



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Eastside High School

1201 SE 43RD ST

Gainesville, FL 32641

352-955-6704

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

School Demographics

School Type
High School

Title I
No

Free and Reduced Lunch Rate
52%

Alternative/ESE Center
No

Charter School
No

Minority Rate
72%

School Grades History

2013-14
PENDING

2012-13
B

2011-12
A

2010-11
B

2009-10
A

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

Eastside High School

Principal

Jeff Charbonnet

School Advisory Council chair

Dr. Elizabeth Washington

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

Name	Title
James Sheppard	Assistant Principal for Administration
Sherry Estes	Assistant Principal for Student Services
Adele Turnage	Assistant Principal for Curriculum
Mike Monaghan	Athletic Director
Diana Rollo	Activities Director
Barbara Benson	IB Coordinator

District-Level Information

District

Alachua

Superintendent

Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP

10/3/2013

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

Jeff Charbonnet-Principal
 Coral Antony-faculty
 Dianna Payne-ESP
 Dr. Elizabeth Washington-parent
 Dr. Chen Liu-community
 Brigitte Desue-parent
 Carol Faas-faculty
 Mike Griffis-parent
 Byers Hickmon-faculty
 Hannah Hutchinson-student
 Patricia Nunn-Hilliard-parent

Jacqueline Polke-faculty
Tarcha Rentz-community
Eileen Sayeski-parent
Dr. Jeff Smith-community
Sangerentta Waldon-parent
Sylvia Walker-faculty
Maria Zelaya-faculty

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC meets monthly and reviews applications for SAC minigrants which are awarded to teachers. The SAC will review district, state and federal mandates to ensure that the school is in compliance with regulations. The SAC will also review data from previous year to determine the school's needs for the 2013-14 school year.

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

1. Fund additional positions (dean, TOK, CAS, AP coordinator) \$81,000
2. College Application boot camp-help seniors fill out college applications \$120
3. Stipends for TOK trips- \$2500
4. Provide additional course sections in order to meet class size limits
5. Provide paraprofessionals to support instruction in 10-12th grade intensive reading classes
6. Offer after school tutoring and have a para professional organize and maintain the program \$9000
7. Fund teacher mini grant proposals \$12000
8. Purchase textbooks for AP and IB courses \$30000
9. Site licenses for Carnegie Algebra \$4600
10. Parent Programs \$500
11. Major Program/IB community building \$1000
12. Positive Behavioral Support \$500
13. Professional Development \$5000
14. AP and IB conferences/trainings \$4000
15. Provide funding for media center supplies \$500
16. Provide financial incentives for teachers who pursue an obtain the reading endorsement \$4500

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

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Jeff Charbonnet**

Principal

Years as Administrator: 19

Years at Current School: 7

Credentials

Ed.S

Performance Record

School Grade in 2012-2013 TBD

57% of 10th graders scored a 3.5 or higher in FCAT writing

56% of 9th graders scored a 3 or higher in FCAT reading

58% of 10th graders scored a level 3 or higher in FCAT reading

58% of students who took the Alg I EOC received a 3.0 or higher

70% of students in the lowest quartile made learning gains in math

AYP:

Black: 25% of students are at or above grade level in reading

SWD: 18% of students are at or above grade level in reading

Econ Disad: 30% of students are at or above grade level in reading

School Grade in 2011-2012 B

82% of 10th graders scored a level 3 or higher in FCAT Writing

52% of 9th graders scored a level 3 or higher in FCAT reading

52% of 10th graders scored a level 3 or higher in FCAT reading

47% of students in lowest quartile made learning gains in reading

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Econ Disad: 23% area at or above grade level in reading

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School Grade in 2010-11: B

56% of students met high standards in reading; 77% of students

met high standards in math, 80% of students met high standards

in writing; and 59% of students met high standards in science

55% of students made learning gains in reading while 32% of the lowest quartile made learning gains in reading

73% of students made learning gains in math while 58% of lowest quartile made learning gains in math

AYP:

Black: 46% are at or above grade level in math and 18% in reading

Econ Disad: 45% are at or above grade level in math and 21% in reading

SWD: 31% are at or above grade level in math and 14% in reading

Asst Principal

Years as Administrator:

Years at Current School:

Credentials**Performance Record****James Sheppard**

Asst Principal

Years as Administrator: 6

Years at Current School: 6

Credentials

M.Ed

Performance Record

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Adele Turnage

Asst Principal

Years as Administrator: 13

Years at Current School: 8

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Sherry Estes

Asst Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

Ed.S

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Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Rita Page

Part-time / School-based

Years as Coach: 3

Years at Current School: 7

Areas

Reading/Literacy

CredentialsMasters in English
Reading Certification

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Performance Record**Classroom Teachers****# of classroom teachers**

61

receiving effective rating or higher

61, 100%

Highly Qualified Teachers

100%

certified in-field

58, 95%

ESOL endorsed

6, 10%

reading endorsed

9, 15%

with advanced degrees

36, 59%

National Board Certified

2, 3%

first-year teachers

2, 3%

with 1-5 years of experience

9, 15%

with 6-14 years of experience

26, 43%

with 15 or more years of experience

33, 54%

Education Paraprofessionals**# of paraprofessionals**

8

Highly Qualified

8, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

7

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. meet regularly with assigned administrator
2. interview process with team or department members

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

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

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

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

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

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

The RTI team will meet on a bi monthly basis to analyze data such as discipline referrals, grades, attendance, FCAT, FAIR, TABE scores, and grades of students. At the IT1 level, the teacher will meet

with parents to discuss concerns and determine solutions and desired outcomes. At IT2, additional team members will determine what additional interventions are needed such as intensive classes. At IT3, the team may determine the need for additional services on the /BIP or AIP such as extended time to complete assignments, pullout for small group instruction, use of FCAT Explorer, credit retrieval options, after school tutoring and/or, behavior counseling. At the TI4 level, students may need to be considered for ESE services such as special diploma options, resource or self-contained classes. The RtI team seeks input from feeder schools and holds transition meetings for ESE students who are moving into the 9th grade.

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

The RTI team will engage in problem identification, problem analysis, interventions, and evaluation to determine if the student(s) is making progress. The leadership team will make recommendations for the SIP based on this process and oversee the implementation of the plan's recommendations.

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

We will use reading data from FAIR; math data from the Algebra End-of-Course and Geometry End-of-Course exams; science data from the Biology End-of-Course exam, and writing data from a DBQ initiative in social studies and FCAT writing. In addition, the district On Track testing program will provide current year data in math and science. Behavior data will be collected on a monthly basis through Infinite Campus. PBS has also been expanded this year.

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

The district will provide training for teachers, administrators and district staff members on RtI/MTSS. In addition, the principal will provide information to school based staff on how to implement the plan. Teachers and staff members will receive support in analyzing data through trainings with ESE staffing specialist and the literacy coach. Information regarding interventions and options will be provided to parents during IEP, EPT's and 504 meetings. In addition, teachers will monitor student progress within their own classes by using formative assessments to collect and interpret data and to guide instruction. Teachers will also evaluate student performance in terms of mastery of standards. Progress monitoring is on-going and will occur in all classes.

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: 6,000

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

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

Who is responsible for monitoring implementation of this strategy?

The administration reviews the data and monitors attendance for after school tutoring. A paraprofessional is assigned to monitor student sign-in for the after school tutoring, and the teachers of the remediation sections monitor attendance and progress of the students in their classes.

Strategy: Before or After School Program**Minutes added to school year:** 9,000

Enrichment opportunities are offered in zero period for students to take additional courses that could not fit their schedule on a six period day. These courses are

AP Computer Science

Vocal Ensemble

Marching Band

Naval ROTC

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?

Attendance is taken daily

Grades are posted

Students can earn additional credits for zero period classes

Who is responsible for monitoring implementation of this strategy?

Teachers

Administrators

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Jeff Charbonnet	Principal
Adele Turnage	Assistant Principal
Rita Page	School Based Literacy Coach and Eng Dept Chair/10th grade team leader
Diane Steiner	Reading teacher/Asst Reading Chair
Katherine Stryker	9th grade team leader
Katey Zara Smith	11th grade team leader
Karen Trivette	12th grade team leader

How the school-based LLT functions

The LLT will meet on a monthly basis to review data on student achievement from FOCUS, attendance, discipline referrals, FAIR, fluency checks, and classroom walkthroughs to monitor student progress and implementation of literacy initiatives.

Major initiatives of the LLT

1. All classes will incorporate at least 10 minutes of reading daily embedded within their curriculum.
2. All students will be expected to write a minimum of five complete sentences in every classroom.
3. All teachers will incorporate the literacy or math anchor standards as appropriate within their

coursework and will develop a minimum of six common core lesson plans. Teachers will collect data and monitor progress of their lowest performing students.

Every Teacher Contributes to Reading Instruction

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

Literacy goals will be incorporated into teachers' professional development plans and teachers will continue to use high yield strategies across the curriculum. Administrators will check lesson plans and use classroom snapshots to monitor instruction of objectives and the incorporation of literacy strategies. Teachers will post benchmarks in student friendly language. Departments and individual teachers will post word walls and incorporate vocabulary instruction into their lessons. All grade levels will incorporate the "College Words of the Week". All teachers will engage in data analysis regarding their students' achievement

in on track assessments and FAIR. Subject area teachers will be encouraged to complete the reading endorsement or CAR-PD and will be paid a bonus upon completion of the training. Teachers will receive training in the literacy standards of the common core. All faculty will be part of a professional learning community to develop common core lessons, collect data, and share feedback within their departments.

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

Students have the opportunity to take business education courses, art, ROTC, culinary arts, driver's education, and computer courses.

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

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

Strategies for improving student readiness for the public postsecondary level

1. Enroll students in Math for College Readiness
2. Enroll students in English 4: College Prep if they are not enrolled in an honors or AP English course
3. Increase enrollment in AP courses
4. Provide a block schedule for 9th grade students so they may earn additional credits prior to high

school graduation

5. Provide an ACT and SAT review course on campus
6. Provide a summer program to assist students with the college application process
7. Provide mentors for potential Gates Millenium scholars
8. Provide tutoring and mentoring in conjunction with the UF Scholarship House
9. Partner with Santa Fe College to initiate the PASS program for college transition
10. Increase the number of students who receive at least one passing score on an AP exam (AP Equity and Excellence)
11. Increase enrollment of underrepresented minorities in the IB program by actively recruiting from the middle schools
12. Give all 11th graders the opportunity to take the ACT during the school day

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	61%	57%	No	65%
American Indian				
Asian				
Black/African American	35%	25%	No	42%
Hispanic	84%	88%	Yes	86%
White	92%	90%	No	93%
English language learners				
Students with disabilities	32%	19%	No	39%
Economically disadvantaged	38%	30%	No	44%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	13%	18%
Students scoring at or above Achievement Level 4	264	42%	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	371	64%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	76	50%	55%

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)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%

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.	200	75%	78%

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	164	56%	61%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	59%	79%	Yes	63%
American Indian				
Asian				
Black/African American	53%	60%	Yes	58%
Hispanic				
White	78%	97%	Yes	80%
English language learners				
Students with disabilities	47%	44%	No	52%
Economically disadvantaged	57%	64%	Yes	61%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		46%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		58%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	53	74%	79%
Students in lowest 25% making learning gains (EOC)	89	70%	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.	182	68%	72%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	39%	44%
Students scoring at or above Achievement Level 4	25	11%	16%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	25%	30%
Students scoring at or above Achievement Level 4	90	49%	54%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	22%	27%
Students scoring at or above Achievement Level 4	127	42%	47%

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)	63		70
Participation in STEM-related experiences provided for students	211	16%	20%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	501	40%	45%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	501	100%	100%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	53	3%	5%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	37	70%	75%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	57	57%	100%
Passing rate (%) for students who take CTE industry certification exams		89%	94%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	2	100%	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			
Students in ninth grade with one or more absences within the first 20 days	66	19%	15%
Students in ninth grade who fail two or more courses in any subject	64	19%	15%
Students with grade point average less than 2.0	101	7%	4%
Students who fail to progress on-time to tenth grade	11	3%	1%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	188	14%	10%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	3	1%	0%
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)	276	85%	88%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	4	1%	0%

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

To increase parental involvement of major program parents

- PTA membership
- evening meetings
- administrators visit in the community
- use of phone home and email system
- Parent Portal gives access to students' grades, attendance
- teacher websites
- school maintains a website
- SAC membership
- Open House

- online and paper versions of school surveys available
- City of Gainesville parent mentoring program-Parent Emissaries
- membership on Culinary Board

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase involvement of major program parents			

Area 10: Additional Targets

Additional targets for the school

To establish a culture of high student engagement where students feel accepted, safe, and welcome

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
to increase positive responses by students on SAC survey			
to increase number of activities mixing major program and IB students			

Goals Summary

- G1.** To increase reading proficiency among all subgroups as identified by AYP
- G2.** To increase the percentage of students who are proficient in writing
- G3.** To increase percentage of students who pass the Alg I EOC To increase student performance on Geometry EOC
- G4.** To increase student performance on the Biology EOC
- G5.** To increase the number of underrepresented minorities in AP STEM courses
- G6.** To explore ways to expand CTE course offerings
- G7.** To decrease the number of students who receive disciplinary referrals
- G8.** To ensure that all students feel safe, appreciated and welcome at our school

Goals Detail

G1. To increase reading proficiency among all subgroups as identified by AYP

Targets Supported

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

Resources Available to Support the Goal

- district literacy coach reading materials for 10-12th graders after school tutoring for students who have not passed the FCAT training for teachers in common core standards

Targeted Barriers to Achieving the Goal

- 1. High mobility rate 2. Attendance problem 3. Lack of reading materials outside of school 4. The complexity level of FCAT 2.0 has increased

Plan to Monitor Progress Toward the Goal

Students will take the FAIR, read for 10 minutes daily in each course FCAT data from previous year will be reviewed; Teachers will collect data and compare results throughout the year measuring student master of common core standards

Person or Persons Responsible

Principal APC School based literacy coach District Literacy Coach Reading teachers

Target Dates or Schedule:

FAIR will be given 3x during the school year Common core lesson plans will be reviewed monthly Classroom snapshots will be conducted weekly Teachers will discuss student achievement monthly at department meetings

Evidence of Completion:

FCAT 2.0 results in June, 2014 Graduation rate Attendance rate Classroom snapshots Lesson plans reflecting common core standards Data collected by teachers for common core standards

G2. To increase the percentage of students who are proficient in writing

Targets Supported

- Writing

Resources Available to Support the Goal

- DBQ materials for Social Studies Language Arts supervisor School based training PTA and SAC minigrants

Targeted Barriers to Achieving the Goal

- 1. Some students enter high school with poor writing skills. 2. Some students enter high school without a basic understanding of grammar and punctuation. 3. At risk students have a greater likelihood of missing school due to outside influences or discipline referrals.

Plan to Monitor Progress Toward the Goal

1. Monitor on track assessment results in writing
2. Monitor lesson plans to look for writing strategies

Person or Persons Responsible

Administrators Classroom teachers

Target Dates or Schedule:

Teachers will monitor student attainment of writing anchor standards monthly Administrators will conduct weekly classroom walkthroughs

Evidence of Completion:

1. Classroom walkthroughs
2. Writing FCAT scores
3. DBQ scores
4. Scores on AP writing sections

G3. To increase percentage of students who pass the Alg I EOC To increase student performance on Geometry EOC

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Carnegie Math Algebra Algebra Nation district pacing guides for Algebra and Geometry District math supervisor math texts/workbooks ON track testing booklets PTA minigrants SAC minigrants

Targeted Barriers to Achieving the Goal

- Students may have issues with word problem format of the EOC due to weak reading skills They may have weak basic skills and a lack of experience with the application of basic and new math skills

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Principal, APC, math teachers, math supervisor for the district

Target Dates or Schedule:

Lesson plans will be reviewed monthly Math teachers will confer on mastery of anchor standards monthly Math teachers will monitor progress towards mastery of math standards on a monthly basis Classroom walkthroughs will be conducted on a weekly basis Alg and Geometry on track district assessments will be given 3x per year Alg I EOC and Geo EOC retakes will be given in the Fall and Spring

Evidence of Completion:

Alg I EOC results Geo EOC results On Track results Carnegie unit mastery

G4. To increase student performance on the Biology EOC

Targets Supported

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- 1. At risk students have more absences due to outside issues and discipline referrals 2. At risk students are below grade level in reading and have difficulty reading the biology text

Plan to Monitor Progress Toward the Goal

Biology On Track Results Data collection on teacher made assessments Classroom walkthrough Lesson plans

Person or Persons Responsible

Biology teachers Administrators

Target Dates or Schedule:

Yearlong

Evidence of Completion:

Biology EOC results

G5. To increase the number of underrepresented minorities in AP STEM courses

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- Students are not identified early enough to complete prerequisites for AP STEM courses

Plan to Monitor Progress Toward the Goal

Enrollment in AP Stem classes

Person or Persons Responsible

Administrators Guidance Counselors

Target Dates or Schedule:

Fall and Spring

Evidence of Completion:

AP scores for underrepresented minorities in STEM classes

G6. To explore ways to expand CTE course offerings

Targets Supported

- CTE

Resources Available to Support the Goal

- District Career and Technical Education staff Perkins grants Santa Fe College Community members/local businesses Shands

Targeted Barriers to Achieving the Goal

- six period day lack of funding shortage of industry certified teachers

Plan to Monitor Progress Toward the Goal

determine if units allow for additional programs to be added

Person or Persons Responsible

Principal APC District office

Target Dates or Schedule:

Spring

Evidence of Completion:

Master schedule which includes CTE courses

G7. To decrease the number of students who receive disciplinary referrals

Targets Supported

- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

examine monthly discipline reports examine monthly attendance reports

Person or Persons Responsible

Principal APA, APSS Student Services Team

Target Dates or Schedule:

twice a month

Evidence of Completion:

decrease in students who receive discipline referrals increase in student attendance

G8. To ensure that all students feel safe, appreciated and welcome at our school

Targets Supported

- Additional Targets

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Focus Group notes Feedback on grade level activities

Person or Persons Responsible

Administration Teachers

Target Dates or Schedule:

Spring

Evidence of Completion:

Surveys Students chosen for Link Crew Bathroom renovation completed

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase reading proficiency among all subgroups as identified by AYP

G1.B1 1. High mobility rate 2. Attendance problem 3. Lack of reading materials outside of school 4. The complexity level of FCAT 2.0 has increased

G1.B1.S1 1. All students will read at least 10 minutes in each class period 2. Homeroom mentors will monitor attendance in 9th and 10th grade; call parents regarding absences 3. Incorporate common core benchmarks across the curriculum which will increase rigor 4. Paraprofessionals will assist the classroom teacher in 10th through 12th grade reading classes 5. After school tutoring will be provided for students who have not passed the FCAT 6. Provide 9th graders with a block schedule-80 minutes of Language Arts/Reading daily with the same teacher 7. Administrators will conduct "Crate Walks" to gather artifacts which will be evaluated by teachers as to the level of difficulty of assignments/tasks given to students 8. Evaluate walk through data to determine teacher utilization of high order questions and monitor student engagement

Action Step 1

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

Person or Persons Responsible

Administrators Teachers in 10th-12 grade reading

Target Dates or Schedule

Yearlong

Evidence of Completion

FCAT scores in reading FAIR results

Facilitator:

Isabel Carter

Participants:

All faculty will participate in Professional Learning Communities -focus on collaboration and development of common core lesson plans -data collection and analysis -monitor lowest performing students and/or students in the lowest quartile

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

Classroom walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Yearlong

Evidence of Completion

FCAT reading scores

Plan to Monitor Effectiveness of G1.B1.S1

Classroom walkthroughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Yearlong

Evidence of Completion

FCAT reading scores

G2. To increase the percentage of students who are proficient in writing

G2.B1 1. Some students enter high school with poor writing skills. 2. Some students enter high school without a basic understanding of grammar and punctuation. 3. At risk students have a greater likelihood of missing school due to outside influences or discipline referrals.

G2.B1.S1 1 Use DBQ strategies in social studies to encourage students to write more in their social studies classes. 2. Write across the curriculum and hold students to higher standards in writing (students will write at least 5 complete sentences in each class 3. Follow the district pacing guide in 9th and 10th grade English. 4. Place students in Eng for College Prep class to prepare them for expository writing at the college level 5. Increase collaboration among teachers 6. Explore implementation of block scheduling in 10th grade 7. Revise scope/sequence for writing 8. Students in 9th grade will receive 80 minutes of instruction in Language Arts/Reading daily with the same teacher

Action Step 1

Students will write at least 5 sentences daily in all classes Incorporate writing anchor standards across the curriculum DBQ used in social studies classrooms

Person or Persons Responsible

Teachers Administrators

Target Dates or Schedule

Yearlong

Evidence of Completion

FCAT writing results

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

Writing in all classes

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule

Yearlong

Evidence of Completion

FCAT writing scores

Plan to Monitor Effectiveness of G2.B1.S1

Writing samples from all classes

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule

Yearlong

Evidence of Completion

FCAT writing scores

G3. To increase percentage of students who pass the Alg I EOC To increase student performance on Geometry EOC

G3.B1 Students may have issues with word problem format of the EOC due to weak reading skills They may have weak basic skills and a lack of experience with the application of basic and new math skills

G3.B1.S1 1. Use diverse instructional strategies such as Kagan, Marzano, CRISS 2. Use Carnegie algebra to provide students with practice with application of math skills 3. Students on 9th grade block receive 80 minutes of math each day 4. Provide hands on student based learning with TI-Nspire calculators 5. Align algebra curriculum to the district pacing guides to provide remediation of basic skills and reinforcement needed to ensure success in Algebra 1 6. Provide summer remediation for incoming 9th graders who have not passed the math FCAT 7. Monitor student progress toward mastery of math anchor standards 8. Provide peer tutors in the Algebra I math lab

Action Step 1

Use high yield strategies in math classes Provide after school tutoring in math Provide Alg I EOC tutoring for students who need retakes Incorporate math anchor standards into all math classes Provide real world applications of math Block classes for 9th graders in algebra and geo honors

Person or Persons Responsible

Math teachers Administrators District Math Supervisor

Target Dates or Schedule

Yearlong

Evidence of Completion

Alg I EOC results Geometry EOC results Number of students who earn Alg I credit

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

Classroom walkthroughs Lesson plan review

Person or Persons Responsible

Administrators Math teachers

Target Dates or Schedule

Yearlong

Evidence of Completion

Alg I EOC scores Geo EOC scores

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

Administrators Math teachers District Math supervisor

Target Dates or Schedule

Yearlong

Evidence of Completion

Alg I EOC results Geo EOC results

G4. To increase student performance on the Biology EOC

G4.B1 1. At risk students have more absences due to outside issues and discipline referrals 2. At risk students are below grade level in reading and have difficulty reading the biology text

G4.B1.S1 1. Provide training in content literacy for biology and other science teachers 2. Implement PBS to address behavior issues 3. Make home visits for struggling students 4. Assign homeroom mentors to 9th and 10th grade classes including 2 biology classes 5. Use district pacing guides to ensure coverage of all standards 6. Use high yield strategies to increase student engagement 7. Use test item specifications to clarify benchmarks and content limits to be addressed 8. Provide workbooks which have additional reading passages in science 9. Explore implementation of Biology II course 10. Explore changes to the science sequence of course offerings 11. Explore implementation of block schedule in 10th grade 12. Embed literacy anchor standards into biology instruction 13. Explore possibility of renovating science classroom facilities

Action Step 1

Examine on track bio results Monitor teacher lesson plans to reflect literacy strategies

Person or Persons Responsible

Administrators, biology teachers

Target Dates or Schedule

On Track results will be examined 3x per year Lesson plans will be reviewed on a monthly basis
Classroom walkthroughs will be conducted weekly

Evidence of Completion

On Track results Lesson plans Biology EOC results

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

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

Person or Persons Responsible

Administrators bio teachers

Target Dates or Schedule

On track results will be examined 3x per year EOC results will be reported in June Classroom walkthroughs will be conducted on a weekly basis

Evidence of Completion

Biology EOC results Number of students receiving credit for biology

Plan to Monitor Effectiveness of G4.B1.S1

ON track results for Biology Lesson plans Classroom walkthroughs

Person or Persons Responsible

Biology teachers Administrators

Target Dates or Schedule

Yearlong

Evidence of Completion

Biology EOC results

G5. To increase the number of underrepresented minorities in AP STEM courses

G5.B1 Students are not identified early enough to complete prerequisites for AP STEM courses

G5.B1.S1 1. Provide funding for major program students to take the PSAT 2. Use PSAT predictor reports to identify students for AP Stem courses 3. Accelerate students in math by giving them 2 math classes in their sophomore year 4. Offer AP Computer Science 5. Actively recruit underrepresented minority students to the IB program 6. Restructure curriculum to provide AP courses to students after 9th grade- AP Human Geography deferred to 10th grade and AP Env Science deferred to 11th grade

Action Step 1

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

Person or Persons Responsible

Administrators Guidance counselors

Target Dates or Schedule

Fall semester

Evidence of Completion

Registration/Rosters for AP classes

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

Monitor registration for PSAT Review rosters for AP courses

Person or Persons Responsible

Administration Guidance Counselors

Target Dates or Schedule

Fall and Spring

Evidence of Completion

Rosters for AP classes

Plan to Monitor Effectiveness of G5.B1.S1

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

Person or Persons Responsible

Administrators Teachers Guidance counselors

Target Dates or Schedule

Yearlong

Evidence of Completion

Credits earned in AP courses

G6. To explore ways to expand CTE course offerings

G6.B1 six period day lack of funding shortage of industry certified teachers

G6.B1.S1 1. Meet with Career and Technical district staff members 2. Survey students to gather data on interests/career goals

Action Step 1

Principal will meet with district staff

Person or Persons Responsible

Principal

Target Dates or Schedule

Fall, 2013

Evidence of Completion

Meeting notes

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

explore potential course offerings monitor growth of student population to qualify for additional units
identify potential certified teachers

Person or Persons Responsible

Principal Director of Technical Education for district

Target Dates or Schedule

Spring

Evidence of Completion

unit allocations

Plan to Monitor Effectiveness of G6.B1.S1

review student survey results

Person or Persons Responsible

Guidance counselors, Principal, APC

Target Dates or Schedule

Spring

Evidence of Completion

determination of most relevant CTE courses to offer

G7. To decrease the number of students who receive disciplinary referrals

G7.B1 students lack training and knowledge of how to handle personal interactions students lack supervision/knowledge of how to use social media

G7.B1.S1 1. Provide funding for additional dean 2. Expand implementation of PBS to include modeling of positive behavior 3. Assign homeroom mentors 4. Deliver anti-bullying programs 5. Use resource officers to present consequences of cyber bullying 6. Assign students mentors through "I Gotcha Back" Mentoring Program 7. Increase use of security cameras 8. Student Services Team will meet twice a month to monitor students of concern 9. District ESE behavioral specialist will work with teachers on implementing appropriate classroom management techniques

Action Step 1

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

Person or Persons Responsible

Principal, APA

Target Dates or Schedule

yearlong

Evidence of Completion

Decrease in students who receive referrals

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

Monitor student behavior reports

Person or Persons Responsible

Principal APA Student Services Team

Target Dates or Schedule

twice monthly

Evidence of Completion

decrease in student discipline referrals increase in class attendance

Plan to Monitor Effectiveness of G7.B1.S1

examine monthly discipline reports

Person or Persons Responsible

Principal APA Student Services Team

Target Dates or Schedule

twice a month

Evidence of Completion

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

G8. To ensure that all students feel safe, appreciated and welcome at our school

G8.B1 students in the major program and the IB program do not interact in meaningful ways during the school day all students do not report feeling safe at school

G8.B1.S1 Photo activity-determine which students are not well-known to at least one adult on campus Guidance counselors meet with students in the mall area during lunch to answer questions Utilize the River Phoenix Foundation to assist with anti-bullying campaign Organize meaningful, grade-level activities and dialogue among all major program and IB students Establish a Pep Squad to go to under-attended sporting events Investigate establishment of Link Squad to match student leaders with younger students Explore use of technology in international/national/statewide communication with other students Actively recruit underrepresented minorities to the IB program by contacting them in middle school Counselors and Administrators will meet with parents in neighborhoods to reach out to parents Renovate restrooms in response to student comments on SAC surveys Establish student focus groups to meet with principal or outside educator to discuss issues/student concerns and responses on surveys in greater detail Guidance counselors meet with students in small groups and as individuals Refer students to Gotcha Back Mentoring Program Student Services Team meets twice a month to discuss students of concern and recommendations

Action Step 1

Grade level students will interact in meaningful ways throughout the year Student focus groups will meet with the principal or his designee to discuss issues of concerns to students

Person or Persons Responsible

Principal Teachers

Target Dates or Schedule

on-going

Evidence of Completion

grade level activities completed

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

SAC surveys grade level activities

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring

Evidence of Completion

Results of student survey Notes from focus groups

Plan to Monitor Effectiveness of G8.B1.S1

Surveys Student attendance Activities Link Crew

Person or Persons Responsible

Administration Teachers Guidance Counselors

Target Dates or Schedule

on going

Evidence of Completion

Link Crew established Grade level activities completed SAC Survey results

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

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

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. To increase reading proficiency among all subgroups as identified by AYP

G1.B1 1. High mobility rate 2. Attendance problem 3. Lack of reading materials outside of school 4. The complexity level of FCAT 2.0 has increased

G1.B1.S1 1. All students will read at least 10 minutes in each class period 2. Homeroom mentors will monitor attendance in 9th and 10th grade; call parents regarding absences 3. Incorporate common core benchmarks across the curriculum which will increase rigor 4. Paraprofessionals will assist the classroom teacher in 10th through 12th grade reading classes 5. After school tutoring will be provided for students who have not passed the FCAT 6. Provide 9th graders with a block schedule-80 minutes of Language Arts/Reading daily with the same teacher 7. Administrators will conduct "Crate Walks" to gather artifacts which will be evaluated by teachers as to the level of difficulty of assignments/tasks given to students 8. Evaluate walk through data to determine teacher utilization of high order questions and monitor student engagement

PD Opportunity 1

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

Facilitator

Isabel Carter

Participants

All faculty will participate in Professional Learning Communities -focus on collaboration and development of common core lesson plans -data collection and analysis -monitor lowest performing students and/or students in the lowest quartile

Target Dates or Schedule

Yearlong

Evidence of Completion

FCAT scores in reading FAIR results

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To increase reading proficiency among all subgroups as identified by AYP

G1.B1 1. High mobility rate 2. Attendance problem 3. Lack of reading materials outside of school 4. The complexity level of FCAT 2.0 has increased

G1.B1.S1 1. All students will read at least 10 minutes in each class period 2. Homeroom mentors will monitor attendance in 9th and 10th grade; call parents regarding absences 3. Incorporate common core benchmarks across the curriculum which will increase rigor 4. Paraprofessionals will assist the classroom teacher in 10th through 12th grade reading classes 5. After school tutoring will be provided for students who have not passed the FCAT 6. Provide 9th graders with a block schedule-80 minutes of Language Arts/Reading daily with the same teacher 7. Administrators will conduct "Crate Walks" to gather artifacts which will be evaluated by teachers as to the level of difficulty of assignments/tasks given to students 8. Evaluate walk through data to determine teacher utilization of high order questions and monitor student engagement

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2. To increase the percentage of students who are proficient in writing

G2.B1 1. Some students enter high school with poor writing skills. 2. Some students enter high school without a basic understanding of grammar and punctuation. 3. At risk students have a greater likelihood of missing school due to outside influences or discipline referrals.

G2.B1.S1 1 Use DBQ strategies in social studies to encourage students to write more in their social studies classes. 2. Write across the curriculum and hold students to higher standards in writing (students will write at least 5 complete sentences in each class 3. Follow the district pacing guide in 9th and 10th grade English. 4. Place students in Eng for College Prep class to prepare them for expository writing at the college level 5. Increase collaboration among teachers 6. Explore implementation of block scheduling in 10th grade 7. Revise scope/sequence for writing 8. Students in 9th grade will receive 80 minutes of instruction in Language Arts/Reading daily with the same teacher

Action Step 1

Students will write at least 5 sentences daily in all classes Incorporate writing anchor standards across the curriculum DBQ used in social studies classrooms

Resource Type

Evidence-Based Program

Resource**Funding Source****Amount Needed**

G3. To increase percentage of students who pass the Alg I EOC To increase student performance on Geometry EOC

G3.B1 Students may have issues with word problem format of the EOC due to weak reading skills They may have weak basic skills and a lack of experience with the application of basic and new math skills

G3.B1.S1 1. Use diverse instructional strategies such as Kagan, Marzano, CRISS 2. Use Carnegie algebra to provide students with practice with application of math skills 3. Students on 9th grade block receive 80 minutes of math each day 4. Provide hands on student based learning with TI-Nspire calculators 5. Align algebra curriculum to the district pacing guides to provide remediation of basic skills and reinforcement needed to ensure success in Algebra 1 6. Provide summer remediation for incoming 9th graders who have not passed the math FCAT 7. Monitor student progress toward mastery of math anchor standards 8. Provide peer tutors in the Algebra I math lab

Action Step 1

Use high yield strategies in math classes Provide after school tutoring in math Provide Alg I EOC tutoring for students who need retakes Incorporate math anchor standards into all math classes Provide real world applications of math Block classes for 9th graders in algebra and geo honors

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. To increase student performance on the Biology EOC

G4.B1 1. At risk students have more absences due to outside issues and discipline referrals 2. At risk students are below grade level in reading and have difficulty reading the biology text

G4.B1.S1 1. Provide training in content literacy for biology and other science teachers 2. Implement PBS to address behavior issues 3. Make home visits for struggling students 4. Assign homeroom mentors to 9th and 10th grade classes including 2 biology classes 5. Use district pacing guides to ensure coverage of all standards 6. Use high yield strategies to increase student engagement 7. Use test item specifications to clarify benchmarks and content limits to be addressed 8. Provide workbooks which have additional reading passages in science 9. Explore implementation of Biology II course 10. Explore changes to the science sequence of course offerings 11. Explore implementation of block schedule in 10th grade 12. Embed literacy anchor standards into biology instruction 13. Explore possibility of renovating science classroom facilities

Action Step 1

Examine on track bio results Monitor teacher lesson plans to reflect literacy strategies

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G6. To explore ways to expand CTE course offerings

G6.B1 six period day lack of funding shortage of industry certified teachers

G6.B1.S1 1. Meet with Career and Technical district staff members 2. Survey students to gather data on interests/career goals

Action Step 1

Principal will meet with district staff

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G7. To decrease the number of students who receive disciplinary referrals

G7.B1 students lack training and knowledge of how to handle personal interactions students lack supervision/knowledge of how to use social media

G7.B1.S1 1. Provide funding for additional dean 2. Expand implementation of PBS to include modeling of positive behavior 3. Assign homeroom mentors 4. Deliver anti-bullying programs 5. Use resource officers to present consequences of cyber bullying 6. Assign students mentors through "I Gotcha Back" Mentoring Program 7. Increase use of security cameras 8. Student Services Team will meet twice a month to monitor students of concern 9. District ESE behavioral specialist will work with teachers on implementing appropriate classroom management techniques

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

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G8.B1.S1 Photo activity-determine which students are not well-known to at least one adult on campus Guidance counselors meet with students in the mall area during lunch to answer questions Utilize the River Phoenix Foundation to assist with anti-bullying campaign Organize meaningful, grade-level activities and dialogue among all major program and IB students Establish a Pep Squad to go to under-attended sporting events Investigate establishment of Link Squad to match student leaders with younger students Explore use of technology in international/national/statewide communication with other students Actively recruit underrepresented minorities to the IB program by contacting them in middle school Counselors and Administrators will meet with parents in neighborhoods to reach out to parents Renovate restrooms in response to student comments on SAC surveys Establish student focus groups to meet with principal or outside educator to discuss issues/student concerns and responses on surveys in greater detail Guidance counselors meet with students in small groups and as individuals Refer students to Gotcha Back Mentoring Program Student Services Team meets twice a month to discuss students of concern and recommendations

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Resource Type

Evidence-Based Program

Resource**Funding Source****Amount Needed**