

Eastside High School



2015-16 School Improvement Plan

Eastside High School

1201 SE 43RD ST, Gainesville, FL 32641

<http://www.sbac.edu/pages/acps>

School Demographics

School Type

High

2014-15 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

47%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

73%

School Grades History

Year
Grade

2014-15
A*

2013-14
A

2012-13
B

2011-12
A

**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 was approved by the Alachua County School Board on 12/15/2015.

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Eastside High School seeks to build a community among our highly diverse students and their families, whether they come from different neighborhoods in Gainesville or from countries and cultures around the world. All members of our fluid and lively school family-parents, students, faculty, and support staff-should show respect and encouragement for each other.

The mission of Eastside High School's community is that all students develop the skills and knowledge necessary for them to survive, learn, adapt and grow-leading to a lifetime pattern of responsible citizenship.

Provide the school's vision statement

Beliefs:

Ethical behavior will guide all students and other members of the school community in their interactions with each other, their pursuit of knowledge, and their use of technology.

Students, supported by families, faculty and school staff, will participate actively in learning both skills and knowledge across all the subject areas.

The school will provide a safe, orderly, and attractive learning environment.

Members of the school community will have a full range of opportunities to participate in creative endeavors, co-curricular activities, and healthy competition.

Eastside's unique mix of programs will be maintained and properly managed in the best interest of all the students.

The school community will acknowledge and celebrate the diversity of Eastside High School.

School Environment

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

Teachers and staff members seek opportunities to learn about their students and build relationships by engaging in book studies using the following texts: Teaching with Poverty in Mind, Learning in the Fast Lane: 8 Ways to Put All Students on the Road to Academic Success, and Managing Diverse Classrooms: How to Build on Students Cultural Strengths. Faculty and staff members also participate in home visits and mentor individual students. The principal has invited local church pastors to visit and participate in school events and become mentors to students. School staff members share information with local churches regarding upcoming events and important information that can be shared with their members. Some staff members attend the same churches as many of our students. Administrators and counselors visited a local housing community to meet with parents and partnered with the manager of the development to provide assistance to students. In addition, the 9th grade pre IB team hosts an annual International Day which enables students to share food, dance, and traditions from various cultures around the world, particularly those that reflect the cultural backgrounds of many of our students. Also, teachers and staff learn about students through informal discussions in classroom activities and on field trips and through mentoring. The principal surveys students as to the family backgrounds and has flags from countries that represent all the nationalities of students who attend EHS. There are also a number of student clubs that raise awareness of various cultures such as the Muslim Awareness Club, Indian Cultural Club, and the Hispanic and Filipino Club. These clubs will also be profiled on the morning news so the club members can reach a school wide audience and share information about themselves and their clubs' activities. An

administrator and teachers have also attended training offered by the UF Lastinger Center on how to reach African American male students and will share that information with the rest of the staff. Staff members also sponsor clubs and teams and learn about students through informal interactions. The staff will also engage in an activity using photographs to determine if there are any students who are not known well by at least one adult on this campus. Students show support of teachers during teacher appreciation week by writing notes, making signs, and giving out gifts. The Summer Bridge Program enables students and teachers to interact in a small group setting. Students and teachers engage in hands-on activities and team building and go on whole day field trips. They get to know each other through shared learning experiences.

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

Eastside High School participates in PBS, and students receive recognition and rewards for positive behaviors. Link Crew, a program in which high school juniors and seniors mentor all incoming 9th graders to ensure a successful high school transition, was implemented in the 2014-15 school year. Administrators, deans, counselors, and support staff mentor 9th and 10th grade homerooms providing contact with parents regarding attendance, grades, and behavior. Homeroom mentors also provide incentives to encourage positive academic and social behaviors. To ensure student safety, an after school dean patrols campus, two full-time resource officers are assigned to the school, a full-time security guard monitors visitors to campus, and multiple cameras are deployed throughout campus to discourage theft and misbehavior. Student-produced public service announcements focus on anti-theft precautions. Students also enjoy gathering in the media center at lunch and before school to talk to their friends, play chess, do homework and work on projects. Administrators and counselors all have an open-door policy and will meet with students to hear about their needs and concerns. The guidance counselors provide grade level assemblies to address the general issues of bullying and dating violence to raise awareness of these issues. To celebrate student successes, the administrators and counselors host honor roll ice cream parties, and departments select students of the month, whose photos and names are posted outside the main office. Students also participate in focus groups with the principal and respond to SAC surveys to air the concerns which are then addressed by school staff and the SAC. Administrators, deans, and school resource officers maintain a visible presence throughout the school on a daily basis. The principal will also meet regularly with the Student Advisory Council to get input from student representatives regarding students' needs and concerns.

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

Through the school-wide implementation of PBS, students can earn "Ram Bucks" which students can use to enter into drawings for weekly prizes. Three full-time deans enforce school rules, and one dean works primarily with 9th graders to assist in the students' transition to high school. Posters throughout the school remind students of district dress code, and the district student code of conduct is basis for disciplinary actions.

Referrals to guidance counselors or PALs can be made in lieu of discipline referrals, and teachers have received extensive training in high yield strategies to maintain student engagement in academic activities to prevent students from being off-task in the classroom. Implementation of block scheduling for 9th grade major program reduces the amount of time those students are changing classes. We will also reestablish the school discipline committee to review school policies and procedures and provide training for all teachers and staff on policies and implementation.

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

Guidance counselors maintain an open-door policy so students may see any counselor if their assigned counselor is unavailable. Also, through the ICounselor practice, counselors maintain a station in the common area at lunch twice a week so students can get to know them and handle minor issues that arise which do not require a private session with a counselor. PALs counselors are available and maintain an office at the school site, and a school psychologist is on campus twice a week. Referrals to outside counseling services are utilized for individual and/or family counseling. Gotcha Back Mentoring Program is a school based program which recruits community members to act as mentors to students who are referred to the program by teachers, counselors, and administrators. The Backpack4Kids program provides students and their families with food and other items on a weekly basis, and counselors work closely with the district contact person for homeless services to provide additional support for those students. The Student Services Team, which consists of counselors, administrators, deans, school resource officers, school psychologist, and ESE staff meets twice a month to discuss students of concern and determine what services would be helpful for those students. Counselors have also established small support groups for students based on their needs (self-esteem, stress). Check and Connect provides a contact person to work with at-risk students identified as 9th graders and maintain contact with them and their families for all four years of high school. A school psychologist is at EHS twice a week to provide more counseling and testing as needed. In addition, an additional guidance counselor has been added to the staff to act as a graduation counselor. This counselor provides additional support for at-risk seniors to ensure that they are offered every opportunity to graduate with their cohort. Also, students can participate in organized intramurals during their lunch periods. They can interact with students from all programs while being physically active.

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	30	28	38	39	135
One or more suspensions	6	88	63	75	232
Course failure in ELA or Math	89	117	115	123	444
Level 1 on statewide assessment	91	76	25	64	256
	0	0	0	0	

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	69	95	65	90	319

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

1. Student services team meets twice a month to discuss students of concern. The team consists of administrators, guidance counselors, school psychologist, school resource officers, and ESE staff
2. EPT's are scheduled as soon as a student receives two discipline referrals or is identified as possibly failing a course
3. IEP and 504 accommodations are monitored and plans are updated as needed
4. Manifestations are held for any ESE student approaching 10 days of suspension
5. Homeroom mentors monitor student attendance in 9th and 10th grades
6. District truancy officer is contacted and makes home visits for students in 9th and 10th grade who are chronically absent
7. Check and Connect Program-representative at the school site works with 9th and 10th graders who are targeted as at-risk and conducts meetings with students and home visits with parents
8. PALs counselors provide additional support and counseling for students who are recommended by guidance counselors
9. Food4Kids program-provides backpacks filled with food for needy students and their families on a weekly basis
10. After school tutoring is available to all students four days a week
11. Credit Retrieval program and Adult Education courses are available to all students who are credit deficient
12. Credit deficient students can transfer to Mycroschool to regain credits and then return to Eastside
13. Teachers and staff members volunteer to mentor students one-on-one
14. Interdisciplinary teams meet monthly to discuss student issues
15. Teachers provide before school/after school and lunch time tutoring
16. Data chats among teachers and administrators include discussions regarding targeted students
17. Graduation counselor works with at-risk seniors to assist them in making up credits and passing required testing for graduation
18. On campus after school ACT/SAT Prep class provides targeted strategies to prepare students for the college entrance exams. Concordant scores may be used to meet graduation requirements.

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

Eastside strives to increase parent involvement, targeting parents of major program students in particular. The PTA holds membership drives at Open House and 9th grade orientation. Administrators and counselors hold evening meetings to talk to parents about general information and

graduation requirements. Counselors also hold evening meetings with parents of students who are at-risk of not graduating. Administrators and counselors visit local neighborhoods to meet with parents and students who might not have transportation to come to school. Eastside will also partner with feeder middle schools and elementary schools to include representatives from all grade levels in visits to local neighborhoods. Messages are sent out through a phone home and email system, and parent portal gives parents/guardians access to students' grades and attendance records. The school maintains a website which is updated on a daily basis, and each teacher and club sponsor has a website with information for students and parents. The school principal maintains a twitter account and sends out messages regarding upcoming events, and the School Advisory Council utilizes both an online and paper survey to get feedback from as many parents as possible. Parents and community members are also invited to serve on the SAC and the Culinary Magnet Program Board, and the City of Gainesville established the Parent Emissaries program which trains parents to mentor other parents. The principal works with pastors in the Eastside Faith Based Community Network to reach out to their congregations so that students in their churches can be recognized for academic achievements, members will be encouraged to mentor students, pastors will make announcements regarding upcoming events and state test dates, parents will be encouraged to participate in their child's education, and congregations will be asked to help with donations and advocate for Eastside within the community. Parents are invited to College Goal Sunday as well as an evening time to fill out FAFSA with the help of guidance counselors and volunteers from UF.

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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

Business and community partners support the school by donating food and snacks for various occasions such as the 9th grade picnic. Sonic also donates milk shakes for the teachers and staff each semester. In addition, teachers utilize Find It and Fund It, which allows people to contribute to teachers' online wish lists. Local businesses have also donated used furniture and computers, which were given to students. The city recreation department provided temporary bleachers for a home football game. Businesses that make donations to the school are able to display banners on campus in recognition of their support and their partnership with Eastside.

Our PTA is extremely involved in supporting the school staff by providing breakfasts for teachers and raising money to fund teacher classroom projects. They also invite guest speakers to discuss topics such as graduation requirements and the college application process. Parents are invited to College Goal Sunday as well as an evening time to fill out FAFSA with the help of guidance counselors and volunteers from UF.

Our culinary arts students are very involved with community based projects and provide meals and service to community based fund raising projects such as Noche de Gala. They also prepare and serve Thanksgiving meals for homeless shelters.

Our student clubs are involved with many community-based activities such as Relay for Life, Breast Cancer Awareness, and March of Dimes,

The EHS Alumni Association conducts an annual appeal and raises money for the school. The UF Medical School donated 60 Mac computers which we distributed to students. The principal has also established a relationship with the Eastside Faith Based Community Network, comprised of pastors and their congregations, to enlist their support for our school and our students.

Eastside also partners with UF and Santa Fe College who provide guest speakers and venues for field trips. SFC sponsors the PASS and CROP programs and they support Eastside's efforts to provide information about college through the Eastside School to College Pipeline program.

GRU has donated tablets to students who will attend college and provide parents with information regarding affordable internet rates.

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
Charbonnet, Jeff	Principal
Turnage, Adele	Assistant Principal
Sheppard, James	Assistant Principal
Brown, Lindsey	Guidance Counselor
Page, Rita	Instructional Coach
Minniefield, Pam	Teacher, ESE

Duties

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

The RTI team will meet on a bi monthly basis to analyze data such as discipline referrals, grades, attendance, FCAT, FSA, FAIR, TABE scores, and grades of students. At the IT1 level, the teacher will meet with parents to discuss concerns and determine solutions and desired outcomes. At IT2, additional team members will determine what additional interventions are needed such as intensive classes. At IT3, the team may determine the need for additional services on the BIP or AIP such as extended time to complete assignments, pullout for small group instruction, use of Khan Academy, credit retrieval options, after school tutoring and/or, behavior counseling. At the TI4 level, students may need to be considered for ESE services such as special diploma options, resource or self-contained classes. The Rtl team seeks input from feeder schools and holds transition meetings for ESE students who are moving into the 9th grade.

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

The Rtl/MTSS team consists of school based administrators, deans, guidance counselors, school nurse, school psychologist, team leaders, dept chairs and school resource officers. A school based Data Review Team collects and analyzes progress measures for all students beginning at Tier 1. The RTI/EPT designs strategies and monitors individual progress for students in the higher risk populations

- Perkins Grant funds used to establish computer labs for computer education courses
- Culinary Arts magnet program funded through vocational money
- Federal, state and district funding is used to provide a variety of funding for ESE students
- Homeless students qualify to attend EHS through McKinney Vento
- SAI funding is used for additional staffing allocations not provided through district funds

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jeff Charbonnet	Principal
Maria Zelaya	Teacher
Carol Faas	Teacher
Coral Antony	Teacher
Byers Hickmon	Teacher
Sylvia Walker	Teacher
Mike Griffis	Parent
Elizabeth Washington	Parent
Saundra Scrivener	Education Support Employee
Diane Payne	Education Support Employee
Chen Liu	Business/Community
Tarcha Rentz	Business/Community
Dr. Jeff Smith	Business/Community
Dejean Cain	Business/Community
Amanda Otto	Teacher
Lewis Rhodes	Parent
Teresa Strawder	Parent
Nike Akinyode	Teacher
Gretchen Von Mering	Parent
Zhihui Fang	Parent
Rev. Kevin Thorpe	Business/Community
NiiSoja Torto	Student

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 reviews the previous year's SIP and discusses areas for improvement in light of test results, graduation data, and other data. Also, the SAC discusses new educational initiatives and state and federal guidelines that impact the school's stakeholders. The SAC aligns the SIP to meet all of the requirements for graduation, teacher certification, testing, attendance and discipline guidelines.

Development of this school improvement plan

The SAC reviews FCAT, EOC, IB and AP results as well as student data on discipline and attendance. The SAC also receives feedback from parents, students and staff through surveys. All of this information is used in developing the school improvement plan. The principal provides additional information regarding district, state and federal initiatives which impact our school. The SAC considers all of this data when making decisions and reviewing the SIP.

Preparation of the school's annual budget and plan

The principal reviews the budget and expenditures from the previous year and shares the projected budget for the current school year. The SAC reviews and prioritizes the school's needs and allocates funds and resources to meet those needs.

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

1. Fund additional positions (dean, TOK, CAS, AP coordinator) \$81,000
2. College Application boot camp-help seniors fill out college applications \$120
3. Stipends for TOK trips- \$2500
4. Provide additional course sections in order to meet class size limits \$133,000
5. Provide paraprofessionals to support instruction in 10-12th grade intensive reading classes \$25000
6. Offer after school tutoring and have a para professional organize and maintain the program \$9000
7. Fund teacher mini grant proposals \$12000
8. Purchase textbooks for AP and IB courses \$30000
9. Site licenses for Carnegie Algebra/Geometry \$6900
10. Parent Programs \$500
11. Major Program/IB community building \$1000
12. Positive Behavioral Support \$500
13. Professional Development \$5000
14. AP and IB conferences/trainings \$4000
15. Provide funding for media center supplies \$500
16. Provide financial incentives for teachers who pursue an obtain the reading endorsement \$4500
17. Provide an after school dean to monitor the campus \$3000
18. Link Crew- training for teacher advisors and materials for link crew programs \$6000

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
Charbonnet, Jeff	Principal
Turnage, Adele	Assistant Principal
Brown, Lindsey	Guidance Counselor
Arduser, Adam	Teacher, K-12
DeNunzio, Billie	Teacher, Career/Technical
Haedo, Meruchy	Teacher, K-12
Kage, Alisha	Teacher, K-12
Olver, Melissa	Teacher, K-12
Lacy, Amanda	Teacher, K-12
Page, Rita	Instructional Coach
Raven, Doris	Teacher, ESE
Sheppard, James	Assistant Principal
Vaknin, Amy	Teacher, K-12
Faas, Carol	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

1. All teachers will incorporate the literacy or math anchor standards as appropriate within their coursework and will develop a minimum of FSA lesson plans. Teachers will collect data and monitor progress of their lowest performing students.
2. All teachers will incorporate writing assessments and use the FSA 10 point rubric to score student work
3. All teachers will participate in job-embedded PLC focusing on FSA standards
4. School based reading coach will provide support for the implementation of literacy strategies
5. Provide College Words of the Week on the school news on a daily basis
6. ACT/SAT Tutoring is offered after school and during lunch
7. ACT Prep and Khan Academy SAT review is incorporated into the 11th and 12th grade intensive reading class

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

Eastside High School teachers will all participate in job- embedded professional learning communities. Departments and teams meet on a monthly basis, and IB teachers meet weekly during lunch. In addition, the leadership team comprised of department and team leaders meets on a monthly basis with the administration to discuss issues and problem-solve. Also, the leaders bring back topics to their departments and teams for further discussion. All staff members will participate in lesson study. Teachers will also have the opportunity to engage in instructional rounds and learn from each others' practices

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

1. meet regularly with assigned administrator
2. interview process with team or department members
3. school based staff development
4. support of mentors/on site staff members
5. solicit input from current staff members
6. utilize district personnel office to locate highly qualified teachers
7. The principal and district superintendent for personnel worked together to develop a means for EHS to attract and hire minority teachers. The most significant element of this plan is to afford Eastside a preferential early hiring period beginning in the spring of 2014. Under this plan, the principal will be allotted two weeks to interview and make job offers to minority candidates before the regular interview and hiring period opens for the rest of the district. This will give preference to Eastside to identify and hire minority teachers without competition from other secondary schools in the district.
8. Other elements of the minority recruitment plan include networking through teacher alumni of HBCs such as Bethune-Cookman, FAMU, and Tennessee State University, networking with churches and other community organizations, targeting paraprofessionals who are employed with Alachua County Public Schools, screen and recruit substitute teachers interested in a teaching career, participate in all local recruitment fairs, Chamber of Commerce, and Florida Works, and network with Future Educators of America and PreCollegiate Club sponsors in local high schools.
9. Beginning teachers will have the opportunity to conduct classroom observations of other teachers on campus and discuss their observations with administrators and district mentor

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

The district provides mentor teachers for all first year teachers. They have been trained to work with beginning teachers and visit the school on a weekly basis. The mentors observe the beginning teachers in their classes and provide support and assistance with instructional delivery and lesson plan development. The mentors also provide assistance in classroom management techniques. In addition, beginning teachers attend a variety of district-level workshops, and Eastside provides monthly training for new teachers in Florida standards. Department chairs serve as school-based mentors and provide assistance to new teachers in a variety of areas including sharing high yield strategies, offering teaching resources, helping with gradebook set up, and gathering of supplies.

The APC has been trained in the Lastinger Coaching Model and will provide support for new teachers on an individual and voluntary basis.

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

1. Department chairpersons meet regularly with district supervisors to receive trainings/updates on Florida standards. Chairpersons meet with department members on a monthly basis to discuss curriculum alignment to the standards.
2. District personnel provide training for all teachers in their curriculum area.
3. School based literacy coach provides review, training and support for literacy standards embedded in all curriculum areas.
4. District personnel will provide training and support in areas such as technology, content-area literacy strategies, and differentiation
5. Textbooks are adopted according to state guidelines
6. Administrators review lesson plans and conduct classroom snapshots

7. Each department has written its own academic improvement plan which includes standards and assessments

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

1. Students in 9th grade major program who are level 1 or 2 on the FCAT receive 80 minutes of instruction daily in language arts and intensive reading.
2. Students in 10-12th grade who are level 1 or 2 on FCAT reading receive a 50 minute intensive reading class on a daily basis. In addition. para professionals are used to assist the reading teachers with pull-out instruction and small group remediation.
3. ESE students on standard diploma may be enrolled in a learning strategies class, and co-teaching is utilized in biology, chemistry, intensive reading, and English II.
4. FMH and PI students use access points for modified instruction in their classes.
5. Students with IEP's and 504 plans receive accommodations
6. Summer review sessions are offered to students who need to retake the Alg I EOC
7. After school tutoring is available for all students in all subject areas
8. After school tutoring is available for the reading portion of the ACT
9. Teachers provide differentiation through instructional delivery, tasks/products, and learning environments

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: 6,000

The after school program provides students the opportunity to work with peers and teachers in a variety of subject areas. They can receive homework help or use computers to work on projects or do research. Math teachers are available through the after school program on a regular basis. In addition, we offer specific remediation for students who have not passed the FCAT reading or the Alg I EOC. Students may also make up credits through Adult Ed or the Credit Retrieval Option Program.

Students may also attend a math only after school help session staffed by the math teachers. Students can be referred to the after school tutoring session or may self refer.

Strategy Rationale

Students can receive more individual support in targeted areas of need. Also, students who have the opportunity to make up credits in a different setting are then able to graduate with their cohort.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sheppard, James, sheppajh@gm.sbac.edu

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

Teachers review data from FCAT, Alg EOC, FSA's and student GPA's for the students who attend after school tutoring to determine if this intervention has been successful. Administrators and guidance counselors also monitor student credit hours to ensure that they are on track to graduate with 24 credits.

Strategy: After School Program

Minutes added to school year: 6,000

ACT and SAT Prep

Strategy Rationale

Students who receive the concordant scores on the ACT or SAT can use those scores to meet graduation requirements

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Turnage, Adele, turnagas@gm.sbac.edu

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

ACT and SAT test scores, FSA ELA scores, FCAT reading scores

Strategy: Extended School Day

Minutes added to school year: 9,000

Enrichment opportunities are offered in zero period for students to take additional courses that could not fit their schedule on a six period day. These courses are
APMicroeconomics and Govt (AP course choices will rotate on a yearly basis)
Vocal Ensemble
Marching Band
Naval ROTC

Strategy Rationale

Students have added opportunities to enroll in classes that would not fit in their schedule. These are enrichment opportunities and do not replace core academic courses that students need to take during the school day.
By rotating AP courses, students will not miss the opportunity for any elective AP course.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Turnage, Adele, turnagas@gm.sbac.edu

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

Attendance is taken daily
Grades are posted
Students can earn additional credits for zero period classes

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

Incoming 9th graders:

1. Link Crew matches junior and senior students with incoming 9th graders
 2. The block schedule on the 9th grade allows students to earn 8 credits rather than 6, but students only have four classes at one time.
 3. One building on campus is set aside primarily for use for 9th grade classes, and all 9th grade major program students have the same lunch period.
 4. Summer bridge programs
 5. Vertical planning with middle school teachers and among grade level teachers on school campus
- Graduating Seniors

1. Counselors work closely with seniors to make sure they are on track to graduate
2. Counselors discuss post high school graduation plans with each senior
3. Seniors are provided transportation to and from visits to the local community college to learn about their options
4. College Application Boot Camp is offered in the summer to give seniors the opportunity to learn about financial aid and the college application process. English teachers and guidance counselors assist students with their college essays.

5. High school athletes are registered with NCAA to ensure that they are in compliance for athletic scholarships and eligibility
6. Teachers and staff mentor individual high school seniors who are credit deficient and/or have not passed all the required state tests
7. Eastside serves as a test site for the ACT and SAT to give students a comfortable environment for testing
8. Students are given career exploration opportunities throughout their high school career.
9. The guidance counselors help students register for financial aid and hold workshops for parents in the evenings and on a Sunday (College Goal Sunday).
10. Students can participate in PASS, CAP and College Reach Out Programs through SFC

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

Students entering the 12th grade were given the opportunity to attend a "College Application Boot Camp" Guest speakers provided information on how to get into selective colleges, and teachers and counselors worked with students on how to write a college essay, complete college applications and learn about financial aid. In addition, counselors meet with students at all grade levels to discuss course selection, high school planning and post high school opportunities. Counselors, teachers, and administrators provide guidance for individual students as they make course selections and actively recruit students for honors and AP courses. Representatives from various colleges, the local community college, and people from a variety of vocations come to school to provide information to students about their areas of expertise. Seniors are taken to the community college to learn about opportunities, and some students go on college tours arranged by the guidance department. The school will also provide a ACT review class on campus. The school has partnered with UF Gates Millenium scholars who will mentor current students who qualify to apply for the scholarship. Also, the UF Scholarship House is providing tutors and mentors to African American male students to encourage successful completion of high school and transition to college. Counselors visit students in every grade level and provide information on graduation requirements, testing, college awareness, and career awareness. Various groups such as Diamonds, and "I Gotcha Back" take students on college visits, and the guidance department maintains a Career and College Resource Center in the media center. The guidance department also arranges for college representatives to visit campus, and SFC hosts a college expo. Also, juniors and seniors have the opportunity to dual enroll at Santa Fe College and the University of Florida.

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

Students have the opportunity to take business education courses, art, ROTC, culinary arts, driver's education, and computer courses. Eastside has also increased course offerings in computer programming. Students in culinary arts and computer programming will have the opportunity to participate in summer internships and can also earn industry certification through their coursework.

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

The Culinary Arts program incorporates math, writing, public speaking and literacy strategies within its curriculum. Real-world experiences allow students to apply what they learn in a variety of settings. Computer programing students also utilize their mathematical skills on a daily basis.

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

1. Enroll students in Math for College Readiness course
2. Enroll students in Eng 4: College Prep if they are not enrolled in Honors or AP English in their senior year
3. Increase enrollment in AP courses
4. Increase percentage of minority students who pass AP exams and earn college credit
5. Provide a block schedule for 9th grade major program students so they may earn additional credits prior to high school graduation
6. Provide free ACT review sessions on campus
7. Provide a summer program to assist students with the college application process
8. Provide tutoring and mentoring in conjunction with the UF Scholarship House
9. Partner with Santa Fe College to initiate the PASS program for college transition
10. Work closely with Santa Fe College counselors to monitor progress of dual enrollment students
11. Increase enrollment of underrepresented minorities in the IB program by actively recruiting from current students and middle school students
12. Give all 11th graders the opportunity to take the ACT during the school day
13. Provide PSAT to students in grades 9-11 to identify students who would be successful in AP 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.

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.** To consistently achieve AP passing rates of 60% or higher and strive to outperform the relevant AP national averages for that year's AP exams in social studies To align Eastside's AP social studies program and course offerings with the College Board's Equity and Access Policy Statement and to increase awareness of EHS's AP course offerings among prospective students
- G2.** To achieve a 100% graduation rate
- G3.** To increase percentage of students who pass the US History EOC
- G4.** To increase ELA and literacy proficiency among identified subgroups
- G5.** To increase percentage of students who pass the Alg I EOC, Geometry EOC, and Algebra II EOC EHS will have an Alg I FSA passing rate of at least 52.5%
- G6.** To increase student performance on the Biology EOC
- G7.** To increase the number of underrepresented minorities in AP STEM courses
- G8.** To increase number of industry certifications earned by students in CTE courses
- G9.** To decrease the number of students who receive disciplinary referrals
- G10.** To ensure that all students feel safe, appreciated and welcome at our school

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. To consistently achieve AP passing rates of 60% or higher and strive to outperform the relevant AP national averages for that year's AP exams in social studies To align Eastside's AP social studies program and course offerings with the College Board's Equity and Access Policy Statement and to increase awareness of EHS's AP course offerings among prospective students **1a**

 G073481

Targets Supported **1b**

Indicator	Annual Target
College Readiness Reading	60.0

Resources Available to Support the Goal **2**

- AP course guides AP exam data AP released exams AP Practice Questions Professional Learning Communities Florida Partnership with College Board AP workshops AP reader trainings

Targeted Barriers to Achieving the Goal **3**

- Major program AP students and prospective students often face the following challenges: lack of understanding of AP program and its components, opportunities, benefits, and expectations low reading proficiency lack of confidence, motivation, and stamina when faced with rigorous academic course work behavior, attendance, and daily preparedness issues learned helplessness

Plan to Monitor Progress Toward G1. **8**

Formative assessments in AP courses
Lesson plans reflecting strategies/AP style questions
notes from department and PLC meetings

Person Responsible

Katy Zara Smith

Schedule

Monthly, from 9/1/2015 to 5/2/2016

Evidence of Completion

AP results on score reports AP instructional planning reports attendance at workshops lesson plans

G2. To achieve a 100% graduation rate 1a

G073482

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	100.0

Resources Available to Support the Goal 2

- Additional guidance counselor hired to act as graduation coach After school tutoring in ACT and SAT prep Santa Fe College PASS and CROP faculty and staff mentors for at-risk seniors Khan Academy online resources block schedule for 9th graders provides additional credits eSchool labs and daytime credit retrieval program after school credit retrieval program funding from SAC for ACT registrations scholarship newsletters provide ACT and SAT at Eastside PALS Guidance interns provide additional support

Targeted Barriers to Achieving the Goal 3

- Seniors lack enough credits to graduate in 4 years Poor attendance among at-risk students At risk seniors have difficulty passing required state assessments At risk seniors have a higher incidence of discipline referrals resulting in in school and out of school suspension Students enter Eastside for the first time as seniors and not on track to graduate

Plan to Monitor Progress Toward G2. 8

Graduation rates for at risk seniors
GPA's
test scores
credits earned

Person Responsible

Jeff Charbonnet

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Graduation rates for 2016 credits earned final withdrawal codes for seniors

G3. To increase percentage of students who pass the US History EOC 1a

G073483

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	56.0

Resources Available to Support the Goal 2

- District pacing guide fsassessments.org AIMS textbook

Targeted Barriers to Achieving the Goal 3

- Lack of foundational literacy skills (reading far below grade level) Vocabulary deficiency Lack of academic stamina, confidence, and motivation Limited access to technology at home Poor attendance Behavioral issues

Plan to Monitor Progress Toward G3. 8

AIMS will be used for progress monitoring

Monthly data chats regarding targeted students

Incorporation of higher order activities and assessments in grades 9 and 10 mirroring test specifications for US History as evidenced by lesson plans, assessments given

Teacher collaboration

Person Responsible

Katy Zara Smith

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

AIMS results Lesson plans Classroom snapshots

G4. To increase ELA and literacy proficiency among identified subgroups 1a

G073484

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0

Resources Available to Support the Goal 2

- district literacy coach newly adopted textbooks and accompanying online text resources New York Upfront Magazine with aligned Common Core text response questions Khan Academy Readtheory.com Prep Factory Readworks.org LDC-Literacy Design Center includes lexile options for text to allow for differentiated instruction Support from athletic coaches and club sponsors

Targeted Barriers to Achieving the Goal 3

- 1. High mobility rate 2. Attendance problem 3. Lack of reading materials outside of school 4 .Difficulty comprehending grade level texts 5. Lack of academic mindset including stamina, positive attitude, and perserverance 6. Digital divide exists among groups of students

Plan to Monitor Progress Toward G4. 8

Students will take the AIMS

ELA data from previous year will be reviewed;

Teachers will collect data and compare results throughout the year measuring student mastery of ELA standards

Literacy and writing will be incorporated in all curriculum areas

Person Responsible

Adele Turnage

Schedule

Monthly, from 8/31/2015 to 7/1/2016

Evidence of Completion

FCAT 2.0 results for cohort that is still using this assessment FSA results in June, 2015

Graduation rate Attendance rate Classroom snapshots Lesson plans reflecting Florida standards

Data collected by teachers for Florida standards ACT/SAT scores for concordant scores

G5. To increase percentage of students who pass the Alg I EOC, Geometry EOC, and Algebra II EOC EHS will have an Alg I FSA passing rate of at least 52.5% **1a**

 G073485

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	71.0

Resources Available to Support the Goal **2**

- fsassessments.org cpalms.org Algebra Nation district pacing guides for Algebra and Geometry District math supervisor math texts/workbooks PTA minigrants SAC minigrants Khan Academy

Targeted Barriers to Achieving the Goal **3**

- Students may have issues with word problem format of the EOC due to weak reading skills They may have weak basic skills and a lack of experience with the application of basic and new math skills Students are dependent on calculators Poor attendance Lack of academic motivation Limited Access to technology outside of school Nutritional deficiencies Lack of support at home/poor time management skills Behavior issues at school that interfere with learning

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

1. Use of AIMS in Alg and Geometry and Alg II
2. Monitor attendance and discipline referrals to ensure that students are in class
3. Monitor homework completion

Person Responsible

Adam Arduser

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Alg I EOC results Geo EOC results Alg II EOC results AIMS results Carnegie unit mastery

G6. To increase student performance on the Biology EOC 1a

G073486

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	75.0

Resources Available to Support the Goal 2

- Teacher expertise Lab equipment Reading guides that go along with textbook Outside articles PTA/SAC minigrants to purchase materials District pacing guide District science coordinator District resources UF Science professors

Targeted Barriers to Achieving the Goal 3

- Many students have difficulty reading science text due to the specialized vocabulary and dense presentation of ideas and scientific concepts. Many students have difficulty reading and understanding data, graphs, figures and tables. Students who are unfamiliar with statistics have difficulty understanding the relevance of scientific information Lack of access to technology outside of school

Plan to Monitor Progress Toward G6. 8

Biology AIMS results
Data collection on teacher made assessments
Classroom snapshots
Lesson plans, monthly data chats with administrators
Florida Focus pre and post quizzes

Person Responsible

Alisha Kage

Schedule

Monthly, from 8/24/2015 to 8/24/2015

Evidence of Completion

Biology EOC results AIMS results will show growth

G7. To increase the number of underrepresented minorities in AP STEM courses 1a

G073487

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	82.0

Resources Available to Support the Goal 2

- PTA funds SAC funds College Board grants/workshops PSAT scores

Targeted Barriers to Achieving the Goal 3

- Students are not identified early enough to complete prerequisites for AP STEM courses Some students lack competency in reading comprehension, constructive writing, communication, and math

Plan to Monitor Progress Toward G7. 8

Enrollment in AP Stem classes

Person Responsible

Adele Turnage

Schedule

Semiannually, from 9/1/2015 to 6/1/2016

Evidence of Completion

AP scores for underrepresented minorities in STEM classes

G8. To increase number of industry certifications earned by students in CTE courses 1a

 G073488

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	95.0

Resources Available to Support the Goal 2

- District Career and Technical Education staff Perkins grants Santa Fe College Community members/local businesses Culinary arts facility Local computer companies/programmers

Targeted Barriers to Achieving the Goal 3

- six period day lack of funding access to technology outside of school students lack room in their schedules for CTE course offerings due to online requirement, IB diploma requirements students choose academic electives rather than CTE electives Level 1 readers need to be enrolled in a reading class instead of a CTE elective

Plan to Monitor Progress Toward G8. 8

determine if units allow for additional programs to be added

Person Responsible

Jeff Charbonnet

Schedule

Semiannually, from 8/31/2015 to 6/1/2016

Evidence of Completion

Master schedule which includes CTE courses

G9. To decrease the number of students who receive disciplinary referrals 1a

G073489

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	95.0

Resources Available to Support the Goal 2

- Deans Administrators Guidance Counselors School resource officers Mentors PBS Reichert House PACE School Psychologist School Staffing Specialist District Behavior Specialist

Targeted Barriers to Achieving the Goal 3

- students lack training and knowledge of how to handle personal interactions students lack supervision/knowledge of how to use social media

Plan to Monitor Progress Toward G9. 8

examine monthly discipline reports
examine monthly attendance reports

Person Responsible

James Sheppard

Schedule

Biweekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

decrease in students who receive discipline referrals increase in student attendance

G10. To ensure that all students feel safe, appreciated and welcome at our school 1a

 G073490

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	95.0

Resources Available to Support the Goal 2

- PTA funding SAC funding District resources Community resources-River Phoenix Foundation guidance counselors PALS counselors guidance interns school resource officers Faculty and Staff Food 4 Kids program Graduation counselor

Targeted Barriers to Achieving the Goal 3

- students in the major program and the IB program do not interact in meaningful ways during the school day all students do not report feeling safe, appreciated and welcome at our school

Plan to Monitor Progress Toward G10. 8

Focus Group notes
Feedback on grade level activities

Person Responsible

Jeff Charbonnet

Schedule

Daily, from 8/31/2015 to 6/1/2016

Evidence of Completion

Surveys Students provide feedback on for Link Crew activities Eastside Bucket List activities completed

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

 = Problem Solving Step  S123456 = Quick Key

G1. To consistently achieve AP passing rates of 60% or higher and strive to outperform the relevant AP national averages for that year's AP exams in social studies To align Eastside's AP social studies program and course offerings with the College Board's Equity and Access Policy Statement and to increase awareness of EHS's AP course offerings among prospective students **1**

 G073481

G1.B1 Major program AP students and prospective students often face the following challenges: lack of understanding of AP program and its components, opportunities, benefits, and expectations low reading proficiency lack of confidence, motivation, and stamina when faced with rigorous academic course work behavior, attendance, and daily preparedness issues learned helplessness **2**

 B191964

G1.B1.S1 Readiness- Use summer programs to set academic foundations and ease the transition to AP Better communicate the benefits and expectations of AP to all MAP students and parents Explicitly link social studies content across grade levels 1. posters and fliers communicating various AP offerings 2. Vertical planning by MAP teachers-use AP style questions, cue words, prompts and terminology 3. MAP teachers stay abreast of AP curriculum changes and adapt high yield strategies that maintain alignment with AP's dynamic curriculum 4. Preview ideas and content from other AP courses that MAP students will be expected to take 5. Use formative and summative assessments throughout MAP courses to monitor successful comprehension, identify deficiencies and remediation needs and to measure overall progress in increasing readiness for upcoming MAP courses at higher grade levels Rigor and Standards 1. Set clear and achievable goals for student performance 2. Keep teachers updated with the latest information regarding AP 3. Use problems that look and feel like the problems on the test and incorporate these into daily lessons so students become increasingly familiar with AP's format and level of difficulty Strategic Use of Data 1. All schools receive the following data and MAP teachers should evaluate this data and discuss ways to consistently achieve score improvements AP score report by student cumulative roster for all students rosters of all students by exam AP Potential 2. PLCs among MAP teachers should review school wide data and test scores in order to not only improve scores but to increase access to AP courses Student and Family Support 1. provide tutoring and after school help and make MAP students explicitly aware of this help; encourage them to take advantage of it 2. continue summer programs for incoming MAP students and their parents 3. recognize the accomplishments of AP students to help raise academic expectations and standards, improve morale, attract new students to AP, publicize the school and the program to the community at large Formative Assessment 1. Use vertical planning to develop formative assessments that serve to provide feedback for teachers to modify subsequent learning activities and experiences; to identify and remediate group or individual deficiencies; to move focus away from achieving grades and onto learning process in order to increase self-efficacy and reduce negative impact of extrinsic motivation; to improve students' metacognitive awareness of how they learn 2. Frequent ongoing assessment allows both for fine-tuning of instruction and student focus on progress 3. Using formative assessments helps develop greater relevance, choice, and format for students as they learn content and provides greater opportunities for differentiation Differentiation Remediation-recommending students for after school tutoring and following up with the students and/or tutors. MAP teachers available before, during and after school, and at lunch as needed Reteaching-require test corrections and have students reflect on missed questions. Review commonly missed questions together as a class for greater understanding and mastery. Provide opportunities for test and quiz retake with limitations/structure Enrichment-tie in current events (election2016) as real world examples. Incorporate research projects (historical investigations) to reinforce historical thinking skills (Think Like a Historian Stanford University Graphic Organizer) Professional development-teachers attend necessary workshops prior to preplanning to gain insight into expectations and structure of their course. Necessary resources for development are accessible and if necessary paid for by grant AP workshops and PLC's help both new and veteran teachers Encourage qualified MAP teachers to become AP readers Vertical Planning- Department wide-greater communication regarding scope and sequence of courses to establish consistency. Departmental communication of student performance/ achievement in order to ensure appropriate student placement MAP teacher PLCs foster content integration and help in refining the sequence of instruction Consistent monthly meetings among MAP teachers help maintain support systems for faculty, and they provide clear and timely feedback on MAP student progress Include and integrate feeder middle schools into the overall vertical team strategy to better articulate AP's expectations, define clear paths to success for teachers and students, and calibrate instruction in a dynamic interschool approach that puts student access and success at the forefront

4

Strategy Rationale

 S203402

At risk minority students will benefit from enrollment in AP courses and can be successful with the proper support

Action Step 1 5

Monthly department meetings will be held to create social studies focus goals relating to improving literacy and writing skills that can be incorporated into the EHS focus lesson. Once a month data chats will be held with evaluating administrator. Monthly PLC meetings among MAP teachers help keep them focused on the school's goals and provide timely feedback to all levels of the vertical planning team. MAP teachers will use the AP exam scores and AP instructional planning report to monitor progress and identify areas that need adjustment to better serve our students. MAP teachers will develop a common analytical skillset and overall social studies fluency and literacy that serves students throughout their studies at EHS and the university level.

Person Responsible

Katy Zara Smith

Schedule

Monthly, from 9/1/2015 to 5/2/2016

Evidence of Completion

AP planning reports teacher made tests/quizzes AP potential reports Previous AP score reports AP guidelines for each course

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

Examine formative assessments in classes
Monthly data chats with administrators
Notes from dept meetings and PLC meetings

Person Responsible

Katy Zara Smith

Schedule

Monthly, from 9/1/2015 to 5/2/2016

Evidence of Completion

Lesson plans, teacher made assessments, results on formative assessments, AP scores, enrollment in AP courses, attendance at AP trainings

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

Examine enrollment in AP courses

Track AP scores-how many students score at each score point

Decrease in the number of students who make a 1 on AP exams

Person Responsible

Katy Zara Smith

Schedule

Monthly, from 9/1/2015 to 5/2/2016


Evidence of Completion

AP score reports for each course AP potential report AP instructional planning report grades in AP courses attendance rate in AP courses

G2. To achieve a 100% graduation rate 1

 G073482

G2.B1 Seniors lack enough credits to graduate in 4 years Poor attendance among at-risk students At risk seniors have difficulty passing required state assessments At risk seniors have a higher incidence of discipline referrals resulting in in school and out of school suspension Students enter Eastside for the first time as seniors and not on track to graduate 2

 B191965

G2.B1.S1 Each at risk senior will have a mentor to provide support for specific needs Graduation coach will monitor progress of at risk seniors IB guidance counselor will work with IB seniors to provide specific support After school tutoring in ACT and SAT for seniors who need the concordant score Multiple assessments in FCAT, FSA's to give students several opportunities to get the required scores PERT testing for concordant scores on the Alg I EOC College representatives will visit campus and speak to seniors to give them opportunities to learn about options Students and parents will receive assistance in filling out the FAFSA Students will sign up for Bright Futures with the help of their guidance counselors Presentations regarding college and financial aid will be presented to parents College Application Boot Camp for rising seniors to work on college applications prior to the start of their senior year Differentiated Instruction workshop will be provided to teachers to ensure that students get the classroom supports they need 4

 S203403

Strategy Rationale

In order to achieve a 100% graduation rate, each senior must receive individualized support and resources to achieve that goal

Action Step 1 5

The graduation counselor will monitor the progress of at risk seniors as they work to complete all of their requirements
Teachers will attend training in providing differentiation for students in all grade levels across the curriculum

Person Responsible

Amy Vaknin

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Graduation rate data for all students Graduation rate data for at risk seniors

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

Student Services Meetings-monitor progress of at risk seniors

Person Responsible

Amy Vaknin

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Passing scores on state retakes Passing scores on ACT or SAT Attendance rates for at risk seniors Discipline records for at risk seniors Credits made up in Credit Retrieval Program Progress report grades, 9 weeks grades, and semester grades

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

Discussion of individual at risk seniors

Person Responsible

Amy Vaknin

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance data Credits earned GPA's test scores discipline records

G3. To increase percentage of students who pass the US History EOC 1

 G073483

G3.B1 Lack of foundational literacy skills (reading far below grade level) Vocabulary deficiency Lack of academic stamina, confidence, and motivation Limited access to technology at home Poor attendance Behavioral issues 2

 B191966

G3.B1.S1 Curriculum-teaching standards while focusing on depth, not breadth. Use a common vocabulary that can be used throughout all social studies courses. Use vertical planning to ensure that common standards/themes/skills are being taught throughout all social studies courses (historical thinking skills). Reinforce US history curriculum in 9th and 10th grade courses so students have greater context and prior knowledge Instruction-Gradual release model. Develop and implement engaging lessons by using strategies (Kagan, cooperative learning, Marzano) to increase student achievement. Work to improve medial literacy by incorporating visual images such as pictures, maps, charts, and graphs as a high percentage of state assessment questions require inference and extrapolation relating to such images. Introduce and incorporate challenging vocabulary. Review test taking strategies (how do you answer questions you don't know) and have students practice rewriting the question so they understand it. Create a supportive academic atmosphere that encourages growth and progress Standards-follow district pacing guide, consult fsassessments.org to check on updates. Translate standards into student friendly learning objectives. Stick to pacing guides as AIMS will test that material that teachers are expected to cover Test Item Specifications-use problems that look and feel like the problems on the test, include more average and challenging questions. Incorporate these into daily lessons so students become increasingly familiar with the format and level of difficulty (build academic stamina). Use practice test questions and exams released by FLDOE (particularly for US Hist). Check FLDOE often for newly released samples Assessment-use mini assessments form CPALMS or secondary social studies site, daily quizzes, chapter tests. Assess level of mastery. Analyze results form AIMS test to identify gaps in student's knowledge or areas of weakness. Differentiation- Remediation-recommend students for after school tutoring and follow up with students/tutors. Social studies teachers will be accessible before and after school and during lunch as needed Reteaching-require test corrections and have students reflect on missed questions. Review commonly missed questions together as a class for greater understanding and mastery. Provide opportunities for test and quiz retakes with limitations/structure Enrichment-Tie in current events (Election 2016) as real world examples. Incorporate research projects (historical investigations) that reinforce historical thinking skills (Think Like a Historian-Stanford University graphic organizer 4

 S203404

Strategy Rationale

Focusing on the standards and literacy skills will improve student performance in class as well as on the EOC

Action Step 1 5

All social studies teachers will participate in PLC's
Participate in monthly data chats with administrators regarding focus lessons
Attend workshops during preplanning to gain insight into expectations and structure of their courses
Participate in vertical planning-have greater communication regarding scope and sequence of courses to establish consistency.
Communicate within the department regarding student performance and achievement in order to ensure appropriate placement
Communicate with English teachers regarding coverage of particular topics and writing skills.
Integrate and relate subject matter with other disciplines
Monitor student progress on AIMS for US History
Create monthly social studies focus goals relating to improving literacy and writing skills that can be incorporated into EHS focus lessons
US History and World History teachers will attend school based literacy trainings
AP US History and AP Micro/Govt teachers will attend AP trainings
Each department will write their own academic improvement plan including vertical articulation of skills and knowledge to be covered at each grade level

Person Responsible

Katy Zara Smith

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

AIMS results History EOC scores Data chats regarding targeted students Credit earned in social studies courses

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

US History AIMS scores will be monitored for growth
Lesson plans/focus lessons will be evaluated on a monthly basis
attendance at workshops
Classroom snapshot data

Person Responsible

Katy Zara Smith

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Data chats AIMS results US History EOC results

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

Use of AIMS results-remediation or reteaching for targeted students
US History EOC results

Person Responsible

Katy Zara Smith

Schedule

Monthly, from 9/1/2015 to 5/31/2016


Evidence of Completion

Lesson plans Classroom snapshots Workshop attendance EOC results AIMS results

G4. To increase ELA and literacy proficiency among identified subgroups 1

 G073484

G4.B1 1. High mobility rate 2. Attendance problem 3. Lack of reading materials outside of school 4. Difficulty comprehending grade level texts 5. Lack of academic mindset including stamina, positive attitude, and perseverance 6. Digital divide exists among groups of students 2

 B191967

G4.B1.S1 Curriculum-The ELA Scope and Sequence will be used for instruction Teachers will use data to inform instruction (AIMS). Teachers will use research based practices such as graphic organizers, discussions, and writing based on text dependent questions and higher level thinking questions. The ELA department will write its own academic improvement plan including vertical articulation of skills and knowledge to be mastered at each grade level Teachers will implement the Literacy Design Collaboration Model as a school wide approach to integrating reading and writing in the content area. Standards-ELA standards will be used daily, as well as those identified in the quarterly unit for the Scope and Sequence ELA standards will be posted on the board daily along with objectives in student friendly language Standards based instruction will involve 1. using grade level text (varying in complexity) and requiring students to cite significant textual evidence to support a thesis or prompt 2. Assessments requiring students to focus on major characters from a work of literature who exhibit evidence of change throughout the reading 3. Assessments requiring students to study vocabulary, text structure, and cultural experiences in a work 4. responding to multitudes of text based writing prompts Test Item Specifications-Lessons will refer to the following ELA standards when making assessments 1. Text Types and purposes-production and distribution of writing, research to build and present knowledge, range of writing, language conventions, knowledge of language, vocabulary acquisition and use 2. Writing-informative/explanatory, opinion/argumentative Vertical Planning-teachers will work together to develop lessons and provide scaffolding from one year to the next. The following strategies will be used 1. close reading 2. teacher modeling of process 3. examination of student samples Interdisciplinary Involvement 1. Create and implement a common language for vocabulary instruction with a focus on Greek/Latin prefixes, suffixes, roots, and word analysis strategies 2. Create and implement a common language for reading instruction through shared annotation/CIS framework 3. Create and implement a common language for writing instruction through PLC's Technology-teachers will give technology enhanced assessments at least once a 9 weeks. Question types on assessments will include but are not limited to Hot Text, Multiple Choice, Open Response, Multi Select, Drag and Drop, and Writing Prompts Assessments Formative-quizzes, vocabulary, short open ended responses, exit cards Summative-projects, portfolios, research, AIMS, essay writing, semester exams Differentiation- Remediation-diagnostic testing, formative assessments, AIMS, close reading strategies, CIS, effective questioning with graduated levels of complexity (literal, inferential, and evaluative), guided reading, independent choice reading, process writing (pre writing strategies, first draft, revision, editing, final copy, publishing), note-taking, outlining, rubrics, essays Reteaching-flexible grouping to reteach specific standards/skills, TAPS, adjustable assignments, curriculum compacting, progress monitoring via checklists, running record, portfolios, data chats, student conferences, Enrichment-ability grouping, authentic problem solving, independent studies, compacting, mentoring, open-ended assignments, tiered assignments Professional Development-teachers will work collaboratively in focus lesson and professional development groups to develop lessons that utilize close reading, annotating and writing strategies, Effective strategies will also be discussed and practiced during professional development (CIS training with district literacy coach) 4

 S203405

Strategy Rationale

Students must attend regularly and receive rigorous instruction in order to be prepared for ELA assessments and post high school experiences

Action Step 1 **5**

Classroom walkthroughs
Monitor lesson plans
Assign homeroom mentors
Hire paraprofessionals
Provide after school tutoring

Person Responsible

Jeff Charbonnet

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

FSA scores in reading FAIR results

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

AIMS, monthly focus lessons, student writing samples, classroom snapshots

Person Responsible

Jeff Charbonnet

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

FSA reading scores

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

Classroom walkthroughs

Person Responsible

Adele Turnage

Schedule

Monthly, from 8/18/2014 to 6/1/2015


Evidence of Completion

FSA reading scores

G5. To increase percentage of students who pass the Alg I EOC, Geometry EOC, and Algebra II EOC EHS will have an Alg I FSA passing rate of at least 52.5% **1**

 G073485

G5.B1 Students may have issues with word problem format of the EOC due to weak reading skills They may have weak basic skills and a lack of experience with the application of basic and new math skills Students are dependent on calculators Poor attendance Lack of academic motivation Limited Access to technology outside of school Nutritional deficiencies Lack of support at home/poor time management skills Behavior issues at school that interfere with learning **2**

 B191968

G5.B1.S1 Curriculum-teach standards while supplementing district adopted textbook with algebra nation, personal math trainer from texts, Pearson Realize, Hawaii test item bank. The math department will write its own academic improvement plan including vertical articulation of skills and knowledge to be mastered at each grade level. Instruction-Gradual release model, Project Based Learning, develop and implement engaging lessons by using strategies (Kagan, Cooperative Learning, Marzano) to increase student achievement. Give students non-calculator based assignments and assessments Standards-Incorporate district pacing guide while periodically consulting to check on updates. Translate standards into student friendly learning objectives Test Item Specifications-use problems that look and feel like the problems on the test (Algebra Nation). Monitor for test-item specifications Assessment-use mini assessments from CPALMS or secondary math site, daily quizzes, chapter tests, GRM monitoring. Assess level of mastery. Analyze results from AIMS test to identify gaps in the students' learning Differentiation 1. Remediation-recommend students for after school tutoring and follow up with student/tutors. Math teachers will be accessible before and after school and at lunch 2. Reteach-use intensive math time in algebra I on the block. Use built in review days from pacing guide as days for reteaching skills which have been identified through formative assessments. Provide opportunities for test and quiz retakes with limitations/structure 3. Enrichment-Use PMT from text. Use higher level thinking problems (context specific, real life examples) from supplemental resources (illuminations, graphing stories, discovering geometry) **4**

 S203406

Strategy Rationale

9th grade students will have more uninterrupted time for support and hands-on practice during the school day. Students who pass the algebra I EOC as ninth graders will be able to stay on track for their math sequence rather than have to be in remedial math classes during the school year.

Instructional changes will ensure that students are mastering the concepts in math and that instruction is aligned to the standards. Teachers will use assessments to determine which students need support as well as enrichment.

Action Step 1 **5**

Use high yield strategies in math classes
Provide after school tutoring in math
Provide Alg I EOC tutoring for students who need retakes
Incorporate math anchor standards into all math classes
Provide real world applications of math
Block classes for 9th graders in algebra I, algebra I honors and geometry honors
Attend workshops prior to preplanning to learn how to utilize resources in a more efficient manner
Apply for SAC gran for NCTM memberships for math teachers
All math teachers will participate in PLC's
Attend focus lesson trainings provided by district math supervisor
Engage in vertical planning-math teachers will reflect on student results and communicate regarding student performance and achievement
Collaborate with science teachers to provide cross curricular instruction regarding shared topics
Provide opportunities for students to read and write in math class about math

Person Responsible

Adam Arduser

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Alg I FSA results Geometry FSA results Alg II FSA results Number of students who earn Alg I credit AIMS results will show growth

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

Classroom snapshots
Lesson plan review
Monthly data chats with administrators

Person Responsible

Adam Arduser

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Alg I FSA scores Geo FSA scores Alg II FSA scores math credits earned by students

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

Classroom walkthrough
Carnegie unit completion for Alg I and Geo Hon in 9th grade
AIMS results

Person Responsible

Jeff Charbonnet

Schedule

Monthly, from 8/18/2014 to 6/1/2015


Evidence of Completion

Alg I EOC results Geo EOC results

G6. To increase student performance on the Biology EOC 1

 G073486

G6.B1 Many students have difficulty reading science text due to the specialized vocabulary and dense presentation of ideas and scientific concepts. Many students have difficulty reading and understanding data, graphs, figures and tables. Students who are unfamiliar with statistics have difficulty understanding the relevance of scientific information Lack of access to technology outside of school 2

 B191969

G6.B1.S1 Curriculum-Move to alternative grading scheme in major program. One teacher will use both Standards Based Grading and Project Based Learning with approximately 75 major program students in biology Make the standards accessible and relevant to students to improve their grasp of important concepts The science department will write their own academic improvement plan including vertical articulation of skills and knowledge to be mastered at each grade level. The science department will also explore alternative course tracks such as Integrated Science 1, 2 and 3. Engage students by covering topics in an order that shows their relatedness particularly when eliminating topics that will not be tested Building a good story as the students explore biology helps them to understand that all topics are connected Instruction-incorporate more hands on activities for the more difficult topics can help low performing students be successful as well as provide differentiated instruction for Kinesthetic learners Standards-focus on NGSSS as well as the ELA Florida standards for Science Test Item Specifications-incorporate the available test specs into the assessments, both formative and summative. Test specs will be used to familiarize students with potential "test-like" questions Assessment-use of pre and post tests, use of test item specs, available practice tests/online materials. AIMS for Biology Differentiation Remediation-use formative assessments to identify students who need remediation in small groups on a daily basis Reteaching-use data from formative assessments, set a benchmark % to determine need for reteaching. Provide a science teacher for after school tutoring. Use the AIMS to identify which topics need to be retaught and which students need to attend tutoring. If students are not proficient in a standard, they would be required to attend after school tutoring to work with a science teacher Enrichment-Students who have demonstrated a master of a standard will be given opportunities to expand further on that benchmark. This can be done during reteaching/remediation for struggling students 4

 S203407

Strategy Rationale

Increasing the rigor in science classes will assist students in preparing for STEM courses and careers.

Action Step 1 5

Teachers will receive training on writing both formative and summative assessments
Teachers will receive training on how to integrate technology
Teachers will receive training on student motivation (book study opportunity as well)
Vertical teams within the science department will meet regularly
Science teachers will communicate with other teachers and support staff regarding interdisciplinary units, shared knowledge of students and behavior strategies
Participate in PLC's
Attend trainings at the school level on literacy instruction within the science classroom

Person Responsible

Alisha Kage

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

AIMS results Lesson plans Biology EOC results

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

Examine on track results
Review EOC results in bio
Conduct classroom walkthroughs

Person Responsible

Alisha Kage

Schedule

Monthly, from 10/13/2014 to 4/1/2015

Evidence of Completion

Biology EOC results Number of students receiving credit for biology

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

ON track results for Biology

Lesson plans

Classroom walkthroughs

Person Responsible

Alisha Kage

Schedule

Monthly, from 10/20/2014 to 4/1/2015


Evidence of Completion

Biology EOC results

G7. To increase the number of underrepresented minorities in AP STEM courses 1

 G073487

G7.B1 Students are not identified early enough to complete prerequisites for AP STEM courses Some students lack competency in reading comprehension, constructive writing, communication, and math 2

 B191970

G7.B1.S1 1. Provide the PSAT to all students in grades 9-11 2. Use PSAT predictor reports to identify students for AP Stem courses. 3. Accelerate students in math by giving them 2 math classes in their sophomore year 4. Continue to offer AP Computer Science 5. Actively recruit underrepresented minority students to the IB program 6. Restructure curriculum to provide AP courses to students after 9th grade- AP Human Geography deferred to 10th grade and AP Env Science deferred to 11th grade 7. Provide summer bridge programs to provide enrichment and support to prepare students for rigorous courses 8. Provide extra academic and social support to students 9. AP Vertical Planning and training will be conducted with middle school teachers in core subject areas 10. Continue and expand partnership with College Board to provide training for teachers 4

 S203408

Strategy Rationale

Underrepresented minority students should be identified earlier in their academic careers and counseled into taking more rigorous courses. They need additional preparation and support so that they can be successful in these courses.

Action Step 1 5

Select students in honors courses and register them for PSAT
Use PSAT reports to identify potential AP students
Offer more AP courses

Person Responsible

Adele Turnage

Schedule

Quarterly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Registration/Rosters for AP classes

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

Monitor registration for PSAT
Review rosters for AP courses

Person Responsible

Adele Turnage

Schedule

Semiannually, from 8/18/2014 to 7/1/2015

Evidence of Completion

Rosters for AP classes

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

Review enrollment in AP courses
Review grades of underrepresented minorities in AP courses

Person Responsible

Adele Turnage

Schedule

Semiannually, from 8/24/2015 to 6/1/2016


Evidence of Completion

Credits earned in AP courses

G8. To increase number of industry certifications earned by students in CTE courses 1

 G073488

G8.B1 six period day lack of funding access to technology outside of school students lack room in their schedules for CTE course offerings due to online requirement, IB diploma requirements students choose academic electives rather than CTE electives Level 1 readers need to be enrolled in a reading class instead of a CTE elective 2

 B191971

G8.B1.S1 1. Meet with Career and Technical district staff members 2. Provide students with opportunities to take industry certification exams 3. Offer program in computer programming 4. Vertical planning among computer education teachers 4

 S203409

Strategy Rationale

Students should graduate from high school prepared to enter STEM fields.

Action Step 1 5

Current CTE teacher will receive additional training
Provide scheduling options so that beginning students can work with students in upper level programming classes
Provide students with opportunities to take CTE exams in computers and culinary arts

Person Responsible

Adele Turnage

Schedule

Semiannually, from 9/1/2015 to 5/31/2016

Evidence of Completion

Meeting notes Registration for course 1 and course 2 in computer programming-procedural programming, web programming Scores on certification exams

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

monitor growth of student population to qualify for additional units
monitor enrollment in computer programming courses

Person Responsible

Jeff Charbonnet

Schedule

On 6/1/2016

Evidence of Completion

unit allocations master schedule for 2015

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

review student registration in CTE courses
review student completion of procedural programming, web programming
review industry certification earned by students

Person Responsible

Adele Turnage

Schedule

Semiannually, from 8/31/2015 to 6/1/2016


Evidence of Completion

determination of most relevant CTE courses to offer passing scores on industry certification exams

G9. To decrease the number of students who receive disciplinary referrals 1

 G073489

G9.B1 students lack training and knowledge of how to handle personal interactions students lack supervision/knowledge of how to use social media 2

 B191972

G9.B1.S1 1. Provide funding for additional dean 2. Expand implementation of PBS to include modeling of positive behavior 3. Assign homeroom mentors 4. Deliver anti-bullying programs 5. Use resource officers to present consequences of cyber bullying 6. Assign students mentors through "I Gotcha Back" Mentoring Program 7. Increase use of security cameras 8. Student Services Team will meet twice a month to monitor students of concern 9. District ESE behavioral specialist will work with teachers on implementing appropriate classroom management techniques 4

 S203410

Strategy Rationale

Students who are in class rather than out on suspension are more likely to graduate from high school in four years.

Action Step 1 5

SAC funds will be used for additional dean position
APA will provide lesson plans for PBS
Homeroom mentors visit 9th and 10th grade homerooms
Guidance presentations

Person Responsible

James Sheppard

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Decrease in students who receive referrals

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

Monitor student behavior reports

Person Responsible

James Sheppard

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

decrease in student discipline referrals increase in class attendance

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

examine monthly discipline reports

Person Responsible

James Sheppard

Schedule

Monthly, from 9/1/2015 to 6/1/2016


Evidence of Completion

decrease in number of students receiving discipline referrals increase in student attendance

G10. To ensure that all students feel safe, appreciated and welcome at our school **1**

 G073490

G10.B1 students in the major program and the IB program do not interact in meaningful ways during the school day all students do not report feeling safe, appreciated and welcome at our school **2**

 B191973

G10.B1.S1 Photo activity-determine which students are not well-known to at least one adult on campus Guidance counselors meet with students in the mall area during lunch to answer questions Utilize the River Phoenix Foundation to assist with anti-bullying campaign Organize meaningful, grade-level activities and dialogue among all major program and IB students Establish a Pep Squad to go to under-attended sporting events Investigate establishment of Link Squad to match student leaders with younger students Explore use of technology in international/national/statewide communication with other students Actively recruit underrepresented minorities to the IB program by contacting them in middle school Counselors and Administrators will meet with parents in neighborhoods to reach out to parents Graduation counselor will work with at-risk students to provide them with additional support Establish student focus groups to meet with principal or outside educator to discuss issues/student concerns and responses on surveys in greater detail Guidance counselors meet with students in small groups and as individuals Refer students to Gotcha Back Mentoring Program Student Services Team meets twice a month to discuss students of concern and recommendations Use district survey results to develop action plan Student Govt leaders will develop a bucket list to increase student participation in school activities and foster school spirit Interim surveys will monitor student-teacher relationships and feelings of belonging **4**

 S203411

Strategy Rationale

Students who feel safe and accepted are more likely to be engaged in school activities and to be successful in academic settings.

Action Step 1 **5**

Grade level students will interact in meaningful ways throughout the year
Student focus groups will meet with the principal or his designee to discuss issues of concerns to students
Faculty will address results of student survey regarding school climate

Person Responsible

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

grade level activities completed results on SAC student survey Student participation in bucket list activities

Action Step 2 5

Students will fill out surveys to monitor student teacher relationships and feelings of belonging

Person Responsible

Adele Turnage

Schedule

Semiannually, from 9/30/2015 to 6/1/2016

Evidence of Completion

Results of school survey Results of district survey

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

SAC surveys
grade level activities

Person Responsible

James Sheppard

Schedule

Monthly, from 8/31/2015 to 6/1/2016

Evidence of Completion

Results of student survey Notes from focus groups

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

Surveys
Student attendance
Activities
Link Crew

Person Responsible

James Sheppard

Schedule

Monthly, from 8/31/2015 to 6/1/2016

Evidence of Completion

Link Crew activity days Grade level activities completed SAC/District Survey results

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	Monthly department meetings will be held to create social studies focus goals relating to improving literacy and writing skills that can be incorporated into the EHS focus lesson. Once a month data chats will be held with evaluating administrator. Monthly PLC meetings among MAP teachers help keep them focused on the school's goals and provide timely feedback to all levels of the vertical planning team. MAP teachers will use the AP exam scores and AP instructional planning report to monitor progress and identify areas that need adjustment to better serve our students. MAP teachers will develop a common analytical skillset and overall social studies fluency and literacy that serves students throughout their studies at EHS and the university level.	Zara Smith, Katy	9/1/2015	AP planning reports teacher made tests/quizzes AP potential reports Previous AP score reports AP guidelines for each course	5/2/2016 monthly
G2.B1.S1.A1	The graduation counselor will monitor the progress of at risk seniors as they work to complete all of their requirements Teachers will attend training in providing differentiation for students in all grade levels across the curriculum	Vaknin, Amy	9/1/2015	Graduation rate data for all students Graduation rate data for at risk seniors	6/1/2016 monthly
G3.B1.S1.A1	All social studies teachers will participate in PLC's Participate in monthly data chats with administrators regarding focus lessons Attend workshops during preplanning to gain insight into expectations and structure of their courses Participate in vertical planning-have greater communication regarding scope and sequence of courses to establish consistency. Communicate within the department regarding student performance and achievement in order to ensure appropriate placement Communicate with English teachers regarding coverage of particular topics and writing skills. Integrate and relate subject matter with other disciplines Monitor student progress on AIMS for US History Create monthly social studies focus goals relating to improving literacy and writing skills that can be incorporated into EHS focus lessons US History and World History teachers will attend school based literacy trainings AP US History and AP Micro/Govt teachers will attend AP trainings Each department will write their own academic improvement plan including vertical articulation of skills and knowledge to be covered at each grade level	Zara Smith, Katy	9/1/2015	AIMS results History EOC scores Data chats regarding targeted students Credit earned in social studies courses	5/31/2016 monthly
G4.B1.S1.A1	Classroom walkthroughs Monitor lesson plans Assign homeroom mentors Hire	Charbonnet, Jeff	8/18/2014	FSA scores in reading FAIR results	6/1/2015 monthly

Alachua - 0421 - Eastside High School - 2015-16 SIP
Eastside High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	paraprofessionals Provide after school tutoring				
G5.B1.S1.A1	Use high yield strategies in math classes Provide after school tutoring in math Provide Alg I EOC tutoring for students who need retakes Incorporate math anchor standards into all math classes Provide real world applications of math Block classes for 9th graders in algebra I, algebra I honors and geometry honors Attend workshops prior to preplanning to learn how to utilize resources in a more efficient manner Apply for SAC gran for NCTM memberships for math teachers All math teachers will participate in PLC's Attend focus lesson trainings provided by district math supervisor Engage in vertical planning-math teachers will reflect on student results and communicate regarding student performance and achievement Collaborate with science teachers to provide cross curricular instruction regarding shared topics Provide opportunities for students to read and write in math class about math	Arduser, Adam	8/24/2015	Alg I FSA results Geometry FSA results Alg II FSA results Number of students who earn Alg I credit AIMS results will show growth	6/9/2016 monthly
G6.B1.S1.A1	Teachers will receive training on writing both formative and summative assessments Teachers will receive training on how to integrate technology Teachers will receive training on student motivation (book study opportunity as well) Vertical teams within the science department will meet regularly Science teachers will communicate with other teachers and support staff regarding interdisciplinary units, shared knowledge of students and behavior strategies Participate in PLC's Attend trainings at the school level on literacy instruction within the science classroom	Kage, Alisha	8/24/2015	AIMS results Lesson plans Biology EOC results	6/9/2016 monthly
G7.B1.S1.A1	Select students in honors courses and register them for PSAT Use PSAT reports to identify potential AP students Offer more AP courses	Turnage, Adele	8/24/2015	Registration/Rosters for AP classes	5/31/2016 quarterly
G8.B1.S1.A1	Current CTE teacher will receive additional training Provide scheduling options so that beginning students can work with students in upper level programming classes Provide students with opportunities to take CTE exams in computers and culinary arts	Turnage, Adele	9/1/2015	Meeting notes Registration for course 1 and course 2 in computer programming-procedural programming, web programming Scores on certification exams	5/31/2016 semiannually
G9.B1.S1.A1	SAC funds will be used for additional dean position APA will provide lesson plans for PBS Homeroom mentors visit 9th and 10th grade homerooms Guidance presentations	Sheppard, James	9/1/2015	Decrease in students who receive referrals	6/1/2016 monthly
G10.B1.S1.A1	Grade level students will interact in meaningful ways throughout the year Student focus groups will meet with the principal or his designee to discuss issues of concerns to students Faculty		9/1/2015	grade level activities completed results on SAC student survey Student participation in bucket list activities	6/1/2016 monthly

Alachua - 0421 - Eastside High School - 2015-16 SIP
Eastside High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	will address results of student survey regarding school climate				
G10.B1.S1.A2	Students will fill out surveys to monitor student teacher relationships and feelings of belonging	Turnage, Adele	9/30/2015	Results of school survey Results of district survey	6/1/2016 semiannually
G1.MA1	Formative assessments in AP courses Lesson plans reflecting strategies/AP style questions notes from department and PLC meetings	Zara Smith, Katy	9/1/2015	AP results on score reports AP instructional planning reports attendance at workshops lesson plans	5/2/2016 monthly
G1.B1.S1.MA1	Examine enrollment in AP courses Track AP scores-how many students score at each score point Decrease in the number of students who make a 1 on AP exams	Zara Smith, Katy	9/1/2015	AP score reports for each course AP potential report AP instructional planning report grades in AP courses attendance rate in AP courses	5/2/2016 monthly
G1.B1.S1.MA1	Examine formative assessments in classes Monthly data chats with administrators Notes from dept meetings and PLC meetings	Zara Smith, Katy	9/1/2015	Lesson plans, teacher made assessments, results on formative assessments, AP scores, enrollment in AP courses, attendance at AP trainings	5/2/2016 monthly
G2.MA1	Graduation rates for at risk seniors GPA's test scores credits earned	Charbonnet, Jeff	9/1/2015	Graduation rates for 2016 credits earned final withdrawal codes for seniors	6/30/2016 monthly
G2.B1.S1.MA1	Discussion of individual at risk seniors	Vaknin, Amy	9/1/2015	Attendance data Credits earned GPA's test scores discipline records	6/1/2016 monthly
G2.B1.S1.MA1	Student Services Meetings-monitor progress of at risk seniors	Vaknin, Amy	9/1/2015	Passing scores on state retakes Passing scores on ACT or SAT Attendance rates for at risk seniors Discipline records for at risk seniors Credits made up in Credit Retrieval Program Progress report grades, 9 weeks grades, and semester grades	6/1/2016 monthly
G3.MA1	AIMS will be used for progress monitoring Monthly data chats regarding targeted students Incorporation of higher order activities and assessments in grades 9 and 10 mirroring test specifications for US History as evidenced by lesson plans, assessments given Teacher collaboration	Zara Smith, Katy	9/1/2015	AIMS results Lesson plans Classroom snapshots	5/31/2016 monthly
G3.B1.S1.MA1	Use of AIMS results-remediation or reteaching for targeted students US History EOC results	Zara Smith, Katy	9/1/2015	Lesson plans Classroom snapshots Workshop attendance EOC results AIMS results	5/31/2016 monthly
G3.B1.S1.MA1	US History AIMS scores will be monitored for growth Lesson plans/ focus lessons will be evaluated on a monthly basis attendance at workshops Classroom snapshot data	Zara Smith, Katy	9/1/2015	Data chats AIMS results US History EOC results	5/31/2016 monthly
G4.MA1	Students will take the AIMS ELA data from previous year will be reviewed; Teachers will collect data and compare results throughout the year measuring student mastery of ELA standards Literacy and writing will be incorporated in all curriculum areas	Turnage, Adele	8/31/2015	FCAT 2.0 results for cohort that is still using this assessment FSA results in June, 2015 Graduation rate Attendance rate Classroom snapshots Lesson plans reflecting Florida standards Data collected by teachers for Florida standards ACT/SAT scores for concordant scores	7/1/2016 monthly
G4.B1.S1.MA1	Classroom walkthroughs	Turnage, Adele	8/18/2014	FSA reading scores	6/1/2015 monthly
G4.B1.S1.MA1	AIMS, monthly focus lessons, student writing samples, classroom snapshots	Charbonnet, Jeff	9/1/2015	FSA reading scores	6/1/2016 monthly
G5.MA1	1. Use of AIMS in Alg and Geometry and Alg II 2. Monitor attendance and discipline referrals to ensure that	Arduser, Adam	8/18/2014	Alg I EOC results Geo EOC results Alg II EOC results AIMS results Carnegie unit mastery	6/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	students are in class 3. Monitor homework completion				
G5.B1.S1.MA1	Classroom walkthrough Carnegie unit completion for Alg I and Geo Hon in 9th grade AIMS results	Charbonnet, Jeff	8/18/2014	Alg I EOC results Geo EOC results	6/1/2015 monthly
G5.B1.S1.MA1	Classroom snapshots Lesson plan review Monthly data chats with administrators	Arduser, Adam	9/1/2015	Alg I FSA scores Geo FSA scores Alg II FSA scores math credits earned by students	6/1/2016 monthly
G6.MA1	Biology AIMS results Data collection on teacher made assessments Classroom snapshots Lesson plans, monthly data chats with administrators Florida Focus pre and post quizzes	Kage, Alisha	8/24/2015	Biology EOC results AIMS results will show growth	8/24/2015 monthly
G6.B1.S1.MA1	ON track results for Biology Lesson plans Classroom walkthroughs	Kage, Alisha	10/20/2014	Biology EOC results	4/1/2015 monthly
G6.B1.S1.MA1	Examine on track results Review EOC results in bio Conduct classroom walkthroughs	Kage, Alisha	10/13/2014	Biology EOC results Number of students receiving credit for biology	4/1/2015 monthly
G7.MA1	Enrollment in AP Stem classes	Turnage, Adele	9/1/2015	AP scores for underrepresented minorities in STEM classes	6/1/2016 semiannually
G7.B1.S1.MA1	Review enrollment in AP courses Review grades of underrepresented minorities in AP courses	Turnage, Adele	8/24/2015	Credits earned in AP courses	6/1/2016 semiannually
G7.B1.S1.MA1	Monitor registration for PSAT Review rosters for AP courses	Turnage, Adele	8/18/2014	Rosters for AP classes	7/1/2015 semiannually
G8.MA1	determine if units allow for additional programs to be added	Charbonnet, Jeff	8/31/2015	Master schedule which includes CTE courses	6/1/2016 semiannually
G8.B1.S1.MA1	review student registration in CTE courses review student completion of procedural programming, web programming review industry certification earned by students	Turnage, Adele	8/31/2015	determination of most relevant CTE courses to offer passing scores on industry certification exams	6/1/2016 semiannually
G8.B1.S1.MA1	monitor growth of student population to qualify for additional units monitor enrollment in computer programming courses	Charbonnet, Jeff	8/24/2015	unit allocations master schedule for 2015	6/1/2016 one-time
G9.MA1	examine monthly discipline reports examine monthly attendance reports	Sheppard, James	8/24/2015	decrease in students who receive discipline referrals increase in student attendance	6/1/2016 biweekly
G9.B1.S1.MA1	examine monthly discipline reports	Sheppard, James	9/1/2015	decrease in number of students receiving discipline referrals increase in student attendance	6/1/2016 monthly
G9.B1.S1.MA1	Monitor student behavior reports	Sheppard, James	9/1/2015	decrease in student discipline referrals increase in class attendance	6/1/2016 monthly
G10.MA1	Focus Group notes Feedback on grade level activities	Charbonnet, Jeff	8/31/2015	Surveys Students provide feedback on for Link Crew activities Eastside Bucket List activities completed	6/1/2016 daily
G10.B1.S1.MA1	Surveys Student attendance Activities Link Crew	Sheppard, James	8/31/2015	Link Crew activity days Grade level activities completed SAC/District Survey results	6/1/2016 monthly
G10.B1.S1.MA1	SAC surveys grade level activities	Sheppard, James	8/31/2015	Results of student survey Notes from focus groups	6/1/2016 monthly

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. To consistently achieve AP passing rates of 60% or higher and strive to outperform the relevant AP national averages for that year's AP exams in social studies To align Eastside's AP social studies program and course offerings with the College Board's Equity and Access Policy Statement and to increase awareness of EHS's AP course offerings among prospective students

G1.B1 Major program AP students and prospective students often face the following challenges: lack of understanding of AP program and its components, opportunities, benefits, and expectations low reading proficiency lack of confidence, motivation, and stamina when faced with rigorous academic course work behavior, attendance, and daily preparedness issues learned helplessness

G1.B1.S1 Readiness- Use summer programs to set academic foundations and ease the transition to AP Better communicate the benefits and expectations of AP to all MAP students and parents Explicitly link social studies content across grade levels 1. posters and fliers communicating various AP offerings 2. Vertical planning by MAP teachers-use AP style questions, cue words, prompts and terminology 3. MAP teachers stay abreast of AP curriculum changes and adapt high yield strategies that maintain alignment with AP's dynamic curriculum 4. Preview ideas and content from other AP courses that MAP students will be expected to take 5. Use formative and summative assessments throughout MAP courses to monitor successful comprehension, identify deficiencies and remediation needs and to measure overall progress in increasing readiness for upcoming MAP courses at higher grade levels Rigor and Standards 1. Set clear and achievable goals for student performance 2. Keep teachers updated with the latest information regarding AP 3. Use problems that look and feel like the problems on the test and incorporate these into daily lessons so students become increasingly familiar with AP's format and level of difficulty Strategic Use of Data 1. All schools receive the following data and MAP teachers should evaluate this data and discuss ways to consistently achieve score improvements AP score report by student cumulative roster for all students rosters of all students by exam AP Potential 2. PLCs among MAP teachers should review school wide data and test scores in order to not only improve scores but to increase access to AP courses Student and Family Support 1. provide tutoring and after school help and make MAP students explicitly aware of this help; encourage them to take advantage of it 2. continue summer programs for incoming MAP students and their parents 3. recognize the accomplishments of AP students to help raise academic expectations and standards, improve morale, attract new students to AP, publicize the school and the program to the community at large Formative Assessment 1. Use vertical planning to develop formative assessments that serve to provide feedback for teachers to modify subsequent learning activities and experiences; to identify and remediate group or individual deficiencies; to move focus away from achieving grades and onto learning process in order to increase self-efficacy and reduce negative impact of extrinsic motivation; to improve students' metacognitive awareness of how they learn 2. Frequent ongoing assessment allows both for fine-tuning of instruction and student focus on progress 3. Using formative assessments helps develop greater relevance, choice, and format for students as they learn content and provides greater opportunities for differentiation Differentiation Remediation-recommending students for after school tutoring and following up with the students and/or tutors. MAP teachers available before, during and after school, and at lunch as needed Reteaching-require test corrections and have students reflect on missed questions. Review commonly missed questions together as a class for greater understanding and mastery. Provide opportunities for test and quiz retake with limitations/structure Enrichment-tie in current events (election2016) as real world examples. Incorporate research projects (historical investigations) to reinforce historical thinking skills (Think Like a Historian Stanford University Graphic Organizer) Professional development-teachers attend necessary workshops prior to preplanning to gain insight into expectations and structure of their course. Necessary resources for development are accessible and if necessary paid for by grant AP workshops and PLC's help both new and veteran teachers Encourage qualified MAP teachers to become AP readers Vertical Planning- Department wide-greater communication regarding scope and sequence of courses to establish consistency. Departmental communication of student performance/ achievement in order to ensure appropriate student placement MAP teacher PLCs foster content integration and help in refining the sequence of instruction Consistent monthly meetings among MAP teachers help maintain support systems for faculty, and they provide clear and timely feedback on MAP student progress Include and integrate feeder middle schools into the overall vertical team strategy to better articulate AP's expectations, define clear paths to success for teachers and students, and calibrate instruction in a dynamic interschool approach that puts student access and success at the forefront

PD Opportunity 1

Monthly department meetings will be held to create social studies focus goals relating to improving literacy and writing skills that can be incorporated into the EHS focus lesson. Once a month data chats will be held with evaluating administrator. Monthly PLC meetings among MAP teachers help

keep them focused on the school's goals and provide timely feedback to all levels of the vertical planning team. MAP teachers will use the AP exam scores and AP instructional planning report to monitor progress and identify areas that need adjustment to better serve our students. MAP teachers will develop a common analytical skillset and overall social studies fluency and literacy that serves students throughout their studies at EHS and the university level.

Facilitator

Stephanie Tate-Florida Partnership

Participants

major program AP teachers

Schedule

Monthly, from 9/1/2015 to 5/2/2016

G2. To achieve a 100% graduation rate

G2.B1 Seniors lack enough credits to graduate in 4 years Poor attendance among at-risk students At risk seniors have difficulty passing required state assessments At risk seniors have a higher incidence of discipline referrals resulting in in school and out of school suspension Students enter Eastside for the first time as seniors and not on track to graduate

G2.B1.S1 Each at risk senior will have a mentor to provide support for specific needs Graduation coach will monitor progress of at risk seniors IB guidance counselor will work with IB seniors to provide specific support After school tutoring in ACT and SAT for seniors who need the concordant score Multiple assessments in FCAT, FSA's to give students several opportunities to get the required scores PERT testing for concordant scores on the Alg I EOC College representatives will visit campus and speak to seniors to give them opportunities to learn about options Students and parents will receive assistance in filling out the FAFSA Students will sign up for Bright Futures with the help of their guidance counselors Presentations regarding college and financial aid will be presented to parents College Application Boot Camp for rising seniors to work on college applications prior to the start of their senior year Differentiated Instruction workshop will be provided to teachers to ensure that students get the classroom supports they need

PD Opportunity 1

The graduation counselor will monitor the progress of at risk seniors as they work to complete all of their requirements Teachers will attend training in providing differentiation for students in all grade levels across the curriculum

Facilitator

Regina Currens

Participants

major program teachers teachers from feeder middle schools

Schedule

Monthly, from 9/1/2015 to 6/1/2016

G3. To increase percentage of students who pass the US History EOC

G3.B1 Lack of foundational literacy skills (reading far below grade level) Vocabulary deficiency Lack of academic stamina, confidence, and motivation Limited access to technology at home Poor attendance Behavioral issues

G3.B1.S1 Curriculum-teaching standards while focusing on depth, not breadth. Use a common vocabulary that can be used throughout all social studies courses. Use vertical planning to ensure that common standards/themes/skills are being taught throughout all social studies courses (historical thinking skills). Reinforce US history curriculum in 9th and 10th grade courses so students have greater context and prior knowledge Instruction-Gradual release model. Develop and implement engaging lessons by using strategies (Kagan, cooperative learning, Marzano) to increase student achievement. Work to improve medial literacy by incorporating visual images such as pictures, maps, charts, and graphs as a high percentage of state assessment questions require inference and extrapolation relating to such images. Introduce and incorporate challenging vocabulary. Review test taking strategies (how do you answer questions you don't know) and have students practice rewriting the question so they understand it. Create a supportive academic atmosphere that encourages growth and progress Standards-follow district pacing guide, consult fsassessments.org to check on updates. Translate standards into student friendly learning objectives. Stick to pacing guides as AIMS will test that material that teachers are expected to cover Test Item Specifications-use problems that look and feel like the problems on the test, include more average and challenging questions. Incorporate these into daily lessons so students become increasingly familiar with the format and level of difficulty (build academic stamina). Use practice test questions and exams released by FLDOE (particularly for US Hist). Check FLDOE often for newly released samples Assessment-use mini assessments form CPALMS or secondary social studies site, daily quizzes, chapter tests. Assess level of mastery. Analyze results form AIMS test to identify gaps in student's knowledge or areas of weakness. Differentiation- Remediation-recommend students for after school tutoring and follow up with students/tutors. Social studies teachers will be accessible before and after school and during lunch as needed Reteaching-require test corrections and have students reflect on missed questions. Review commonly missed questions together as a class for greater understanding and mastery. Provide opportunities for test and quiz retakes with limitations/structure Enrichment-Tie in current events (Election 2016) as real world examples. Incorporate research projects (historical investigations) that reinforce historical thinking skills (Think Like a Historian-Stanford University graphic organizer

PD Opportunity 1

All social studies teachers will participate in PLC's Participate in monthly data chats with administrators regarding focus lessons Attend workshops during preplanning to gain insight into expectations and structure of their courses Participate in vertical planning-have greater communication regarding scope and sequence of courses to establish consistency. Communicate within the department regarding student performance and achievement in order to ensure appropriate placement Communicate with English teachers regarding coverage of particular topics and writing skills. Integrate and relate subject matter with other disciplines Monitor student progress on AIMS for US History Create monthly social studies focus goals relating to improving literacy and writing skills that can be incorporated into EHS focus lessons US History and World Hlstory teachers will attend school based literacy trainings AP US History and AP Micro/Govt teachers will attend AP trainings Each department will write their own academic improvement plan including vertical articulation of skills and knowledge to be covered at each grade level

Facilitator

Katy Zara Smith Melissa Pratto

Participants

Major Program social studies teachers

Schedule

Monthly, from 9/1/2015 to 5/31/2016

G4. To increase ELA and literacy proficiency among identified subgroups

G4.B1 1. High mobility rate 2. Attendance problem 3. Lack of reading materials outside of school 4. Difficulty comprehending grade level texts 5. Lack of academic mindset including stamina, positive attitude, and perseverance 6. Digital divide exists among groups of students

G4.B1.S1 Curriculum-The ELA Scope and Sequence will be used for instruction Teachers will use data to inform instruction (AIMS). Teachers will use research based practices such as graphic organizers, discussions, and writing based on text dependent questions and higher level thinking questions. The ELA department will write its own academic improvement plan including vertical articulation of skills and knowledge to be mastered at each grade level Teachers will implement the Literacy Design Collaboration Model as a school wide approach to integrating reading and writing in the content area. Standards-ELA standards will be used daily, as well as those identified in the quarterly unit for the Scope and Sequence ELA standards will be posted on the board daily along with objectives in student friendly language Standards based instruction will involve 1. using grade level text (varying in complexity) and requiring students to cite significant textual evidence to support a thesis or prompt 2. Assessments requiring students to focus on major characters from a work of literature who exhibit evidence of change throughout the reading 3. Assessments requiring students to study vocabulary, text structure, and cultural experiences in a work 4. responding to multitudes of text based writing prompts Test Item Specifications-Lessons will refer to the following ELA standards when making assessments 1. Text Types and purposes-production and distribution of writing, research to build and present knowledge, range of writing, language conventions, knowledge of language, vocabulary acquisition and use 2. Writing-informative/explanatory, opinion/argumentative Vertical Planning-teachers will work together to develop lessons and provide scaffolding from one year to the next. The following strategies will be used 1. close reading 2. teacher modeling of process 3. examination of student samples Interdisciplinary Involvement 1. Create and implement a common language for vocabulary instruction with a focus on Greek/Latin prefixes, suffixes, roots, and word analysis strategies 2. Create and implement a common language for reading instruction through shared annotation/CIS framework 3. Create and implement a common language for writing instruction through PLC's Technology-teachers will give technology enhanced assessments at least once a 9 weeks. Question types on assessments will include but are not limited to Hot Text, Multiple Choice, Open Response, Multi Select, Drag and Drop, and Writing Prompts Assessments Formative-quizzes, vocabulary, short open ended responses, exit cards Summative-projects, portfolios, research, AIMS, essay writing, semester exams Differentiation- Remediation-diagnostic testing, formative assessments, AIMS, close reading strategies, CIS, effective questioning with graduated levels of complexity (literal, inferential, and evaluative), guided reading, independent choice reading, process writing (pre writing strategies, first draft, revision, editing, final copy, publishing), note-taking, outlining, rubrics, essays Reteaching-flexible grouping to reteach specific standards/skills, TAPS, adjustable assignments, curriculum compacting, progress monitoring via checklists, running record, portfolios, data chats, student conferences, Enrichment-ability grouping, authentic problem solving, independent studies, compacting, mentoring, open-ended assignments, tiered assignments Professional Development-teachers will work collaboratively in focus lesson and professional development groups to develop lessons that utilize close reading, annotating and writing strategies, Effective strategies will also be discussed and practiced during professional development (CIS training with district literacy coach)

PD Opportunity 1

Classroom walkthroughs Monitor lesson plans Assign homeroom mentors Hire paraprofessionals Provide after school tutoring

Facilitator

Rita Page/Melissa Pratto

Participants

All faculty will participate in Professional Learning Communities -focus on collaboration and development of common core lesson plans -data collection and analysis -monitor lowest performing students and/or students in the lowest quartile -social studies and biology teachers will receive training in reading in the content area -social studies teachers will receive training in DBQ - teachers will receive training on how to use the FSA scoring rubric -vertical planning among English teachers

Schedule

Monthly, from 8/18/2014 to 6/1/2015

G5. To increase percentage of students who pass the Alg I EOC, Geometry EOC, and Algebra II EOC EHS will have an Alg I FSA passing rate of at least 52.5%

G5.B1 Students may have issues with word problem format of the EOC due to weak reading skills They may have weak basic skills and a lack of experience with the application of basic and new math skills Students are dependent on calculators Poor attendance Lack of academic motivation Limited Access to technology outside of school Nutritional deficiencies Lack of support at home/poor time management skills Behavior issues at school that interfere with learning

G5.B1.S1 Curriculum-teach standards while supplementing district adopted textbook with algebra nation, personal math trainer from texts, Pearson Realize, Hawaii test item bank. The math department will write its own academic improvement plan including vertical articulation of skills and knowledge to be mastered at each grade level. Instruction-Gradual release model, Project Based Learning, develop and implement engaging lessons by using strategies (Kagan, Cooperative Learning, Marzano) to increase student achievement. Give students non-calculator based assignments and assessments Standards-Incorporate district pacing guide while periodically consulting to check on updates. Translate standards into student friendly learning objectives Test Item Specifications-use problems that look and feel like the problems on the test (Algebra Nation). Monitor for test-item specifications Assessment-use mini assessments from CPALMS or secondary math site, daily quizzes, chapter tests, GRM monitoring. Assess level of mastery. Analyze results from AIMS test to identify gaps in the students' learning Differentiation 1. Remediation-recommend students for after school tutoring and follow up with student/tutors. Math teachers will be accessible before and after school and at lunch 2. Reteach-use intensive math time in algebra I on the block. Use built in review days from pacing guide as days for reteaching skills which have been identified through formative assessments. Provide opportunities for test and quiz retakes with limitations/structure 3. Enrichment-Use PMT from text. Use higher level thinking problems (context specific, real life examples) from supplemental resources (illuminations, graphing stories, discovering geometry)

PD Opportunity 1

Use high yield strategies in math classes Provide after school tutoring in math Provide Alg I EOC tutoring for students who need retakes Incorporate math anchor standards into all math classes Provide real world applications of math Block classes for 9th graders in algebra I, algebra I honors and geometry honors Attend workshops prior to preplanning to learn how to utilize resources in a more efficient manner Apply for SAC gran for NCTM memberships for math teachers All math teachers will participate in PLC's Attend focus lesson trainings provided by district math supervisor Engage in vertical planning-math teachers will reflect on student results and communicate regarding student performance and achievement Collaborate with science teachers to provide cross curricular instruction regarding shared topics Provide opportunities for students to read and write in math class about math

Facilitator

Pam Morgan Adam Arduser

Participants

teachers receive training on new textbooks/materials

Schedule

Monthly, from 8/24/2015 to 6/9/2016

G6. To increase student performance on the Biology EOC

G6.B1 Many students have difficulty reading science text due to the specialized vocabulary and dense presentation of ideas and scientific concepts. Many students have difficulty reading and understanding data, graphs, figures and tables. Students who are unfamiliar with statistics have difficulty understanding the relevance of scientific information Lack of access to technology outside of school

G6.B1.S1 Curriculum-Move to alternative grading scheme in major program. One teacher will use both Standards Based Grading and Project Based Learning with approximately 75 major program students in biology Make the standards accessible and relevant to students to improve their grasp of important concepts The science department will write their own academic improvement plan including vertical articulation of skills and knowledge to be mastered at each grade level. The science department will also explore alternative course tracks such as Integrated Science 1, 2 and 3. Engage students by covering topics in an order that shows their relatedness particularly when eliminating topics that will not be tested Building a good story as the students explore biology helps them to understand that all topics are connected Instruction-incorporate more hands on activities for the more difficult topics can help low performing students be successful as well as provide differentiated instruction for Kinesthetic learners Standards-focus on NGSSS as well as the ELA Florida standards for Science Test Item Specifications-incorporate the available test specs into the assessments, both formative and summative. Test specs will be used to familiarize students with potential "test-like" questions Assessment-use of pre and post tests, use of test item specs, available practice tests/online materials. AIMS for Biology Differentiation Remediation-use formative assessments to identify students who need remediation in small groups on a daily basis Reteaching-use data from formative assessments, set a benchmark % to determine need for reteaching. Provide a science teacher for after school tutoring. Use the AIMS to identify which topics need to be retaught and which students need to attend tutoring. If students are not proficient in a standard, they would be required to attend after school tutoring to work with a science teacher Enrichment-Students who have demonstrated a master of a standard will be given opportunities to expand further on that benchmark. This can be done during reteaching/remediation for struggling students

PD Opportunity 1

Teachers will receive training on writing both formative and summative assessments Teachers will receive training on how to integrate technology Teachers will receive training on student motivation (book study opportunity as well) Vertical teams within the science department will meet regularly Science teachers will communicate with other teachers and support staff regarding interdisciplinary units, shared knowledge of students and behavior strategies Participate in PLC's Attend trainings at the school level on literacy instruction within the science classroom

Facilitator

Melissa Pratto Alisha Kage

Participants

Biology teachers will attend training on reading and writing in the content area

Schedule

Monthly, from 8/24/2015 to 6/9/2016

G7. To increase the number of underrepresented minorities in AP STEM courses

G7.B1 Students are not identified early enough to complete prerequisites for AP STEM courses Some students lack competency in reading comprehension, constructive writing, communication, and math

G7.B1.S1 1. Provide the PSAT to all students in grades 9-11 2. Use PSAT predictor reports to identify students for AP Stem courses. 3. Accelerate students in math by giving them 2 math classes in their sophomore year 4. Continue to offer AP Computer Science 5. Actively recruit underrepresented minority students to the IB program 6. Restructure curriculum to provide AP courses to students after 9th grade- AP Human Geography deferred to 10th grade and AP Env Science deferred to 11th grade 7. Provide summer bridge programs to provide enrichment and support to prepare students for rigorous courses 8. Provide extra academic and social support to students 9. AP Vertical Planning and training will be conducted with middle school teachers in core subject areas 10. Continue and expand partnership with College Board to provide training for teachers

PD Opportunity 1

Select students in honors courses and register them for PSAT Use PSAT reports to identify potential AP students Offer more AP courses

Facilitator

Stephanie Tate, Florida Partnership College Board

Participants

9th and 10th major program honors teachers, MP AP teachers, middle school core academic teachers

Schedule

Quarterly, from 8/24/2015 to 5/31/2016

G8. To increase number of industry certifications earned by students in CTE courses

G8.B1 six period day lack of funding access to technology outside of school students lack room in their schedules for CTE course offerings due to online requirement, IB diploma requirements students choose academic electives rather than CTE electives Level 1 readers need to be enrolled in a reading class instead of a CTE elective

G8.B1.S1 1. Meet with Career and Technical district staff members 2. Provide students with opportunities to take industry certification exams 3. Offer program in computer programming 4. Vertical planning among computer education teachers

PD Opportunity 1

Current CTE teacher will receive additional training Provide scheduling options so that beginning students can work with students in upper level programming classes Provide students with opportunities to take CTE exams in computers and culinary arts

Facilitator

CTE district personnel

Participants

CTE teachers will receive training to be certified in computer programming

Schedule

Semiannually, from 9/1/2015 to 5/31/2016

G10. To ensure that all students feel safe, appreciated and welcome at our school

G10.B1 students in the major program and the IB program do not interact in meaningful ways during the school day all students do not report feeling safe, appreciated and welcome at our school

G10.B1.S1 Photo activity-determine which students are not well-known to at least one adult on campus
Guidance counselors meet with students in the mall area during lunch to answer questions Utilize the River Phoenix Foundation to assist with anti-bullying campaign Organize meaningful, grade-level activities and dialogue among all major program and IB students Establish a Pep Squad to go to under-attended sporting events Investigate establishment of Link Squad to match student leaders with younger students Explore use of technology in international/national/statewide communication with other students Actively recruit underrepresented minorities to the IB program by contacting them in middle school Counselors and Administrators will meet with parents in neighborhoods to reach out to parents Graduation counselor will work with at-risk students to provide them with additional support Establish student focus groups to meet with principal or outside educator to discuss issues/student concerns and responses on surveys in greater detail Guidance counselors meet with students in small groups and as individuals Refer students to Gotcha Back Mentoring Program Student Services Team meets twice a month to discuss students of concern and recommendations Use district survey results to develop action plan Student Govt leaders will develop a bucket list to increase student participation in school activities and foster school spirit Interim surveys will monitor student-teacher relationships and feelings of belonging

PD Opportunity 1

Grade level students will interact in meaningful ways throughout the year Student focus groups will meet with the principal or his designee to discuss issues of concerns to students Faculty will address results of student survey regarding school climate

Facilitator

James Sheppard

Participants

all faculty and staff will receive training on discipline procedures and policies

Schedule

Monthly, from 9/1/2015 to 6/1/2016

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	Monthly department meetings will be held to create social studies focus goals relating to improving literacy and writing skills that can be incorporated into the EHS focus lesson. Once a month data chats will be held with evaluating administrator. Monthly PLC meetings among MAP teachers help keep them focused on the school's goals and provide timely feedback to all levels of the vertical planning team. MAP teachers will use the AP exam scores and AP instructional planning report to monitor progress and identify areas that need adjustment to better serve our students. MAP teachers will develop a common analytical skillset and overall social studies fluency and literacy that serves students throughout their studies at EHS and the university level.				\$0.00
2	G10.B1.S1.A1	Grade level students will interact in meaningful ways throughout the year Student focus groups will meet with the principal or his designee to discuss issues of concerns to students Faculty will address results of student survey regarding school climate				\$227,120.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$1,000.00
Notes: Major program/IB community building						
			District-Wide			\$3,000.00
Notes: after school dean to monitor campus						
			District-Wide			\$0.00
			District-Wide			\$0.00
			District-Wide			\$0.00
			District-Wide			\$0.00
			District-Wide			\$0.00
			District-Wide	General Fund		\$81,000.00
Notes: additional positions (extra dean, TOK, CAS)						
			District-Wide	General Fund		\$500.00
Notes: Positive Behavioral Support						
			District-Wide	General Fund		\$6,000.00
Notes: Link Crew program-training for teachers						
			District-Wide	General Fund		\$120.00
Notes: College Boot Camp						
			District-Wide	General Fund		\$2,500.00

Budget Data						
			Notes: Stipends for TOK trips			
			District-Wide	General Fund		\$133,000.00
			Notes: Provide additional course sections to meet class size limits			
3	G10.B1.S1.A2	Students will fill out surveys to monitor student teacher relationships and feelings of belonging				\$45,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	160-Other Support Personnel	0421 - Eastside High School	General Fund		\$45,000.00
4	G2.B1.S1.A1	The graduation counselor will monitor the progress of at risk seniors as they work to complete all of their requirements Teachers will attend training in providing differentiation for students in all grade levels across the curriculum				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	0421 - Eastside High School	School Improvement Funds		\$50,000.00
			Notes: Fund a position for the graduation counselor			
5	G3.B1.S1.A1	All social studies teachers will participate in PLC's Participate in monthly data chats with administrators regarding focus lessons Attend workshops during preplanning to gain insight into expectations and structure of their courses Participate in vertical planning-have greater communication regarding scope and sequence of courses to establish consistency. Communicate within the department regarding student performance and achievement in order to ensure appropriate placement Communicate with English teachers regarding coverage of particular topics and writing skills. Integrate and relate subject matter with other disciplines Monitor student progress on AIMS for US History Create monthly social studies focus goals relating to improving literacy and writing skills that can be incorporated into EHS focus lessons US History and World History teachers will attend school based literacy trainings AP US History and AP Micro/Govt teachers will attend AP trainings Each department will write their own academic improvement plan including vertical articulation of skills and knowledge to be covered at each grade level				\$0.00
6	G4.B1.S1.A1	Classroom walkthroughs Monitor lesson plans Assign homeroom mentors Hire paraprofessionals Provide after school tutoring				\$78,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$0.00
			District-Wide			\$0.00
			District-Wide	General Fund		\$25,000.00
			Notes: After school tutoring			
			District-Wide	General Fund		\$4,500.00

Budget Data						
			Notes: financial incentives for teachers who complete reading endorsement			
			District-Wide	General Fund		\$9,000.00
			Notes: after school tutoring			
			District-Wide	General Fund		\$5,000.00
			Notes: Kagan trainings			
			District-Wide	General Fund		\$1,200.00
			Notes: Fund teacher mini grant proposals			
			District-Wide	General Fund		\$30,000.00
			Notes: Purchase textbooks for AP and IB classes			
			District-Wide	General Fund		\$4,000.00
			Notes: Send teachers to AP and IB trainings			
7	G5.B1.S1.A1	Use high yield strategies in math classes Provide after school tutoring in math Provide Alg I EOC tutoring for students who need retakes Incorporate math anchor standards into all math classes Provide real world applications of math Block classes for 9th graders in algebra I, algebra I honors and geometry honors Attend workshops prior to preplanning to learn how to utilize resources in a more efficient manner Apply for SAC gran for NCTM memberships for math teachers All math teachers will participate in PLC's Attend focus lesson trainings provided by district math supervisor Engage in vertical planning-math teachers will reflect on student results and communicate regarding student performance and achievement Collaborate with science teachers to provide cross curricular instruction regarding shared topics Provide opportunities for students to read and write in math class about math				\$0.00
8	G6.B1.S1.A1	Teachers will receive training on writing both formative and summative assessments Teachers will receive training on how to integrate technology Teachers will receive training on student motivation (book study opportunity as well) Vertical teams within the science department will meet regularly Science teachers will communicate with other teachers and support staff regarding interdisciplinary units, shared knowledge of students and behavior strategies Participate in PLC's Attend trainings at the school level on literacy instruction within the science classroom				\$0.00
9	G7.B1.S1.A1	Select students in honors courses and register them for PSAT Use PSAT reports to identify potential AP students Offer more AP courses				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$3,000.00
			Notes: Summer bridge program-pay math, English and science teachers to work with students over the summer to prepare them for rigorous course work			
10	G8.B1.S1.A1	Current CTE teacher will receive additional training Provide scheduling options so that beginning students can work with students in upper level programming classes Provide students with opportunities to take CTE exams in computers and culinary arts				\$0.00

Budget Data						
11	G9.B1.S1.A1	SAC funds will be used for additional dean position APA will provide lesson plans for PBS Homeroom mentors visit 9th and 10th grade homerooms Guidance presentations				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$0.00
Total:						\$403,820.00