

Eustis High School

1300 E WASHINGTON AVE, Eustis, FL 32726

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

51%

Alternative/ESE Center

No

Charter School

No

Minority

40%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Eustis High School offers opportunities to build relationships between teachers and students through the P.A.W.S. program and through athletic, extra-curricular and club opportunities. EHS also maintains a website, a parent newsletter and meet the teacher days to provide an opportunity for interaction between teachers, students and their families.

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

Panther P.A.W.S reflect the positive student behavior support system that is established at EHS. Respect is encompassed in the P.A.W.S culture. The S in P.A.W.S stands for Shows respect for self, others and EHS. Administration and Staff monitor the campus before, during and after school in order to establish high standards for appropriate behavior, so that all students may feel safe and respected during and after school.

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

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

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

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

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

Early Warning Systems

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

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

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

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	53	33	30	30	146
One or more suspensions	62	37	29	10	138
Course failure in ELA or Math	55	48	46	12	161
Level 1 on statewide assessment	78	47	36	20	181

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	46	48	40	10	144

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

Eustis High School collects data from Decision Ed and FIDO that identifies students who are in danger of not advancing beyond their current grade level and/or not graduating from high school. The intervention strategies that are used include: Edgenuity, a form of virtual learning for students to use for grade forgiveness; FLVS, Florida's Virtual School for students to take online classes for credit recovery or additional credits as needed; EHS personalized learning system, to give students opportunities to have their schedules tailored to their specific needs; Intensive Reading classes, to give students opportunities to work on focused reading strategies; and attendance forgiveness for those students willing to put in additional hours at school to recover missed school hours because of illness or other personal reasons.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Eustis High School host several parent nights in an effort to build positive relationships with families and increase parental awareness of the student's progress.

Some of the parent nights are geared towards providing information and increase awareness of programs. Such as:

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

AVID--A presentation of the AVID program including student contract & parent support. Parent involvement is necessary for students who have the ability but lack the motivation to go to college.

Information is provided to parents on resources the school has to offer so parents can stay informed on their student progress through their participation in AVID.

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

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

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

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

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

Eustis High School has a positive relationship within the community. Our School Advisory Council maintains community membership and meets monthly. Our administrative staff regularly visits our local Chamber of Commerce and Kiwanis Club meetings. Community churches and public libraries offer services to our students on an ongoing basis- including tutors and ACT preparation.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Velez, Nancy	Principal
Caldwell, Lamica	Assistant Principal
Clark, Tracy	Assistant Principal
Zimmerman, Andrew	Assistant Principal
Ramirez, Marta	Assistant Principal
Colarossi, Karen	Instructional Coach
De La Cruz, Julia	Instructional Coach
Snyder, Donald	Teacher, K-12
Spikes, Carole	Teacher, K-12
Bryie, Alicia	Teacher, K-12
Moser, Steven	Teacher, K-12
Emerson, Margaret	Guidance Counselor
Browning, Joyce	Instructional Technology

Duties

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

Nancy Velez, Principal: Supports the use of data-based decision -making strategies, assures the implementation of RtI and will ensure adequate professional development for school staff.

Marta Ramirez, Assistant Principal; Tracy Clark, Assistant Principal; Andrew Zimmerman, Assistant Principal; Lamica Caldwell, Assistant Principal: Monitor implementation of strategies, school initiatives, and professional development for school staff. Ensure team members are contributing, refers to action plan, refer to data during meetings. Develop, lead and evaluate with team the school standards and programs. Will identify patterns of student need and will liaise with the district personnel for staff development needs, intervention strategies, progress monitoring, data collection and analysis

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

Karen Colarossi, Literacy Coach: Provide in-depth guidance on K-12 Reading plan. Will collect and analyze data for the team. Will also support the implementation of strategic plans and provide instructional support to general education teachers.

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.

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

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

Eustis High School will use MTSS STAR as our data based problem solving system. The MTSS committee, which will comprise of teachers, a school counselor, an administrator, a school social

worker and a school psychologist will meet monthly to look at closing achievement gaps in identified subgroups and individual students. This program will enable the MTSS committee to monitor and implement interventions for group and individual student needs. Additionally a professional learning committee will be developed to address the effectiveness of core instruction, 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. 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
LaJeunesse, Cindy	Parent
Hamel, Robin	Parent
Rada, Brandy	Parent
Porter, Olivia	Teacher
Holtzclaw, Rachel	Business/Community
Aylward, Carol	Teacher
Emerson, Carol	Teacher
Snyder, Don	Teacher
Ross, Lori	Parent
DeLaPaz, Melina	Parent
Velez, Nancy	Principal
Colbert, Colleen	Parent
Whitaker, Kristin	Parent
Lundberg, John	Parent
Romaine, Gail	Parent
Gonzalez, Petra	Education Support Employee
Isted, Tisha	Business/Community
Laboo, Lisa	Parent
Stoothoff, Lindsey	Student
Orgaz, Lauren	Student
Henson, Montana	Student
Conte, Marlene	Parent
Ramnarain, Anita	Teacher
Moon, Honie	Student
Roberts, Kristi	Student
Beall, Brittany	Teacher
Gauvin, Maribel	Parent
Garcia, Danny	Parent
Garner, Cheryl	Parent
Moore, Darren	Business/Community
Michelle Colston	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

The SAC works closely with the principal and the assistant principal in charge of the SIP in the monitoring and implementation of the SIP through out the school year. Mid year reports are

presented. SAC uses the information to create guidelines with the assistance of the principal to decide on continuation of programs and/or strategies as set on last year's school improvement plan.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The SAC assists with School's Annual Budget.

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

The SAC doesn't have school improvement funds allocated for the year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Colarossi, Karen	Instructional Coach
Velez, Nancy	Principal
Clark, Tracy	Assistant Principal
Porter, Olivia	Teacher, K-12
De La Cruz, Julia	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

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

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

1. Bi weekly meetings of new teachers-----Mentor & 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

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

Rationale for pairing (either 1 or a combination):

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

Planned mentoring activities:

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

Teachers have access to FAIR FS data to determine baseline ability scores of students in grades 9-12 who are not reading on grade level. Teachers review the data and make adjustments to

instruction based on student need. Teachers of Reading have access to Achieve 3000 data and lexile data to assist in matching students with text. Students are closely monitored through student reflection on learning goals and scales aligned to the teacher evaluation (Marzano model). Teachers use technology to meet the needs of students and organize students in rotations and groups based on student needs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 150

Eustis High School will offer extended learning opportunities through before school and after school tutoring/mentoring. Tutoring to assist students with the Algebra I, Biology and Geometry End of Course exam is will be offered after school on Tuesdays and Thursdays. If EHS is awarded a local grant, ELA tutoring opportunities will be added.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

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 Rationale

By offering E2020 students can work at their own pace on a computer-based program. The program allows for repetition and review of content that the student has not yet mastered.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ramirez, Marta, ramirezm@lake.k12.fl.us

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

Strategy: Extended School Day

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 Rationale

By offering E2020 students can work at their own pace to demonstrate mastery of content they have, in the past, not successfully mastered. The program is computer-based and allows for repetition and review of difficult concepts.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ramirez, Marta, ramirezm@lake.k12.fl.us

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

Strategy: After School Program

Minutes added to school year: 60

School Plus 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.

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ramirez, Marta, ramirezm@lake.k12.fl.us

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

Student grades, GPA, referrals for behavior, discipline data

Strategy: Extended School Day

Minutes added to school year: 150

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ramirez, Marta, ramirezm@lake.k12.fl.us

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

College and Career Readiness

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Match state performance levels for students scoring at or above proficiency on the new FSA
- G2.** Increase the number of students making their learning gains across all levels.
- G3.** Eustis High School will match state performance levels per grade level on state ELA assessments.
- G4.** 75% of students who take the Algebra EOC during 2014-2015 will receive a level 3 or higher
- G5.** 50% of students who take the Geometry EOC during 2014-2015 will receive a level 3. 30 % of students who take the Geometry EOC in 2014-2015 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 76% to 84%.
- G7.** Increase STEM involvement and opportunities at Eustis High School.
- G8.** By June 2015, increase the percentage of students taking the Career Pathways and Industry Certification exams by 50% while maintaining the state mandated passage rate.
- G9.** Decrease drop out rate by 0.2%
- G10.** Increase Federal Graduation Rate by 3%.
- G11.** Decrease students absences 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 students receiving Out-of-School Suspension.

- 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 two of the district's four-year plan for the Bully Proofing Your School initiative.

Strategic Goals Detail

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

G1. Match state performance levels for students scoring at or above proficiency on the new FSA 1a

G036384

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	66.0

Resources Available to Support the Goal 2

- 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 the new Florida Standards
- Support for teachers through professional development and PLC opportunities

Targeted Barriers to Achieving the Goal 3

- 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 G1. 8

Monitor teacher participation in professional development to address rigor and scaffolding. Student work will be examined and sign in sheets and agendas will be monitored.

Person Responsible

Karen Colarossi

Schedule

Biweekly, from 8/13/2014 to 5/29/2015

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. 1a

G036385

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	52.0

Resources Available to Support the Goal 2

- FAIR FS assessment comparison during baseline and midyear
- Utilize student work to determine student progress

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Nancy Velez

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Team Evaluations Teacher portfolios

G3. Eustis High School will match state performance levels per grade level on state ELA assessments. 1a

G036386

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	55.0

Resources Available to Support the Goal 2

- Use Common Core Rubric established by Literacy Council for all others. Intensive writing instruction in ALL Language Arts classes. Based on availability 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 3

- 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.

Plan to Monitor Progress Toward G3. 8

teacher lesson plans, student artifacts and classroom visits

Person Responsible

Nancy Velez

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

PLC sign in sheets, Department Meeting Agendas, Teacher Portfolio and Classroom Observation

G4. 75% of students who take the Algebra EOC during 2014-2015 will receive a level 3 or higher 1a

G036387

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	51.0

Resources Available to Support the Goal 2

- 1. Algebra 1 common planning – Best Practices, EOC strategies 2. Liberal Arts Math Classes with Algebra focus 3. Math UNRAAVEL strategies to be incorporated into lesson plans 4. Common Testing Errors strategies to be taught to students 5. Mathematical in-services 6. Teacher Collaboration & Data analysis 7. After school EOC review sessions/Avid-Based tutoring

Targeted Barriers to Achieving the Goal 3

- Students who are low in math based on 8th grade FCAT math that require extra support in Algebra I
- Reading scores

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

Marta Ramirez

Schedule

Semiannually, from 9/8/2014 to 6/12/2015

Evidence of Completion

EOC pass/fail rate

G5. 50% of students who take the Geometry EOC during 2014-2015 will receive a level 3. 30 % of students who take the Geometry EOC in 2014-2015 will receive a level 4 or higher. A total of 80% of students will receive a level 3 or higher. 1a

G036388

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	70.0

Resources Available to Support the Goal 2

- 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 3

- Students needing remediation in Geometry concepts
- Reading scores

Plan to Monitor Progress Toward G5. 8

Teacher assessment: baseline testing data compared to mid year testing data
Student attendance to tutoring
Student work in classroom to monitor progress

Person Responsible

Julia De La Cruz

Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015

Evidence of Completion

EOC pass/fail rates

G6. To increase the percentage of students scoring level 3 and above on the Biology EOC from 76% to 84%. **1a**

G036389

Targets Supported **1b**

Indicator	Annual Target
Bio I EOC Pass	84.0

Resources Available to Support the Goal **2**

- Tutoring FCAT Explorer Edusoft Lake Benchmark Assessments Curriculum Blueprint Taskcards

Targeted Barriers to Achieving the Goal **3**

- Lack of prior Biology teaching experience
- Lack of student motivation and support at home

Plan to Monitor Progress Toward G6. **8**

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 Responsible

Lamica Caldwell

Schedule

Every 2 Months, from 9/16/2014 to 5/22/2015

Evidence of Completion

Student Data (benchmark assessments, etc.) Mentor Logs Teacher Student Lists Lesson Plans EOC Results

G7. Increase STEM involvement and opportunities at Eustis High School. 1a

G036390

Targets Supported 1b

Indicator	Annual Target
Advanced coursework completion - H.S.	10.0

Resources Available to Support the Goal 2

- Highly certified teachers Advanced courses CAP Academies

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G7. 8

The number of STEM opportunities created (calendar) and the number of participants.

Person Responsible

Carole Spikes

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

agenda and minutes

G8. By June 2015, increase the percentage of students taking the Career Pathways and Industry Certification exams by 50% while maintaining the state mandated passage rate. 1a

G036391

Targets Supported 1b

Indicator	Annual Target
Advanced coursework completion - H.S.	50.0

Resources Available to Support the Goal 2

- Industry certified teachers Peer tutoring by industry certified students District CTE department

Targeted Barriers to Achieving the Goal 3

- Limited number of computers dedicated to industry certification testing.

Plan to Monitor Progress Toward G8. 8

Testing schedule showing an increase in the number of students taking exam.

Person Responsible

Carole Spikes

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Number of tests taken Testing Schedule

G9. Decrease drop out rate by 0.2% 1a

G036392

Targets Supported 1b

Indicator	Annual Target
Dropout Rate	1.8

Resources Available to Support the Goal 2

- E2020 software

Targeted Barriers to Achieving the Goal 3

- Students who lack sufficient credits to graduate on time and/or who have a grade point average less than 2.0.
- Students not meeting high stakes graduation requirements (through testing)

Plan to Monitor Progress Toward G9. 8

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

Person Responsible

Lamica Caldwell

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

E2020 reports, student credit checks, and state reports

G10. Increase Federal Graduation Rate by 3%. 1a

G036393

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	86.0

Resources Available to Support the Goal 2

- E2020 software

Targeted Barriers to Achieving the Goal 3

- Students who lack sufficient credits to graduate on time and/or who have a grade point average less than 2.0.

Plan to Monitor Progress Toward G10. 8

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

Person Responsible

Lamica Caldwell


Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

E2020 reports, student credit checks, and state reports

G11. Decrease students absences 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 **1a**

 G036394

Targets Supported **1b**

Indicator	Annual Target
Attendance rate	95.0

Resources Available to Support the Goal **2**

- County attendance policy. Phone messenger

Targeted Barriers to Achieving the Goal **3**

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

Plan to Monitor Progress Toward G11. **8**

decrease number of student absences specially the students identified as excessive

Person Responsible

Andrew Zimmerman

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

student absence reports, conference notes

G12. Reduce the number of students receiving Out-of-School Suspension. 1a

G036395

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	10.0

Resources Available to Support the Goal 2

- Positive Behavior Support Monthly Advisory class

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G12. 8

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

Person Responsible

Marta Ramirez

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Discipline Referral Data, agendas

G13. Increase parent involvement by 10% 1a

G036396

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	10.0

Resources Available to Support the Goal 2

- School news letter School website School telephone messenger system Skyward Gradebook District EngageLCS by Mindmixer District inSync Education Parent Nights

Targeted Barriers to Achieving the Goal 3

- lack of knowledge about resources available at school and online

Plan to Monitor Progress Toward G13. 8

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

Person Responsible

Marta Ramirez

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

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. 1a

G036397

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	20.0

Resources Available to Support the Goal 2

- Computer and software Internet access Student providing their own technology

Targeted Barriers to Achieving the Goal 3

- lack of trained faculty
- lack of available electronic communication devices
- student inappropriate use of electronic communication devices

Plan to Monitor Progress Toward G14. 8

student artifacts, student grades, student log in usage

Person Responsible

Nancy Velez

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

modules and lessons created

G15. To implement year two of the district's four-year plan for the Bully Proofing Your School initiative. 1a

G036398

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Resources Available to Support the Goal 2

- Bully-proofing Your School Program Implementation Guide Book and other resources provided by the District

Targeted Barriers to Achieving the Goal 3

- Lack of time for implementation
- Students' misconceptions regarding bullying

Plan to Monitor Progress Toward G15. 8

Continuous progress monitoring and use of feedback to make adjustments as needed.

Person Responsible

Lamica Caldwell

Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015

Evidence of Completion

Observation, Student discipline reports, student participation in anti-bullying initiatives

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. Match state performance levels for students scoring at or above proficiency on the new FSA **1**

 G036384

G1.B1 Teachers unaware of the increased rigor required for new curriculum standards. **2**

 B087133

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 **4**

 S097852

Strategy Rationale

PLC's are already embedded into the fabric of the school.

Action Step 1 **5**

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 Responsible

Karen Colarossi

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Administrators will observe rigorous lessons during TEAM evaluation.

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

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

Person Responsible

Karen Colarossi

Schedule

Monthly, from 9/17/2014 to 5/20/2015

Evidence of Completion

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

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

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

Person Responsible

Nancy Velez


Schedule

Weekly, from 8/18/2014 to 6/4/2015


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. 2

 B087134

G1.B2.S1 Offer professional learning opportunities for teachers to demonstrate scaffolding/scaffolded lessons in their content areas. 4

 S097853

Strategy Rationale

PLC's are already embedded into the fabric of the school.

Action Step 1 5

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

Person Responsible

Karen Colarossi

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

administration will observe rigorous lessons during TEAMS evaluations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

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

Person Responsible

Marta Ramirez

Schedule

Monthly, from 9/17/2014 to 5/13/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

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

Person Responsible

Nancy Velez

Schedule

On 6/4/2015


Evidence of Completion

TEAM evaluations


G2. Increase the number of students making their learning gains across all levels. 1

 G036385

G2.B1 A barrier in this area is not knowing who is and who isn't making progress during the school year. 2

 B087135

G2.B1.S1 Use FAIR-FS assessment data to determine who is and who is not making adequate progress at mid-year. 4

 S097854

Strategy Rationale

FAIR-FS assessment data will assist in the identification of students not making progress

Action Step 1 5

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

Person Responsible

Karen Colarossi

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

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 6

The literacy coach and reading teachers will pull data from FAIR FS 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 Responsible

Karen Colarossi

Schedule

Every 2 Months, from 9/1/2014 to 5/29/2015

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 Implementation of G2.B1.S1 7

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

Person Responsible

Marta Ramirez

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Meeting minutes

G3. Eustis High School will match state performance levels per grade level on state ELA assessments. 1

G036386

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. 2

B087136

G3.B1.S1 Teacher resources will be provided regarding teaching grammar skills through the writing process 4

S097856

Strategy Rationale

Teachers need additional resources to provide students with necessary instruction. Students will work on grammar skills - plural vs. possessive, subject/verb agreement; through the writing process.

Action Step 1 5

Grammar instruction embedded in the writing process

Person Responsible

Donald Snyder

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teacher lesson plans, student writing portfolio

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

class reviews & assessments

Person Responsible

Nancy Velez

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

portfolio

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

class reviews, teacher lesson plans, examination of student work

Person Responsible

Nancy Velez


Schedule

Monthly, from 9/1/2014 to 5/29/2015


Evidence of Completion

teacher portfolio, PLC artifacts from lesson study


G4. 75% of students who take the Algebra EOC during 2014-2015 will receive a level 3 or higher 1

 G036387

G4.B1 Students who are low in math based on 8th grade FCAT math that require extra support in Algebra I 2

 B087139

G4.B1.S1 Avid-based Tutoring program 4

 S097859

Strategy Rationale

Avid-based tutoring will offer access to proven Avid strategies to students who don't typically have access to them.

Action Step 1 5

1. Develop tutoring program three times per week, 7-8 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 common planning).
4. Practice on computerized assessment.
5. Have classroom teachers implement UNRA(A)VEL skills for test taking

Person Responsible

Marta Ramirez

Schedule

Weekly, from 1/12/2015 to 5/15/2015

Evidence of Completion

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

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

weekly assessments
collaboration of data during common planning
monitoring reports
student work

Person Responsible

Marta Ramirez

Schedule

Monthly, from 1/12/2015 to 5/15/2015

Evidence of Completion

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

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

attendance
assessment results
EOC scores
Student work

Person Responsible

Marta Ramirez

Schedule

Monthly, from 1/12/2015 to 5/15/2015

Evidence of Completion

attendance records assessment scores Pass/Fail percentages student work

G4.B1.S2 "EOC Support" class: Students demonstrating potential to pass, but scoring below passing on FCAT Math 8 will have a class where they can have additional support in the area of Mathematics. 4

S118412

Strategy Rationale

Without the foundational skills they need, students will not be successful. This course will offer those foundational skills, test-taking strategies, and additional support of the Algebra Curriculum.

Action Step 1 5

Place students in classes: Johnson/Conner

Person Responsible

Marta Ramirez

Schedule

On 9/1/2014

Evidence of Completion

Students placed in classrooms

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Verify Rosters

Person Responsible

Marta Ramirez

Schedule

On 9/5/2014

Evidence of Completion

Rosters with 20 students demonstrating potential will be in Johnson/Conner classes

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Check practice test and EOC pass rates

Person Responsible

Marta Ramirez


Schedule

Semiannually, from 1/9/2015 to 6/5/2015


Evidence of Completion

Students will successfully pass the EOC Students will do appropriately well on a mid-year practice test, if available.

G4.B2 Reading scores 2

 B087140

G4.B2.S1 Implement Unra(a)vel in the Math classrooms 4

 S118416

Strategy Rationale

Students struggle with "unravelling" word problems.

Action Step 1 5

teachers will be asked to utilize the Unra(a)vel Strategy in class

Person Responsible

Julia De La Cruz

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

evidenced through observation and lesson plans

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

observations will occur

Person Responsible

Julia De La Cruz

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

when visiting classrooms, visitor will see the use of Unra(a)vel

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Student success on word problems

Person Responsible

Julia De La Cruz

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Students will be given a set of word problems and students will demonstrate their use of Unra(a)vel.

G4.B2.S2 Increase reading/writing in the math classroom 4

S118417

Strategy Rationale

When students are asked to explain their steps in writing, they understand better. Likewise, students will practice reading the steps and problem set-up for a deeper understanding.

Action Step 1 5

Teachers will be asked to increase reading and writing in the math classroom

Person Responsible

Julia De La Cruz

Schedule

On 9/8/2014

Evidence of Completion

During pre-planning, teachers were asked to increase reading and writing in the math classroom. Through out the school year, instructional coach will provide support in the implementation of reading and writing in the math classroom.

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Observations will be made
lesson plans monitored

Person Responsible

Andrew Zimmerman

Schedule

Semiannually, from 9/15/2014 to 5/29/2015

Evidence of Completion

Through observations (TEAM) it will be determined that teachers are reading and writing in the math classroom.

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

mid-year practice (if available) and EOC scores will be monitored

Person Responsible

Julia De La Cruz


Schedule

Semiannually, from 1/12/2015 to 6/12/2015


Evidence of Completion

Mid-year practice test (if available) scores will be appropriate Students will pass the EOC

G5. 50% of students who take the Geometry EOC during 2014-2015 will receive a level 3. 30 % of students who take the Geometry EOC in 2014-2015 will receive a level 4 or higher. A total of 80% of students will receive a level 3 or higher. 1

 G036388

G5.B1 Students needing remediation in Geometry concepts 2

 B087141

G5.B1.S1 Review with students online testing strategies 4

 S097860

Strategy Rationale

Students are often capable of passing, but do not have the necessary test-taking strategies.

Action Step 1 5

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 computerized assessment.

Person Responsible

Andrew Zimmerman

Schedule

Weekly, from 2/2/2015 to 5/22/2015

Evidence of Completion

sign in sheets lesson plans

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

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 Responsible

Andrew Zimmerman

Schedule

Monthly, from 2/2/2015 to 5/22/2015

Evidence of Completion

tutoring plan lesson plans TEAM data

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

Attendance
Assessment results
EOC scores
Student work

Person Responsible

Julia De La Cruz


Schedule

Monthly, from 2/2/2015 to 5/22/2015

Evidence of Completion

Sign in sheets Teacher assessments EOC reports

G5.B2 Reading scores 2

 B087142

G5.B2.S1 Increase reading and writing in the math classroom 4

 S118459

Strategy Rationale

Students often struggle with the words more than the math.

Action Step 1 5

Inform teachers they should increase the use of reading and writing in the math classroom.

Person Responsible

Julia De La Cruz

Schedule

On 8/11/2014

Evidence of Completion

Teachers were told in training, to increase reading and writing in the math classroom

Action Step 2 5

provide training and support to teachers, as needed

Person Responsible

Julia De La Cruz

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Communication logs, PLC minutes,

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Administration will do walk-throughs.
ART will visit classrooms and maintain open lines of communication with teachers.

Person Responsible

Andrew Zimmerman

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Administration and the ART will observe reading and writing in the math classroom.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Mid-year practice test (if available) and EOC scores

Person Responsible

Julia De La Cruz

Schedule


Semiannually, from 9/8/2014 to 5/29/2015

Evidence of Completion


Mid-year scores, if available will be appropriate EOC scores will be passing

G6. To increase the percentage of students scoring level 3 and above on the Biology EOC from 76% to 84%.

1

 G036389

G6.B1 Lack of prior Biology teaching experience 2

 B087143

G6.B1.S1 Development of a Biology Teacher Mentorship 4

 S097861

Strategy Rationale

By creating a Biology teacher mentorship, teachers will have access to additional support for instruction and classroom strategies.

Action Step 1 5

Selection of mentors
Selection of meeting dates
Development of Protocol
Collaboration for implementing best practices
Utilizing common assessments
Progress Monitoring
Utilization of additional resources
Continuous feedback

Person Responsible

Alicia Bryie

Schedule

Every 2 Months, from 9/16/2014 to 5/22/2015

Evidence of Completion

Student Data (benchmark assessments, etc.) Mentor Logs Strategies Used Lesson Plans
EOC Results

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

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 Responsible

Lamica Caldwell

Schedule

Every 2 Months, from 9/16/2014 to 5/22/2015

Evidence of Completion

Mentor Logs Biology EOC Results

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

Student Data (benchmark assessments, etc.)
Common Assessment Scores
Peer Observation and Collaboration
Review of Mentor Logs

Person Responsible

Alicia Bryie


Schedule

Every 2 Months, from 9/16/2014 to 5/22/2015

Evidence of Completion

Student Data (benchmark assessments, etc.) Mentor Logs Lesson Plans EOC Results

G6.B2 Lack of student motivation and support at home **2**

 B087145

G6.B2.S1 To provide tutoring after school on Tuesdays through April and to provide tutoring after school on Tuesday and Thursday during the month of May. Incentive Program **4**

 S097862

Strategy Rationale

To provide additional instruction and assistance after school in an effort to help them achieve mastery on the Biology EOC.

Action Step 1 **5**

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

Person Responsible

Alicia Bryie

Schedule

Weekly, from 9/16/2014 to 5/22/2015

Evidence of Completion

Student sign-in sheets

Plan to Monitor Fidelity of Implementation of G6.B2.S1 **6**

Tutoring schedule (dates and what is to be covered each week)
Student sign-in sheets to include areas of instruction

Teacher list of students that have mastered Unit content
Teacher list of students that recieved the incentive

Person Responsible

Alicia Bryie

Schedule

Weekly, from 9/16/2014 to 5/22/2015

Evidence of Completion

Sign in Sheets

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

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

List of Number of Students attaining Unit test mastery
List of Number of Students attending tutoring
Tracking individual students mastery of content across the units

Person Responsible

Alicia Bryie

Schedule

Weekly, from 9/16/2014 to 5/22/2015


Evidence of Completion

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


G7. Increase STEM involvement and opportunities at Eustis High School. 1

 G036390

G7.B1 Lack of knowledge in STEM; resources, development and initiatives. 2

 B087146

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 4

 S097863

Strategy Rationale

By creating a committee, strategies can be develop that will increase student awareness of STEM activities and the impact it has on their academic career.

Action Step 1 5

Include in the CAP academy goals the integration of STEM opportunities

Person Responsible

Carole Spikes

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Agenda from meetings and minutes

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

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

Person Responsible

Carole Spikes

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The number of STEM opportunities created (calendar) and the number of participants.

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

The number of STEM opportunities created (calendar) and the number of participants.

Person Responsible

Carole Spikes

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Agenda and minutes

G8. By June 2015, increase the percentage of students taking the Career Pathways and Industry Certification exams by 50% while maintaining the state mandated passage rate. 1

G036391

G8.B1 Limited number of computers dedicated to industry certification testing. 2

B087147

G8.B1.S1 CTE instructors, Guidance, and Administration work together to schedule industry certification testing to make the most of limited resources. 4

S097864

Strategy Rationale

By doing an inventory of all computers available and scaffolding the tests for each certification, we can maximize the numbers of students who are able to take a test.

Action Step 1 5

CTE instructors, Guidance, and Administration work together to schedule industry certification testing to make the most of limited resources.

Person Responsible

Carole Spikes

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Meeting agendas Testing Schedules

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

Testing Schedule

Person Responsible

Carole Spikes

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Number of students testing.

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

Testing schedule showing an increase in the number of students taking exam.

Person Responsible

Carole Spikes


Schedule

Monthly, from 8/18/2014 to 6/4/2015


Evidence of Completion

Number of tests taken Testing Schedule.


G9. Decrease drop out rate by 0.2% 1

 G036392

G9.B1 Students who lack sufficient credits to graduate on time and/or who have a grade point average less than 2.0. 2

 B087149

G9.B1.S1 Provide opportunities for those students to engage in a grade recovery program 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. 4

 S097866

Strategy Rationale

Students are at a high risk of dropping out of school due to failing courses or obtaining Ds as final grade. This opportunity allows the student who already has a complete schedule to retake a course online for either credit or to grade improvement (higher than a D).

Action Step 1 5

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.

Person Responsible

Lamica Caldwell

Schedule

Monthly, from 8/18/2014 to 5/15/2015

Evidence of Completion

E2020 reports, guidance credit checks

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

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

Person Responsible

Margaret Emerson

Schedule

Monthly, from 9/17/2014 to 5/20/2015

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 Implementation of G9.B1.S1 7

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

Person Responsible

Margaret Emerson


Schedule

Monthly, from 9/17/2014 to 5/20/2015


Evidence of Completion

E2020 reports, student credit checks, and state reports

G9.B2 Students not meeting high stakes graduation requirements (through testing) 2

 B106820

G9.B2.S1 Provide before/after school tutoring and mentoring to 11th and 12th graders for ACT preparation. 4

 S118151

Strategy Rationale

Students who meet their graduation requirement (testing) are more likely to graduate with their cohort.

Action Step 1 5

EHS will provide before/after school tutoring to Junior and Seniors at risk for not meeting graduation requirement because of testing

Person Responsible

Karen Colarossi

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Student sign in sheets, ACT registration and testing results information

Plan to Monitor Fidelity of Implementation of G9.B2.S1 6

Review student sign in sheets, meet monthly to discuss progress

Person Responsible

Karen Colarossi

Schedule

Every 6 Weeks, from 9/1/2014 to 5/29/2015

Evidence of Completion

Students will sign in for tutoring. Achieve 3000 data will be collected to determine student use. Students will show evidence of registration for at least 2 ACT testing dates. ACT results will be collected.

Plan to Monitor Effectiveness of Implementation of G9.B2.S1 7

Meet with Administration to discuss student progress

Person Responsible

Karen Colarossi

Schedule

Monthly, from 9/1/2014 to 5/29/2015


Evidence of Completion

Student sign in sheets. Achieve 3000 data (increase in Lexile score), improvement in ACT results from baseline.

G10. Increase Federal Graduation Rate by 3%. 1

 G036393

G10.B1 Students who lack sufficient credits to graduate on time and/or who have a grade point average less than 2.0. 2

 B087151

G10.B1.S1 Provide opportunities for those students to engage in a grade recovery program 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. 4

 S097868

Strategy Rationale

Students are at a high risk of not graduating due to not having required credits because of failing courses or low GPA due to obtaining Ds as final grade. This opportunity allows the student who already has a complete schedule to retake a course online for either credit or to grade improvement (higher than a D).

Action Step 1 5

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.

Person Responsible

Margaret Emerson

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

E2020 reports, guidance credit checks

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

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

Person Responsible

Margaret Emerson

Schedule

Monthly, from 8/18/2014 to 6/4/2015

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 Implementation of G10.B1.S1 7

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

Person Responsible

Lamica Caldwell

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

E2020 reports, student credit checks, and state reports

G11. Decrease students absences 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 **1**

G036394

G11.B1 Student and parent apathy for the necessity for student to be in school each day and each period.
2

B087153

G11.B1.S1 To inform students and parents of the importance of attendance. **4**

S097870

Strategy Rationale

By increasing awareness of the effects absences have on students academics, parents and students will be able to make better choices in regards to attendance.

Action Step 1 **5**

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 Responsible

Andrew Zimmerman

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

agenda and power points conference notes phone messenger logs.

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

Administration notes from meetings.
Teacher parent contact logs.
Student services counselors conference notes.
School Messenger logs.

Person Responsible

Andrew Zimmerman

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

student attendance reports

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

student attendance reports

Person Responsible

Andrew Zimmerman

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

student attendance reports

G12. Reduce the number of students receiving Out-of-School Suspension. 1

G036395

G12.B1 Freshmen not acclimated to high school expectations and Sophomores not dealing well with transition to Main Campus. 2

B087154

G12.B1.S1 Each Administrator will follow their grade level and conduct assemblies to take a proactive approach to student behavior. 4

S097871

Strategy Rationale

By following their students, administrators are building relationships with students and parents. Administration will be aware of the students' behavior needs and provide resources as needed.

Action Step 1 5

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 receive support on the transition to the Main Campus by having the same administrator and student services counselor.

Juniors and Seniors will receive support on maintaining EHS Positive Behavior System (PBS) by having the same administrator and student services counselor.

Person Responsible

Marta Ramirez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

meeting agendas and power points

Plan to Monitor Fidelity of Implementation of G12.B1.S1 6

Monitor student behavior, teacher feedback, and discipline data.

Person Responsible

Marta Ramirez

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Discipline Referral Data

Plan to Monitor Effectiveness of Implementation of G12.B1.S1 7

Discipline Referral Data

Person Responsible

Marta Ramirez


Schedule

Quarterly, from 8/18/2014 to 6/4/2015


Evidence of Completion

agendas, power points, Discipline Referral Data

G13. Increase parent involvement by 10% 1

 G036396

G13.B2 lack of knowledge about resources available at school and online 2

 B087156

G13.B2.S1 Use resources to make parents aware of how they can be involved. School news letter
School website School telephone messenger system Skyward Gradebook District EngageLCS by
Mindmixer District inSync Education Parent Information sessions after school-Parent Nights 4

 S097873

Strategy Rationale

Multiple modes of communication and resources in an attempt to reach all families.

Action Step 1 5

Add a section on the newsletter with web-links to EngageLCS by Mind Mixer, inSync Education, school website, and district website

A section on student services website with a focus on how to be involved as a parent.

Post on website resources (links)

Telephone messenger use as needed to disseminate information to parents (as a whole or by targeted groups)

Provide informative parent meetings

Person Responsible

Marta Ramirez

Schedule

Monthly, from 10/1/2014 to 6/30/2015

Evidence of Completion

number of hits at resources, increased awareness, parent attendance at parent nights and improved scores

Plan to Monitor Fidelity of Implementation of G13.B2.S1 6

meeting with persons responsible for each resource
reports on hits on links at website, reports on response to resources, attendance of meetings

Person Responsible

Marta Ramirez

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

newsletter website log of phone messenger sign in sheets at parent meetings

Plan to Monitor Effectiveness of Implementation of G13.B2.S1 7

newsletter
website
log of phone messenger
increased use of resources highlighted

Person Responsible

Marta Ramirez

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

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. 1

G036397

G14.B1 lack of trained faculty 2

B087157

G14.B1.S1 Instructional Technology will be expanded for student use through e2020, Pearson Access, teachers' websites and other technology resources. 4

S097874

Strategy Rationale

By teachers using technology as form of curriculum delivery, students more academically prepare for higher education and the workforce.

Action Step 1 5

Incorporate to their lesson plans as determine by teacher

Person Responsible

Nancy Velez

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G14.B1.S1 6

checking of lesson plans

Person Responsible

Nancy Velez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

lesson plans modules in safari montage

Plan to Monitor Effectiveness of Implementation of G14.B1.S1 7

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

Person Responsible

Nancy Velez


Schedule

Quarterly, from 8/18/2014 to 6/4/2015


Evidence of Completion

student use, student artifacts, student grades

G14.B2 lack of available electronic communication devices 2

 B087158

G14.B2.S1 Instructional Technology will be expanded for student use through the Bring Your Own Technology program 4

 S097875

Strategy Rationale

With the implementation of our Instructional Technology School Improvement Goal (Bring Your Own Technology), EHS plans to establish and maintain a school academic culture that enables teachers and student to use technology as an additional method of instruction and learning by allowing students to use such devices during class time as teacher directed. Adherence to the Student Code of Conduct is required for the remainder of each class period outside of teacher-directed activities.

The implementation of this instructional strategy will allow for the increase use of technology through use of additional electronic devices. It will expand teachers' method of instruction and students' learning opportunities.

Action Step 1 5

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

Person Responsible

Nancy Velez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

lesson plans administration walk throughs TEAM evaluations

Plan to Monitor Fidelity of Implementation of G14.B2.S1 6

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 Responsible

Nancy Velez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

lesson plans student grades TEAM evaluations

Plan to Monitor Effectiveness of Implementation of G14.B2.S1 7

student grades

student progress monitoring data

TEAM Evaluations

Person Responsible

Nancy Velez

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

lesson plans TEAM evaluations

G14.B3 student inappropriate use of electronic communication devices 2

B087159

G14.B3.S1 provide a time and area for appropriate use of electronic communication devices and cell phones 4

S097876

Strategy Rationale

With the implementation of our Positive Behavior Support strategies, EHS request a waiver to the use of Cell Phone/Electronic Devices to include allowing the students to use such devices during their lunch breaks in the dining areas only, adhering to the Student Code of Conduct for the remainder of the day.

The Eustis High School stakeholders believe this strategy has proven to work in a positive manner to reward students for good behavior and grades.

Action Step 1 5

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 Responsible

Nancy Velez

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

observations by administration

Plan to Monitor Fidelity of Implementation of G14.B3.S1 6

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 Responsible

Nancy Velez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

discipline reports

Plan to Monitor Effectiveness of Implementation of G14.B3.S1 7

discipline reports
student grades

Person Responsible

Nancy Velez


Schedule

Quarterly, from 8/18/2014 to 6/4/2015


Evidence of Completion

discipline reports, attendance reports, grades reports,


G15. To implement year two of the district's four-year plan for the Bully Proofing Your School initiative. 1

 G036398

G15.B1 Lack of time for implementation 2

 B087160

G15.B1.S1 Manipulation of the bell schedule to include time for anti-bullying lessons 4

 S097877

Strategy Rationale

School schedule has changed to a 7th period day with no advisory, therefore we have to make time periodically in the schedule to conduct ant-bullying lessons.

Action Step 1 5

The bell schedule will have to be adjusted periodically to include time for antibullying initiatives.

Person Responsible

Lamica Caldwell

Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015

Evidence of Completion

Completed anti-bullying lessons Anti-bullying PSA's created by students for the morning announcements Student participation in other school anti-bullying initiatives

Plan to Monitor Fidelity of Implementation of G15.B1.S1 6

Observation of and Participation of faculty and students in anti-bullying initiatives

Person Responsible

Lamica Caldwell

Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015

Evidence of Completion

Observation by administration, student discipline

Plan to Monitor Effectiveness of Implementation of G15.B1.S1 7

Continuous progress monitoring

Person Responsible

Lamica Caldwell


Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015


Evidence of Completion

Faculty and Student Feedback, Completion of anti-bullying initiatives

G15.B2 Students' misconceptions regarding bullying 2

 B087161

G15.B2.S1 Bully-proofing Your School lessons taught during advisory 4

 S097878

Strategy Rationale

Students may still have some misconceptions about bullying or may not know what to do if they feel they are being bullied.

Action Step 1 5

Bully-proofing Your School lessons provided by the district

Person Responsible

Lamica Caldwell

Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student artifacts

Plan to Monitor Fidelity of Implementation of G15.B2.S1 6

Classroom Walkthroughs by administration

Person Responsible

Lamica Caldwell

Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015

Evidence of Completion

Observational data and student artifacts

Plan to Monitor Effectiveness of Implementation of G15.B2.S1 7

Completion of lessons, student engagement, student artifacts

Person Responsible

Lamica Caldwell

Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student discipline reports, student climate surveys

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will learn to align lessons to the new curriculum standards and to increase the rigor within the lessons through professional learning and coaching.	Colarossi, Karen	8/18/2014	Administrators will observe rigorous lessons during TEAM evaluation.	6/4/2015 biweekly
G1.B2.S1.A1	Teachers will learn to scaffold lessons for students who are required to perform at higher levels through professional learning and coaching.	Colarossi, Karen	9/1/2014	administration will observe rigorous lessons during TEAMS evaluations	5/29/2015 biweekly
G2.B1.S1.A1	Teachers and Literacy Coach will pull assessment data to identify students who are not making progress according to the FAIR-FS.	Colarossi, Karen	9/2/2014	Teachers will include hard copies of their assessment data with the students who are not making progress identified in their teacher portfolio	5/29/2015 quarterly
G3.B1.S1.A1	Grammar instruction embedded in the writing process	Snyder, Donald	9/1/2014	Teacher lesson plans, student writing portfolio	5/29/2015 weekly
G4.B1.S1.A1	1. Develop tutoring program three times per week, 7-8 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 common planning). 4. Practice on computerized assessment. 5. Have classroom teachers implement UNRA(A)VEL skills for test taking	Ramirez, Marta	1/12/2015	sign in sheets for tutoring lesson plans student artifacts from UNRA(A)VEL	5/15/2015 weekly
G5.B1.S1.A1	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 computerized assessment.	Zimmerman, Andrew	2/2/2015	sign in sheets lesson plans	5/22/2015 weekly
G6.B1.S1.A1	Selection of mentors Selection of meeting dates Development of Protocol Collaboration for implementing best practices Utilizing	Bryie, Alicia	9/16/2014	Student Data (benchmark assessments, etc.) Mentor Logs Strategies Used Lesson Plans EOC Results	5/22/2015 every-2-months

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	common assessments Progress Monitoring Utilization of additional resources Continuous feedback				
G6.B2.S1.A1	Tutoring to offer additional instruction, study strategies, and skill development based on students' needs Incentive Program	Bryie, Alicia	9/16/2014	Student sign-in sheets	5/22/2015 weekly
G7.B1.S1.A1	Include in the CAP academy goals the integration of STEM opportunities	Spikes, Carole	8/18/2014	Agenda from meetings and minutes	6/4/2015 quarterly
G8.B1.S1.A1	CTE instructors, Guidance, and Administration work together to schedule industry certification testing to make the most of limited resources.	Spikes, Carole	8/18/2014	Meeting agendas Testing Schedules	6/4/2015 monthly
G9.B1.S1.A1	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.	Caldwell, Lamica	8/18/2014	E2020 reports, guidance credit checks	5/15/2015 monthly
G10.B1.S1.A1	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.	Emerson, Margaret	8/18/2014	E2020 reports, guidance credit checks	6/4/2015 weekly
G11.B1.S1.A1	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.	Zimmerman, Andrew	8/18/2014	agenda and power points conference notes phone messenger logs.	6/4/2015 monthly
G12.B1.S1.A1	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 receive support on the transition to the Main Campus by having the same administrator and student services counselor. Juniors and Seniors will receive support on maintaining EHS Positive Behavior System (PBS) by having the same administrator and student services counselor.	Ramirez, Marta	8/18/2014	meeting agendas and power points	6/4/2015 monthly
G13.B2.S1.A1	Add a section on the newsletter with web-links to EngageLCS by Mind Mixer, inSync Education, school website, and district website A section on student services website with a focus on how to be involved as a parent. Post on website resources (links) Telephone messenger use as needed to disseminate information to parents (as a whole or by targeted groups) Provide informative parent meetings	Ramirez, Marta	10/1/2014	number of hits at resources, increased awareness, parent attendance at parent nights and improved scores	6/30/2015 monthly

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Eustis High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G14.B1.S1.A1	Incorporate to their lesson plans as determine by teacher	Velez, Nancy	8/18/2014	lesson plans	6/4/2015 quarterly
G14.B2.S1.A1	incorporate to courses lesson plans as determine by teacher as an additional method of instruction based on curriculum needs	Velez, Nancy	8/18/2014	lesson plans administration walk throughs TEAM evaluations	6/4/2015 monthly
G14.B3.S1.A1	Students will have the opportunity to use cell phones and electronic communication devices during their lunch breaks in the lunch room dining area only.	Velez, Nancy	8/18/2014	observations by administration	6/4/2015 daily
G15.B1.S1.A1	The bell schedule will have to be adjusted periodically to include time for antibullying initiatives.	Caldwell, Lamica	8/18/2014	Completed anti-bullying lessons Anti-bullying PSA's created by students for the morning announcements Student participation in other school anti-bullying initiatives	6/4/2015 every-2-months
G15.B2.S1.A1	Bully-proofing Your School lessons provided by the district	Caldwell, Lamica	8/18/2014	Student artifacts	6/4/2015 every-2-months
G9.B2.S1.A1	EHS will provide before/after school tutoring to Junior and Seniors at risk for not meeting graduation requirement because of testing	Colarossi, Karen	9/1/2014	Student sign in sheets, ACT registration and testing results information	5/29/2015 weekly
G4.B1.S2.A1	Place students in classes: Johnson/Conner	Ramirez, Marta	9/1/2014	Students placed in classrooms	9/1/2014 one-time
G4.B2.S1.A1	teachers will be asked to utilize the Unra(a)vel Strategy in class	De La Cruz, Julia	9/15/2014	evidenced through observation and lesson plans	6/5/2015 weekly
G4.B2.S2.A1	Teachers will be asked to increase reading and writing in the math classroom	De La Cruz, Julia	8/18/2014	During pre-planning, teachers were asked to increase reading and writing in the math classroom. Through out the school year, instructional coach will provide support in the implementation of reading and writing in the math classroom.	9/8/2014 one-time
G5.B2.S1.A1	Inform teachers they should increase the use of reading and writing in the math classroom.	De La Cruz, Julia	8/11/2014	Teachers were told in training, to increase reading and writing in the math classroom	8/11/2014 one-time
G5.B2.S1.A2	provide training and support to teachers, as needed	De La Cruz, Julia	8/18/2014	Communication logs, PLC minutes,	6/5/2015 weekly
G1.MA1	Monitor teacher participation in professional development to address rigor and scaffolding. Student work will be examined and sign in sheets and agendas will be monitored.	Colarossi, Karen	8/13/2014	Sign in sheets from professional development Conversations with teachers regarding the incorporation of necessary scaffolds	5/29/2015 biweekly
G1.B1.S1.MA1	The administrative team will observe teachers during instruction to evaluate the effectiveness of the strategies.	Velez, Nancy	8/18/2014	TEAM evaluation data	6/4/2015 weekly
G1.B1.S1.MA1	Teacher participation in PLCs Teacher participation in training opportunities Teacher implementation of strategies within lessons	Colarossi, Karen	9/17/2014	Sign in sheets from PLCs and PLC documentation Sign in sheets Team evaluation	5/20/2015 monthly
G1.B2.S1.MA1	The administrative team will observe teachers during instruction to evaluate the effectiveness of strategy	Velez, Nancy	8/18/2014	TEAM evaluations	6/4/2015 one-time
G1.B2.S1.MA1	teacher participation in PLCs teacher participation in training opportunities teacher implementation of strategies within lesson	Ramirez, Marta	9/17/2014	sign in sheets form PLCs and PLC doucmentation sign in sheets team evaluations	5/13/2015 monthly
G2.MA1	Teachers will regularly monitor the progress of students to ensure progress.	Velez, Nancy	9/1/2014	Team Evaluations Teacher portfolios	5/29/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	The team will meet to determine whether students have been identified and whether shifts in instruction have occurred.	Ramirez, Marta	9/1/2014	Meeting minutes	5/29/2015 monthly
G2.B1.S1.MA1	The literacy coach and reading teachers will pull data from FAIR FS 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.	Colarossi, Karen	9/1/2014	Teachers will collect the data in an excel spreadsheet and keep in data folder. Additional documentation of conferencing with students will be available.	5/29/2015 every-2-months
G3.MA1	teacher lesson plans, student artifacts and classroom visits	Velez, Nancy	9/1/2014	PLC sign in sheets, Department Meeting Agendas, Teacher Portfolio and Classroom Observation	5/29/2015 monthly
G3.B1.S1.MA1	class reviews, teacher lesson plans, examination of student work	Velez, Nancy	9/1/2014	teacher portfolio, PLC artifacts from lesson study	5/29/2015 monthly
G3.B1.S1.MA1	class reviews & assessments	Velez, Nancy	9/1/2014	portfolio	5/29/2015 monthly
G4.MA1	baseline testing data compared to mid year testing data student attendance to tutoring Student work in classroom to monitor progress	Ramirez, Marta	9/8/2014	EOC pass/fail rate	6/12/2015 semiannually
G4.B1.S1.MA1	attendance assessment results EOC scores Student work	Ramirez, Marta	1/12/2015	attendance records assessment scores Pass/Fail percentages student work	5/15/2015 monthly
G4.B1.S1.MA1	weekly assessments collaboration of data during common planning monitoring reports student work	Ramirez, Marta	1/12/2015	teacher documentation analysis of student work monitoring data written documentation and assessemnt results	5/15/2015 monthly
G4.B2.S1.MA1	Student success on word problems	De La Cruz, Julia	9/15/2014	Students will be given a set of word problems and students will demonstrate their use of Unra(a)vel.	5/29/2015 quarterly
G4.B2.S1.MA1	observations will occur	De La Cruz, Julia	9/22/2014	when visiting classrooms, visitor will see the use of Unra(a)vel	5/29/2015 weekly
G4.B1.S2.MA1	Check practice test and EOC pass rates	Ramirez, Marta	1/9/2015	Students will successfully pass the EOC Students will do appropriately well on a mid-year practice test, if available.	6/5/2015 semiannually
G4.B1.S2.MA1	Verify Rosters	Ramirez, Marta	9/5/2014	Rosters with 20 students demonstrating potential will be in Johnson/Conner classes	9/5/2014 one-time
G4.B2.S2.MA1	mid-year practice (if available) and EOC scores will be monitored	De La Cruz, Julia	1/12/2015	Mid-year practice test (if available) scores will be appropriate Students will pass the EOC	6/12/2015 semiannually
G4.B2.S2.MA1	Observations will be made lesson plans monitored	Zimmerman, Andrew	9/15/2014	Through observations (TEAM) it will be determined that teachers are reading and writing in the math classroom.	5/29/2015 semiannually
G5.MA1	Teacher assessment: baseline testing data compared to mid year testing data Student attendance to tutoring Student work in classroom to monitor progress	De La Cruz, Julia	8/18/2014	EOC pass/fail rates	6/4/2015 every-2-months
G5.B1.S1.MA1	Attendance Assessment results EOC scores Student work	De La Cruz, Julia	2/2/2015	Sign in sheets Teacher assessments EOC reports	5/22/2015 monthly
G5.B1.S1.MA1	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	Zimmerman, Andrew	2/2/2015	tutoring plan lesson plans TEAM data	5/22/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	to develop tutoring program rotations. 3. Administration via classroom walkthroughs and TEAM evaluation will monitor lesson plans and implementation of testing strategies and terminology				
G5.B2.S1.MA1	Mid-year practice test (if available) and EOC scores	De La Cruz, Julia	9/8/2014	Mid-year scores, if available will be appropriate EOC scores will be passing	5/29/2015 semiannually
G5.B2.S1.MA1	Administration will do walk-throughs. ART will visit classrooms and maintain open lines of communication with teachers.	Zimmerman, Andrew	9/8/2014	Administration and the ART will observe reading and writing in the math classroom.	5/29/2015 monthly
G6.MA1	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.	Caldwell, Lamica	9/16/2014	Student Data (benchmark assessments, etc.) Mentor Logs Teacher Student Lists Lesson Plans EOC Results	5/22/2015 every-2-months
G6.B1.S1.MA1	Student Data (benchmark assessments, etc.) Common Assessment Scores Peer Observation and Collaboration Review of Mentor Logs	Bryie, Alicia	9/16/2014	Student Data (benchmark assessments, etc.) Mentor Logs Lesson Plans EOC Results	5/22/2015 every-2-months
G6.B1.S1.MA1	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.	Caldwell, Lamica	9/16/2014	Mentor Logs Biology EOC Results	5/22/2015 every-2-months
G6.B2.S1.MA1	Student Data (grades, re-testing, completion of assignments, etc.) EOC Results List of Number of Students attaining Unit test mastery List of Number of Students attending tutoring Tracking individual students mastery of content across the units	Bryie, Alicia	9/16/2014	Student Data (grades, re-testing, completion of assignments, etc...) EOC results	5/22/2015 weekly
G6.B2.S1.MA1	Tutoring schedule (dates and what is to be covered each week) Student sign-in sheets to include areas of instruction Teacher list of students that have mastered Unit content Teacher list of students that recieved the incentive	Bryie, Alicia	9/16/2014	Sign in Sheets	5/22/2015 weekly
G7.MA1	The number of STEM opportunities created (calendar) and the number of participants.	Spikes, Carole	8/18/2014	agenda and minutes	6/4/2015 quarterly
G7.B1.S1.MA1	The number of STEM opportunities created (calendar) and the number of participants.	Spikes, Carole	8/18/2014	Agenda and minutes	6/4/2015 quarterly
G7.B1.S1.MA1	Review of minutes from last minute agenda to ensure actions where carry out.	Spikes, Carole	8/18/2014	The number of STEM opportunities created (calendar) and the number of participants.	6/4/2015 quarterly
G8.MA1	Testing schedule showing an increase in the number of students taking exam.	Spikes, Carole	8/18/2014	Number of tests taken Testing Schedule	6/4/2015 quarterly
G8.B1.S1.MA1	Testing schedule showing an increase in the number of students taking exam.	Spikes, Carole	8/18/2014	Number of tests taken Testing Schedule.	6/4/2015 monthly
G8.B1.S1.MA1	Testing Schedule	Spikes, Carole	8/18/2014	Number of students testing.	6/4/2015 monthly
G9.MA1	students are participating in program students are completing the course they enrolled in Credits earned have increased	Caldwell, Lamica	9/1/2014	E2020 reports, student credit checks, and state reports	5/29/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G9.B1.S1.MA1	Number of students participating in program Number of students completing the course they enrolled in Increased credits earned	Emerson, Margaret	9/17/2014	E2020 reports, student credit checks, and state reports	5/20/2015 monthly
G9.B1.S1.MA1	Student Services PLC meetings to monitor of E2020 reports on student usage and completion of courses	Emerson, Margaret	9/17/2014	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	5/20/2015 monthly
G9.B2.S1.MA1	Meet with Administration to discuss student progress	Colarossi, Karen	9/1/2014	Student sign in sheets. Achieve 3000 data (increase in Lexile score), improvement in ACT results from baseline.	5/29/2015 monthly
G9.B2.S1.MA1	Review student sign in sheets, meet monthly to discuss progress	Colarossi, Karen	9/1/2014	Students will sign in for tutoring. Achieve 3000 data will be collected to determine student use. Students will show evidence of registration for at least 2 ACT testing dates. ACT results will be collected.	5/29/2015 every-6-weeks
G10.MA1	Students are participating in program Students are completing the course they enrolled in Increased credits earned have increased	Caldwell, Lamica	8/18/2014	E2020 reports, student credit checks, and state reports	6/4/2015 monthly
G10.B1.S1.MA1	Number of students participating in program Number of students completing the course they enrolled in Increased credits earned	Caldwell, Lamica	8/18/2014	E2020 reports, student credit checks, and state reports	6/4/2015 monthly
G10.B1.S1.MA1	Student Services will hold meetings to monitor of E2020 reports on student usage and completion of courses	Emerson, Margaret	8/18/2014	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	6/4/2015 monthly
G11.MA1	decrease number of student absences specially the students identified as excessive	Zimmerman, Andrew	8/18/2014	student absence reports, conference notes	6/4/2015 quarterly
G11.B1.S1.MA1	student attendance reports	Zimmerman, Andrew	8/18/2014	student attendance reports	6/4/2015 quarterly
G11.B1.S1.MA1	Administration notes from meetings. Teacher parent contact logs. Student services counselors conference notes. School Messenger logs.	Zimmerman, Andrew	8/18/2014	student attendance reports	6/4/2015 quarterly
G12.MA1	Discipline Referral Data to show a decrease in behaviors that lead to out-of-school suspensions.	Ramirez, Marta	8/18/2014	Discipline Referral Data, agendas	6/4/2015 quarterly
G12.B1.S1.MA1	Discipline Referral Data	Ramirez, Marta	8/18/2014	agendas, power points, Discipline Referral Data	6/4/2015 quarterly
G12.B1.S1.MA1	Monitor student behavior, teacher feedback, and discipline data.	Ramirez, Marta	8/18/2014	Discipline Referral Data	6/4/2015 quarterly
G13.MA1	sign in sheets and exit surveys newsletter website log of phone messenger	Ramirez, Marta	8/18/2014	climate survey results	6/4/2015 quarterly
G13.B2.S1.MA1	newsletter website log of phone messenger increased use of resources highlighted	Ramirez, Marta	8/18/2014	climate surveys	6/4/2015 quarterly
G13.B2.S1.MA1	meeting with persons responsible for each resource reports on hits on links at website, reports on response to resources, attendance of meetings	Ramirez, Marta	8/18/2014	newsletter website log of phone messenger sign in sheets at parent meetings	6/4/2015 quarterly
G14.MA1	student artifacts, student grades, student log in usage	Velez, Nancy	8/18/2014	modules and lessons created	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G14.B1.S1.MA1	student use (log in report), student artifacts from lesson, student grades	Velez, Nancy	8/18/2014	student use, student artifacts, student grades	6/4/2015 quarterly
G14.B1.S1.MA1	checking of lesson plans	Velez, Nancy	8/18/2014	lesson plans modules in safari montage	6/4/2015 monthly
G14.B2.S1.MA1	student grades student progress monitoring data TEAM Evaluations	Velez, Nancy	8/18/2014	lesson plans TEAM evaluations	6/4/2015 quarterly
G14.B2.S1.MA1	progress monitoring of student understading, comprehension and application of Learning Goals by teacher progress monitoring of student grades by teacher progress monitoring of effective teacher/student use by administration	Velez, Nancy	8/18/2014	lesson plans student grades TEAM evaluations	6/4/2015 monthly
G14.B3.S1.MA1	discipline reports student grades	Velez, Nancy	8/18/2014	discipline reports, attendance reports, grades reports,	6/4/2015 quarterly
G14.B3.S1.MA1	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	Velez, Nancy	8/18/2014	discipline reports	6/4/2015 monthly
G15.MA1	Continuous progress monitoring and use of feedback to make adjustments as needed.	Caldwell, Lamica	8/18/2014	Observation, Student discipline reports, student participation in anti-bullying initiatives	6/4/2015 every-2-months
G15.B1.S1.MA1	Continuous progress monitoring	Caldwell, Lamica	8/18/2014	Faculty and Student Feedback, Completion of anti-bullying initiatives	6/4/2015 every-2-months
G15.B1.S1.MA1	Observation of and Participation of faculty and students in anti-bullying initiatives	Caldwell, Lamica	8/18/2014	Observation by administration, student discipline	6/4/2015 every-2-months
G15.B2.S1.MA1	Completion of lessons, student engagement, student artifacts	Caldwell, Lamica	8/18/2014	Student discipline reports, student climate surveys	6/4/2015 every-2-months
G15.B2.S1.MA1	Classroom Walkthroughs by administration	Caldwell, Lamica	8/18/2014	Observational data and student artifacts	6/4/2015 every-2-months

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Match state performance levels for students scoring at or above proficiency on the new FSA

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

ELA and Reading teachers

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

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 professional learning and coaching.

Facilitator

Administration Literacy Coach

Participants

all teachers

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

G6. To increase the percentage of students scoring level 3 and above on the Biology EOC from 76% to 84%.

G6.B1 Lack of prior Biology teaching experience

G6.B1.S1 Development of a Biology Teacher Mentorship

PD Opportunity 1

Selection of mentors Selection of meeting dates Development of Protocol Collaboration for implementing best practices Utilizing common assessments Progress Monitoring Utilization of additional resources Continuous feedback

Facilitator

Science Department Chair

Participants

Teachers that have not taught biology before and experienced biology teachers

Schedule

Every 2 Months, from 9/16/2014 to 5/22/2015

G9. Decrease drop out rate by 0.2%

G9.B1 Students who lack sufficient credits to graduate on time and/or who have a grade point average less than 2.0.

G9.B1.S1 Provide opportunities for those students to engage in a grade recovery program 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.

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.

Facilitator

Student Services Counselors

Participants

Students in danger of not graduating.

Schedule

Monthly, from 8/18/2014 to 5/15/2015

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

G15.B1 Lack of time for implementation

G15.B1.S1 Manipulation of the bell schedule to include time for anti-bullying lessons

PD Opportunity 1

The bell schedule will have to be adjusted periodically to include time for antibullying initiatives.

Facilitator

Administrator over Safety

Participants

Administrator over Safety

Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0