator over Safety

**Schedule**

Every 2 Months, from 8/24/2015 to 6/3/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	Teachers will learn to align lessons to the new curriculum standards and to increase the rigor within the lessons through professional learning and coaching.	\$0.00
2	G1.B2.S1.A1	Teachers will learn to scaffold lessons for students who are required to perform at higher levels through professional learning and coaching.	\$0.00
3	G10.B1.S1.A1	The use of E2020 (a computerized grade recovery program) in a self-paced computer instruction with teacher assistance with the flexibility and opportunities during and after school.	\$0.00
4	G11.B1.S1.A1	Administration during grade level meetings will inform and remind students of the attendance policy by providing data. In addition, Administrators will make parent and student contacts. Parent contacts made by teacher when a student is absent 3 days. Student services counselors informing student and parents during conferences. School Messenger programmed to call parents when a student is absent or tardy.	\$0.00
5	G12.B1.S1.A1	Freshmen will receive a more in-depth opportunity for discussion and understanding of expectations, policies, and procedures. Additionally, they will be introduced to the EHS Positive Behavior System (PBS). Sophomores will receive support on the transition to the Main Campus by having the same administrator and student services counselor. Juniors and Seniors will receive support on maintaining EHS Positive Behavior System (PBS) by having the same administrator and student services counselor.	\$0.00
6	G13.B2.S1.A1	Add a section on the newsletter with web-links to EngageLCS by Mind Mixer, inSync Education, school website, and district website A section on student services website with a focus on how to be involved as a parent. Post on website resources (links) Telephone messenger use as needed to disseminate information to parents (as a whole or by targeted groups) Provide informative parent meetings	\$0.00
7	G14.B1.S1.A1	Incorporate to their lesson plans as determine by teacher	\$0.00
8	G14.B3.S1.A1	Students will have the opportunity to use cell phones and electronic communication devices during their lunch breaks in the lunch room dining area only.	\$0.00
9	G15.B1.S1.A1	The bell schedule will have to be adjusted periodically to include time for anti-bullying initiatives.	\$0.00
10	G15.B2.S1.A1	Bully-proofing Your School lessons provided by the district	\$0.00
11	G2.B1.S1.A1	Teachers and Literacy Coach will pull assessment data to identify students who are not making progress according to the FAIR-FS.	\$0.00
12	G3.B1.S1.A1	Grammar instruction embedded in the writing process	\$0.00
13	G4.B1.S1.A1	Collaborate with the AVID teacher and students to design a plan to offer AVID-style tutoring during power hour.	\$0.00
14	G4.B1.S2.A1	Place students in classes: Intensive Math	\$0.00
15	G4.B2.S1.A1	Teachers will be asked to utilize the Unra(a)vel Strategy in class.	\$0.00

<b>Budget Data</b>			
16	G4.B2.S2.A1	Teachers will be asked to increase reading and writing in the math classroom.	\$0.00
17	G5.B1.S1.A1	1. Make Avid-style tutoring available during Power Hour 2. Have classroom teachers focus on important terminology and online testing strategies. 3. Practice on computerized assessment. 4. Utilize Khan Academy 5. Make a Math Lab available during Power Hour	\$0.00
18	G5.B2.S1.A1	Inform teachers they should increase the use of reading and writing in the math classroom.	\$0.00
19	G5.B2.S1.A2	Provide training and support to teachers, as needed	\$0.00
20	G6.B1.S1.A1	Establishment of PLC Selection of meeting dates Development of Protocol Collaboration for implementing best practices Utilizing common assessments Progress Monitoring Utilization of additional resources Continuous feedback	\$0.00
21	G6.B2.S1.A1	Tutoring to offer additional instruction, study strategies, and skill development based on students' needs Incentive Program	\$0.00
22	G7.B1.S1.A1	Include in the CAP academy goals the integration of STEM opportunities.	\$0.00
23	G8.B1.S1.A1	Meetings to monitor acquisition of software and training materials.	\$0.00
24	G9.B1.S1.A1	The use of E2020 (a computerized grade recovery program) in a self-paced computer instruction with teacher assistance with the flexibility and opportunities during and after school.	\$0.00
25	G9.B2.S1.A1	EHS will provide tutoring to Junior and Seniors at risk for not meeting graduation requirement because of testing	\$0.00
<b>Total:</b>			<b>\$0.00</b>