

Eustis High School

1300 E WASHINGTON AVE, Eustis, FL 32726

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	B

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Eustis High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

Panther P.A.W.S reflect the positive student behavior support system that is established at EHS. Respect is encompassed in the P.A.W.S culture. The S in P.A.W.S stands for Shows respect for self, others and EHS. Administration and Staff monitor the campus before, during and after school in order to establish high standards for appropriate behavior, so that all students may feel safe and respected during and after school. In addition to P.A.W.S. each classroom teacher is expected to create standard operating procedures (SOP's) in collaboration with students to design their own expectations for behavior and safety. A separate suspension reduction plan is also being developed for the 2016/2017 school year.

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

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

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

In addition to P.A.W.S., EHS has implemented a school-wide suspension reduction plan.

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

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

3. Early Warning Systems

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

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

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	46	31	62	52	191
One or more suspensions	0	0	0	0	0	0	0	0	0	59	54	44	20	177
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	55	48	46	12	161
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	78	47	36	20	181

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	46	48	40	10	144

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

Eustis High School collects data from Decision Ed and Skyward that identifies students who are in danger of not advancing beyond their current grade level and/or not graduating from high school. The intervention strategies that are used include: Edgenuity, a form of virtual learning for students to use for grade forgiveness; FLVS, Florida's Virtual School for students to take online classes for credit recovery or additional credits as needed; EHS personalized learning system, to give students opportunities to have their schedules tailored to their specific needs; Intensive Reading classes, to give students opportunities to work on focused reading strategies; and EHS administrators and leadership team will focus on standards based instruction during school based professional development.

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Eustis High School host several parent nights in an effort to build positive relationships with families and increase parental awareness of the student's progress. Some of the parent nights are geared towards providing information and increase awareness of programs.

Such as:

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

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

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

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

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

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

The Parent Involvement Plan can be found on the Eustis High web site.

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

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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Velez, Nancy	Principal
Caldwell, Lamica	Assistant Principal
Clark, Tracy	Assistant Principal
Zimmerman, Andrew	Assistant Principal
Colarossi, Karen	Instructional Coach
Spikes, Carole	Teacher, K-12
Bryie, Alicia	Teacher, K-12
Emerson, Margaret	School Counselor
Browning, Joyce	Instructional Technology
Steele, Stephanie	Teacher, K-12
Jones, Buddy	Assistant Principal
Lipscomb, Karen	Instructional Coach

b. Duties

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

Nancy Velez, Principal: Supports the use of data-based decision-making strategies, assures the implementation of RTI and will ensure adequate professional development for school staff.
Buddy Jones, Assistant Principal; Tracy Clark, Assistant Principal; Andrew Zimmerman, Assistant Principal; Lamica Caldwell, Assistant Principal: Monitor implementation of strategies, school

initiatives, and professional development for school staff. Ensure team members are contributing, referring to action plan and data during meetings. Develop, lead and evaluate with team the school standards and programs. Will identify patterns of student need and will liaise with the district personnel for staff development needs, intervention strategies, progress monitoring, data collection and analysis.

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

Karen Colarossi, Literacy Coach: Provide in-depth guidance on Standards Based Instruction for all students. Will collect and analyze data for the team. Will also support the implementation of strategic plans and provide instructional support to general education teachers.

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

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

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

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

Supplemental Academic Instruction and Title X Homeless

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

Extended weekday for students who are not successful in required courses, who are in the lower quartile, and who have not passed FSA for ELA or Algebra 1, or do not have the concordant score on an ACT or SAT.

Power Hour is offered twice a week to give students opportunities in areas they are needing additional help.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Brandy Rada	Parent
Lori Ross	Parent
Colleen Colbert	Business/Community
Marlene Conte	Parent
Robin Hamel	Parent
Cindy LaJeunesse	Education Support Employee
Skye McAdams	Parent
Cheri Rodriguez	Parent
Tisha Isted	Business/Community
Montana Henson	Student
Sophia Judkins	Student
Shannon Garcia	Student
Caitlyn Colbert	Student
Nancy Velez	Principal
Angela Harris	Teacher
Lakeisha Milsap	Teacher
Brandy Hanson	Teacher
Karen Lipscomb	Teacher
Virginia Dirschka	Teacher
Karen Colarossi	Teacher
Olivia Porter	Teacher
Cathy Caudill	Teacher
Jackson Bakich	Student
Madison McAdams	Student
Rachael Holtzclaw	Business/Community
Dan Hargroves	Parent
Laney Mikells	Parent
Melina De La Paz	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

The SAC will assist with School's Annual Budget.

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

The SAC had approximately \$6000 allocated to be used in 2016. The funds were not used and are carried over to the 2017 school year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
York, Jeanmarie	Teacher, ESE
Velez, Nancy	Principal
Porter, Olivia	Teacher, K-12
Zimmerman, Andrew	Assistant Principal
Browning, Joyce	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. Public and Collaborative Teaching

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

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

Collaborative instructional planning time has been structured for much of the staff. Collaboration will be facilitated by an instructional coach until the process has become embedded with the teachers. Further collaboration will take place during the Professional Learning Communities planning time and will be

facilitated during the professional development days embedded into the calendar. The focus of the Professional Learning Communities is on Lesson Study and on peer feedback and collaboration.

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

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

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

Rationale for pairing (either 1 or a combination):

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

Planned mentoring activities:

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

Teachers have access to FAIR FS data to determine baseline ability scores of students in grades 9-12 who are not reading on grade level. Teachers review the data and make adjustments to instruction based on student need. Teachers of Reading have access to Achieve 3000 data and lexile

data to assist in matching students with text. Students are closely monitored through student reflection on learning goals and scales aligned to the teacher evaluation (Marzano model). Teachers use technology to meet the needs of students and organize students in rotations and groups based on student needs. As teachers move into the Personalized Learning framework, additional opportunities for differentiated instruction exist.

2. 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: 1,080

Eustis High School will offer extended learning opportunities through before school and after school tutoring/mentoring. Tutoring is to assist students with the Algebra I, Biology and Geometry End of Course exam offered during Power Hour and after school on Tuesdays and Thursdays at various times throughout the school year.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Summer Program

Minutes added to school year: 3,600

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Zimmerman, Andrew, zimmermana@lake.k12.fl.us

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

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

Strategy: After School Program

Minutes added to school year: 1,800

School Plus will be behaviorally initiated as a way to make up work and adhere to the school and district's code of conduct. During this time, students will be afforded the opportunity to work on homework, assignments and credit recovery.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jones, Buddy, joneser@lake.k12.fl.us

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

Student grades, GPA, referrals for behavior, discipline data

Strategy: Extended School Day

Minutes added to school year: 900

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Zimmerman, Andrew, zimmermana@lake.k12.fl.us

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

b. College and Career Readiness

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Eustis High School will far exceed the State of Florida pass rate on the FSA Algebra I EOC for first time takers.
- G2.** Eustis High School will far exceed the State of Florida high school graduation rate.
- G3.** Reduce the number of students receiving Out-of-School Suspension.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Eustis High School will far exceed the State of Florida pass rate on the FSA Algebra I EOC for first time takers. 1a

G086772

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal 3

- Teaching struggling math students to the true intent of Florida Algebra 1 Math Standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Algebra 1 common planning 2. Liberal Arts Math Classes with Algebra focus 3. Professional development on standards based instruction during all math department meetings 4. Power Hour - additional academic help for all students 5. Teacher collaboration 6. Personalized 3rd party math instruction like Khan Academy 7. Extra time in a math lab during power hour 8. District curriculum department blueprints and pacing guides 9. Standards aligned text books 10. Academic Resource Teacher
-

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Andrew Zimmerman

Schedule

Semiannually, from 8/29/2016 to 5/19/2017

Evidence of Completion

Improved testing data

G2. Eustis High School will far exceed the State of Florida high school graduation rate. 1a

G086773

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0

Targeted Barriers to Achieving the Goal 3

- Poor academic success in core subject areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Teachers 2. Guidance Counselors 3. Administrators 4. Edgenuity credit recovery courses 5. Florida Virtual School courses 6. Power Hour for additional academic help during the school day 7. Professional development of all teachers and administrators

Plan to Monitor Progress Toward G2. 8

Number of students participating in Edgenuity and FLVS.
Student schedules aligned with student needs.
Improved grades, gpa, and course completion.
Increased number of teachers implementing PL.
PD on Schoology and implementation by teachers

Person Responsible

Andrew Zimmerman

Schedule

Monthly, from 8/10/2016 to 5/17/2017

Evidence of Completion

E2020 reports, student credit checks, state reports, classroom observations, and lesson plans.

G3. Reduce the number of students receiving Out-of-School Suspension. 1a

G086774

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	50.0

Targeted Barriers to Achieving the Goal 3

- Setting high behavior expectations for students without having established school and classroom standard operating procedures.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development on Classroom Design and Delivery Instructional staff and student designed standard operating procedures School and student designed standard operating procedures LCSB anti-bullying plan EHS suspension reduction plan

Plan to Monitor Progress Toward G3. 8

Reduction in office referrals and out of school suspensions

Person Responsible

Andrew Zimmerman

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

PL Committee documentation, TEAM evaluations, targeted feedback, suspension reduction plan data

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Eustis High School will far exceed the State of Florida pass rate on the FSA Algebra I EOC for first time takers. **1**

 G086772

G1.B1 Teaching struggling math students to the true intent of Florida Algebra 1 Math Standards. **2**

 B230667

G1.B1.S1 Provide professional development during pre-planning, department meetings, and 3rd party opportunities on: shifts in the math standards, unpacking Florida math standards, teaching to the true intent of the standards, aligning lesson plans and formative assessments to test item specifications, and the proper use of text books as a supporting resource. **4**

 S243349

Strategy Rationale

Florida standards are the foundation for quality teaching and student success on the Algebra 1 EOC.

Action Step 1 **5**

The Academic Resource Teacher and Assistant Principal will meet on a weekly basis to plan PD based on the requirements of the Florida Algebra standards, classroom observations, targeted feedback, and other professional development opportunities as they become available.

Person Responsible

Andrew Zimmerman

Schedule

Weekly, from 8/3/2016 to 5/1/2017

Evidence of Completion

Meeting notes and professional development calendar

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

Classroom observations, full participation in department meetings, and teacher lesson plans.

Person Responsible

Andrew Zimmerman

Schedule

Monthly, from 8/17/2016 to 5/1/2017

Evidence of Completion

Meeting notes, TEAM evaluations, lesson plans, and targeted feedback.

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

EOC test scores

Person Responsible

Andrew Zimmerman

Schedule

On 5/1/2017

Evidence of Completion

EOC test score data

G2. Eustis High School will far exceed the State of Florida high school graduation rate. 1

G086773

G2.B1 Poor academic success in core subject areas. 2

B230668

G2.B1.S1 Through collaboration of the stated resources, student's grade point averages, required coursework, and required credits will be assessed and then corrective action taken to give students ample time and opportunity to complete the required courses successfully through retaking classes traditionally or taking them online at school or home. 4

S243350

Strategy Rationale

Students are at a high risk of not graduating due to not having required credits because of failing courses or low GPA due to obtaining low grades. This opportunity allows students the opportunity who already have a complete schedule to adjust their schedule or retake a course online for either credit or grade improvement.

Action Step 1 5

The use of Edgenuity (a computerized grade recovery program) and FLVS is self-paced computer instruction with teacher assistance with the flexibility and opportunities during school or after school at home.

Person Responsible

Andrew Zimmerman

Schedule

Daily, from 8/10/2016 to 5/10/2017

Evidence of Completion

Monitoring of all seniors for attendance, grades, gpa, on-line class completion, required state testing, and required core classes.

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

Collaborative meetings with administrators and guidance to monitor student evident that progress is being made.

Person Responsible

Margaret Emerson

Schedule

Monthly, from 10/1/2015 to 5/12/2017

Evidence of Completion

Number of students participating in Edgenuity and FLVS. Student schedules aligned with student needs. Improved grades, gpa, and course completion.

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

Number of students participating in Edgenuity and FLVS.
Student schedules aligned with student needs.
Improved grades, gpa, and course completion.

Person Responsible

Andrew Zimmerman

Schedule

Monthly, from 8/10/2016 to 5/10/2017

Evidence of Completion

E2020 reports, student credit checks, and state reports

G2.B1.S2 Continue the migration of implementing Personalized Learning (PL) teaching strategies in each classroom. 4

 S243351

Strategy Rationale

PL is a proven researched based method for differentiating teaching and learning that address specific needs of students.

Action Step 1 5

PL team will continue to provide training on PL strategies and closely monitor the implementation of PL in each classroom.

Person Responsible

Karen Colarossi

Schedule

Monthly, from 8/1/2016 to 5/24/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

PL team will visit classrooms weekly to monitor implementation and correct use of strategies.

Person Responsible

Karen Colarossi

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Meeting notes, teacher sign-in logs,

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

PL team will visit classrooms weekly to monitor implementation and correct use of strategies.

Person Responsible


Schedule

On 5/24/2017

Evidence of Completion

Meeting notes, teacher sign-in logs

G2.B1.S3 Establish a academic culture that enables teachers and students to use technology as another method of instructing and differentiating learning; specifically Schoology. 4

 S243352

Strategy Rationale

By teachers using technology as a form of curriculum delivery and resource access, students will be more academically prepared for higher education and the workforce.

Action Step 1 5

Schoology training for teachers and students.

Person Responsible

Karen Colarossi

Schedule

Monthly, from 8/1/2016 to 5/24/2017

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Checking of lesson plans for implementation and use by students

Person Responsible

Nancy Velez

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Lesson plans and observations from classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Checking of lesson plans for implementation and use by students

Person Responsible

Nancy Velez

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Lesson plans, grade books, and classroom observations

G3. Reduce the number of students receiving Out-of-School Suspension. 1

G086774

G3.B1 Setting high behavior expectations for students without having established school and classroom standard operating procedures. 2

B230669

G3.B1.S1 Provide professional development for administrators and instructional staff on Classroom Design and Delivery to work collaboratively on designing standard operating procedures. 4

S243353

Strategy Rationale

Experience and research indicates students want boundaries (standard operating procedures) and when boundaries are mutually designed and agreed on, students are more likely to make good choices and not be involved in incidents that result in consequences of out of school suspension.

Action Step 1 5

Teachers and administrators will receive professional development on Classroom Design and Delivery to work collaboratively on designing standard operating procedures with students. SOP's will be expected in all classrooms and followup will be provided by our Personalized Learning Leadership Committee. SOP's will be adapted throughout the school year as student behavior is learned and the need arises. In addition, a separate Suspension Reduction Plan was developed as part of a school-wide effort. The plan is attached.

Person Responsible

Andrew Zimmerman

Schedule

Monthly, from 8/3/2016 to 5/24/2017

Evidence of Completion

PL Committee documentation, TEAM evaluations, targeted feedback

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

Question students on their knowledge of SOP's expected in every classroom.

Person Responsible

Andrew Zimmerman

Schedule

Weekly, from 8/3/2016 to 5/24/2017

Evidence of Completion

PL Committee documentation, TEAM evaluations, targeted feedback

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

Reduction in office referrals

Person Responsible

Andrew Zimmerman


Schedule

Quarterly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Out of school suspension data

G3.B1.S2 Implement the LCSB Bullying and Harassment Monitoring and Compliance Plan as designed by the district. 4

 S243354

Strategy Rationale

The plan is designed to reduce the number of bullying incidents in school reducing the number of out-of-school suspensions.

Action Step 1 5

Fully implement the LCSB Bullying Plan

Person Responsible

Lamica Caldwell

Schedule

On 5/24/2017

Evidence of Completion

Reduced number of reported incidents of bullying and reduced out of school suspension related to bullying.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Review of suspension plan and bullying plan for improvement

Person Responsible

Lamica Caldwell

Schedule

Quarterly, from 9/30/2016 to 5/24/2017

Evidence of Completion

Reduction in out of school suspensions and incidents of reported bullying.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Review of suspension plan and bullying plan for improvement

Person Responsible

Lamica Caldwell

Schedule

Quarterly, from 9/30/2016 to 5/24/2017

Evidence of Completion

Reduction in out of school suspensions and incidents of reported bullying.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M326078	EOC test scores	Zimmerman, Andrew	5/1/2017	EOC test score data	5/1/2017 one-time
G1.B1.S1.MA1 M326079	Classroom observations, full participation in department meetings, and teacher lesson plans.	Zimmerman, Andrew	8/17/2016	Meeting notes, TEAM evaluations, lesson plans, and targeted feedback.	5/1/2017 monthly
G1.B1.S1.A1 A314850	The Academic Resource Teacher and Assistant Principal will meet on a weekly basis to plan PD based...	Zimmerman, Andrew	8/3/2016	Meeting notes and professional development calendar	5/1/2017 weekly
G2.B1.S1.MA1 M326081	Number of students participating in Edgenuity and FLVS. Student schedules aligned with student...	Zimmerman, Andrew	8/10/2016	E2020 reports, student credit checks, and state reports	5/10/2017 monthly
G2.B1.S1.A1 A314851	The use of Edgenuity (a computerized grade recovery program) and FLVS is self-paced computer...	Zimmerman, Andrew	8/10/2016	Monitoring of all seniors for attendance, grades, gpa, on-line class completion, required state testing, and required core classes.	5/10/2017 daily
G2.B1.S1.MA1 M326082	Collaborative meetings with administrators and guidance to monitor student evident that progress is...	Emerson, Margaret	10/1/2015	Number of students participating in Edgenuity and FLVS. Student schedules aligned with student needs. Improved grades, gpa, and course completion.	5/12/2017 monthly
G2.MA1 M326087	Number of students participating in Edgenuity and FLVS. Student schedules aligned with student...	Zimmerman, Andrew	8/10/2016	E2020 reports, student credit checks, state reports, classroom observations, and lesson plans.	5/17/2017 monthly
G1.MA1 M326080	Baseline testing data compared to mid year testing data Student work in classroom to monitor...	Zimmerman, Andrew	8/29/2016	Improved testing data	5/19/2017 semiannually
G3.MA1 M326092	Reduction in office referrals and out of school suspensions	Zimmerman, Andrew	8/10/2016	PL Committee documentation, TEAM evaluations, targeted feedback, suspension reduction plan data	5/24/2017 quarterly
G3.B1.S1.MA1 M326088	Reduction in office referrals	Zimmerman, Andrew	8/3/2016	Out of school suspension data	5/24/2017 quarterly
G3.B1.S1.MA1 M326089	Question students on their knowledge of SOP's expected in every classroom.	Zimmerman, Andrew	8/3/2016	PL Committee documentation, TEAM evaluations, targeted feedback	5/24/2017 weekly
G3.B1.S1.A1 A314854	Teachers and administrators will receive professional development on Classroom Design and Delivery...	Zimmerman, Andrew	8/3/2016	PL Committee documentation, TEAM evaluations, targeted feedback	5/24/2017 monthly
G2.B1.S2.MA1 M326083	PL team will visit classrooms weekly to monitor implementation and correct use of strategies.		8/10/2016	Meeting notes, teacher sign-in logs	5/24/2017 one-time
G2.B1.S2.MA1 M326084	PL team will visit classrooms weekly to monitor implementation and correct use of strategies.	Colarossi, Karen	8/10/2016	Meeting notes, teacher sign-in logs,	5/24/2017 weekly
G2.B1.S2.A1 A314852	PL team with continue to provide training on PL strategies and closely monitor the implementation...	Colarossi, Karen	8/1/2016		5/24/2017 monthly
G3.B1.S2.MA1 M326090	Review of suspension plan and bullying plan for improvement	Caldwell, Lamica	9/30/2016	Reduction in out of school suspensions and incidents of reported bullying.	5/24/2017 quarterly
G3.B1.S2.MA1 M326091	Review of suspension plan and bullying plan for improvement	Caldwell, Lamica	9/30/2016	Reduction in out of school suspensions and incidents of reported bullying.	5/24/2017 quarterly
G3.B1.S2.A1 A314855	Fully implement the LCSB Bullying Plan	Caldwell, Lamica	8/10/2016	Reduced number of reported incidents of bullying and reduced out of school suspension related to bullying.	5/24/2017 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.MA1 M326085	Checking of lesson plans for implementation and use by students	Velez, Nancy	8/10/2016	Lesson plans, grade books, and classroom observations	5/24/2017 monthly
G2.B1.S3.MA1 M326086	Checking of lesson plans for implementation and use by students	Velez, Nancy	8/10/2016	Lesson plans and observations from classroom walkthroughs	5/24/2017 monthly
G2.B1.S3.A1 A314853	Schoology training for teachers and students.	Colarossi, Karen	8/1/2016	Sign-in sheets	5/24/2017 monthly

V. Professional Development Opportunities

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

G1. Eustis High School will far exceed the State of Florida pass rate on the FSA Algebra I EOC for first time takers.

G1.B1 Teaching struggling math students to the true intent of Florida Algebra 1 Math Standards.

G1.B1.S1 Provide professional development during pre-planning, department meetings, and 3rd party opportunities on: shifts in the math standards, unpacking Florida math standards, teaching to the true intent of the standards, aligning lesson plans and formative assessments to test item specifications, and the proper use of text books as a supporting resource.

PD Opportunity 1

The Academic Resource Teacher and Assistant Principal will meet on a weekly basis to plan PD based on the requirements of the Florida Algebra standards, classroom observations, targeted feedback, and other professional development opportunities as they become available.

Facilitator

ART and AP

Participants

Teaching staff

Schedule

Weekly, from 8/3/2016 to 5/1/2017

G2. Eustis High School will far exceed the State of Florida high school graduation rate.

G2.B1 Poor academic success in core subject areas.

G2.B1.S2 Continue the migration of implementing Personalized Learning (PL) teaching strategies in each classroom.

PD Opportunity 1

PL team will continue to provide training on PL strategies and closely monitor the implementation of PL in each classroom.

Facilitator

Cathy Caudill

Participants

All teachers

Schedule

Monthly, from 8/1/2016 to 5/24/2017

G3. Reduce the number of students receiving Out-of-School Suspension.

G3.B1 Setting high behavior expectations for students without having established school and classroom standard operating procedures.

G3.B1.S1 Provide professional development for administrators and instructional staff on Classroom Design and Delivery to work collaboratively on designing standard operating procedures.

PD Opportunity 1

Teachers and administrators will receive professional development on Classroom Design and Delivery to work collaboratively on designing standard operating procedures with students. SOP's will be expected in all classrooms and followup will be provided by our Personalized Learning Leadership Committee. SOP's will be adapted throughout the school year as student behavior is learned and the need arises. In addition, a separate Suspension Reduction Plan was developed as part of a school-wide effort. The plan is attached.

Facilitator

PL Team

Participants

Teaching staff

Schedule

Monthly, from 8/3/2016 to 5/24/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The Academic Resource Teacher and Assistant Principal will meet on a weekly basis to plan PD based on the requirements of the Florida Algebra standards, classroom observations, targeted feedback, and other professional development opportunities as they become available.	\$0.00
2	G2.B1.S1.A1	The use of Edgenuity (a computerized grade recovery program) and FLVS is self-paced computer instruction with teacher assistance with the flexibility and opportunities during school or after school at home.	\$0.00
3	G2.B1.S2.A1	PL team with continue to provide training on PL strategies and closely monitor the implementation of PL in each classroom.	\$0.00
4	G2.B1.S3.A1	Schoology training for teachers and students.	\$0.00
5	G3.B1.S1.A1	Teachers and administrators will receive professional development on Classroom Design and Delivery to work collaboratively on designing standard operating procedures with students. SOP's will be expected in all classrooms and followup will be provided by our Personalized Learning Leadership Committee. SOP's will be adapted throughout the school year as student behavior is learned and the need arises. In addition, a separate Suspension Reduction Plan was developed as part of a school-wide effort. The plan is attached.	\$0.00
6	G3.B1.S2.A1	Fully implement the LCSB Bullying Plan	\$0.00
Total:			\$0.00