Eastside High School

2018-19 Schoolwide Improvement Plan

Eastside High School

1201 SE 43RD ST, Gainesville, FL 32641

https://www.sbac.edu/eastside

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	77%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	C	A*

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 10/16/2018.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2018-19 DA Category and Statuses for Eastside High School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Eastside High School strives to promote the balance and connectedness of practical skills, critical thinking, academic excellence, and ethical standards. The school will promote student achievement of short-term and long-term goals through specific programs including relevant technology training, vocational programs, rigorous academics and cultural awareness. To achieve these goals, each student must develop purposefulness, professionalism, and self-discipline.

We Are...
R-Respectful
A-Accountable
M-Motivated

b. Provide the school's vision statement.

Beliefs:

Eastside High School will provide a safe and organized learning and working environment.

Success is measured by more than grades, college acceptances, and future careers; we have a larger purpose.

Students and staff should pursue ethical interactions in the quest for knowledge.

2. School Environment

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

Teachers have been provided professional development that introduced the culturally responsive classroom to all faculty members and administrators. Teachers and staff members seek opportunities to learn about their students and build relationships by engaging in discussions with students and supporting their interests. Books that raise cultural awareness of students will be shared with faculty (for example - The Motivated Student, Teaching with Poverty in Mind). Black History month is celebrated annually, and a program is developed by the Pre-Collegiate club, faculty, and staff. An African American History course and an African History course are a component of the curriculum at EHS. Faculty and staff members also participate in home visits and mentor individual students. The principal interacts with local church pastors and invites them to 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 visit local neighborhoods to meet with students and parents 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 displayed in the school mall 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 Pre-Collegiate Club, Muslim Awareness Club, National Society of Black Engineers, Indian Cultural Club, Southeastern Consortium for Minorities in Engineering, 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 attended training offered by the UF Lastinger Center on how to reach African American male students and will continue to share that information with colleagues. Staff members sponsor clubs and a variety of 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 incoming stduents and teachers to interact in a small group setting prior to the start of school to help them transition to EHSI. Students and teachers regularly engage in hands-on activities and collaborative team building and embark on whole day field trips. They get to know each other through shared learning experiences. The IB experience includes world cultures and a global focus.

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

Eastside High School participates in PBIS, and students receive recognition and rewards for positive behaviors. Administrators, teachers, and staff participated in ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training conducted by the Alachua County Sheriff's Office and online ALICE training. To ensure student safety, three Dean of Students are on staff, a staff member patrols campus directly after school, two full-time resource deputies 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. Mental Health awareness forums include students, parents, community members, teachers, staff, and administrators. 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 and classroom visits to address the general issues of bullying and dating violence to raise awareness of these issues. The administration and deans hold grade level assemblies to discuss school policies and to promote the need to set goals and to work towards accomplishing those goals. 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. Many celebratory banquets are hosted annually. Students also participate in focus groups with school officials and respond to SAC surveys to air the concerns which are then addressed by school staff and the SAC. Administrators, deans, school resource deputies, teachers, and staff maintain a visible presence before, throughout, and after school on a daily basis. The principal meets regularly with the Student Advisory Council (SAC) to get input from student representatives and members regarding students' needs and concerns. Climate surveys are conducted annually.

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.

Through the school-wide implementation of PBIS, 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 the basis for disciplinary actions. Referrals to guidance counselors or PALs can be made in lieu of discipline referrals. Teachers have access to training in high yield instructional strategies to improve

higher order thinking skills and maintain student engagement in academic activities as well as classroom management strategies to prevent students from being off-task in the classroom. Classroom management professional development and training is available to teachers annually. The school discipline committee reviews school policies and procedures and provides updates to all teachers and staff on policies and implementation. Discipline data is reviewed consistently by administrators and deans. Teachers on teams and in departments collaborate to support all students. Mentoring programs are available to students.

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.

Guidance counselors maintain an open-door policy so students may see any counselor if their assigned counselor is unavailable. PALs counselors are available and maintain an office at the school site, and a school psychologist is on campus twice a week to provide more counseling and testing as needed. 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. Take Stock in Children mentoring program provides critical support to EHS students. 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, anger management). An additional guidance counselor has been added to the staff to act as a graduation counselor and testing coordinator. This counselor provides additional support for at-risk seniors to ensure that they are offered every opportunity to graduate with their cohort. Students can participate in organized sports, clubs, fine arts, culinary arts, and numerous extra-curricular activities. They can interact with students from all programs while being physically, socially, and emotionally active. Teachers and staff complete suicide prevention training online. Mental Health awareness forums include students, parents, community members, teachers, staff, and administrators. Social-emotional support resources are shared with students during grade-level meetings and posted throughout the school. Social-emotional support resources are shared with parents, the PTSA, the SAC, teachers, staff, administrators, and community members. A social worker is available to students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The following are monitored via data reports pulled from Skyward (data management system) and FSA ELA and EOC reports:
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.

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	51	19	25	14	109
One or more suspensions	0	0	0	0	0	0	0	0	0	51	56	25	17	149
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	31	51	40	25	147
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	153	145	88	41	427
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	78	72	41	19	210

c. 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 7 days of suspension.
5. District truancy officer is contacted and makes home visits for students in 9th and 10th grade who are chronically absent.
6. PALs counselors provide additional support and counseling for students who are recommended by guidance counselors.
7. Food4Kids program-provides backpacks filled with food for needy students and their families on a weekly basis.
8. After school tutoring is available to all students.
9. Credit Retrieval program and Adult Education courses are available to all students who are credit deficient.
10. Credit deficient students can transfer to Mycroschool or Siatech to regain credits and then return to Eastside
11. Teachers and staff members volunteer to mentor students one-on-one.
12. Interdisciplinary teams meet monthly to discuss student issues.
13. Teachers provide before school/after school and lunch time tutoring.
14. Data chats among teachers and administrators include discussions regarding targeted students.
15. Graduation counselor works with at-risk seniors to assist them in making up credits and passing required testing for graduation.
16. On campus during and 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.
16. Gotcha Back Mentoring program and other mentoring initiatives pair students with mentors who meet with them to discuss grades/attendance.
17. Through the System of Care, Eastside will have a social worker and mental health counselor on campus.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

Eastside High School strives to increase parental involvement by reaching out to parents of major program students in particular. The PTSA holds membership drives during 9th Grade Orientation and Open House. A PTSA information and membership table is set up at home football games. Administrators and counselors host evening meetings to talk to parents about general information and graduation requirements. Additionally, counselors assist with evening Financial Aid Workshops each semester to help parents complete financial aid applications for college entrance and assist with College & AP boot-camps. Counselors and school administrators host a special family dinner for at-promise students, who are in jeopardy of not meeting graduation requirements. Student Services Team members facilitate some off-campus meetings with parents and students who may have transportation issues. Educational Planning Team meetings are scheduled for families that have students with truancy, discipline and/or academic concerns. Parents receive live updates to grades and attendance through the Skyward database system. School messages are sent out through a phone home and email system. The school maintains a website which is updated regularly. Teachers and club sponsors have websites to provide information for students and parents. An electronic school sign on 43rd Street provides information 24/7. 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 invited to serve on the SAC and the Culinary Magnet Program Board. The school will share their school newsletter with local pastors who have congregations on the east side of town and whom participate in Gainesville's ministerial alliance.

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.

Business and community partners support the school by donating food and snacks for various occasions. Partners, community leaders, and the PTSA support faculty functions, as well as our Positive Behavior Intervention Support (PBIS) wherein students are rewarded for meeting positive behavior expectations and goals. Businesses that make donations to the school are able to display banners on campus in recognition of their support and their partnership with Eastside High Scool. Teachers utilize Find It and Fund It, Go Fund Me, Mini-grants, and other resources which allow people to contribute to teachers' online wish lists.

Our PTSA is extremely involved in supporting the school staff by providing breakfasts for teachers and raising money to fund teacher classroom projects and school-wide initiatives.

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 and other events. 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 EHS Alumni Band members support the growth and development of the band program, play music with students at football games, attend basketball games, and share strategies for building and strengthening music programs in elementary and middle school band. The Alumni Band members volunteer and promote entry level participation in music programs.

Eastside also partners with UF and Santa Fe College (SFC) 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. Eastside may enroll some students in an online course from SFC that will help prepare students for post-secondary education.

Eastside has begun a new Medical Skills Program in an effort to provide students with certification in medical support related fields and to train students to enter medical support fields within our community.

EHS has two new Jobs for Florida's Graduates classes funded by a grant from the Florida Endowment Foundation for Florida's Graduates in their effort to serve our youth via their program. The JFG program at EHS will include collaboration with multiple local businesses and institutions of higher education.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Andrew, Shane	Principal
Turnage, Adele	Assistant Principal
Brown, Lindsey	School Counselor
Edwards, Anntwanique	Assistant Principal
Minniefield, Pam	Teacher, ESE
Williams, Leroy	Assistant Principal
Allen, Jon	Teacher, K-12
Auerbach, Meg	Teacher, K-12
Demps, Darrius	Teacher, K-12
Coleman-Hayes, Lizabeth	Teacher, K-12
Neslon, Juanita	Teacher, K-12
Alford, Jane	Teacher, K-12
Lacy, Amanda	Teacher, K-12
Johnson, Kecia	Instructional Media
Vaknin, Amy	School Counselor
Withers, Nicole	Teacher, K-12
Mucci, Paul	Teacher, K-12
Hemmans-Rich, Selby	Teacher, K-12
Zara Smith, Katy	Teacher, K-12

b. Duties

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

EHS Leadership Team members serve in a variety of areas to assist in tackling challenges, develop solutions, identifying professional development needs, and communicating plans and vital information to colleagues. EHS has an established Leadership Council, Department Teams, and Grade Level Teams that meet monthly. These groups are led by School Leadership Team members listed in the SIP. The RTI team will meet on a bi-monthly basis to analyze data such as discipline referrals, grades, attendance, FSA, EOC, AIMS 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 RtI team seeks input from feeder schools and holds transition meetings for ESE students who are moving into the 9th grade.

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.

The school administrative team identifies instructional personnel based on teacher certification and aligns the master schedule and the course curriculum to meet the needs of all students and maximize stated goals and outcomes. Funds are allocated to schools in the form of teacher and staff units. ADS funds flow through the SAC approval process. ADV and 0IB funds flow through the school administration, and decisions to expend funds are student and classroom focused in order to provide the highest impact. The RtI/MTSS team consists of school based administrators, deans, guidance counselors, school nurse, school psychologist, team leaders, department 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 are funds utilized to establish computer labs for computer education courses.
-Culinary Arts magnet program funded through CTE vocational money and Perkins funding.
-Federal, state, and district funding is used to provide a variety of funding for ESE students.
-Homeless students qualify to attend EHS through the McKinney Vento Homeless Assistance Act of 1987.
-SAC/ADS, ADV, and 0IB funding is used for additional staffing allocations not provided by district allocations.
-SAC and CTE meetings occur throughout the school year and include collaborative problem solving.
-Principal and CTE district representative have added another CTE program in medical skills and support services.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Shane Andrew	Principal
Maria Zelaya	Teacher
Coral Antony	Teacher
Mike Griffis	Parent
Saundra Scrivener	Education Support Employee
Diane Payne	Education Support Employee
Lewis Rhodes	Teacher
Nike Akinyode	Teacher
Zhihui Fang	Parent
Rev. Kevin Thorpe	Business/Community
Praveen Pathak	Parent
Quinten Eyman	Parent
Josephine Brown	Education Support Employee
Ian Fletcher	Business/Community
Scherwin Henry	Business/Community
John Alexander	Business/Community
Katarina Bentley	Student
Arianna Cromarty	Student
Darrius Demps	Teacher
Leslie Thomas	Teacher
Kutanya Mack	Parent
Suzanne Cockey	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

The SAC discusses FSA, EOC, IB, and AP results as well as student data on discipline and attendance as they relate to the SIP. The SAC also receives feedback from parents, students, and staff through surveys and meetings. 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, providing input, and reviewing the SIP.

c. 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, funds, and resources to meet those needs and approves the budget.

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

1. Fund additional school positions (2 - Annual Teacher Salaries, 2 - July (1-month) Assistant Principal Salaries, 1 - Summer SIte Tech, 2 - FETC Technology Conference) for a Total of $156,526.98 for the 2017-2018 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
Andrew, Shane	Principal
Turnage, Adele	Assistant Principal
Brown, Lindsey	School Counselor
Demps, Darrius	Teacher, K-12
Lacy, Amanda	Teacher, K-12
Vaknin, Amy	Teacher, K-12
Auerbach, Meg	Teacher, K-12
Williams, Leroy	Assistant Principal
Minniefield, Pam	Teacher, ESE
Edwards, Anntwanique	Assistant Principal
Hemmans-Rich, Selby	Teacher, K-12
Mucci, Paul	Teacher, K-12
Withers, Nicole	Teacher, K-12
Alford, Jane	Teacher, K-12

b. Duties

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

1. Teachers will incorporate the FSA/ELA literacy, writing, or math anchor standards as appropriate within their coursework and develop FSA, EOC, IB, or AP standards-based lesson plans. Teachers will collect data and monitor the progress of their lowest performing students and the lowest quartile in math, reading, and writing (ELA).
2. Teachers will incorporate reading and writing assessments and use the FSA 10 point writing rubric or program rubrics to score student work.

3. Teachers will participate in job-embedded PLC or PD focusing on FSA ELA and EOC standards.
4. District based coaches will provide support and training for the implementation of literacy, writing, and math instructional strategies.
5. Provide College Vocabulary Words of the Week on the school news on a daily basis.
6. Offer ACT/SAT Tutoring and access to Khan Academy.
7. Teengagement FSA ELA Prep, ACT Prep, and Khan Academy SAT Prep practice is incorporated into the 9th-12th grade English and reading classes.
8. CPALMS will be utilized as a resource to support standards-based instruction.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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

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

1. Teachers meet regularly with their assigned administrator.
2. Interview process via a team approach.
3. School based staff development occurs annually.
4. Teachers are provides support via district mentors/coaches and on site staff members.
5. Collaborative efforts and input from current staff members are incorporated.
6. Utilize district personnel office to screen and identify highly qualified teachers.
7. The principal will explore opportunities to work with our district to attract and hire minority teachers and staff members. Eastside would benefit from a preferential early hiring period (two weeks) which would allow the school to interview and make job offers to minority candidates prior to the regular interview and hiring period opening for the remainder of the school district. This would give Eastside preference in identifying and hiring minority teachers without competition from other secondary schools in the district.
8. Other elements of minority recruitment include networking through teacher alumni of HBCUs such as Bethune-Cookman University and FAMU, networking with churches and other community organizations, identifying 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, and partner with the Gainesville Area Chamber of Commerce.
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
10. Recruit and hire teachers and staff at district sponsored job fairs.

3. 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, lesson plan development,

classroom management, and student engagement. The mentors also provide assistance in classroom management techniques via professional development opportunities. In addition, beginning teachers attend a variety of district-level workshops, complete online work, and participate in training for new teachers in Florida standards (CPALMS) with a focus on teachers in the areas of English, Reading, Science, and Math. Department chairpersons provide school-based support and assistance to new teachers in a variety of areas including sharing high yield instructional strategies, offering teaching resources and classroom management strategies, helping with grade book set up, and gathering of supplies and materials.

School-based administrators meet with teachers who are new to Eastside. Meetings are held before the start of the school year and during the school year.

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

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.

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. District based literacy coach provides review, training and support for literacy standards embedded in all curriuclum 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 contributes information, goals and strategies for the SIP
8. Targeted teachers in core academic areas receive training in backwards planning/standards based planning to increase rigor and provide instruction at the appropriate level of complexity.
9. Teachers are instructed on the use of CPALMs, district pacing guides, and online resources.
10. ELA 9th and 10th grade, Algebra, Liberal Arts, Informal Geometry and Geometry classes take the AIMS tests to monitor student mastery of the standards in preparation for EOC's and FSA's

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.

1. Students in 10 grade and grade 12 who are level 1 or 2 on FSA reading receive a 50 minute 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.
2. Students with Disabilities on standard diploma may be enrolled in a learning strategies class. Also, students will have the opportunity to take academic courses in classes with smaller enrollments.
3. Students with severe cognitive disabilities will use access points for modified instruction in their

classes.
4. Students with IEP's and 504 plans receive accommodations
5. Summer review sessions are offered to students who need to retake the Alg I EOC and/or the ELA FSA
6. After school tutoring is available for all students in all subject areas
7. After school tutoring is available for the reading portion of the ACT
8. Teachers provide differentiation through instructional delivery, tasks/products,and learning environments
9. At risk seniors have a 50 minute period to work on credit retrieval during the school day with a certified teacher
10. Selected juniors and seniors are participating in a grant funded program which provides support in preparing for post high school careers and/or continuing education.

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: 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 for tutoring before and after school and by appointment to provide specific assistance with math coursework. In addition, we offer specific remediation for students who have not passed the FSA ELA 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 student volunteers. Students can be referred to the after school tutoring session or may self refer.

Robotics and the media center workspace will provide opportunities for students to participate in hands-on STEAM activities to increase proficiencies in these areas.

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
Edwards, Anntwanique, edwardad@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 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: 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
Vocal Ensemble
Marching Band
Naval ROTC

Also, culinary arts students run a coffee bar before school giving them practical experience in operating a business.

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

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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. One building on campus is set aside primarily for use for 9th grade classes, and most 9th grade major program students have the same lunch period.
2. Summer bridge programs help transition students to the high school and give them the opportunity to earn a half credit of science
4. Vertical planning with middle school teachers and among grade level teachers on school campus
5. The AP Capstone Seminar class will prepare students for rigorous course work at the high school and college level.
6. Environmental Science is offered in the 9th grade to better prepare students for the biology EOC.

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
11. At-risk seniors have the opportunity to retrieve credits during the school day under the guidance of a certified teacher
12. The APSS arranges college visits so representatives can speak with interested students. Students can register online through Signup Genius.
13. Students have several opportunities to take the PERT to meet graduation requirements in algebra.
14. The guidance department hosts college and career readiness fairs, FAFSA workshops for students and parents, and register all major program students for SFC.
15. The Just for Grads program helps targeted juniors and seniors prepare for post high school colleges and careers

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.

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. Counselors visit students in every grade level and provide information on graduation requirements, testing, college awareness, and career awareness. Various groups such as Pre Collegiate,and "I Gotcha Back" take students on college visits, and the guidance department maintains a Career and College Resource Center in 15-029. 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. EHS will also explore the opportunity to host a HBCU fair on our campus.

2. 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 art, ROTC, culinary arts, driver's education, and computer courses. Eastside has also increased course offerings in computer programming. Students will be able to earn industry certifications through the culinary arts and hospitality courses, digital media, digital design and medical skills support services. Students can also take courses at the AP level in computer science principles. 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. Students can participate in the Medical Skills program and earn industry certification through CNA in their senior year. Also, Eastside High school is exploring the possibility of offering additional career and technical education courses in conjunction with GRU. Students will also have the opportunity to participate in an after school robotics and coding club.

3. 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 programming students also utilize their mathematical skills on a daily basis. Students in the medical support program will learn about health and science curriculum in conjunction with learning about the care and treatment of patients. Eastside administrators and the IB coordinator will explore the possibility of offering the IB CTE program which allows students to earn an IB diploma while also pursuing certification through a career and technical ed program.

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.

1. Enroll students in Math for College Readiness and/or Financial Algebra 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. Offer the AP Seminar course and add AP Research course in 2019-20
6. Provide free ACT review sessions on campus
7. Provide a summer program to assist students with the college application process
8. Partner with Santa Fe College to initiate the PASS program for college transition
9. Work closely with Santa Fe College counselors to monitor progress of dual enrollment students
10. Increase enrollment of underrepresented minorities in the IB program by actively recruiting from current students and middle school students
11. Give all 11th graders the opportunity to take the ACT during the school day
12. Provide PSAT to students in grades 9-11 to identify students who would be successful in AP courses
13. Explore grant opportunity that allows students to participate in Upward Bound on the Eastside campus

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

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.

See FLDOE Accountability Site and Reports/School Grades for academic performance, acceleration, certification, and graduation data.
1. Low enrollment in World languages courses like French.
2. Increase AP pass rate among underrepresented students and overall.
3. Raise African American and overall graduation rate.
4. Increase pass rate on the US History EOC.
5. Increase literacy proficiency and ELA gains among subgroups and the lowest quartile. Reduce achievement gap.
6. Increase math proficiency and math gains (Algebra 1 & Geometry) among subgroups and the lowest quartile. Reduce achievement gap.
7. Increase pass rate on the Biology EOC.
8. Increase the number of underrepresented students in AP courses.
9. Increase CTE certifications.
10. Decrease African American OSS and disciplinary referral rates.
11. Ensure safety.

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"Â? 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.

See Problem Solving, Action Plan Details, and Strategic Goals for specifics that are related to problem analysis.

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. To increase enrollment in World Languages courses.

G2. 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. To start the AP Capstone program at EHS to provide additional access to underrepresented students.

G3. To achieve a 100% graduation rate. Per Alachua County Public Schools District Equity Plan 2018-19 increase African American (AA) graduation rate by 3 percentage points to 89% in 2018-19. Last reported AA graduation rate data was 86% in 2016-17 with a school-wide graduation rate of 91%. 2017-18 graduation rate data has not been reported at this time.

G4. To increase percentage of students who pass the US History EOC to at least 62%.

G5. To increase ELA gains and literacy proficiency among identified subgroups. (School minimum proficiency of 62%) (School gains minimum of 62%) (Low 25% gains minimum of 44% per ACPS 2018-19 Data Target)

G6. To increase percentage of students who pass the Alg I EOC and Geometry EOC. (EHS will have an Alg I FSA passing rate of at least 41%) (EHS will have a Geom FSA passing rate of at least 62%) (EHS will have gains of at least 54%) (EHS Lowest Quartile (25%) rate of least 35% per ACPS 2018-19 Data Target) (EHS African American math achievement rate of at least 22% per ACPS Data Target)

G7. To increase student performance on the Biology EOC. (Minimum pass rate of 64% per ACPS Data Target)

G8. To increase the number of underrepresented minorities in AP STEM and AP courses.

G9. To increase number of industry certifications earned by students in CTE courses. (Increase to 60%)

G10. To decrease the number of Out Of School Suspensions (OSS) for African American (AA) students and disciplinary referrals by 15% per the Alachua County Public Schools (ACPS) 2018-19 District Equity Plan. 15% Decrease in African American (AA) students with Out of School Suspensions (OSS) - 2018-19 target # is 184 per ACPS Equity Plan Goal. Baseline AA OSS data - (2017-18 AA OSS=217): (2016-17 AA OSS=228)

G11. 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"), 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. To increase enrollment in World Languages courses. 1a

🔑 G100649

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	

Targeted Barriers to Achieving the Goal 3

- Middle schools do not offer French so students do not often choose French to study in high school. Students who are level 1 or level 2 readers struggle with the study of a second language

Resources Available to Help Reduce or Eliminate the Barriers 2

- District level support Middle school involvement High school world language teachers

Plan to Monitor Progress Toward G1. 8

High school teachers and district supervisor will meet with middle schools to reach out to students to encourage enrollment in French-both IB and MP.

Person Responsible

Juanita Neslon

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

% of students who pass the the IB language B exams and the AP exams % of students who earn two years of credit in world language Number of students who enroll in a third year of world language

G2. 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. To start the AP Capstone program at EHS to provide additional access to underrepresented students. 1a

🔑 G100650

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	60.0

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

Resources Available to Help Reduce or Eliminate the Barriers 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 Khan Acadmey College Board Partnership

Plan to Monitor Progress Toward G2. 8

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

Person Responsible
Darrius Demps

Schedule
Monthly, from 8/13/2018 to 5/31/2019

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

G3. To achieve a 100% graduation rate. Per Alachua County Public Schools District Equity Plan 2018-19 increase African American (AA) graduation rate by 3 percentage points to 89% in 2018-19. Last reported AA graduation rate data was 86% in 2016-17 with a school-wide graduation rate of 91%. 2017-18 graduation rate data has not been reported at this time. 1a

🔍 G100651

Targets Supported 1b

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

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Additional guidance counselor hired to act as test coordinator. 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. JFG grant funded program. Support overage students and provide opportunities for them to catch up with cohort. eSchool labs and daytime credit retrieval program. After school credit retrieval program. Funding from SAC for ACT registrations. Scholarship information and newsletters via Student Services. Provide ACT and SAT at Eastside High School. PALS Guidance interns provide additional support.

Plan to Monitor Progress Toward G3. 8

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

Person Responsible
Shane Andrew

Schedule
Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion
Graduation rates for 2017-18 final withdrawal codes for seniors

G4. To increase percentage of students who pass the US History EOC to at least 62%. 1a

🔑 G100652

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	62.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District pacing guide. fsassessments.org AIMS Textbook

Plan to Monitor Progress Toward G4. 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
US History PLC

Person Responsible

Darrius Demps

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

AIMS results Lesson plans Classroom snapshots PLC meetings/minutes

G5. To increase ELA gains and literacy proficiency among identified subgroups. (School minimum proficiency of 62%) (School gains minimum of 62%) (Low 25% gains minimum of 44% per ACPS 2018-19 Data Target) 1a

🔑 G100653

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	62.0

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 perseverance. 6. Digital literacy divide exists among groups of students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District literacy coach. Newly adopted textbooks and accompanying online text resources. Khan Academy. Readtheory.com Readworks.org LDC-Literacy Design Center includes lexile options for text to allow for differentiated instruction. Teengagement resources. Highly qualified teachers.

Plan to Monitor Progress Toward G5. 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 8/13/2018 to 6/7/2019

Evidence of Completion

FSA results Graduation rate Attendance rate Classroom snapshots Lesson plans reflecting Florida standards Data collected by teachers for Florida standards ACT/SAT scores for concordant scores

G6. To increase percentage of students who pass the Alg I EOC and Geometry EOC. (EHS will have an Alg I FSA passing rate of at least 41%) (EHS will have a Geom FSA passing rate of at least 62%) (EHS will have gains of at least 54%) (EHS Lowest Quartile (25%) rate of least 35% per ACPS 2018-19 Data Target) (EHS African American math achievement rate of at least 22% per ACPS Data Target) 1a

🔑 G100654

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	54.0

Targeted Barriers to Achieving the Goal 3

- Students may have issues with the word problem format of the EOCs 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 to technology outside of school and deficient digital literacy skills. Nutritional and healthy lifestyle deficiencies. Lack of support at home/poor time management skills. Behavior issues at school that interfere with learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G6. 8

1. Use of AIMS in Alg and Geometry, Lib Arts and Informal Geometry
2. Monitor attendance and discipline referrals to ensure that students are in class

Person Responsible

Lizabeth Coleman-Hayes

Schedule

Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion

Alg I EOC results Geo EOC results AIMS results Completion of Alg Nation modules/Math Nation Test Yourself Tools

G7. To increase student performance on the Biology EOC. (Minimum pass rate of 64% per ACPS Data Target) 1a

🔍 G100655

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	64.0

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher expertise. Lab equipment. Reading guides that go along with the textbook. Outside articles and publications. PTSA/SAC mini-grants to purchase curriculum materials. District pacing guide. District science coordinator. District resources. UF Science professors.

Plan to Monitor Progress Toward G7. 8

Biology AIMS results
Data collection on teacher made assessments
Classroom snapshots
Lesson plans, monthly data chats with administrators

Person Responsible
Jon Allen

Schedule
Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion
Biology EOC results AIMS results will show growth

G8. To increase the number of underrepresented minorities in AP STEM and AP courses. 1a

🔑 G100656

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	85.0

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G8. 8

Enrollment in AP Stem classes

Person Responsible
Adele Turnage

Schedule
Semiannually, from 8/13/2018 to 6/7/2019

Evidence of Completion
AP scores for underrepresented minorities in STEM classes

G9. To increase number of industry certifications earned by students in CTE courses. (Increase to 60%)

`1a`

🔍 G100657

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	60.0

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 are enrolled in a reading class instead of a CTE elective Students cannot take vocational courses at SFC if they do not meet entrance requirements for SFC

Resources Available to Help Reduce or Eliminate the Barriers `2`

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

Plan to Monitor Progress Toward G9. `8`

determine if units allow for additional programs to be added

Person Responsible
Shane Andrew

Schedule
Semiannually, from 7/31/2018 to 6/28/2019

Evidence of Completion
Master schedule which includes CTE courses Number of industry certifications earned by students

G10. To decrease the number of Out Of School Suspensions (OSS) for African American (AA) students and disciplinary referrals by 15% per the Alachua County Public Schools (ACPS) 2018-19 District Equity Plan. 15% Decrease in African American (AA) students with Out of School Suspensions (OSS) - 2018-19 target # is 184 per ACPS Equity Plan Goal. Baseline AA OSS data - (2017-18 AA OSS=217): (2016-17 AA OSS=228) 1a

🔑 G100658

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Students lack training and knowledge of how to handle personal interactions and effectively use conflict resolution strategies. Students lack supervision/knowledge of how to use social media.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Deans Administrators School Counselors and Guidance Interns School Resource Deputies Mentors Reichert House Take Stock in Children PACE Center for Girls School Psychologist School Staffing Specialist District Behavior Specialist Positive Behavior Intervention Support (PBIS) Classroom Management Training Grade Level Assemblies - expectations for students Counseling Referrals System of Care Tiered System Alternatives to suspension

Plan to Monitor Progress Toward G10. 8

Examine monthly discipline reports and data (African American OSS & Referral Data).
Examine monthly attendance reports and data (Truancy Data).
Logs of home visits.

Person Responsible

Leroy Williams

Schedule

Biweekly, from 8/13/2018 to 6/7/2019

Evidence of Completion

15% Decrease in African American (AA) students with Out of School Suspensions (OSS) - 2018-19 target # is 184 per ACPS Equity Plan Goal. Baseline AA OSS data - (2017-18 AA OSS=217): (2016-17 AA OSS=228). Increase percentage of students attending school regularly based on data reports. PBIS recognition and rewards program.

G11. To ensure that all students feel safe, appreciated and welcome at our school. `1a`

🔑 G100659

Targets Supported `1b`

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

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 students face mental health issues and need extensive support and follow up

Resources Available to Help Reduce or Eliminate the Barriers `2`

- PTA funding SAC funding District resources School counselors and interns UF PALS counselors School Resource Deputies Faculty and Staff Food 4 Kids Program

Plan to Monitor Progress Toward G11. `8`

Focus Group notes
Feedback on grade level activities

Person Responsible

Anntwanique Edwards

Schedule

Semiannually, from 8/13/2018 to 6/7/2019

Evidence of Completion

Surveys

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. To increase enrollment in World Languages courses. [1]

🔑 G100649

G1.B1 Middle schools do not offer French so students do not often choose French to study in high school. Students who are level 1 or level 2 readers struggle with the study of a second language [2]

🔑 B271569

G1.B1.S1 Meet with representatives from feeder schools to encourage participation in French. Meet with 8th grade students from feeder schools. Identify students and advise them to take a third year of a world language. Offer after school programs in French to our feeder middle school students. [4]

🔑 S287459

Strategy Rationale

Students who study a world language improve their skills in their primary language, are exposed to other cultures and viewpoints, and are better prepared for colleges and careers.

Action Step 1 [5]

We will provide enrichment in French through after school programs at the middle school

Person Responsible

Juanita Neslon

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Increased enrollment in French classes

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

Registration for French classes among Pre IB and Major Program students

Person Responsible

Adele Turnage

Schedule

On 8/31/2018

Evidence of Completion

Review of registration forms

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

Enrollment numbers in French classes, increased number of French course offerings

Person Responsible

Adele Turnage

Schedule

On 8/31/2018

Evidence of Completion

We will compare number of students enrolled in French from previous school year

G2. 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. To start the AP Capstone program at EHS to provide additional access to underrepresented students. [1]

🔑 G100650

G2.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]

🔑 B271570

G2.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 6. Incorporate AP Capstone-provide students with AP Seminar as the first class to prepare students for the rigor of AP courses 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 expllcitly aware of this help; encourage them to take advantage of it. 2. 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 re-mediate 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' meta-cognitive 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 as real world examples. Incorporate research projects (historical investigations) the 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]

🔍 S287460

Strategy Rationale

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

Action Step 1 5

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
Vertical planning and integration will also be discussed at department meetings.
Enroll students in AP Seminar and AP Research courses to prepare students for the rigors of other AP courses

Person Responsible

Juanita Neslon

Schedule

Monthly, from 8/13/2018 to 5/31/2019

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 G2.B1.S1 6

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

Person Responsible

Darrius Demps

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.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

Darrius Demps

Schedule

Semiannually, from 8/13/2018 to 6/7/2019

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 Performance on released exams used for practice

G3. To achieve a 100% graduation rate. Per Alachua County Public Schools District Equity Plan 2018-19 increase African American (AA) graduation rate by 3 percentage points to 89% in 2018-19. Last reported AA graduation rate data was 86% in 2016-17 with a school-wide graduation rate of 91%. 2017-18 graduation rate data has not been reported at this time. 1

🔑 G100651

G3.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

🔑 B271571

G3.B1.S1 Each at risk senior will have a mentor to provide support for specific needs School counselors will monitor progress of at risk seniors After school tutoring in ACT and SAT for seniors who need the concordant score Mutliple assessments in FSA's and ACTs 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 Pair seniors with internship programs in their area of interest Explore opportunity to offer electives that can lead to careers 4

🔑 S287461

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

School counselors will monitor the progress of at risk seniors as they work to complete all of their requirements

Person Responsible

Amy Vaknin

Schedule

Monthly, from 8/13/2018 to 6/8/2019

Evidence of Completion

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

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

Student Services Meetings-monitor progress of at risk seniors

Person Responsible

Anntwanique Edwards

Schedule

Monthly, from 8/13/2018 to 6/7/2019

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 G3.B1.S1 `7`

Discussion of individual at risk seniors

Person Responsible

Anntwanique Edwards

Schedule

Monthly, from 8/13/2018 to 6/8/2019

Evidence of Completion

Attendance data Credits earned GPA's test scores discipline records

G4. To increase percentage of students who pass the US History EOC to at least 62%. 1

🔑 G100652

G4.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

🔑 B271572

G4.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 as real world examples. Incorporate research projects (historical investigations) that reinforce historical thinking skills (Think Like a Historian-Stanford University graphic organizer 4

🔑 S287463

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 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
US History and World HIstory teachers will attend school based literacy training and standards based professional development
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

Darrius Demps

Schedule

Monthly, from 8/13/2018 to 5/31/2019

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 G4.B1.S1 `6`

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

Person Responsible

Darrius Demps

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data chats AIMS results US History EOC results

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

Use of AIMS results-remediation or reteaching for targeted students
US History EOC results
Meet with district supervisor to review results

Person Responsible

Darrius Demps

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans Classroom snapshots Workshop attendance EOC results AIMS results

G5. To increase ELA gains and literacy proficiency among identified subgroups. (School minimum proficiency of 62%) (School gains minimum of 62%) (Low 25% gains minimum of 44% per ACPS 2018-19 Data Target) `1`

🔍 G100653

G5.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 literacy divide exists among groups of students. `2`

🔍 B271573

G5.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 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 5. Incorporate ELA self-assessment Essay Checklist into English classes and possibly into content classes where writing is involved. Share this rubric with the faculty 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 Vertical Planning to increase readiness of MP students for AP classes in Language and Literature 1. Devote more time to common vertical planning (and possibly during the summer through a grant) between 9th and 10th grade MP teachers and MP AP Lang and Lit teachers 2. Develop a written progression plan 3. Provide after school prep for MP AP tests 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 Provide students with more time in the computer labs Assessments Formative-quizzes, vocabulary, short open ended responses, exit cards Summative-projects, portfolios, research, AIMS, essay writing, semester exams Utilize Khan Academy and other free test prep programs on the internet 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 Offer a creative writing elective Professional Development-teachers will work collaboratively in 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`

🔍 S287464

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
Hire paraprofessionals
Provide after school tutoring
Teachers will coordinate with media specialists to provide students with a variety of reading materials
Use Teengagement in 9th and 10th grade reading classes
Utilize Khan Academy
District supervisor will provide targeted training on lesson planning/data analysis

Person Responsible

Shane Andrew

Schedule

Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion

AIMS, FSA

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

AIMS, student writing samples, classroom snapshots

Person Responsible

Shane Andrew

Schedule

Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion

FSA reading scores AIMS results showing growth

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

Classroom walkthroughs
Provide ELA teachers with data on their students
Monitor progress through AIMS

Person Responsible

Adele Turnage

Schedule

Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion

FSA reading scores

G6. To increase percentage of students who pass the Alg I EOC and Geometry EOC. (EHS will have an Alg I FSA passing rate of at least 41%) (EHS will have a Geom FSA passing rate of at least 62%) (EHS will have gains of at least 54%) (EHS Lowest Quartile (25%) rate of least 35% per ACPS 2018-19 Data Target) (EHS African American math achievement rate of at least 22% per ACPS Data Target) 1

🔍 G100654

G6.B1 Students may have issues with the word problem format of the EOCs 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 to technology outside of school and deficient digital literacy skills. Nutritional and healthy lifestyle deficiencies. Lack of support at home/poor time management skills. Behavior issues at school that interfere with learning. 2

🔍 B271574

G6.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

🔍 S287465

Strategy Rationale

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 Alg I EOC tutoring for students who need retakes
Incorporate math anchor standards into all math classes
Provide real world applications of math
Attend workshops/trainings throughout the year
All math teachers will participate in PLC's
Engage in vertical planning-math teachers will reflect on student results and communicate regarding student performance and achievement
Provide opportunities for students to read and write in math class about math

Person Responsible

Lizabeth Coleman-Hayes

Schedule

Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion

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

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

Classroom snapshots
Lesson plan review
Monthly data chats with administrators

Person Responsible

Lizabeth Coleman-Hayes

Schedule

Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion

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

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

Classroom walkthrough
AIMS results

Person Responsible

Shane Andrew

Schedule

Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion

Alg I EOC results Geo EOC results math credits earned by students

G7. To increase student performance on the Biology EOC. (Minimum pass rate of 64% per ACPS Data Target) 1

🔍 G100655

G7.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

🔍 B271575

G7.B1.S1 Curriculum- 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. Enroll students in environmental science prior to biology to increase coverage of the standards Teachers will help students increase background knowledge by pushing for cross-curricular use of science-based articles as part of the text based reading that occurs in other classes. This will be introduced at grade level team meetings. The science department will also explore alternative course tracks such as Integrated Science 1, 2 and 3 for SWD 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 to 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

🔍 S287466

Strategy Rationale

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

Action Step 1 `5`

Teachers will use AIMS to generate data for progress monitoring
Teachers will receive training on how to integrate technology
Teachers will receive training on student motivation (book study opportunity as well)
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
Science teachers will meet with other subject area teachers to offer cross curricular insight

Person Responsible

Jon Allen

Schedule

Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion

AIMS results Lesson plans Biology EOC results

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

Examine AIMS results
Review EOC results in bio
Conduct classroom walkthroughs

Person Responsible

Jon Allen

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Biology EOC results Number of students receiving credit for biology

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

AIMS results for Biology
Lesson plans
Classroom walkthroughs

Person Responsible

Jon Allen

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Biology EOC results

G8. To increase the number of underrepresented minorities in AP STEM and AP courses. [1]

🔑 G100656

G8.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]

🔑 B271576

G8.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 Principles 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 11. Participate in AP Capstone program to provide more support and foundation for students 12. Provide Alg I honors courses in lieu of alg 1 in order to prepare students for rigorous math classes 13. Expand class offerings of statistics [4]

🔑 S287467

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]

Register all students for PSAT
Use PSAT reports to identify potential AP students
Offer more AP courses
Identify students from robotics class and coding club who can enroll in AP Stem courses

Person Responsible

Adele Turnage

Schedule

Annually, from 8/13/2018 to 6/7/2019

Evidence of Completion

Registration/Rosters for AP classes

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

Monitor registration for PSAT
Review rosters for AP courses
Implementation of AP Capstone classes

Person Responsible

Adele Turnage

Schedule

Semiannually, from 8/13/2018 to 4/1/2019

Evidence of Completion

Rosters for AP classes

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

Review enrollment in AP courses
Review grades of underrepresented minorities in AP courses
Provide students with extra support from a grant funded position designed to monitor student progress in AP classes

Person Responsible

Adele Turnage

Schedule

Semiannually, from 8/13/2018 to 6/7/2019

Evidence of Completion

Credits earned in AP courses

G9. To increase number of industry certifications earned by students in CTE courses. (Increase to 60%) [1]

🔑 G100657

G9.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 are enrolled in a reading class instead of a CTE elective Students cannot take vocational courses at SFC if they do not meet entrance requirements for SFC [2]

🔑 B271577

G9.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 5. Offer courses in medical support services 6. Explore opportunity to offer IB Career Diploma [4]

🔑 S287468

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
Add courses in medical support services to increase opportunities for students to earn industry certifications
Explore addition of IB Career Program

Person Responsible

Adele Turnage

Schedule

Semiannually, from 8/13/2018 to 6/7/2019

Evidence of Completion

registration for digital media registration for medical skills classes

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

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

Person Responsible

Shane Andrew

Schedule

On 8/12/2019

Evidence of Completion

unit allocations master schedule

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

review student registration in CTE courses
review industry certification earned by students

Person Responsible

Adele Turnage

Schedule

Annually, from 8/13/2018 to 6/7/2019

Evidence of Completion

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

G10. To decrease the number of Out Of School Suspensions (OSS) for African American (AA) students and disciplinary referrals by 15% per the Alachua County Public Schools (ACPS) 2018-19 District Equity Plan. 15% Decrease in African American (AA) students with Out of School Suspensions (OSS) - 2018-19 target # is 184 per ACPS Equity Plan Goal. Baseline AA OSS data - (2017-18 AA OSS=217): (2016-17 AA OSS=228) `1`

🔍 G100658

G10.B1 Students lack training and knowledge of how to handle personal interactions and effectively use conflict resolution strategies. Students lack supervision/knowledge of how to use social media. `2`

🔍 B271578

G10.B1.S1 1. Request ACPS/District funding/increase in allocation for additional 1.0 dean and 1.0 guidance counselor for Student Services/Social Emotional support required for our students population for the 2019-20 school year. 2. Expand implementation of PBIS to include modeling of positive behavior. 3. Provide school based training on managing challenging behavior. 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 at least monthly to monitor students of concern. 9. District ESE behavioral specialist will work with teachers on implementing appropriate classroom management techniques. 10. Provide more hall monitoring. 11. Earlier intervention with teams and guidance for at risk students. 12. Teach lessons on tolerance. 13. Make ISD more meaningful by teaching restorative justice practices. 14. Create a behavioral learning environment in ISD. Have students write what they would do differently in terms of appropriate behavior. 15. Encourage more Major Program representation in SGA. 16. Problem ID/ Definition, collaboration with stakeholders, evidenced-based strategies linked to data, implement plans, and address hurdles. `4`

🔍 S287469

Strategy Rationale

Students who are in class rather than spending time in in-school detention (ISD) or out of school due to suspension are more likely to graduate from high school within four years.

Action Step 1 `5`

Funding will be sought for an additional dean position
APA will provide lesson plans for PBIS
Guidance presentations
District Professional Development Specialist will offer training for Eastside teachers on strategies to use to prevent and handle disruptive behavior
Teachers will attend district level trainings on classroom management
BASE curriculum

Person Responsible

Leroy Williams

Schedule

Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion

Decrease in students who receive referrals

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

Monitor student behavior reports

Person Responsible

Leroy Williams

Schedule

Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion

decrease in student discipline referrals increase in class attendance

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

examine monthly discipline reports

Person Responsible

Leroy Williams

Schedule

Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion

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

G11. To ensure that all students feel safe, appreciated and welcome at our school. `1`

🔑 G100659

G11.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 students face mental health issues and need extensive support and follow up `2`

🔑 B271579

G11.B1.S1 Families/Info Sessions & Meetings Invite parents and students to mental health awareness sessions with representatives from various community programs. Provide students with numbers for suicide hotline/crisis center and encourage students to report concerns about themselves and others Counselors and administrators will meet with parents in neighborhoods to reach out to parents Provide at-risk students with additional support, including evening info session regarding graduation options. Guidance counselors meet with students in small groups and as individuals Student Services Team meets twice a month to discuss students of concern and recommendations Participate in System of Care-mental health counselor and social worker based at the school Curriculum Organize meaningful, grade-level activities and dialogue among all major program and IB 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 Students meet with administrators or outside educators to discuss issues/student concerns and responses on surveys in greater detail Extracurricular Establish a Pep Squad to go to under-attended sporting events Refer students to Gotcha Back Mentoring Program Student Government leaders will provide a bucket list to increase student participation in school activities and foster school spirit Surveys Use district survey results to develop action plan Interim surveys will monitor student-teacher relationships and feelings of belonging `4`

🔑 S287471

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
Students meet with the principal or his designee to discuss issues of concerns to students
Faculty will address results of student survey regarding school climate
Counselors will monitor students who report depression/suicidal thoughts
Students at risk of harming themselves will be referred to outside mental health providers
Mental health counselor and social worker will be based at the school

Person Responsible

Anntwanique Edwards

Schedule

Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion

grade level activities completed results on SAC student survey Referrals to outside agencies Sign in sheets and feedback from attendees and mental health forums

Action Step 2 `5`

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

Person Responsible

Anntwanique Edwards

Schedule

Semiannually, from 8/13/2018 to 6/7/2019

Evidence of Completion

Results of school survey Results of district survey

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

SAC surveys
grade level activities

Person Responsible

Anntwanique Edwards

Schedule

Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion

Results of student survey Notes from focus groups

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

Surveys
Student attendance
Activities

Person Responsible

Anntwanique Edwards

Schedule

Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion

Grade level activities completed SAC/District Survey results

V. Professional Development Opportunities

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

G2. 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. To start the AP Capstone program at EHS to provide additional access to underrepresented students.

G2.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

G2.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 6. Incorporate AP Capstone-provide students with AP Seminar as the first class to prepare students for the rigor of AP courses 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 expllcitly aware of this help; encourage them to take advantage of it. 2. 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 re-mediate 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' meta-cognitive 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 as real world examples. Incorporate research projects (historical investigations) the 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

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 Vertical planning and integration will also be discussed at department meetings. Enroll students in AP Seminar and AP Research courses to prepare students for the rigors of other AP courses

Facilitator

Stephanie Tate-Florida Partnership

Participants

major program AP teachers

Schedule

Monthly, from 8/13/2018 to 5/31/2019

G4. To increase percentage of students who pass the US History EOC to at least 62%.

G4.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.

G4.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 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 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 US History and World HIstory teachers will attend school based literacy training and standards based professional development 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

Curriculum supervisors from district

Participants

Major Program social studies teachers-World History and US History

Schedule

Monthly, from 8/13/2018 to 5/31/2019

G7. To increase student performance on the Biology EOC. (Minimum pass rate of 64% per ACPS Data Target)

G7.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

G7.B1.S1 Curriculum- 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. Enroll students in environmental science prior to biology to increase coverage of the standards Teachers will help students increase background knowledge by pushing for cross-curricular use of science-based articles as part of the text based reading that occurs in other classes. This will be introduced at grade level team meetings. The science department will also explore alternative course tracks such as Integrated Science 1, 2 and 3 for SWD 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 to 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 use AIMS to generate data for progress monitoring Teachers will receive training on how to integrate technology Teachers will receive training on student motivation (book study opportunity as well) 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 Science teachers will meet with other subject area teachers to offer cross curricular insight

Facilitator

Jon Allen Science curriculum supervisor for the district

Participants

Biology teachers will attend training on reading and writing in the content area Inservice on standards and backwards planning for new teachers

Schedule

Monthly, from 8/13/2018 to 6/7/2019

G8. To increase the number of underrepresented minorities in AP STEM and AP courses.

G8.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

G8.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 Principles 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 11. Participate in AP Capstone program to provide more support and foundation for students 12. Provide Alg I honors courses in lieu of alg 1 in order to prepare students for rigorous math classes 13. Expand class offerings of statistics

PD Opportunity 1

Register all students for PSAT Use PSAT reports to identify potential AP students Offer more AP courses Identify students from robotics class and coding club who can enroll in AP Stem 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

Annually, from 8/13/2018 to 6/7/2019

G9. To increase number of industry certifications earned by students in CTE courses. (Increase to 60%)

G9.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 are enrolled in a reading class instead of a CTE elective Students cannot take vocational courses at SFC if they do not meet entrance requirements for SFC

G9.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 5. Offer courses in medical support services 6. Explore opportunity to offer IB Career Diploma

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 Add courses in medical support services to increase opportunities for students to earn industry certifications Explore addition of IB Career Program

Facilitator

CTE district personnel

Participants

CTE teachers will receive training to be certified in computer programming

Schedule

Semiannually, from 8/13/2018 to 6/7/2019

G10. To decrease the number of Out Of School Suspensions (OSS) for African American (AA) students and disciplinary referrals by 15% per the Alachua County Public Schools (ACPS) 2018-19 District Equity Plan. 15% Decrease in African American (AA) students with Out of School Suspensions (OSS) - 2018-19 target # is 184 per ACPS Equity Plan Goal. Baseline AA OSS data - (2017-18 AA OSS=217): (2016-17 AA OSS=228)

G10.B1 Students lack training and knowledge of how to handle personal interactions and effectively use conflict resolution strategies. Students lack supervision/knowledge of how to use social media.

G10.B1.S1 1. Request ACPS/District funding/increase in allocation for additional 1.0 dean and 1.0 guidance counselor for Student Services/Social Emotional support required for our students population for the 2019-20 school year. 2. Expand implementation of PBIS to include modeling of positive behavior. 3. Provide school based training on managing challenging behavior. 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 at least monthly to monitor students of concern. 9. District ESE behavioral specialist will work with teachers on implementing appropriate classroom management techniques. 10. Provide more hall monitoring. 11. Earlier intervention with teams and guidance for at risk students. 12. Teach lessons on tolerance. 13. Make ISD more meaningful by teaching restorative justice practices. 14. Create a behavioral learning environment in ISD. Have students write what they would do differently in terms of appropriate behavior. 15. Encourage more Major Program representation in SGA. 16. Problem ID/ Definition, collaboration with stakeholders, evidenced-based strategies linked to data, implement plans, and address hurdles.

PD Opportunity 1

Funding will be sought for an additional dean position APA will provide lesson plans for PBIS Guidance presentations District Professional Development Specialist will offer training for Eastside teachers on strategies to use to prevent and handle disruptive behavior Teachers will attend district level trainings on classroom management BASE curriculum

Facilitator

Page Mace

Participants

Eastside faculty; teachers who write the highest number of referrals

Schedule

Monthly, from 8/13/2018 to 6/7/2019

G11. To ensure that all students feel safe, appreciated and welcome at our school.

G11.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 students face mental health issues and need extensive support and follow up

G11.B1.S1 Families/Info Sessions & Meetings Invite parents and students to mental health awareness sessions with representatives from various community programs. Provide students with numbers for suicide hotline/crisis center and encourage students to report concerns about themselves and others Counselors and administrators will meet with parents in neighborhoods to reach out to parents Provide at-risk students with additional support, including evening info session regarding graduation options. Guidance counselors meet with students in small groups and as individuals Student Services Team meets twice a month to discuss students of concern and recommendations Participate in System of Care-mental health counselor and social worker based at the school Curriculum Organize meaningful, grade-level activities and dialogue among all major program and IB 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 Students meet with administrators or outside educators to discuss issues/student concerns and responses on surveys in greater detail Extracurricular Establish a Pep Squad to go to under-attended sporting events Refer students to Gotcha Back Mentoring Program Student Government leaders will provide a bucket list to increase student participation in school activities and foster school spirit Surveys Use district survey results to develop action plan 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 Students meet with the principal or his designee to discuss issues of concerns to students Faculty will address results of student survey regarding school climate Counselors will monitor students who report depression/suicidal thoughts Students at risk of harming themselves will be referred to outside mental health providers Mental health counselor and social worker will be based at the school

Facilitator

Edwards, Anntwanique

Participants

Faculty, staff and students

Schedule

Monthly, from 8/13/2018 to 6/7/2019

VI. Technical Assistance Items

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

G5. To increase ELA gains and literacy proficiency among identified subgroups. (School minimum proficiency of 62%) (School gains minimum of 62%) (Low 25% gains minimum of 44% per ACPS 2018-19 Data Target)

G5.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 literacy divide exists among groups of students.

G5.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 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 5. Incorporate ELA self-assessment Essay Checklist into English classes and possibly into content classes where writing is involved. Share this rubric with the faculty 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 Vertical Planning to increase readiness of MP students for AP classes in Language and Literature 1. Devote more time to common vertical planning (and possibly during the summer through a grant) between 9th and 10th grade MP teachers and MP AP Lang and Lit teachers 2. Develop a written progression plan 3. Provide after school prep for MP AP tests 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 Provide students with more time in the computer labs Assessments Formative-quizzes, vocabulary, short open ended responses, exit cards Summative-projects, portfolios, research, AIMS, essay writing, semester exams Utilize Khan Academy and other free test prep programs on the internet 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 Offer a creative writing elective Professional Development-teachers will work collaboratively in 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)

TA Opportunity 1

Classroom walkthroughs Monitor lesson plans Hire paraprofessionals Provide after school tutoring Teachers will coordinate with media specialists to provide students with a variety of reading materials Use Teengagement in 9th and 10th grade reading classes Utilize Khan Academy District supervisor will provide targeted training on lesson planning/data analysis

Facilitator

Curriculum Supervisors for the district

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 perfoming 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 8/13/2018 to 6/7/2019

G6. To increase percentage of students who pass the Alg I EOC and Geometry EOC. (EHS will have an Alg I FSA passing rate of at least 41%) (EHS will have a Geom FSA passing rate of at least 62%) (EHS will have gains of at least 54%) (EHS Lowest Quartile (25%) rate of least 35% per ACPS 2018-19 Data Target) (EHS African American math achievement rate of at least 22% per ACPS Data Target)

G6.B1 Students may have issues with the word problem format of the EOCs 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 to technology outside of school and deficient digital literacy skills. Nutritional and healthy lifestyle deficiencies. Lack of support at home/poor time management skills. Behavior issues at school that interfere with learning.

G6.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)

TA Opportunity 1

Use high yield strategies in math classes Provide Alg I EOC tutoring for students who need retakes Incorporate math anchor standards into all math classes Provide real world applications of math Attend workshops/trainings throughout the year All math teachers will participate in PLC's Engage in vertical planning-math teachers will reflect on student results and communicate regarding student performance and achievement Provide opportunities for students to read and write in math class about math

Facilitator

Derrick Frazier Lizabeth Coleman-Hayes

Participants

Math Department/Algebra 1 teachers, Geometry teachers, Liberal Arts Math teachers, Informal Geometry teachers

Schedule

Monthly, from 8/13/2018 to 6/7/2019

VII. Budget

| 1 | G1.B1.S1.A1 | We will provide enrichment in French through after school programs at the middle school | | | | $0.00 |

| 2 | G10.B1.S1.A1 | Funding will be sought for an additional dean position APA will provide lesson plans for PBIS Guidance presentations District Professional Development Specialist will offer training for Eastside teachers on strategies to use to prevent and handle disruptive behavior Teachers will attend district level trainings on classroom management BASE curriculum | | | | $0.00 |

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			District-Wide			$0.00

| 3 | G11.B1.S1.A1 | Grade level students will interact in meaningful ways throughout the year Students meet with the principal or his designee to discuss issues of concerns to students Faculty will address results of student survey regarding school climate Counselors will monitor students who report depression/suicidal thoughts Students at risk of harming themselves will be referred to outside mental health providers Mental health counselor and social worker will be based at the school | | | | $299,967.47 |

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0421 - Eastside High School	General Fund		$176,386.79
			Notes: Additional positions (Additional 11 month Asst. Prin., Two one month Asst. Prin./July, & IB Coordinator).			
			0421 - Eastside High School	General Fund		$500.00
			Notes: Positive Behavioral Instructional Support.			
			0421 - Eastside High School	General Fund		$2,500.00
			Notes: Stipends for TOK trips.			
			0421 - Eastside High School	General Fund		$120,580.68
			Notes: Provide additional course sections (.80 unit) to start the AP Capstone Program at EHS in 2018-19 to include and support additional underrepresented students in advanced placement courses. Provide additional course sections to meet class size limits in Major Program courses. Provide .40 of Dean unit.			

| 4 | G11.B1.S1.A2 | Students will fill out surveys to monitor student teacher relationships and feelings of belonging | | | | $0.00 |

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	1141	160-Other Support Personnel	0421 - Eastside High School	General Fund		$0.00

| 5 | G2.B1.S1.A1 | 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 Vertical planning and integration will also be discussed at department meetings. Enroll students in | | | | $0.00 |

		AP Seminar and AP Research courses to prepare students for the rigors of other AP courses				
6	G3.B1.S1.A1	School counselors will monitor the progress of at risk seniors as they work to complete all of their requirements				**$47,699.23**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		100-Salaries	0421 - Eastside High School	School Improvement Funds		$47,699.23
			Notes: Fund a position for the graduation counselor			
7	G4.B1.S1.A1	All social studies teachers will participate in PLC's 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 US History and World HIstory teachers will attend school based literacy training and standards based professional development 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**
8	G5.B1.S1.A1	Classroom walkthroughs Monitor lesson plans Hire paraprofessionals Provide after school tutoring Teachers will coordinate with media specialists to provide students with a variety of reading materials Use Teengagement in 9th and 10th grade reading classes Utilize Khan Academy District supervisor will provide targeted training on lesson planning/data analysis				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0421 - Eastside High School	General Fund		$15,000.00
			Notes: Send teachers to AP and IB trainings.			
9	G6.B1.S1.A1	Use high yield strategies in math classes Provide Alg I EOC tutoring for students who need retakes Incorporate math anchor standards into all math classes Provide real world applications of math Attend workshops/trainings throughout the year All math teachers will participate in PLC's Engage in vertical planning-math teachers will reflect on student results and communicate regarding student performance and achievement Provide opportunities for students to read and write in math class about math				**$0.00**
10	G7.B1.S1.A1	Teachers will use AIMS to generate data for progress monitoring Teachers will receive training on how to integrate technology Teachers will receive training on student motivation (book study opportunity as well) 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 Science teachers will meet with other subject area teachers to offer cross curricular insight				**$0.00**
11	G8.B1.S1.A1	Register all students for PSAT Use PSAT reports to identify potential AP students Offer more AP courses Identify students from robotics class and coding club who can enroll in AP Stem courses				**$3,000.00**

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			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			
12	G9.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 Add courses in medical support services to increase opportunities for students to earn industry certifications Explore addition of IB Career Program**				$0.00
					Total:	$365,666.70

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S1.MA1 M426077	Enrollment numbers in French classes, increased number of French course offerings	Turnage, Adele	8/13/2018	We will compare number of students enrolled in French from previous school year	8/31/2018 one-time
G1.B1.S1.MA1 M426078	Registration for French classes among Pre IB and Major Program students	Turnage, Adele	8/13/2018	Review of registration forms	8/31/2018 one-time
G8.B1.S1.MA1 M426099	Monitor registration for PSAT Review rosters for AP courses Implementation of AP Capstone classes	Turnage, Adele	8/13/2018	Rosters for AP classes	4/1/2019 semiannually
G1.MA1 M426079	High school teachers and district supervisor will meet with middle schools to reach out to students...	Neslon, Juanita	8/13/2018	% of students who pass the the IB language B exams and the AP exams % of students who earn two years of credit in world language Number of students who enroll in a third year of world language	5/31/2019 quarterly
G2.MA1 M426082	Formative assessments in AP courses Lesson plans reflecting strategies/AP style questions notes...	Demps, Darrius	8/13/2018	AP results on score reports AP instructional planning reports attendance at workshops lesson plans	5/31/2019 monthly
G4.MA1 M426088	AIMS will be used for progress monitoring Monthly data chats regarding targeted students...	Demps, Darrius	8/13/2018	AIMS results Lesson plans Classroom snapshots PLC meetings/minutes	5/31/2019 monthly
G7.MA1 M426097	Biology AIMS results Data collection on teacher made assessments Classroom snapshots Lesson...	Allen, Jon	8/13/2018	Biology EOC results AIMS results will show growth	5/31/2019 monthly
G1.B1.S1.A1 A389956	We will provide enrichment in French through after school programs at the middle school	Neslon, Juanita	8/13/2018	Increased enrollment in French classes	5/31/2019 monthly
G2.B1.S1.MA1 M426081	Examine formative assessments in classes Monthly data chats with administrators Notes from dept...	Demps, Darrius	8/13/2018	Lesson plans, teacher made assessments, results on formative assessments, AP scores, enrollment in AP courses, attendance at AP trainings, use of Khan academy	5/31/2019 monthly
G2.B1.S1.A1 A389957	MAP teachers will use the AP exam scores and AP instructional planning report to monitor progress...	Neslon, Juanita	8/13/2018	AP planning reports teacher made tests/quizzes AP potential reports Previous AP score reports AP guidelines for each course	5/31/2019 monthly
G4.B1.S1.MA1 M426086	Use of AIMS results-remediation or reteaching for targeted students US History EOC results Meet...	Demps, Darrius	8/13/2018	Lesson plans Classroom snapshots Workshop attendance EOC results AIMS results	5/31/2019 monthly
G4.B1.S1.MA1 M426087	US History AIMS scores will be monitored for growth Lesson plans will be evaluated on a monthly...	Demps, Darrius	8/13/2018	Data chats AIMS results US History EOC results	5/31/2019 monthly
G4.B1.S1.A1 A389959	All social studies teachers will participate in PLC's Participate in vertical planning-have...	Demps, Darrius	8/13/2018	AIMS results History EOC scores Data chats regarding targeted students Credit earned in social studies courses	5/31/2019 monthly
G7.B1.S1.MA1 M426095	AIMS results for Biology Lesson plans Classroom walkthroughs	Allen, Jon	8/13/2018	Biology EOC results	5/31/2019 monthly
G7.B1.S1.MA1 M426096	Examine AIMS results Review EOC results in bio Conduct classroom walkthroughs	Allen, Jon	8/13/2018	Biology EOC results Number of students receiving credit for biology	5/31/2019 monthly
G3.MA1 M426085	Graduation rates for at risk seniors GPA's test scores credits earned	Andrew, Shane	8/13/2018	Graduation rates for 2017-18 final withdrawal codes for seniors	6/7/2019 monthly
G5.MA1 M426091	Students will take the AIMS ELA data from previous year will be reviewed; Teachers will collect...	Turnage, Adele	8/13/2018	FSA results Graduation rate Attendance rate Classroom snapshots Lesson plans reflecting Florida standards Data collected by teachers for Florida	6/7/2019 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				standards ACT/SAT scores for concordant scores	
G6.MA1 🔑 M426094	1. Use of AIMS in Alg and Geometry, Lib Arts and Informal Geometry 2. Monitor attendance and...	Coleman-Hayes, Lizabeth	8/13/2018	Alg I EOC results Geo EOC results AIMS results Completion of Alg Nation modules/Math Nation Test Yourself Tools	6/7/2019 monthly
G8.MA1 🔑 M426100	Enrollment in AP Stem classes	Turnage, Adele	8/13/2018	AP scores for underrepresented minorities in STEM classes	6/7/2019 semiannually
G10.MA1 🔑 M426106	Examine monthly discipline reports and data (African American OSS & Referral Data). Examine...	Williams, Leroy	8/13/2018	15% Decrease in African American (AA) students with Out of School Suspensions (OSS) - 2018-19 target # is 184 per ACPS Equity Plan Goal. Baseline AA OSS data - (2017-18 AA OSS=217): (2016-17 AA OSS=228). Increase percentage of students attending school regularly based on data reports. PBIS recognition and rewards program.	6/7/2019 biweekly
G11.MA1 🔑 M426109	Focus Group notes Feedback on grade level activities	Edwards, Anntwanique	8/13/2018	Surveys	6/7/2019 semiannually
G2.B1.S1.MA1 🔑 M426080	Examine enrollment in AP courses Track AP scores-how many students score at each score point...	Demps, Darrius	8/13/2018	AP score reports for each course AP potential report AP instructional planning report grades in AP courses attendance rate in AP courses Performance on released exams used for practice	6/7/2019 semiannually
G3.B1.S1.MA1 🔑 M426084	Student Services Meetings-monitor progress of at risk seniors	Edwards, Anntwanique	8/13/2018	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	6/7/2019 monthly
G5.B1.S1.MA1 🔑 M426089	Classroom walkthroughs Provide ELA teachers with data on their students Monitor progress through...	Turnage, Adele	8/13/2018	FSA reading scores	6/7/2019 monthly
G5.B1.S1.MA1 🔑 M426090	AIMS, student writing samples, classroom snapshots	Andrew, Shane	8/13/2018	FSA reading scores AIMS results showing growth	6/7/2019 monthly
G5.B1.S1.A1 🔑 A389960	Classroom walkthroughs Monitor lesson plans Hire paraprofessionals Provide after school...	Andrew, Shane	8/13/2018	AIMS, FSA	6/7/2019 monthly
G6.B1.S1.MA1 🔑 M426092	Classroom walkthrough AIMS results	Andrew, Shane	8/13/2018	Alg I EOC results Geo EOC results math credits earned by students	6/7/2019 monthly
G6.B1.S1.MA1 🔑 M426093	Classroom snapshots Lesson plan review Monthly data chats with administrators	Coleman-Hayes, Lizabeth	8/13/2018	Alg I FSA scores Geo FSA scores math credits earned by students	6/7/2019 monthly
G6.B1.S1.A1 🔑 A389961	Use high yield strategies in math classes Provide Alg I EOC tutoring for students who need...	Coleman-Hayes, Lizabeth	8/13/2018	Alg I FSA results Geometry FSA results Number of students who earn Alg I credit AIMS results will show growth	6/7/2019 monthly
G7.B1.S1.A1 🔑 A389962	Teachers will use AIMS to generate data for progress monitoring Teachers will receive training on...	Allen, Jon	8/13/2018	AIMS results Lesson plans Biology EOC results	6/7/2019 monthly
G8.B1.S1.MA1 🔑 M426098	Review enrollment in AP courses Review grades of underrepresented minorities in AP courses...	Turnage, Adele	8/13/2018	Credits earned in AP courses	6/7/2019 semiannually
G8.B1.S1.A1 🔑 A389963	Register all students for PSAT Use PSAT reports to identify potential AP students Offer more AP...	Turnage, Adele	8/13/2018	Registration/Rosters for AP classes	6/7/2019 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G9.B1.S1.MA1 🔍 M426101	review student registration in CTE courses review industry certification earned by students	Turnage, Adele	8/13/2018	determination of most relevant CTE courses to offer passing scores on industry certification exams	6/7/2019 annually
G9.B1.S1.A1 🔍 A389964	Current CTE teacher will receive additional training Provide scheduling options so that beginning...	Turnage, Adele	8/13/2018	registration for digital media registration for medical skills classes	6/7/2019 semiannually
G10.B1.S1.MA1 🔍 M426104	examine monthly discipline reports	Williams, Leroy	8/13/2018	decrease in number of students receiving discipline referrals increase in student attendance	6/7/2019 monthly
G10.B1.S1.MA1 🔍 M426105	Monitor student behavior reports	Williams, Leroy	8/13/2018	decrease in student discipline referrals increase in class attendance	6/7/2019 monthly
G10.B1.S1.A1 🔍 A389965	Funding will be sought for an additional dean position APA will provide lesson plans for PBIS...	Williams, Leroy	8/13/2018	Decrease in students who receive referrals	6/7/2019 monthly
G11.B1.S1.MA1 🔍 M426107	Surveys Student attendance Activities	Edwards, Anntwanique	8/13/2018	Grade level activities completed SAC/ District Survey results	6/7/2019 monthly
G11.B1.S1.MA1 🔍 M426108	SAC surveys grade level activities	Edwards, Anntwanique	8/13/2018	Results of student survey Notes from focus groups	6/7/2019 monthly
G11.B1.S1.A1 🔍 A389966	Grade level students will interact in meaningful ways throughout the year Students meet with the...	Edwards, Anntwanique	8/13/2018	grade level activities completed results on SAC student survey Referrals to outside agencies Sign in sheets and feedback from attendees and mental health forums	6/7/2019 monthly
G11.B1.S1.A2 🔍 A389967	Students will fill out surveys to monitor student teacher relationships and feelings of belonging	Edwards, Anntwanique	8/13/2018	Results of school survey Results of district survey	6/7/2019 semiannually
G3.B1.S1.MA1 🔍 M426083	Discussion of individual at risk seniors	Edwards, Anntwanique	8/13/2018	Attendance data Credits earned GPA's test scores discipline records	6/8/2019 monthly
G3.B1.S1.A1 🔍 A389958	School counselors will monitor the progress of at risk seniors as they work to complete all of...	Vaknin, Amy	8/13/2018	Graduation rate data for all students Graduation rate data for at risk seniors	6/8/2019 monthly
G9.MA1 🔍 M426103	determine if units allow for additional programs to be added	Andrew, Shane	7/31/2018	Master schedule which includes CTE courses Number of industry certifications earned by students	6/28/2019 semiannually
G9.B1.S1.MA1 🔍 M426102	monitor growth of student population to qualify for additional units monitor enrollment in...	Andrew, Shane	8/13/2018	unit allocations master schedule	8/12/2019 one-time