2013-2014 SCHOOL IMPROVEMENT PLAN

Eustis High School
1300 E WASHINGTON AVE
Eustis, FL 32726
352-357-7449
http://lake.k12.fl.us/ehs

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	51%

Alternative/ESE Center	Charter School	Minority Rate
No	No	40%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	C	B

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  ◦ Year 1 – declined to D, or first-time graded schools receiving a D
  ◦ Year 2 – second consecutive D, or F followed by a D
  ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  ◦ Year 1 – declined to F, or first-time graded schools receiving an F
  ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Eustis High School

Principal
Nancy Velez

School Advisory Council chair
Lisa Porter

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Nancy Velez	Principal
Lamica Caldwell	Assistant Principal
Tracy Clark	Assistant Principal
Marta C. Ramirez	Assistant Principal
Andrew Zimmerman	Assistant Principal

District-Level Information

District
Lake

Superintendent
Dr. Susan Moxley

Date of school board approval of SIP
12/16/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Chairman – Lisa Porter (parent)
Vice-Chairman – Margaret Emerson (faculty)
Secretary/Treasurer – Lori Ross (business/community)
Parliamentarian – Alex Campione (student)
The SAC is representative of the ethnic, racial, and economic community served by the school. The officers of the SAC are representative of the different council members that comprise the SAC.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC supports community activities throughout the year. The Kiwanis are active in our community and are supported through the service projects that they are involved in. The SAC supports all activities of the classes at the high school including car washes, projects involving lower income families in our school community, spirit events, and general support. This year the SAC will become involved with the Panther Pantry, which is a food bank for families in our school, by bringing non-perishable items to each meeting.

The School Advisory Council (SAC) has an important function for the success of Eustis High School. Listed below are some of the functions of the SAC.

1. Review the results of any needs assessments conducted by the School administration
2. Assist in the development of the school improvement plan and provide recommendations on specific components of the plan, such as the goals of the School, indicators of School and student progress and strategies and evaluation procedures to measure student performance.
3. Define adequate progress for each School goal; obtain public input when defining adequate progress for School goals; negotiate the definition of adequate progress for school goals; and notify and request assistance from the School Board when the School fails to make adequate progress in any single goal area.
4. Monitor students; progress in attaining goals and evaluate the appropriateness of the indicators of student progress and strategies and evaluation procedures which are selected to measure student performance.
5. Prepare and distribute information to the public to report the status of implementing the school improvement plan, the performance of students and educational programs, and progress in accomplishing the School goals.
6. Make recommendations on the accumulation and reporting of data that is beneficial to parents.
7. Serve as a resource for the Principal and advise the principal in matters pertaining to the school improvement plans.
8. Provide input on the School's annual budget and the use of school improvement funds.
9. Make recommendations on the waiver of Florida Statutes or State Board of Education Rules which will allow School personnel to establish innovative educational practices and methods
10. Inquire about School matters, identify problems, propose solutions to problems, suggest changes, and inform the community about the School.
11. Act as liaison between the School and the community.
12. Assist in the preparation of the feedback report to the Florida Commission on Education Reform and Accountability as required by and pursuant to Section 230.23(18)(g), Florida Statutes.
13. Identify other duties and functions of the Council
14. Reach out to community to obtain more partners
15. Assist the school to create and analyze school climate surveys for parents and students

Projected use of school improvement funds, including the amount allocated to each project

The SAC is hoping to participate with PasPoint, which is a tool for community connections, an advertising tool for schools to generate resources through parent service memberships and community sponsorships. Funds generated would then be used to fund the technology needs of the school. Funds amounts have not been determine being that this a new project for PasPoint.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

5

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Nancy Velez		
Principal	Years as Administrator: 24	Years at Current School: 1

Credentials	Masters
Performance Record	Federal Rate graduation rate 86.1% in 2011 to 82.35% in 2012. Based on School Grades Data 2013 reading satisfactory or higher 51%; math satisfactory or higher 60%; writing satisfactory or higher 53%; science satisfactory or higher 80%; reading gains for low quartile 69%; math gains for low quartile 65%

Tracy Clark		
Asst Principal	Years as Administrator: 11	Years at Current School: 2

Credentials	Master of Science-Education Certification: School Principal (All Levels) Physical Education (Grades 6-12)
Performance Record	Federal Rate graduation rate 86.1% in 2011 to 82.35% in 2012. Based on School Grades Data 2013 reading satisfactory or higher 51%; math satisfactory or higher 60%; writing satisfactory or higher 53%; science satisfactory or higher 80%; reading gains for low quartile 69%; math gains for low quartile 65%

Marta C. Ramirez		
Asst Principal	Years as Administrator: 8	Years at Current School: 4

Credentials	B.S. Business Administration M.Ed Educational Leadership
Performance Record	Federal Rate graduation rate 86.1% in 2011 to 82.35% in 2012. Based on School Grades Data 2013 reading satisfactory or higher 51%; math satisfactory or higher 60%; writing satisfactory or higher 53%; science satisfactory or higher 80%; reading gains for low quartile 69%; math gains for low quartile 65%

Lamica Caldwell		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Biology 6-12 Educational Leadership (All Levels)
Performance Record	Federal Rate graduation rate 86.1% in 2011 to 82.35% in 2012. Based on School Grades Data 2013 reading satisfactory or higher 51%; math satisfactory or higher 60%; writing satisfactory or higher 53%; science satisfactory or higher 80%; reading gains for low quartile 69%; math gains for low quartile 65%

Andrew Zimmerman		
Asst Principal	Years as Administrator: 6	Years at Current School: 2

Credentials	B.S. in Business Management Masters of Science in Leadership in Educational Administration
Performance Record	Federal Rate graduation rate 86.1% in 2011 to 82.35% in 2012. Based on School Grades Data 2013 reading satisfactory or higher 51%; math satisfactory or higher 60%; writing satisfactory or higher 53%; science satisfactory or higher 80%; reading gains for low quartile 69%; math gains for low quartile 65%

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Karen Colarossi		
Full-time / School-based	Years as Coach: 6	Years at Current School: 1

Areas	Reading/Literacy
Credentials	MS in Curriculum and Instruction Reading Endorsed ESOL Endorsed
Performance Record	Federal Rate graduation rate 86.1% in 2011 to 82.35% in 2012. Based on School Grades Data 2013 reading satisfactory or higher 51%; reading gains for low quartile 69%;

Classroom Teachers

# of classroom teachers
76

 # receiving effective rating or higher
74, 97%

 # Highly Qualified Teachers
62%

 # certified in-field
75, 99%

 # ESOL endorsed
22, 29%

 # reading endorsed
12, 16%

 # with advanced degrees
28, 37%

 # National Board Certified
1, 1%

 # first-year teachers
3, 4%

 # with 1-5 years of experience
16, 21%

 # with 6-14 years of experience
39, 51%

 # with 15 or more years of experience
13, 17%

Education Paraprofessionals

# of paraprofessionals
6

 # Highly Qualified
6, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
4

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Rationale for pairing (either 1 or a combination):
1. Teacher is paired with Department Chair
2. Teachers share the same grade level students and courses
3. Teachers are in close proximity
4. Teachers have same planning period
5. Teachers are members of the same PLC
Planned mentoring activities:
1. Review the School Orientation Checklist form
2. Assist with school procedures (ex. Emergency drills, final exam schedules, special events, etc.)
3. Assist with completion of Deliberate Practice.
4. Collaborate effective teaching strategies in PLC meetings
5. Collaborate resources to implement curriculum maps, blue prints, task cards, etc.
6. Collaborate resources to increase student achievement in state tests

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Nancy Velez, Principal: Supports the use of data-based decision -making strategies, assures the implementation of RtI and will ensure adequate professional development for school staff.
Marta Ramirez, Assistant Principal - PBS Coordinator: Will set time and dates and agendas for

meetings, ensure team members are contributing, refers to action plan, refer to data during meetings.
Tracy Clark, Assistant Principal - RtI Coordinator - Will develop, lead and evaluate with RtI team the school standards and programs. Will identify patterns of student need and will liaise with the district personnel for staff development needs, intervention strategies, progress monitoring, data collection and analysis
Trey McDonald, School Social Worker; Ellie VanAnda, School Counselor -Provides information of services and expertise in assessments and interventions with students. Act as School Liaison with community and families in support of student success and achievement.
Jeanmarie York, ESE Specialist: Will collect data on students and will provide best practices collaboration with general education teachers.
Karen Colarossi, Literacy Coach: Provide in-depth guidance on K-12 Reading plan. Will collect and analyze data for the RtI and PBS team. Will also support the implementation of the Tier Intervention Plans and provide instructional support to general education teachers.
ESE Teachers: Will participate in student data collection, will assist with instructional strategies for Tier 3 instruction. Will also collaborate with general education teachers.
Camille Jones, School Psychologist: Will help in the interpretation and analysis of data collected. Will provide support for interventions as well as professional development and technical assistance.
Technology Specialist -Ms. Browning, and Mr. Lee: Develop or broker technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
General education teacher: Will provide information about curriculum and will participate in data collection and will collaborate with other teachers in the implementation of Tier 1-3 instruction on an as-needed basis.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The team will meet once a month to collect and analyze data on students as well as teachers, which will then link to instructional decisions. Individual students will be monitored for progress in reaching benchmarks. Where there is risk of students not meeting benchmarks, the team will collaborate and build consensus on the best strategies to increase achievement. The team will be responsible for and participate in problem solving, research on best practices, evaluation of programs and implementation and decision-making strategies. Classroom teachers will be involved in the RtI meetings as necessary.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

LEAPS and BEP provide instructional resources for teachers. Implementation of FAIR assessment for baseline, midyear and summary data in Reading. FCAT Star for data on Reading, Math, Writing, and Science. Writing baseline data, also includes midyear and summary data. Content-based Assessments together with Curriculum Maps and Blueprints. PLAN will be given to all 10th grade students. FIDO and the AS400 will be used to gather all data on discipline & attendance, academics for individual students and teachers.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development will be on-going during the school year during the teachers planning time as a rolling in-service, as well as on early release Wednesdays. Informational RtI/PBS sessions will take place in during the teacher planning. The teachers in the AVID and RtI/PBS teams will conduct the professional development sessions and the administrative team will evaluate and observe implementation during Classroom Walk Through Sessions. District training for RtI teams will be held as well. Training assistance will be provided for all site-based teams on an on-going basis.

The implementation of MTSS will be facilitated by a strong system of professional development and support (technical assistance and coaching). The frequent feedback of implementation data along with student outcome data to the staff will enable school leaders to provide specific staff support to sustain implementation momentum. The frequent use and reporting of data will demonstrate that progress is being made and that the rate of progress is consistent with initial expectations.

Website http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf provides a central, comprehensive location for Florida-specific information and resources that promote system-wide practices to ensure highest possible student achievement in both academic and behavioral pursuits

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 150

Eustis High School will offer extended learning opportunities through tutoring. Tutoring to assist students with the Algebra I, Biology and Geometry End of Course exam is now offered after school on Tuesdays and Thursdays.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Tutoring teachers, School Counselor, and Administrator

Strategy: Summer Program

Minutes added to school year: 100

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

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

E2020 teacher, School Counselor, and Administrator.

Strategy: Before or After School Program

Minutes added to school year: 45

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

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

E2020 teacher, School Counselor, and Administrator.

Strategy: Weekend Program

Minutes added to school year: 500

School Plus Saturday School will be behaviorally initiated as a disincentive for poor behavior and lack of following the school and district's code of conduct. During this time, students will be afforded the opportunity to work on homework, assignments and credit recovery. Additionally, an Academic Support Program also held on Saturdays will be held for students who are struggling academically. This program will be used as an academic intervention before a student fails. Tutoring, skill building lessons and activities will be made available for the student as a means to strengthen achievement.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Student grades, GPA, referrals for behavior, student artifacts

Who is responsible for monitoring implementation of this strategy?

Teacher, School Counselor, and Administrator

Strategy: Weekend Program

Minutes added to school year: 150

Eustis High School will offer extended learning opportunities through tutoring. Tutoring to assist students with the Algebra I End of Course exam is now offered after school and on Saturdays

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Tutoring teachers, School Counselor, and Administrator

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Karen Colarossi	Literacy Coach
Nancy Velez	Principal
Don Snyder	English Department Chair
Andy Hobbs	Math Teacher

Name	Title
Carol Aylward	Reading Teacher
Josh Phillips	Social Studies
Joyce Browning	Media Specialist
Carol Spikes	CTE Department Chair

How the school-based LLT functions

The literacy leadership team meets at least one time per month as a professional learning community. The team examines school data, identifies areas of need and develops an intervention plan to address the areas of needs. The team revisits goals and needs throughout the school year and examines data to determine effectiveness of the intervention.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Each teacher is required to access and compile reading data on each student in his/her class and monitor students progress through the use of a data file. The data file is part of their professional portfolio and is included in their teacher evaluation conversations. The Leadership Team identifies, through teacher survey and teacher performance evaluation, needs and weaknesses in instructional practice and tailors professional development to those needs. Training on targeted strategy instruction is provided during small group faculty trainings on Tuesdays. All students are required to take baseline/mid-year assessments and check in mini-assessments during the school year in Reading and teachers include the results in their data file. All students who are not making adequate progress are identified at mid-year and instructional strategies are designed to accelerate those students.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Eustis High School participates in the District Initiative "R U C2 Ready" by encouraging teachers to make the connection from their subjects to college and careers. The school wide positive support behavior (P.A.W.S) expectations clearly shows the relationship between student participation in their subjects and relevance to their future. Eustis High School offers a variety of vocational and performing arts courses that incorporate applied academics to students' future career choices. Eustis High School has

incorporated into its Advisory class the transition from grade levels while keeping the same advisory teacher. This will allow the advisory teacher to better know their students and in turn, assist with their career interests. Through the Advisory class, students will have the opportunity to hear speakers that relate the academic studies to their job requirements, participate in activities that give firsthand experience on future career choices and learn about the higher order education opportunities provided to achieve future career choices. Eustis High School has incorporated the AVID program and has a class at each grade level. The school's initiative is to have all teachers incorporate the AVID Strategies (WICOR) into their lesson plans.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

During 9th grade, students meet with their guidance counselor to complete a personalized academic and career plan. Students and guidance counselors review these plans annually to verify that the course of study is meaningful. One of the components of the Advisory class is career planning. This will allow the advisory teacher to better know their students and in turn, assist with their career interests. Student will registered for their next year's classes through their advisory classes.

Strategies for improving student readiness for the public postsecondary level

Rigorous academics in combination with high expectations and the placement of students in Advanced Placement classes based on their academic history and test scores are some of the strategies for improving student readiness for the public postsecondary level.
Continue to offer and expanding CTE programs that offer students opportunities to earn Industry Certifications in their chosen field. This will also provide students with an opportunity to earn extra post secondary clock hours or college credit.
For those CTE programs that do not have an AWI/FLDOE recognized industry certification, the district has secured articulation agreements with post secondary institutions for qualifying student program concentrations. This will allow the student the opportunity to earn either college credit or technical clock hours.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	51%	No	62%
American Indian				
Asian				
Black/African American	40%	24%	No	46%
Hispanic	39%	38%	No	45%
White	67%	63%	No	70%
English language learners	28%	0%	No	35%
Students with disabilities	33%	23%	No	39%
Economically disadvantaged	48%	39%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	145	24%	28%
Students scoring at or above Achievement Level 4	164	28%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		38%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	227	38%	50%
Students in lowest 25% making learning gains (FCAT 2.0)	27	65%	62%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		72%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		41%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	180	59%	69%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	156	53%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	39%	60%	Yes	45%
American Indian				
Asian				
Black/African American	35%	28%	No	42%
Hispanic	41%	53%	Yes	47%
White	40%	72%	Yes	46%
English language learners				
Students with disabilities	28%	38%	Yes	36%
Economically disadvantaged	38%	50%	Yes	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		95%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)	345	65%	75%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	144	47%	57%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	39%	60%
Students scoring at or above Achievement Level 4	11	5%	10%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	28%	45%
Students scoring at or above Achievement Level 4	78	24%	35%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		33%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	111	33%	38%
Students scoring at or above Achievement Level 4	154	46%	51%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		25
Participation in STEM-related experiences provided for students	0	0%	10%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	925	74%	75%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		74%	75%
Students taking one or more advanced placement exams for STEM-related courses	121	13%	15%
CTE-STEM program concentrators	91		100
Students taking CTE-STEM industry certification exams	0	0%	25%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	25%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	968	77%	80%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	42	26%	36%
Completion rate (%) for CTE students enrolled in *accelerated* courses		26%	36%
Students taking CTE industry certification exams	33	21%	31%
Passing rate (%) for students who take CTE industry certification exams		38%	48%
CTE program concentrators	156	16%	20%
CTE teachers holding appropriate industry certifications	6	86%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	138	11%	7%
Students in ninth grade with one or more absences within the first 20 days	31	10%	6%
Students in ninth grade who fail two or more courses in any subject	9	3%	2%
Students with grade point average less than 2.0	160	12%	8%
Students who fail to progress on-time to tenth grade	14	4%	2%
Students who receive two or more behavior referrals	230	18%	12%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	119	9%	6%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	14	3%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	306	82%	84%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	70	56%	60%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	7	6%	4%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

AVID--parent involvement is necessary for students who have the ability but lack the motivation to go to college
Advance Placement--parent involvement is necessary for students who have the ability to take more rigorous classes
Financial Aid/College planning--parent involvement is necessary to ensure that financial need is not a barrier to go to college
Lowest performing quartile/ at risk students--parent involvement is necessasry to ensure students don't drop out of high school, pass the requires tests and stay motivated

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
AVID	50	64%	75%
Advanced Placement	300	60%	70%
Financial Aid/college planning	120	48%	58%
12th grade credit checks	165	66%	76%
students in lowest performing quartile/at risk students	200	33%	43%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase students scoring at Level 3 and above on FCAT Reading Assessments

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

G3. Eustis High School will implement a research based writing program to increase our success Rate to 62% via a District crafted FCAT SSS Program while implementing Common Core writing standards across the curriculum.

G4. 70% of students who take the Algebra EOC during 2013-2014 will receive a level 3 or higher

G5. 45% of students who take the Geometry EOC during 2013-2014 will receive a level 3. 35 % of students who take the Geometry EOC in 2013-2014 will receive a level 4 or higher. A total of 80% of students will receive a level 3 or higher.

G6. To increase the percentage of students scoring level 3 and above on the Biology EOC from 83% to 88%.

G7. Increase STEM involvement and opportunities at Eustis High School by 10%.

G8. By June 2014, increase the percentage of students passing the Career Pathways and Industry Certification exams by 20%.

G9. Decrease drop out rate by 0.2%

G10. Increase Federal Graduation Rate by 5%.

G11. Decrease students who miss 10% or more by 5% by creating a single culture school where uniform policies are in place that will encourage and motivate students to be in school each day and each period

G12. Reduce the number of total Out-of-School Suspensions 5% and reduce the number of students receiving Out-of-School Suspension 10%.

G13. Increase parent involvement by 10%

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

G15. To implement year one of the district's four-year plan for the Bully Proofing Your School intiative.

Goals Detail

G1. Increase students scoring at Level 3 and above on FCAT Reading Assessments

Targets Supported

Resources Available to Support the Goal

- Reading teachers have created common, rigorous lessons aligned to student needs based on data.
- Focus Calendars in all Reading classes in grades 9-12 aligned to student needs based on data.
- C2 Ready Connection Cards
- Curriculum Maps provided by the district for Reading

Targeted Barriers to Achieving the Goal

- Teachers unaware of the increased rigor required for new curriculum standards.
- Teachers lack of knowledge of how to scaffold lessons for students who are required to perform at higher levels.

Plan to Monitor Progress Toward the Goal

Monitor teacher participation in professional devleopment to address rigor and scaffolding.

Person or Persons Responsible
Administration will monitor teacher participation in available professional development

Target Dates or Schedule:
Ongoing throughout the school year

Evidence of Completion:
Sign in sheets from professional development Conversations with teachers regarding the incorporation of necessary scaffolds

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

Targets Supported

Resources Available to Support the Goal

- FAIR assessment comparison during baseline and midyear
- Baseline and mid-year assessments for benchmark progress

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Teachers will regularly monitor the progress of students to ensure progress.

Person or Persons Responsible
All teachers LIteracy Coach Administrative Team ESE Specialist

Target Dates or Schedule:
During monthly leadership meetings

Evidence of Completion:
Team Evaluations Teacher portfolios

G3. Eustis High School will implement a research based writing program to increase our success Rate to 62% via a District crafted FCAT SSS Program while implementing Common Core writing standards across the curriculum.

Targets Supported
- Writing

Resources Available to Support the Goal
- Across the curriculum writing using FCAT+ rubric in all 9th and 10th grade classrooms. Use Common Core Rubric established by Literacy Council for all otherss. Intensive writing instruction in ALL Language Arts classes. Based on availablity of electronic aides, writing prompts and grading with feedback. Tutoring program established in which students needing assistance will be helped.

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

Plan to Monitor Progress Toward the Goal

class assessments and classroom walksthroughs

Person or Persons Responsible
teachers administration

Target Dates or Schedule:
monthly department meetings

Evidence of Completion:
portfolio observation

G4. 70% of students who take the Algebra EOC during 2013-2014 will receive a level 3 or higher

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- 1. Algebra 1 PLC – Best Practices, EOC strategies 2. Liberal Arts Math Classes with Algebra focus 3. math UNRAAVEL strategies 4. Common Testing Errors 5. Mathematic inservices 6. Teacher Collaboration & Data analysis 7. After school EOC review sessions

Targeted Barriers to Achieving the Goal
- Students not in an Algebra Course or who require extra Algebra help outside of class

Plan to Monitor Progress Toward the Goal

baseline testing data compared to mid year testing data student attendance to tutoring Student work in classroom to monitor progress

Person or Persons Responsible
teachers

Target Dates or Schedule:
throughout the year

Evidence of Completion:
EOC pass/fail rate

G5. 45% of students who take the Geometry EOC during 2013-2014 will receive a level 3. 35 % of students who take the Geometry EOC in 2013-2014 will receive a level 4 or higher. A total of 80% of students will receive a level 3 or higher.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Common teacher planning Departmental meeting focused on improved teaching practice Math UNRAAVEL strategies Review effective testing strategies County-wide training Teacher collaboration & data analysis

Targeted Barriers to Achieving the Goal
- Students not in a Geometry class or needing remediation in Geometry concepts

Plan to Monitor Progress Toward the Goal

baseline testing data compared to mid year testing data student attendance to tutoring Student work in classroom to monitor progress

Person or Persons Responsible
teachers math department chair administration

Target Dates or Schedule:
throught out the year

Evidence of Completion:
EOC pass/fail rates

G6. To increase the percentage of students scoring level 3 and above on the Biology EOC from 83% to 88%.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Tutoring FCAT Explorer Edusoft Lake Benchmark Assessments Curriculum Blueprint Taskcards

Targeted Barriers to Achieving the Goal
- Lack of prior Biology teaching experience
- Lack of support at home

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Science Department Chair Administrator

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student Data (benchmark assessments, etc.) Meeting Agenda and Minutes Lesson Plans Final presentation of PLC's process and findings EOC Results

G7. Increase STEM involvement and opportunities at Eustis High School by 10%.

Targets Supported
- STEM - High School

Resources Available to Support the Goal
- highly certified teachers advanced courses

Targeted Barriers to Achieving the Goal
- Lack of knowledge in STEM; resources, development and initiatives.

Plan to Monitor Progress Toward the Goal

increase # of STEM opportunities

Person or Persons Responsible
CAP teachers and committee members

Target Dates or Schedule:
at each meeting

Evidence of Completion:
agenda and minutes

G8. By June 2014, increase the percentage of students passing the Career Pathways and Industry Certification exams by 20%.

Targets Supported
- CTE

Resources Available to Support the Goal
- Industry certified teachers Peer tutoring by industry certified students District CTE department

Targeted Barriers to Achieving the Goal
- Cost of Exams

Plan to Monitor Progress Toward the Goal

the # of fundings obtained which in turn will increased the number of students taking exams

Person or Persons Responsible
CAP teachers and committee members

Target Dates or Schedule:
at each meeting

Evidence of Completion:
agenda and minutes

G9. Decrease drop out rate by 0.2%

Targets Supported
- EWS - High School

Resources Available to Support the Goal
- E2020 software

Targeted Barriers to Achieving the Goal
- Students who lack sufficient credits to graduate on time.
- Students with grade point average less than 2.0.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Student Services Department Chair Administration

Target Dates or Schedule:
quarterly

Evidence of Completion:
E2020 reports, student credit checks, and state reports

G10. Increase Federal Graduation Rate by 5%.

Targets Supported
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal
- E2020 software

Targeted Barriers to Achieving the Goal
- Students who lack sufficient credits to graduate on time.
- Students with grade point average less than 2.0.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Student Services Department Chair Administration

Target Dates or Schedule:
quarterly

Evidence of Completion:
E2020 reports, student credit checks, and state reports

G11. Decrease students who miss 10% or more by 5% by creating a single culture school where uniform policies are in place that will encourage and motivate students to be in school each day and each period

Targets Supported
- EWS - High School

Resources Available to Support the Goal
- County attendance policy. phone messenger advisory class

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

Plan to Monitor Progress Toward the Goal

decrease number of student absences specially the students identified as excessive

Person or Persons Responsible
administration student services counselors

Target Dates or Schedule:
student services counselor at credit checks administration at predetermine dates set by conferences

Evidence of Completion:
student absence reports, conference notes

G12. Reduce the number of total Out-of-School Suspensions 5% and reduce the number of students receiving Out-of-School Suspension 10%.

Targets Supported
- EWS - High School

Resources Available to Support the Goal
- Positive Behavior Support Advisory class

Targeted Barriers to Achieving the Goal
- Freshmen not acclimated to high school expectations and Sophomores not dealing well with transition to Main Campus.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
administration

Target Dates or Schedule:
each semester

Evidence of Completion:
Discipline Referral Data, agendas

G13. Increase parent involvement by 10%

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- School news letter School website School telephone messenger system ESembler District EngageLCS by Mindmixer District inSync Education

Targeted Barriers to Achieving the Goal
- Lack of technology at home

- lack of knowledge about resources available at school and online

Plan to Monitor Progress Toward the Goal

sign in sheets and exit surveys newsletter website log of phone messenger

Person or Persons Responsible
administration

Target Dates or Schedule:
quarterly

Evidence of Completion:
climate survey results

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

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Science

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

Resources Available to Support the Goal
- computer and software internet access

Targeted Barriers to Achieving the Goal
- lack of trained faculty

- lack of available electronic communication devices

- student unappropriate use of electronic communication devices

Plan to Monitor Progress Toward the Goal

student artifacts, student grades, student log in usage

Person or Persons Responsible
teachers and administration

Target Dates or Schedule:
quarterly

Evidence of Completion:
modules and lessons created

G15. To implement year one of the district's four-year plan for the Bully Proofing Your School intiative.

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- Bully-proofing Your School Program Implementation Guide Book and other resources provided by the District

Targeted Barriers to Achieving the Goal
- Lack of trained faculty and staff
- Students' misconceptions regarding bullying

Plan to Monitor Progress Toward the Goal

Analyze surveys, Quizzes, Q and A sessions, and Feedback and make adjustments to trainings as needed.

Person or Persons Responsible
Administrator over Safety Principal

Target Dates or Schedule:
Monthly

Evidence of Completion:
Training Evaluation Survey

Action Plan for Improvement

Problem Solving Key

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

G1. Increase students scoring at Level 3 and above on FCAT Reading Assessments

G1.B1 Teachers unaware of the increased rigor required for new curriculum standards.

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

Action Step 1

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

Person or Persons Responsible

Teachers Administrators Literacy Coach

Target Dates or Schedule

Teachers will participate in available training regarding new curriculum guidelines during the school year.

Evidence of Completion

Administrators will observe rigorous lessons during TEAM evaluation.

Facilitator:

Administrative Team LIteracy Coach

Participants:

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

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

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

During staff development opportunities

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

During classroom walkthroughs During TEAM evaluation

Evidence of Completion

TEAM evaluation data

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

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

Action Step 1

Teachers will learn to scaffold lessons for students who are required to perform at higher levels through 0professional learning and coaching.

Person or Persons Responsible

teachers administration literacy coach

Target Dates or Schedule

teachers will participate in available training regarding scaffolding of lessons during school year.

Evidence of Completion

administration will observe rigorous lessons during TEAMS evaluations

Facilitator:

Administration Literacy Coach

Participants:

all teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

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

Person or Persons Responsible

administrative team

Target Dates or Schedule

during staff development opportunities

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B2.S1

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

Person or Persons Responsible

administrative team

Target Dates or Schedule

during classroom walkthroughs during TEAM evaluations

Evidence of Completion

TEAM evaluations

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

G2.B1 A barrier in this area is not knowing who is and who isnt making progress during the school year.

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

Action Step 1

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

Person or Persons Responsible

Teachers and Literacy Coach will examine data

Target Dates or Schedule

Begining of the year and at mid-year

Evidence of Completion

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

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

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

Person or Persons Responsible

LIteracy Coach Reading Teachers Content area teachers

Target Dates or Schedule

Begining of the Year Middle of the Year End of the Year

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

Literacy Coach Administrative Team ESE Specialist

Target Dates or Schedule

Begining of the year Middle of the year And as needed

Evidence of Completion

Meeting minutes

G3. Eustis High School will implement a research based writing program to increase our success Rate to 62% via a District crafted FCAT SSS Program while implementing Common Core writing standards across the curriculum.

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

G3.B1.S1 Our students need to work on their grammar skills - plural vs. possessive, subject/verb agreement, etc. It is therefore essential that these skills be retaught until students comprehend their importance.

Action Step 1

daily gammer drills

Person or Persons Responsible

teachers

Target Dates or Schedule

each class

Evidence of Completion

quiz/test

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

class reviews & assessments

Person or Persons Responsible

teachers

Target Dates or Schedule

weekly

Evidence of Completion

portfolio

Plan to Monitor Effectiveness of G3.B1.S1

class reviews & assessments

Person or Persons Responsible

teachers

Target Dates or Schedule

weekly

Evidence of Completion

portfolio

G3.B2 Interdisciplinary buy-in and instruction of writing rubrics.

G3.B2.S1 A menu of learning objectives regarding "writing" is to be developed and implemented at EHS via a written report, in-service and follow-up.

Action Step 1

objetive and rubric guides

Person or Persons Responsible

language arts department

Target Dates or Schedule

by october 25th

Evidence of Completion

given to faculty

Plan to Monitor Fidelity of Implementation of G3.B2.S1

classroom walkthroughs

Person or Persons Responsible

administration

Target Dates or Schedule

quarterly

Evidence of Completion

observation

Plan to Monitor Effectiveness of G3.B2.S1

classroom walkthroughs

Person or Persons Responsible

administration

Target Dates or Schedule

quarterly

Evidence of Completion

observation

G4. 70% of students who take the Algebra EOC during 2013-2014 will receive a level 3 or higher

G4.B1 Students not in an Algebra Course or who require extra Algebra help outside of class

G4.B1.S1 Tutoring program Review with students online testing strategies Math UNRAAVEL

Action Step 1

1. develop tutoring program three times per week, 3 or 4 weeks before testing. 2. have 2 teachers focus on specific area of tutoring and rotate students 3. have classroom teachers focus on important terminology and online testing strategies (discussed in PLC). 4. Practice on Edusoft testing and other computerized assessment. 5. Have Advisory and classroom teachrs implement UNRA(A)VEL skills for test taking

Person or Persons Responsible

tutors all teachers

Target Dates or Schedule

tutoring 4 weeks before EOC UNRA(A)VEL once monthly

Evidence of Completion

sing in sheets for tutoring lesson plans student artifacts from UNRA(A)VEL

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

weekly assessments collaboration of data during PLCs monitoring reports student work

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

teacher documentation analysis of student work monitoring data written documentation and assessemnt results

Plan to Monitor Effectiveness of G4.B1.S1

attendance assessment results EOC scores Student work

Person or Persons Responsible

teacher/tutor

Target Dates or Schedule

monthly post-eoc testing

Evidence of Completion

attendance records assessment scores Pass/Fail percentages student work

G5. 45% of students who take the Geometry EOC during 2013-2014 will receive a level 3. 35 % of students who take the Geometry EOC in 2013-2014 will receive a level 4 or higher. A total of 80% of students will receive a level 3 or higher.

G5.B1 Students not in a Geometry class or needing remediation in Geometry concepts

G5.B1.S1 Tutoring program Review with students online testing strategies

Action Step 1

1. develop tutoring program three times per week, 3 or 4 weeks before testing. 2. have 2 teachers focus on specific area of tutoring and rotate students 3. have classroom teachers focus on important terminology and online testing strategies. 4. Practice on Edusoft testing and other computerized assessment.

Person or Persons Responsible

Administration Math Department Chair teachers

Target Dates or Schedule

4 weeks before eEOC for tutoring Weekly for testing strategies and terminology Weekly for Edusoft testing and other computerized assessment

Evidence of Completion

sign in sheets lesson plans Edusoft reports and student reports

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

1. math department chair and administration meetings to develop tutoring program 2. math department chair will meet with tutoring teachers to determine specific area of tutoring and to develop tutoring program rotations. 3. Administration via classroom walkthroughs and TEAM evaluation will monitor lesson plans and implementation of testing strategies and terminology

Person or Persons Responsible

math department chair administration

Target Dates or Schedule

4 weeks before EOC during TEAM observations

Evidence of Completion

tutoring plan lesson plans TEAM data

Plan to Monitor Effectiveness of G5.B1.S1

attendance assessment results EOC scores Student work

Person or Persons Responsible

math department chair and tutors math teachers administration

Target Dates or Schedule

weekly during tutoring weekly in class

Evidence of Completion

sign in sheets LBA reports EOC reports

G6. To increase the percentage of students scoring level 3 and above on the Biology EOC from 83% to 88%.

G6.B1 Lack of prior Biology teaching experience

G6.B1.S1 Development of a Biology Professional Development Community

Action Step 1

Data analysis Best Practices for meeting student needs Collaboration for implementing best practices Utilizing common assessments Progress Monitoring

Person or Persons Responsible

All teachers who teach Biology and Biology Honors, facilitated by the Science Department Chair

Target Dates or Schedule

The 3rd Wednesday of each month

Evidence of Completion

Student Data (benchmark assessments, etc.) Meeting Agenda and Minutes Lesson Plans EOC Results

Facilitator:

Science Department Chair

Participants:

All teachers who teach Biology and Biology Honors, facilitated by the Science Department Chair

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

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

Person or Persons Responsible

Science Department Chair Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Biology EOC Results

Plan to Monitor Effectiveness of G6.B1.S1

Student Data (benchmark assessments, etc.) Common Assessment Scores Peer Observation and Collaboration Surveys and Teacher Self-Assessment

Person or Persons Responsible

Science Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Student Data (benchmark assessments, etc.) Meeting Agenda and Minutes Lesson Plans EOC Results

G6.B3 Lack of support at home

G6.B3.S1 Tutoring (before school, after school, Wednesdays, etc.)

Action Step 1

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

Person or Persons Responsible

All Biology teachers

Target Dates or Schedule

Weekly and as needed

Evidence of Completion

Student sign-in sheets

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Tutoring schedule Student sign-in sheets to include areas of instruction

Person or Persons Responsible

All Biology teachers

Target Dates or Schedule

Monthly, at PLC meetings

Evidence of Completion

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

Plan to Monitor Effectiveness of G6.B3.S1

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

Person or Persons Responsible

All Biology teachers Science Department Chair

Target Dates or Schedule

Monthly and each grading period

Evidence of Completion

Student sign-in sheets to include areas of instruction and time spent in instruction

G7. Increase STEM involvement and opportunities at Eustis High School by 10%.

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

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

Action Step 1

Include in the CAP academy goals the integration of STEM opportunities

Person or Persons Responsible

CAP Academy teachers and committee members (to include science and math teachers)

Target Dates or Schedule

quarterly CAP meetings

Evidence of Completion

Agenda from meetings and minutes

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

review of minutes from last minute agenda to ensure actions where carry out

Person or Persons Responsible

CAP academy teacher and committee members

Target Dates or Schedule

quarterly

Evidence of Completion

the # of STEM opportunites

Plan to Monitor Effectiveness of G7.B1.S1

# of STEM opportunities

Person or Persons Responsible

CAP Academy teachers and committee members

Target Dates or Schedule

at each CAP meeting

Evidence of Completion

agenda and minutes

G8. By June 2014, increase the percentage of students passing the Career Pathways and Industry Certification exams by 20%.

G8.B1 Cost of Exams

G8.B1.S1 to develop a CAP Committee to discuss the request funding from foundations.

Action Step 1

Include in the CAP academy goals the integration of funding requests from foundations

Person or Persons Responsible

CAP Academy teachers and committee members

Target Dates or Schedule

quarterly CAP meetings

Evidence of Completion

Agenda from meetings and minutes

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

review of minutes from last minute agenda to ensure actions where carry out

Person or Persons Responsible

CAP academy teacher and committee members

Target Dates or Schedule

quarterly

Evidence of Completion

the # of fundings obtained

Plan to Monitor Effectiveness of G8.B1.S1

the # of fundings obtained which in turn will increased the number of students taking exams

Person or Persons Responsible

CAP Academy teachers and committee members

Target Dates or Schedule

at each CAP meeting

Evidence of Completion

agenda and minutes

G9. Decrease drop out rate by 0.2%

G9.B1 Students who lack sufficient credits to graduate on time.

G9.B1.S1 Provide opportunities for those students to engage in a grade recovery program C.A.T.S. (Collaborative Academic Technology Support) through the use of E2020 (a computerized grade recovery program) in a self-paced computer instruction with teacher assistance with the flexibility and opportunities during and after school as well as on Saturday mornings.

Action Step 1

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

Person or Persons Responsible

Guidance E2020 Facilitators Administration

Target Dates or Schedule

during and after school as well as on Saturday mornings.

Evidence of Completion

E2020 reports, guidance credit checks

Facilitator:

Student Services Department Chair

Participants:

Student Services Counselors

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

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

Person or Persons Responsible

E2020 Facilitator Student Department Chair

Target Dates or Schedule

Weekly at PLC meetings

Evidence of Completion

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

Plan to Monitor Effectiveness of G9.B1.S1

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

Person or Persons Responsible

E2020 Facilitator Student Services Department Chair Student Services Counselors

Target Dates or Schedule

weekly at PLC meetings

Evidence of Completion

E2020 reports, student credit checks, and state reports

G9.B2 Students with grade point average less than 2.0.

G9.B2.S1 Provide opportunities for those students to engage in a grade recovery program C.A.T.S. (Collaborative Academic Technology Support) through the use of E2020 (a computerized grade recovery program) in a self-paced computer instruction with teacher assistance with the flexibility and opportunities during and after school as well as on Saturday mornings.

Action Step 1

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

Person or Persons Responsible

Guidance E2020 Facilitators Administration

Target Dates or Schedule

during and after school as well as on Saturday mornings.

Evidence of Completion

E2020 reports, guidance credit checks

Action Step 2

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

Person or Persons Responsible

Guidance E2020 Facilitators Administration

Target Dates or Schedule

during and after school as well as on Saturday mornings.

Evidence of Completion

E2020 reports, guidance credit checks

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

Student Services PLC meetings to monitoring of E202 reports on student usage and completion of courses

Person or Persons Responsible

E2020 Facilitator Student Department Chair

Target Dates or Schedule

Weekly at PLC meetings

Evidence of Completion

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

Plan to Monitor Effectiveness of G9.B2.S1

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

Person or Persons Responsible

E2020 Facilitator Student Services Department Chair Student Services Counselors

Target Dates or Schedule

weekly at PLC meetings

Evidence of Completion

E2020 reports, student credit checks, and state reports

G10. Increase Federal Graduation Rate by 5%.

G10.B1 Students who lack sufficient credits to graduate on time.

G10.B1.S1 Provide opportunities for those students to engage in a grade recovery program C.A.T.S. (Collaborative Academic Technology Support) through the use of E2020 (a computerized grade recovery program) in a self-paced computer instruction with teacher assistance with the flexibility and opportunities during and after school as well as on Saturday mornings.

Action Step 1

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

Person or Persons Responsible

Guidance E2020 Facilitators Administration

Target Dates or Schedule

during and after school as well as on Saturday mornings.

Evidence of Completion

E2020 reports, guidance credit checks

Facilitator:

Student Services Department Chair

Participants:

Student Services Counselors

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

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

Person or Persons Responsible

E2020 Facilitator Student Department Chair

Target Dates or Schedule

Weekly at PLC meetings

Evidence of Completion

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

Plan to Monitor Effectiveness of G10.B1.S1

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

Person or Persons Responsible

E2020 Facilitator Student Services Department Chair Student Services Counselors

Target Dates or Schedule

weekly at PLC meetings

Evidence of Completion

E2020 reports, student credit checks, and state reports

G10.B2 Students with grade point average less than 2.0.

G10.B2.S1 Provide opportunities for those students to engage in a grade recovery program C.A.T.S. (Collaborative Academic Technology Support) through the use of E2020 (a computerized grade recovery program) in a self-paced computer instruction with teacher assistance with the flexibility and opportunities during and after school as well as on Saturday mornings.

Action Step 1

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

Person or Persons Responsible

Guidance E2020 Facilitators Administration

Target Dates or Schedule

during and after school as well as on Saturday mornings.

Evidence of Completion

E2020 reports, guidance credit checks

Action Step 2

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

Person or Persons Responsible

Guidance E2020 Facilitators Administration

Target Dates or Schedule

during and after school as well as on Saturday mornings.

Evidence of Completion

E2020 reports, guidance credit checks

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Student Services PLC meetings to monitoring of E202 reports on student usage and completion of courses

Person or Persons Responsible

E2020 Facilitator Student Department Chair

Target Dates or Schedule

Weekly at PLC meetings

Evidence of Completion

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

Plan to Monitor Effectiveness of G10.B2.S1

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

Person or Persons Responsible

E2020 Facilitator Student Services Department Chair Student Services Counselors

Target Dates or Schedule

weekly at PLC meetings

Evidence of Completion

E2020 reports, student credit checks, and state reports

G11. Decrease students who miss 10% or more by 5% by creating a single culture school where uniform policies are in place that will encourage and motivate students to be in school each day and each period

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

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

Action Step 1

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

Person or Persons Responsible

advisory teachers administraton student services counselors

Target Dates or Schedule

First day of school and continue during advisory. Montlhly grade level meetings Parent conferences as needed determined by students absences

Evidence of Completion

advisory lesson plans agenda and power points conference notes phone messenger logs.

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

Advisory teachers acknowledgement form stating completion. Administration notes from meetings. Teacher parent contact logs. Student services counselors conference notes. School Messenger logs.

Person or Persons Responsible

advisory teachers administraton student services counselors

Target Dates or Schedule

first week of school. at each meeting.

Evidence of Completion

student attendance reports

Plan to Monitor Effectiveness of G11.B1.S1

student attendance reports

Person or Persons Responsible

admininstration

Target Dates or Schedule

monthly

Evidence of Completion

student attendance reports

G12. Reduce the number of total Out-of-School Suspensions 5% and reduce the number of students receiving Out-of-School Suspension 10%.

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

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

Action Step 1

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

Person or Persons Responsible

administration student service counselor advisory teachers

Target Dates or Schedule

montlhly and as needed

Evidence of Completion

meeting agendas and power points

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

Monitor student behavior, teacher feedback, and discipline data.

Person or Persons Responsible

Administration

Target Dates or Schedule

montlhly

Evidence of Completion

Discipline Referral Data

Plan to Monitor Effectiveness of G12.B1.S1

Discipline Referral Data

Person or Persons Responsible

administration

Target Dates or Schedule

each semester

Evidence of Completion

agendas, power points, Discipline Referral Data

G13. Increase parent involvement by 10%

G13.B1 Lack of technology at home

G13.B1.S1 Provide use of technology at school by setting specific dates and times for usage and use resources available to make parents aware of times and dates.

Action Step 1

Provide opportunities for parental involvement by providing a time a place for use of computers.

Person or Persons Responsible

School's , Student Services Department, Media Specialist and Administration

Target Dates or Schedule

Weekly for the Student Services Department Career Room Montlhly for the Media Center

Evidence of Completion

sign in sheets

Plan to Monitor Fidelity of Implementation of G13.B1.S1

sign in sheets, exit surveys after usage

Person or Persons Responsible

student services department, media specialist and administration

Target Dates or Schedule

monthly

Evidence of Completion

sing in sheets and exit survyes completed after usage

Plan to Monitor Effectiveness of G13.B1.S1

sign in sheets of usage and exit surveys

Person or Persons Responsible

administration

Target Dates or Schedule

quarterly

Evidence of Completion

sign in sheets and exit surveys

G13.B2 lack of knowledge about resources available at school and online

G13.B2.S1 Use resources to make parents aware of how they can be involved. School news letter School website School telephone messenger system ESembler District EngageLCS by Mindmixer District inSync Education

Action Step 1

add a section on the newsletter with weblinks to EngageLCS by Mind Mixer, inSync Education, school website, district website, a section on student services with a focus on how to be involved as a parent. post on website resources (links), student services website updated with information telephone messenger as needed

Person or Persons Responsible

Persons responsible for: newsletter, website and school messenger Student services teachers administration

Target Dates or Schedule

everytime the newsletter is published posted on website as needed phone messenger student services, teachers and administrators at each parent contact

Evidence of Completion

number of hits at resources

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

meeting with persons responsible for each resource reports on hits on links at website

Person or Persons Responsible

administration

Target Dates or Schedule

montlhly

Evidence of Completion

newsletter website log of phone messenger

Plan to Monitor Effectiveness of G13.B2.S1

newsletter website log of phone messenger

Person or Persons Responsible

each person responsible for resource and administration

Target Dates or Schedule

montlhly

Evidence of Completion

climate surveys

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

G14.B1 lack of trained faculty

G14.B1.S1 Instructional Technology will be expanded for student use through Safari Montage

Action Step 1

Incorporate to their lesson plans as determine by teacher

Person or Persons Responsible

all teachers

Target Dates or Schedule

initial training during preplanning county wide workshop continue training during small group faculty meetings

Evidence of Completion

lesson plans, Modules created in Safari Montage

Facilitator:

ILS

Participants:

all teachers

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

checking of lesson plans checking of modules in safari montage

Person or Persons Responsible

administration

Target Dates or Schedule

monthly

Evidence of Completion

lesson plans modules in safari montage

Plan to Monitor Effectiveness of G14.B1.S1

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

Person or Persons Responsible

teachers and adminstrators

Target Dates or Schedule

after each presentation of a module

Evidence of Completion

student use, student artifacts, student grades

G14.B2 lack of available electronic communication devices

G14.B2.S1 Instructional Technology will be expanded for student use through the Bring Your Own Technology program

Action Step 1

incorporate to courses lesson plans as determine by teacher as an additional method of instruction based on curriculum needs

Person or Persons Responsible

all teachers

Target Dates or Schedule

as determined by teachers

Evidence of Completion

lesson plans administration walk throughs TEAM evaluations

Plan to Monitor Fidelity of Implementation of G14.B2.S1

progress monitoring of student understanding, comprehension and application of Learning Goals by teacher progress monitoring of student grades by teacher progress monitoring of effective teacher/ student use by administration

Person or Persons Responsible

all teachers administration

Target Dates or Schedule

as incorporated into lessons and at each grading period during walkthroughs and evaluations

Evidence of Completion

lesson plans student grades TEAM evaluations

Plan to Monitor Effectiveness of G14.B2.S1

student grades student progress monitoring data TEAM Evaluations

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

as incorporated into lesson each grading period during evaluations

Evidence of Completion

lesson plans TEAM evaluations

G14.B3 student unappropriate use of electronic communication devices

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

Action Step 1

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

Person or Persons Responsible

students

Target Dates or Schedule

during lunch breaks in the lunch room dining area only

Evidence of Completion

observations by administration

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

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

Person or Persons Responsible

administration

Target Dates or Schedule

quarterly

Evidence of Completion

discipline reports

Plan to Monitor Effectiveness of G14.B3.S1

discipline reports student grades

Person or Persons Responsible

administration

Target Dates or Schedule

quarterly

Evidence of Completion

discipline reports, attendance reports, grades reports,

G15. To implement year one of the district's four-year plan for the Bully Proofing Your School intiative.

G15.B1 Lack of trained faculty and staff

G15.B1.S1 Training during monthly faculty meetings

Action Step 1

Training of faculty and staff using district resources

Person or Persons Responsible

Administrator over Safety

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets Agenda Surveys

Facilitator:

Administrator over Safety

Participants:

Administrator over Safety

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

Observation of and Participation in trainings

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets,Surveys, Quizzes, Activities, Q and A sessions, etc.

Plan to Monitor Effectiveness of G15.B1.S1

Analysis of survey and quiz results, comprehension checks, continuous progress monitoring, and Q & A sessions.

Person or Persons Responsible

Administrator over Safety

Target Dates or Schedule

Monthly

Evidence of Completion

Surveys, Quizzes, Q and A sessions, and Feedback

G15.B2 Students' misconceptions regarding bullying

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

Action Step 1

Teach district provided Bully-proofing Your School lessons

Person or Persons Responsible

Advisory teachers

Target Dates or Schedule

Monthly during advisory classes

Evidence of Completion

Student artifacts

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

Classroom Walkthroughs by administration

Person or Persons Responsible

Administrator over Safety

Target Dates or Schedule

Monthly

Evidence of Completion

Observational data and student artifacts

Plan to Monitor Effectiveness of G15.B2.S1

Completion lessons, student engagement, student artifacts

Person or Persons Responsible

All Advisory teachers and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student discipline reports, student climate surveys

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Supplemental Academic Instruction and Title X Homeless
We will continue to ensure that all students, and specifically, our most struggling students, have access to the tools (technology), the resources and the educational opportunities required for our students to be proficient on State and National assessments.
Extended weekday and Academic Saturdays for students who are not successful in required courses, who have not passed FCAT or have the concordant score on ACT or SAT, and all lower quartile students.
After school opportunities will be offered three days per week; Monday, Tuesday and Thursday-considerations will be given for Wednesday based on student needs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase students scoring at Level 3 and above on FCAT Reading Assessments

G1.B1 Teachers unaware of the increased rigor required for new curriculum standards.

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

PD Opportunity 1

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

Facilitator

Administrative Team LIteracy Coach

Participants

Target Dates or Schedule

Teachers will participate in available training regarding new curriculum guidelines during the school year.

Evidence of Completion

Administrators will observe rigorous lessons during TEAM evaluation.

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

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

PD Opportunity 1

Teachers will learn to scaffold lessons for students who are required to perform at higher levels through 0professional learning and coaching.

Facilitator

Administration Literacy Coach

Participants

all teachers

Target Dates or Schedule

teachers will participate in available training regarding scaffolding of lessons during school year.

Evidence of Completion

administration will observe rigorous lessons during TEAMS evaluations

G6. To increase the percentage of students scoring level 3 and above on the Biology EOC from 83% to 88%.

G6.B1 Lack of prior Biology teaching experience

G6.B1.S1 Development of a Biology Professional Development Community

PD Opportunity 1

Data analysis Best Practices for meeting student needs Collaboration for implementing best practices Utilizing common assessments Progress Monitoring

Facilitator

Science Department Chair

Participants

All teachers who teach Biology and Biology Honors, facilitated by the Science Department Chair

Target Dates or Schedule

The 3rd Wednesday of each month

Evidence of Completion

Student Data (benchmark assessments, etc.) Meeting Agenda and Minutes Lesson Plans EOC Results

G9. Decrease drop out rate by 0.2%

G9.B1 Students who lack sufficient credits to graduate on time.

G9.B1.S1 Provide opportunities for those students to engage in a grade recovery program C.A.T.S. (Collaborative Academic Technology Support) through the use of E2020 (a computerized grade recovery program) in a self-paced computer instruction with teacher assistance with the flexibility and opportunities during and after school as well as on Saturday mornings.

PD Opportunity 1

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

Facilitator

Student Services Department Chair

Participants

Student Services Counselors

Target Dates or Schedule

during and after school as well as on Saturday mornings.

Evidence of Completion

E2020 reports, guidance credit checks

G10. Increase Federal Graduation Rate by 5%.

G10.B1 Students who lack sufficient credits to graduate on time.

G10.B1.S1 Provide opportunities for those students to engage in a grade recovery program C.A.T.S. (Collaborative Academic Technology Support) through the use of E2020 (a computerized grade recovery program) in a self-paced computer instruction with teacher assistance with the flexibility and opportunities during and after school as well as on Saturday mornings.

PD Opportunity 1

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

Facilitator

Student Services Department Chair

Participants

Student Services Counselors

Target Dates or Schedule

during and after school as well as on Saturday mornings.

Evidence of Completion

E2020 reports, guidance credit checks

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

G14.B1 lack of trained faculty

G14.B1.S1 Instructional Technology will be expanded for student use through Safari Montage

PD Opportunity 1

Incorporate to their lesson plans as determine by teacher

Facilitator

ILS

Participants

all teachers

Target Dates or Schedule

initial training during preplanning county wide workshop continue training during small group faculty meetings

Evidence of Completion

lesson plans, Modules created in Safari Montage

G15. To implement year one of the district's four-year plan for the Bully Proofing Your School intiative.

G15.B1 Lack of trained faculty and staff

G15.B1.S1 Training during monthly faculty meetings

PD Opportunity 1

Training of faculty and staff using district resources

Facilitator

Administrator over Safety

Participants

Administrator over Safety

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets Agenda Surveys

Appendix 2: Budget to Support School Improvement Goals