Eastside High School

2014-15 School Improvement Plan

Eastside High School

1201 SE 43RD ST, Gainesville, FL 32641

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	52%

Alternative/ESE Center	Charter School	Minority
No	No	72%

School Grades History

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

School Board Approval

This plan is pending approval by the Alachua 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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Eastside High School seeks to build a community among our highly diverse students and their families, whether they come from different neighborhoods in Gainesville or from countries and cultures around the world. All members of our fluid and lively school family-parents, students, faculty, and support staff-should show respect and encouragement for each other.
The mission of Eastside High School's community is that all students develop the skills and knowledge necessary for them to survive, learn, adapt and grow-leading to a lifetime pattern of responsible citizenship.

Provide the school's vision statement

Beliefs:
Ethical behavior will guide all students and other members of the school community in their interactions with each other, their pursuit of knowledge, and their use of technology.
Students, supported by families, faculty and school staff, will participate actively in learning both skills and knowledge across all the subject areas.
The school will provide a safe, orderly, and attractive learning environment.
Members of the school community will have a full range of opportunities to participate in creative endeavors, co-curricular activities, and healthy competition.
Eastside's unique mix of programs will be maintained and properly managed in the best interest of all the students.
The school community will acknowledge and celebrate the diversity of Eastside High School.

School Environment

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

Teachers and staff members seek opportunities to learn about their students and build relationships by engaging in book studies using the following texts: Teaching with Poverty in Mind, Learning in the Fast Lane: 8 Ways to Put All Students on the Road to Academic Success, and Managing Diverse Classrooms: How to Build on Students Cultural Strengths. Faculty and staff members also participate in home visits and mentor individual students. The principal has invited local church pastors to visit and participate in school events and become mentors to students. School staff members share information with local churches regarding upcoming events and important information that can be shared with their members. Some staff members attend the same churches as many of our students. Administrators and counselors visited a local housing community to meet with parents and partnered with the manager of the development to provide assistance to students. In addition, the 9th grade pre IB team hosts an annual International Day which enables students to share food, dance, and traditions from various cultures around the world, particularly those that reflect the cultural backgrounds of many of our students. Also, teachers and staff learn about students through informal discussions in classroom activities and on field trips and through mentoring. The principal surveys students as to the family backgrounds and has flags from countries that represent all the nationalities of students who attend EHS. There are also a number of student clubs that raise awareness of various cultures such as the Muslim Awareness Club, Indian Cultural Club, and the Hispanic and Filipino Club. An administrator and teachers have also attended training offered by the UF Lastinger Center on how to reach African American male students and will share that information with the rest

of the staff. Staff members also sponsor clubs and teams and learn about students through informal interactions. The staff will also engage in an activity using photographs to determine if there are any students who are not known well by at least one adult on this campus. Students show support of teachers during teacher appreciation week by writing notes, making signs, and giving out gifts.

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

Eastside High School participates in PBS, and students receive recognition and rewards for positive behaviors. Link Crew, a program in which high school juniors and seniors mentor all incoming 9th graders to ensure a successful high school transition, was implemented in the 2014-15 school year. Administrators, deans, counselors, and support staff mentor 9th and 10th grade homerooms providing contact with parents regarding attendance, grades, and behavior. Homeroom mentors also provide incentives to encourage positive academic and social behaviors. To ensure student safety, an after school dean patrols campus, two full-time resource officers are assigned to the school, a full-time security guard monitors visitors to campus, and multiple cameras are deployed throughout campus to discourage theft and misbehavior. Student-produced public service announcements focus on anti-theft precautions. Students also enjoy gathering in the media center at lunch and before school to talk to their friends, play chess, do homework and work on projects. Administrators and counselors all have an open-door policy and will meet with students to hear about their needs and concerns. The guidance counselors provide grade level assemblies to address the general issues of bullying and dating violence to raise awareness of these issues. To celebrate student successes, the administrators and counselors host honor roll ice cream parties, and departments select students of the month, whose photos and names are posted outside the main office. Students also participate in focus groups with the principal and respond to SAC surveys to air the concerns which are then addressed by school staff and the SAC. Administrators, deans,and school resource officers maintain a visible presence throughout the school on a daily basis.

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

Through the school-wide implementation of PBS, students can earn "Ram Bucks" which students can use to enter into drawings for weekly prizes. Three full-time deans enforce school rules, and one dean works primarily with 9th graders to assist in the students' transition to high school. Posters throughout the school remind students of district dress code, and the district student code of conduct is basis for disciplinary actions.
Referrals to guidance counselors or PALs can be made in lieu of discipline referrals, and teachers have received extensive training in high yield strategies to maintain student engagement in academic activities to prevent students from being off-task in the classroom. Implementation of block scheduling for 9th grade major program reduces the amount of time those students are changing classes.We will also reestablish the school discipline committee to review school policies and procedures and provide training for all teachers and staff on policies and implementation.

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

Guidance counselors maintain an open-door policy so students may see any counselor if their assigned counselor is unavailable. Also, through the ICounselor practice, counselors maintain a station in the common area at lunch twice a week so students can get to know them and handle minor issues that arise which do not require a private session with a counselor. PALs counselors are available and maintain an office at the school site, and a school psychologist is on campus twice a week. Referrals to outside counseling services are utilized for individual and/or family counseling.

Gotcha Back Mentoring Program is a school based program which recruits community members to act as mentors to students who are referred to the program by teachers, counselors, and administrators. The Backpack4Kids program provides students and their families with food and other items on a weekly basis, and counselors work closely with the district contact person for homeless services to provide additional support for those students. The Student Services Team, which consists of counselors, administrators, deans, school resource officers, school psychologist, and ESE staff meets twice a month to discuss students of concern and determine what services would be helpful for those students. Counselors have also established small support groups for students based on their needs (self-esteem, stress). Check and Connect provides a contact person to work with at-risk students identified as 9th graders and maintain contact with them and their families for all four years of high school. A school psychologist is at EHS twice a week to provide more counseling and testing as needed.

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	52	39	33	43	167
One or more suspensions	56	39	20	11	126
Course failure in ELA or Math	61	43	39	36	179
Level 1 on statewide assessment	94	93	26	13	226

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	38	23	15	12	88

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

1. Student services team meets twice a month to discuss students of concern. The team consists of administrators, guidance counselors, school psychologist, school resource officers, and ESE staff
2. EPT's are scheduled as soon as a student receives two discipline referrals or is identified as possibly failing a course
3. IEP and 504 accommodations are monitored and plans are updated as needed

4. Manifestations are held for any ESE student approaching 10 days of suspension

5. Homeroom mentors monitor student attendance in 9th and 10th grades

6. District truancy officer is contacted and makes home visits for students in 9th and 10th grade who are chronically absent

7. Check and Connect Program-representative at the school site works with 9th and 10th graders who are targeted as at-risk and conducts meetings with students and home visits with parents

8. PALs counselors provide additional support and counseling for students who are recommended by guidance counselors

9. Food4Kids program-provides backpacks filled with food for needy students and their families on a weekly basis

10. After school tutoring is available to all students four days a week

11. Credit Retrieval program and Adult Education courses are available to all students who are credit deficient

12. Credit deficient students can transfer to Mycroschool to regain credits and then return to Eastside

13. Teachers and staff members volunteer to mentor students one-on-one

14. Interdisciplinary teams meet monthly to discuss student issues

15. Teachers provide before school/after school and lunch time tutoring

16. Data chats among teachers and administrators include discussions regarding targeted students

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

Eastside strives to increase parent involvement, targeting parents of major program students in particular. The PTA holds membership drives at Open House and 9th grade orientation. Administrators and counselors hold evening meetings to talk to parents about general information and graduation requirements. Counselors also hold evening meetings with parents of students who are at-risk of not graduating. Administrators and counselors visit local neighborhoods to meet with parents and students who might not have transportation to come to school. Eastside will also partner with feeder middle schools and elementary schools to include representatives from all grade levels in visits to local neighborhoods. Messages are sent out through a phone home and email system, and parent portal gives parents/guardians access to students' grades and attendance records. The school maintains a website which is updated on a daily basis, and each teacher and club sponsor has a website with information for students and parents. The school principal maintains a twitter account and sends out messages regarding upcoming events, and the School Advisory Council utilizes both an online and paper survey to get feedback from as many parents as possible. Parents and community members are also invited to serve on the SAC and the Culinary Magnet Program Board, and the City of Gainesville established the Parent Emissaries program which trains parents to mentor other parents.The principal works with pastors in the Eastside Faith Based Community Network to reach out to their congregations so that students in their churches can be recognized for academic achievements, members will be encouraged to mentor students, pastors will make announcements regarding upcoming events and state test dates, parents will be encouraged to participate in their

child's education, and congregations will be asked to help with donations and advocate for Eastside within the community.
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Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Business and community partners support the school by donating food and snacks for various occasions such as the 9th grade picnic. Sonic also donates milk shakes for the teachers and staff each semester. In addition, teachers utilize Find It and Fund It, which allows people to contribute to teachers' online wish lists. Local businesses have also donated used furniture and computers, which were given to students. The city recreation department provided temporary bleachers for a home football game. Businesses that make donations to the school are able to display banners on campus in recognition of their support and their partnership with Eastside.
Our PTA is extremely involved in supporting the school staff by providing breakfasts for teachers and raising money to fund teacher classroom projects. They also invite guest speakers to discuss topics such as graduation requirements and the college application process.
Our culinary arts students are very involved with community based projects and provide meals and service to community based fund raising projects such as Noche de Gala. They also prepare and serve Thanksgiving meals for homeless shelters.
Our student clubs are involved with many community-based activities such as Relay for Life, Breast Cancer Awareness, and March of Dimes,
The EHS Alumni Association conducts an annual appeal and raises money for the school.The UF Medical School donated 60 Mac computers which we distributed to students. The principal has also established a relationship with the Eastside Faith Based Community Network, comprised of pastors and their congregations, to enlist their support for our school and our students.

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
Charbonnet, Jeff	Principal
Turnage, Adele	Assistant Principal
Estes, Sherry	Assistant Principal
Sheppard, James	Assistant Principal
Brown, Lindsey	Guidance Counselor
Raven, Doris	Teacher, ESE
Page, Rita	Instructional Coach

Duties

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

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

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

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

The RtI/MTSS team consists of school based administrators, deans, guidance counselors, school nurse, school psychologist, team leaders, dept chairs and school resource officers. A school based Data Review Team collects and analyzes progress measures for all students beginning at Tier 1. The RTI/EPT designs
strategies and monitors individual progress for students in the higher risk populations
-Perkins Grant funds used to establish computer labs for computer education courses
-Culinary Arts magnet program funded through vocational money
-Federal, state and district funding is used to provide a variety of funding for ESE students
-Homeless students qualify to attend EHS through McKinney Vento
-SAI funding is used for additional staffing allocations not provided through district funds

School Advisory Council (SAC)

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

Name	Stakeholder Group
Jeff Charbonnet	Principal
Maria Zelaya	Teacher
Carol Faas	Teacher
Coral Antony	Teacher
Byers Hickmon	Teacher
Sylvia Walker	Teacher
Mike Griffis	Parent
Sangreneta Waldon	Parent
Bridget DeSue	Parent
Eileen Sayeski	Parent
Elizabeth Washington	Parent
Saundra Scrivener	Education Support Employee
Diane Payne	Education Support Employee
Chen Liu	Business/Community
Tarcha Rentz	Business/Community
Dr. Jeff Smith	Business/Community
Chase Werther	Student
Dejean Cain	Business/Community

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The principal reviews the budget and expenditures from the previous year and shares the projected budget for the current school year. The SAC reviews and prioritizes the school's needs and allocates funds and resources to meet those needs.

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

1. Fund additional positions (dean, TOK, CAS, AP coordinator) $81,000
2. College Application boot camp-help seniors fill out college applications $120
3. Stipends for TOK trips- $2500
4. Provide additional course sections in order to meet class size limits $133,000
5. Provide paraprofessionals to support instruction in 10-12th grade intensive reading classes $25000
6. Offer after school tutoring and have a para professional organize and maintain the program $9000
7. Fund teacher mini grant proposals $12000
8. Purchase textbooks for AP and IB courses $30000
9. Site licenses for Carnegie Algebra/Geometry $6900
10. Parent Programs $500
11. Major Program/IB community building $1000
12. Positive Behavioral Support $500
13. Professional Development $5000
14. AP and IB conferences/trainings $4000
15. Provide funding for media center supplies $500
16. Provide financial incentives for teachers who pursue an obtain the reading endorsement $4500
17. Provide an after school dean to monitor the campus $3000
18. Link Crew- training for teacher advisors and materials for link crew programs $6000

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
Charbonnet, Jeff	Principal
Turnage, Adele	Assistant Principal
Brown, Lindsey	Guidance Counselor
Arduser, Adam	Teacher, K-12
Estes, Sherry	Assistant Principal
DeNunzio, Billie	Teacher, Career/Technical
Haedo, Meruchy	Teacher, K-12
Kage, Alisha	Teacher, K-12
Olver, Melissa	Teacher, K-12
Lacy, Amanda	Teacher, K-12
Page, Rita	Instructional Coach
Raven, Doris	Teacher, ESE
Sheppard, James	Assistant Principal
Vaknin, Amy	Teacher, K-12
Faas, Carol	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

1. All teachers will incorporate the literacy or math anchor standards as appropriate within their coursework and will develop a minimum of FSA lesson plans. Teachers will collect data and monitor progress of their lowest performing students.
2. All teachers will incorporate writing assessments and use the FSA 10 point rubric to score student work
3. All teachers will participate in job-embedded PLC focusing on FSA standards
4. School based reading coach will provide support for the implementation of literacy strategies
5. Provide College Words of the Week on the school news on a daily basis
6. ACT Tutoring is offered after school and during lunch
7. ACT Prep is incorporated into the 11th and 12th grade intensive reading class

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

Eastside High School teachers will all participate in job- embedded professional learning communities. Departments and teams meet on a monthly basis, and IB teachers meet weekly during lunch. In addition, the leadership team comprised of department and team leaders meets on a monthly basis with the administration to discuss issues and problem-solve. Also, the leaders bring back topics to their departments and teams for further discussion. All staff members will participate in lesson study.

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

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

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

The district provides mentor teachers for all first year teachers. They have been trained to work with beginning teachers and visit the school on a weekly basis. The mentors observe the beginning teachers in their classes and provide support and assistance with instructional delivery and lesson plan

development. The mentors also provide assistance in classroom management techniques. In addition, beginning teachers attend a variety of district-level workshops, and Eastside provides monthly training for new teachers in Florida standards. Department chairs serve as school-based mentors and provide assistance to new teachers in a variety of areas including sharing high yield strategies, offering teaching resources, helping with gradebook set up, and gathering of supplies.

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

1. Department chairpersons meet regularly with district supervisors to receive trainings/updates on Florida standards. Chairpersons meet with department members on a monthly basis to discuss curriculum alignment to the standards.
2. District personnel provide training for all teachers in their curriculum area.
3. Assistant Principal for Curriculum provides an overview of Florida standards by department during preplanning.
4. School based literacy coach provides review, training and support for literacy standards embedded in all curriuclum areas.
5. District personnel will provide training and support in areas such as technology, content-area literacy strategies, and differentiation
6. Textbooks are adopted according to state guidelines
7. Administrators review lesson plans and conduct classroom snapshots

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

1. Students in 9th grade major program who are level 1 or 2 on the FCAT receive 80 minutes of instruction daily in language arts and intensive reading.
2. Students in 10-12th grade who are level 1 or 2 on FCAT reading receive a 50 minute intensive reading class on a daily basis. In addition. para professionals are used to assist the reading teachers with pull-out instruction and small group remediation.
3. ESE students on standard diploma may be enrolled in a learning strategies class, and co-teaching is utilized in biology, chemistry, intensive reading, and English II.
4. FMH and PI students use access points for modified instruction in their classes.
5. Students with IEP's and 504 plans receive accommodations
6. Summer review sessions are offered to students who need to retake the Alg I EOC
7. After school tutoring is available for all students in all subject areas
8. After school tutoring is available for the reading portion of the ACT
9. Teachers provide differentiation through instructional delivery, tasks/products,and learning environments

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

Strategy: Extended School Day

Minutes added to school year: 6,000

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

Strategy Rationale

Students can receive more individual support in targeted areas of need. Also, students who have the opportunity to make up credits in a different setting are then able to graduate with their cohort.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Estes, Sherry, estessl@gm.sbac.edu

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

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

Strategy: Extended School Day

Minutes added to school year: 9,000

Enrichment opportunities are offered in zero period for students to take additional courses that could not fit their schedule on a six period day. These courses are
AP Computer Science (AP course choices will rotate on a yearly basis)
Vocal Ensemble
Marching Band
Naval ROTC

Strategy Rationale

Students have added opportunities to enroll in classes that would not fit in their schedule. These are enrichment opportunities and do not replace core academic courses that students need to take during the school day.
By rotating AP courses, students will not miss the opportunity for any elective AP course.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Turnage, Adele, turnagas@gm.sbac.edu

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

Attendance is taken daily
Grades are posted
Students can earn additional credits for zero period classes

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

Incoming 9th graders:
1. Link Crew matches junior and senior students with incoming 9th graders
2. The block schedule on the 9th grade allows students to earn 8 credits rather than 6, but students only have four classes at one time.
3. One building on campus is set aside primarily for use for 9th grade classes, and all 9th grade major program students have the same lunch period.
4. Summer bridge programs
5. Vertical planning with middle school teachers and among grade level teachers on school campus
Graduating Seniors
1. Counselors work closely with seniors to make sure they are on track to graduate
2. Counselors discuss post high school graduation plans with each senior
3. Seniors are provided transportation to and from visits to the local community college to learn about their options
4. College Boot Camp is offered in the summer to give seniors the opportunity to learn about financial aid and the college application process. English teachers and guidance counselors assist students with their college essays.

5. High school athletes are registered with NCAA to ensure that they are in compliance for athletic scholarships and eligibility
6. Teachers and staff mentor individual high school seniors who are credit deficient and/or have not passed all the required state tests
7. Eastside serves as a test site for the ACT and SAT to give students a comfortable environment for testing
8. Students are given career exploration opportunities throughout their high school career.
9. The guidance counselors help students register for financial aid and hold workshops for parents in the evenings and on a Sunday (College Goal Sunday).
10. Students can participate in PASS, CAP and College Reach Out Programs through SFC

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

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

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

Students have the opportunity to take business education courses, art, ROTC, culinary arts, driver's education, and computer courses. Eastside has also initiated a new program in computer programming. Students in culinary arts and computer programming will have the opportunity to participate in summer internships and can also earn industry certification through their coursework.

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

The Culinary Arts program incorporates math, writing, public speaking and literacy strategies within its curriculum. Real-world experiences allow students to apply what they learn in a variety of settings. Computer progaming students also utilize their mathematical skills on a daily basis.

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

1. Enroll students in Math for College Readiness course
2. Enroll students in Eng 4: College Prep if they are not enrolled in Honors or AP English in their senior year
3. Increase enrollment in AP courses
4. Increase percentage of minority students who pass AP exams and earn college credit
5. Provide a block schedule for 9th grade major program students so they may earn additional credits prior to high school graduation
6. Provide free ACT review sessions on campus
7. Provide a summer program to assist students with the college application process
8. Provide tutoring and mentoring in conjunction with the UF Scholarship House
9. Partner with Santa Fe College to initiate the PASS program for college transition
10. Work closely with Santa Fe College counselors to monitor progress of dual enrollment students
11. Increase enrollment of underrepresented minorities in the IB program by actively recruiting from current students and middle school students
12. Give all 11th graders the opportunity to take the ACT during the school day

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

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

G3. To increase percentage of students who pass the Alg I EOC, Geometry EOC, and Algebra II EOC

G4. To increase student performance on the Biology EOC

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

G6. To explore ways to expand CTE course offerings

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

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

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. To increase reading proficiency among all subgroups as identified by AYP 1a

🔍 G039424

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- 1. High mobility rate 2. Attendance problem 3. Lack of reading materials outside of school 4. The complexity level of FCAT 2.0 has increased 5. Students and teachers lack familiarity with new FSA 6. Digital divide exists among groups of students

Plan to Monitor Progress Toward G1. 8

Students will take the FAIR
FCAT data from previous year will be reviewed;
Teachers will collect data and compare results throughout the year measuring student master of common core standards
Literacy and writing will be incorporated in all curriculum areas

Person Responsible

Adele Turnage

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

FCAT 2.0 results in June, 2015 for cohort that is still using this assessment FSA results in June, 2015 Graduation rate Attendance rate Classroom snapshots Lesson plans reflecting Florida standards Data collected by teachers for Florida standards

G2. To increase the percentage of students who are proficient in writing 1a

G039425

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- 1. Some students enter high school with poor writing skills. 2. Some students enter high school without a basic understanding of grammar and punctuation. 3. At risk students have a greater likelihood of missing school due to outside influences or discipline referrals. 4. Level of rigor does not match grade level standards in all classes

Plan to Monitor Progress Toward G2. 8

1. Monitor student performance on writing assessments through data chats
2. Review lesson plans to monitor writing assignments

Person Responsible

Jeff Charbonnet

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

1. Classroom walkthroughs 2. DBQ scores 3. Scores on AP writing sections 4. Scores on FSA ELA

G3. To increase percentage of students who pass the Alg I EOC, Geometry EOC, and Algebra II EOC `1a`

`G039426`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	67.0

Resources Available to Support the Goal `2`

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

Targeted Barriers to Achieving the Goal `3`

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

Plan to Monitor Progress Toward G3. `8`

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

Person Responsible

Adam Arduser

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

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

G4. To increase student performance on the Biology EOC `1a`

G039427

Targets Supported `1b`

Indicator	Annual Target
Bio I EOC Pass	70.0

Resources Available to Support the Goal `2`

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

Targeted Barriers to Achieving the Goal `3`

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

Plan to Monitor Progress Toward G4. `8`

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

Person Responsible

Alisha Kage

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Biology EOC results On track results will reflect growth

G5. To increase the number of underrepresented minorities in AP STEM courses 1a

🔍 G039428

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	82.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G5. 8

Enrollment in AP Stem classes

Person Responsible

Adele Turnage

Schedule

Semiannually, from 9/1/2014 to 4/1/2015

Evidence of Completion

AP scores for underrepresented minorities in STEM classes

G6. To explore ways to expand CTE course offerings 1a

G039429

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- six period day lack of funding shortage of industry certified teachers students lack room in their schedules for CTE course offerings due to online requirement, IB diploma requirements students choose academic electives rather than CTE electives Level 1 readers must be enrolled in an intensive reading class as their elective

Plan to Monitor Progress Toward G6. 8

determine if units allow for additional programs to be added

Person Responsible

Jeff Charbonnet

Schedule

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

Evidence of Completion

Master schedule which includes CTE courses

G7. To decrease the number of students who receive disciplinary referrals 1a

G039430

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	95.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G7. 8

examine monthly discipline reports
examine monthly attendance reports

Person Responsible
James Sheppard

Schedule
Biweekly, from 9/1/2014 to 6/1/2015

Evidence of Completion
decrease in students who receive discipline referrals increase in student attendance

G8. To ensure that all students feel safe, appreciated and welcome at our school 1a

🔍 G039431

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G8. 8

Focus Group notes
Feedback on grade level activities

Person Responsible
Jeff Charbonnet

Schedule
Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion
Surveys Students chosen for Link Crew Bathroom renovation completed

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step　　　🔑 S123456 = Quick Key

G1. To increase reading proficiency among all subgroups as identified by AYP [1]

G039424

G1.B1 1. High mobility rate 2. Attendance problem 3. Lack of reading materials outside of school 4. The complexity level of FCAT 2.0 has increased 5. Students and teachers lack familiarity with new FSA 6. Digital divide exists among groups of students [2]

B095019

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

S106077

Strategy Rationale

Students must attend regularly and receive rigorous instruction in all classes in order to be prepared for post high school experiences

Action Step 1 [5]

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

Person Responsible

Jeff Charbonnet

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

FSA scores in reading FAIR results

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

Classroom walkthroughs

Person Responsible

Adele Turnage

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

FSA reading scores

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

Classroom walkthroughs

Person Responsible

Adele Turnage

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

FSA reading scores

G2. To increase the percentage of students who are proficient in writing 1

🔑 G039425

G2.B1 1. Some students enter high school with poor writing skills. 2. Some students enter high school without a basic understanding of grammar and punctuation. 3. At risk students have a greater likelihood of missing school due to outside influences or discipline referrals. 4. Level of rigor does not match grade level standards in all classes 2

🔑 B095020

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

🔑 S106078

Strategy Rationale

Providing students with more opportunities to write argumentative and informative pieces in a variety of formats will improve proficiency

Action Step 1 5

Students will incorporate writing such as argumentation in all classes
Incorporate writing anchor standards across the curriculum
DBQ used in social studies classrooms

Person Responsible

Adele Turnage

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

FSA writing results

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

Writing in all classes

Person Responsible

Jeff Charbonnet

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

FSA writing scores Classroom walkthroughs student samples

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

Writing samples from all classes

Person Responsible

Jeff Charbonnet

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

FSA scores

G3. To increase percentage of students who pass the Alg I EOC, Geometry EOC, and Algebra II EOC 1

G039426

G3.B1 Students may have issues with word problem format of the EOC due to weak reading skills They may have weak basic skills and a lack of experience with the application of basic and new math skills 2

B095021

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

S106079

Strategy Rationale

9th grade students will have more uninterrupted time for support and hands-on practice during the school day. Students who pass the algebra I EOC as ninth graders will be able to stay on track for their math sequence rather than have to be in remedial math classes during the school year.

Action Step 1 5

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

Person Responsible

Adam Arduser

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Alg I EOC results Geometry EOC results Alg II EOC results Number of students who earn Alg I credit On track results will show growth

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

Classroom walkthroughs
Lesson plan review

Person Responsible

Adam Arduser

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Alg I EOC scores Geo EOC scores Alg II EOC scores

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

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

Person Responsible

Jeff Charbonnet

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Alg I EOC results Geo EOC results

G4. To increase student performance on the Biology EOC [1]

G039427

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

B095022

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

S106080

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Alisha Kage

Schedule

Monthly, from 8/18/2014 to 3/31/2015

Evidence of Completion

On Track results Lesson plans Biology EOC results

Action Step 2 `5`

Mix Pre IB and Major Program students in lab activities

Person Responsible

Alisha Kage

Schedule

Quarterly, from 10/13/2014 to 3/31/2015

Evidence of Completion

Labs will be completed with mixed groupings of students

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

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

Person Responsible

Alisha Kage

Schedule

Monthly, from 10/13/2014 to 4/1/2015

Evidence of Completion

Biology EOC results Number of students receiving credit for biology

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

ON track results for Biology
Lesson plans
Classroom walkthroughs

Person Responsible

Alisha Kage

Schedule

Monthly, from 10/20/2014 to 4/1/2015

Evidence of Completion

Biology EOC results

G5. To increase the number of underrepresented minorities in AP STEM courses 1

G039428

G5.B1 Students are not identified early enough to complete prerequisites for AP STEM courses 2

B095023

G5.B1.S1 1. Provide funding for major program students to take the PSAT 2. Use PSAT predictor reports to identify students for AP Stem courses 3. Accelerate students in math by giving them 2 math classes in their sophomore year 4. Offer AP Computer Science 5. Actively recruit underrepresented minority students to the IB program 6. Restructure curriculum to provide AP courses to students after 9th grade-AP Human Geography deferred to 10th grade and AP Env Science deferred to 11th grade 7. Provide summer bridge programs to provide enrichment and support to prepare students for rigorous courses 4

S106081

Strategy Rationale

Underrepresented minority students should be identified earlier in their academic careers and counseled into taking more rigorous courses. They need additional preparation and support so that they can be successful in these courses.

Action Step 1 5

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

Person Responsible

Adele Turnage

Schedule

Semiannually, from 8/18/2014 to 7/1/2015

Evidence of Completion

Registration/Rosters for AP classes

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

Monitor registration for PSAT
Review rosters for AP courses

Person Responsible

Adele Turnage

Schedule

Semiannually, from 8/18/2014 to 7/1/2015

Evidence of Completion

Rosters for AP classes

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

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

Person Responsible

Adele Turnage

Schedule

Semiannually, from 8/18/2014 to 7/1/2015

Evidence of Completion

Credits earned in AP courses

G6. To explore ways to expand CTE course offerings 1

G039429

G6.B1 six period day lack of funding shortage of industry certified teachers students lack room in their schedules for CTE course offerings due to online requirement, IB diploma requirements students choose academic electives rather than CTE electives Level 1 readers must be enrolled in an intensive reading class as their elective 2

B095024

G6.B1.S1 1. Meet with Career and Technical district staff members 2. Survey students to gather data on interests/career goals 3. Offer second course in computer programming sequence 4

S106082

Strategy Rationale

Students should graduate from high school prepared to enter STEM fields.

Action Step 1 5

Principal will meet with district staff
Current CTE teacher will receive additional training

Person Responsible

Adele Turnage

Schedule

Semiannually, from 8/18/2014 to 6/1/2015

Evidence of Completion

Meeting notes Registration for course 1 and course 2 in computer programming

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

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

Person Responsible

Jeff Charbonnet

Schedule

On 4/30/2015

Evidence of Completion

unit allocations master schedule for 2015

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

review student survey results
review student completion of Object Oriented Programming

Person Responsible

Adele Turnage

Schedule

Semiannually, from 4/1/2015 to 7/1/2015

Evidence of Completion

determination of most relevant CTE courses to offer

G7. To decrease the number of students who receive disciplinary referrals 1

🔧 G039430

G7.B1 students lack training and knowledge of how to handle personal interactions students lack supervision/knowledge of how to use social media 2

🔧 B095025

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

🔧 S106083

Strategy Rationale

Students who are in class rather than out on suspension are more likely to graduate from high school in four years.

Action Step 1 5

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

Person Responsible

James Sheppard

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Decrease in students who receive referrals

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

Monitor student behavior reports

Person Responsible

James Sheppard

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

decrease in student discipline referrals increase in class attendance

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

examine monthly discipline reports

Person Responsible

James Sheppard

Schedule

Monthly, from 9/2/2014 to 6/1/2015

Evidence of Completion

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

G8. To ensure that all students feel safe, appreciated and welcome at our school 1

G039431

G8.B1 students in the major program and the IB program do not interact in meaningful ways during the school day all students do not report feeling safe at school 2

B095026

G8.B1.S1 Photo activity-determine which students are not well-known to at least one adult on campus Guidance counselors meet with students in the mall area during lunch to answer questions Utilize the River Phoenix Foundation to assist with anti-bullying campaign Organize meaningful, grade-level activities and dialogue among all major program and IB students Establish a Pep Squad to go to under-attended sporting events Investigate establishment of Link Squad to match student leaders with younger students Explore use of technology in international/national/statewide communication with other students Actively recruit underrepresented minorities to the IB program by contacting them in middle school Counselors and Administrators will meet with parents in neighborhoods to reach out to parents Renovate restrooms in response to student comments on SAC surveys Establish student focus groups to meet with principal or outside educator to discuss issues/student concerns and responses on surveys in greater detail Guidance counselors meet with students in small groups and as individuals Refer students to Gotcha Back Mentoring Program Student Services Team meets twice a month to discuss students of concern and recommendations 4

S106084

Strategy Rationale

Students who feel safe and accepted are more likely to be engaged in school activities and to be successful in academic settings.

Action Step 1 5

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

Person Responsible

Sherry Estes

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

grade level activities completed results on SAC student survey

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

SAC surveys
grade level activities

Person Responsible

Sherry Estes

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Results of student survey Notes from focus groups

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

Surveys
Student attendance
Activities
Link Crew

Person Responsible

Sherry Estes

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Link Crew established Grade level activities completed SAC Survey results

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	Classroom walkthroughs Monitor lesson plans Assign homeroom mentors Hire paraprofessionals Provide after school tutoring	Charbonnet, Jeff	8/18/2014	FSA scores in reading FAIR results	6/1/2015 monthly
G2.B1.S1.A1	Students will incorporate writing such as argumentation in all classes Incorporate writing anchor standards across the curriculum DBQ used in social studies classrooms	Turnage, Adele	8/18/2014	FSA writing results	6/1/2015 monthly
G3.B1.S1.A1	Use high yield strategies in math classes Provide after school tutoring in math Provide Alg I EOC tutoring for	Arduser, Adam	9/1/2014	Alg I EOC results Geometry EOC results Alg II EOC results Number of	6/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	students who need retakes Incorporate math anchor standards into all math classes Provide real world applications of math Block classes for 9th graders in algebra I, algebra I honors and geometry honors			students who earn Alg I credit On track results will show growth	
G4.B1.S1.A1	Examine on track bio results Monitor teacher lesson plans to reflect literacy strategies	Kage, Alisha	8/18/2014	On Track results Lesson plans Biology EOC results	3/31/2015 monthly
G5.B1.S1.A1	Select students in honors courses and register them for PSAT Use PSAT reports to identify potential AP students Offer more AP courses	Turnage, Adele	8/18/2014	Registration/Rosters for AP classes	7/1/2015 semiannually
G6.B1.S1.A1	Principal will meet with district staff Current CTE teacher will receive additional training	Turnage, Adele	8/18/2014	Meeting notes Registration for course 1 and course 2 in computer programming	6/1/2015 semiannually
G7.B1.S1.A1	SAC funds will be used for additional dean position APA will provide lesson plans for PBS Homeroom mentors visit 9th and 10th grade homerooms Guidance presentations	Sheppard, James	8/18/2014	Decrease in students who receive referrals	6/1/2015 monthly
G8.B1.S1.A1	Grade level students will interact in meaningful ways throughout the year Student focus groups will meet with the principal or his designee to discuss issues of concerns to students	Estes, Sherry	8/18/2014	grade level activities completed results on SAC student survey	6/1/2015 monthly
G4.B1.S1.A2	Mix Pre IB and Major Program students in lab activities	Kage, Alisha	10/13/2014	Labs will be completed with mixed groupings of students	3/31/2015 quarterly
G1.MA1	Students will take the FAIR FCAT data from previous year will be reviewed; Teachers will collect data and compare results throughout the year measuring student master of common core standards Literacy and writing will be incorporated in all curriculum areas	Turnage, Adele	9/1/2014	FCAT 2.0 results in June, 2015 for cohort that is still using this assessment FSA results in June, 2015 Graduation rate Attendance rate Classroom snapshots Lesson plans reflecting Florida standards Data collected by teachers for Florida standards	6/1/2015 monthly
G1.B1.S1.MA1	Classroom walkthroughs	Turnage, Adele	8/18/2014	FSA reading scores	6/1/2015 monthly
G1.B1.S1.MA1	Classroom walkthroughs	Turnage, Adele	8/18/2014	FSA reading scores	6/1/2015 monthly
G2.MA1	1. Monitor student performance on writing assessments through data chats 2. Review lesson plans to monitor writing assignments	Charbonnet, Jeff	9/1/2014	1. Classroom walkthroughs 2. DBQ scores 3. Scores on AP writing sections 4. Scores on FSA ELA	6/1/2015 monthly
G2.B1.S1.MA1	Writing samples from all classes	Charbonnet, Jeff	8/18/2014	FSA scores	6/1/2015 monthly
G2.B1.S1.MA1	Writing in all classes	Charbonnet, Jeff	8/18/2014	FSA writing scores Classroom walkthroughs student samples	6/1/2015 weekly
G3.MA1	1. Use of on track tesing in Alg and Geometry and Alg II 2. Monitor attendance and discipline referrals to ensure that students are in class 3. Monitor homework completion	Arduser, Adam	8/18/2014	Alg I EOC results Geo EOC results Alg II EOC results On Track results Carnegie unit mastery	6/1/2015 monthly
G3.B1.S1.MA1	Classroom walkthrough Carnegie unit completion for Alg I and Geo Hon in 9th grade On Track results	Charbonnet, Jeff	8/18/2014	Alg I EOC results Geo EOC results	6/1/2015 monthly
G3.B1.S1.MA1	Classroom walkthroughs Lesson plan review	Arduser, Adam	8/18/2014	Alg I EOC scores Geo EOC scores Alg II EOC scores	6/1/2015 monthly
G4.MA1	Biology On Track Results Data collection on teacher made assessments Classroom walkthrough Lesson plans	Kage, Alisha	9/1/2014	Biology EOC results On track results will reflect growth	6/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	ON track results for Biology Lesson plans Classroom walkthroughs	Kage, Alisha	10/20/2014	Biology EOC results	4/1/2015 monthly
G4.B1.S1.MA1	Examine on track results Review EOC results in bio Conduct classroom walkthroughs	Kage, Alisha	10/13/2014	Biology EOC results Number of students receiving credit for biology	4/1/2015 monthly
G5.MA1	Enrollment in AP Stem classes	Turnage, Adele	9/1/2014	AP scores for underrepresented minorities in STEM classes	4/1/2015 semiannually
G5.B1.S1.MA1	Review enrollment in AP courses Review grades of underrepresented minorities in AP courses	Turnage, Adele	8/18/2014	Credits earned in AP courses	7/1/2015 semiannually
G5.B1.S1.MA1	Monitor registration for PSAT Review rosters for AP courses	Turnage, Adele	8/18/2014	Rosters for AP classes	7/1/2015 semiannually
G6.MA1	determine if units allow for additional programs to be added	Charbonnet, Jeff	6/1/2015	Master schedule which includes CTE courses	6/1/2015 semiannually
G6.B1.S1.MA1	review student survey results review student completion of Object Oriented Programming	Turnage, Adele	4/1/2015	determination of most relevant CTE courses to offer	7/1/2015 semiannually
G6.B1.S1.MA1	explore potential course offerings monitor growth of student population to qualify for additional units identify potential certified teachers	Charbonnet, Jeff	8/18/2014	unit allocations master schedule for 2015	4/30/2015 one-time
G7.MA1	examine monthly discipline reports examine monthly attendance reports	Sheppard, James	9/1/2014	decrease in students who receive discipline referrals increase in student attendance	6/1/2015 biweekly
G7.B1.S1.MA1	examine monthly discipline reports	Sheppard, James	9/2/2014	decrease in number of students receiving discipline referrals increase in student attendance	6/1/2015 monthly
G7.B1.S1.MA1	Monitor student behavior reports	Sheppard, James	8/18/2014	decrease in student discipline referrals increase in class attendance	6/1/2015 monthly
G8.MA1	Focus Group notes Feedback on grade level activities	Charbonnet, Jeff	9/1/2014	Surveys Students chosen for Link Crew Bathroom renovation completed	6/1/2015 daily
G8.B1.S1.MA1	Surveys Student attendance Activities Link Crew	Estes, Sherry	8/18/2014	Link Crew established Grade level activities completed SAC Survey results	6/1/2015 monthly
G8.B1.S1.MA1	SAC surveys grade level activities	Estes, Sherry	8/18/2014	Results of student survey Notes from focus groups	6/1/2015 monthly

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 Opportuntities

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

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

G1.B1 1. High mobility rate 2. Attendance problem 3. Lack of reading materials outside of school 4. The complexity level of FCAT 2.0 has increased 5. Students and teachers lack familiarity with new FSA 6. Digital divide exists among groups of students

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

PD Opportunity 1

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

Facilitator

Rita Page/Melissa Pratto

Participants

All faculty will participate in Professional Learning Communities -focus on collaboration and development of common core lesson plans -data collection and analysis -monitor lowest perfoming students and/or students in the lowest quartile -social studies and biology teachers will receive training in reading in the content area -social studies teachers will receive training in DBQ - teachers will receive training on how to use the FSA scoring rubric -vertical planning among English teachers

Schedule

Monthly, from 8/18/2014 to 6/1/2015

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

G2.B1 1. Some students enter high school with poor writing skills. 2. Some students enter high school without a basic understanding of grammar and punctuation. 3. At risk students have a greater likelihood of missing school due to outside influences or discipline referrals. 4. Level of rigor does not match grade level standards in all classes

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

PD Opportunity 1

Students will incorporate writing such as argumentation in all classes Incorporate writing anchor standards across the curriculum DBQ used in social studies classrooms

Facilitator

Rita Page/Melissa Pratto

Participants

training for biology and social studies teachers in writing in the content area training for all teachers on how to utilize the FSA writing rubric vertical planning among teachers in departments

Schedule

Monthly, from 8/18/2014 to 6/1/2015

G3. To increase percentage of students who pass the Alg I EOC, Geometry EOC, and Algebra II EOC

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

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

PD Opportunity 1

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

Facilitator

Pam Morgan

Participants

teachers receive training on new textbooks/materials

Schedule

Monthly, from 9/1/2014 to 6/1/2015

G4. To increase student performance on the Biology EOC

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

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

PD Opportunity 1

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

Facilitator

Melissa Pratto

Participants

Biology teachers will attend training on reading and writing in the content area

Schedule

Monthly, from 8/18/2014 to 3/31/2015

G6. To explore ways to expand CTE course offerings

G6.B1 six period day lack of funding shortage of industry certified teachers students lack room in their schedules for CTE course offerings due to online requirement, IB diploma requirements students choose academic electives rather than CTE electives Level 1 readers must be enrolled in an intensive reading class as their elective

G6.B1.S1 1. Meet with Career and Technical district staff members 2. Survey students to gather data on interests/career goals 3. Offer second course in computer programming sequence

PD Opportunity 1

Principal will meet with district staff Current CTE teacher will receive additional training

Facilitator

Dave Edwards

Participants

CTE teachers will receive training to be certified in computer programming

Schedule

Semiannually, from 8/18/2014 to 6/1/2015

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

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

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

PD Opportunity 1

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

Facilitator

James Sheppard

Participants

all faculty and staff will receive training on discipline procedures and policies

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: To increase reading proficiency among all subgroups as identified by AYP	78,700
Goal 2: To increase the percentage of students who are proficient in writing	0
Goal 3: To increase percentage of students who pass the Alg I EOC, Geometry EOC, and Algebra II EOC	6,900
Goal 5: To increase the number of underrepresented minorities in AP STEM courses	3,000
Goal 7: To decrease the number of students who receive disciplinary referrals	0
Goal 8: To ensure that all students feel safe, appreciated and welcome at our school	227,120
Grand Total	**315,720**

Goal 1: To increase reading proficiency among all subgroups as identified by AYP		
Description	**Source**	**Total**
B1.S1.A1 - After school tutoring	General Fund	25,000
B1.S1.A1 - financial incentives for teachers who complete reading endorsement	General Fund	4,500
B1.S1.A1 - after school tutoring	General Fund	9,000
B1.S1.A1 - Kagan trainings	General Fund	5,000
B1.S1.A1 - Fund teacher mini grant proposals	General Fund	1,200
B1.S1.A1 - Purchase textbooks for AP and IB classes	General Fund	30,000
B1.S1.A1 - Send teachers to AP and IB trainings	General Fund	4,000
B1.S1.A1		0
B1.S1.A1		0
Total Goal 1		**78,700**

Goal 2: To increase the percentage of students who are proficient in writing		
Description	**Source**	**Total**
B1.S1.A1		0
Total Goal 2		**0**

Goal 3: To increase percentage of students who pass the Alg I EOC, Geometry EOC, and Algebra II EOC		
Description	**Source**	**Total**
B1.S1.A1 - Carnegie Licenses for algebra and geometry	General Fund	6,900
Total Goal 3		**6,900**

Goal 5: To increase the number of underrepresented minorities in AP STEM courses		
Description	**Source**	**Total**
B1.S1.A1 - Summer bridge program-pay math, English and science teachers to work with students over the summer to prepare them for rigorous course work	General Fund	3,000
Total Goal 5		**3,000**

Goal 7: To decrease the number of students who receive disciplinary referrals		
Description	**Source**	**Total**
B1.S1.A1		0
Total Goal 7		**0**

Goal 8: To ensure that all students feel safe, appreciated and welcome at our school		
Description	**Source**	**Total**
B1.S1.A1 - additional positions (extra dean, TOK, CAS)	General Fund	81,000
B1.S1.A1 - Positive Behavioral Support	General Fund	500
B1.S1.A1 - Major program/IB community building		1,000
B1.S1.A1 - after school dean to monitor campus		3,000
B1.S1.A1 - Link Crew program-training for teachers	General Fund	6,000
B1.S1.A1 - College Boot Camp	General Fund	120
B1.S1.A1 - Stipends for TOK trips	General Fund	2,500
B1.S1.A1 - Provide additional course sections to meet class size limits	General Fund	133,000
B1.S1.A1		0
B1.S1.A1		0
B1.S1.A1		0
B1.S1.A1		0
B1.S1.A1		0
Total Goal 8		**227,120**