

Dear Parents and Community Members:

EASTSIDE HIGH SCHOOL SEEKS TO BUILD 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.

# EXECUTIVE SUMMARY

## EASTSIDE HIGH SCHOOL

The following is a summary of the initiatives that will be undertaken by the faculty and staff during the 2008-2009 school year:

The literacy council developed a summary of strategies, the Eastside Essentials, which will enable faculty members to focus on specific strategies that will be incorporated into classroom instruction across the curriculum. Teachers will highlight these strategies in their professional development plan. The literacy council will continue to meet and monitor the progress and effectiveness of classroom implementation of strategies. The reading coach will continue to provide training and support for the faculty. The school improvement plan addresses the need to infuse literacy strategies throughout the curriculum so that they become embedded in instructional practices.

Teachers and staff will continue to participate in book studies (Framework for Poverty, Classroom Instruction that Works, When Kids Can't Read, What Teachers Can Do, The Art and Science of Teaching, Creating Literacy-Rich Schools for Adolescents, and Building Background Knowledge for Academic Achievement). Emphasis on professional development and the establishment of professional learning communities is included in the school improvement plan.

The faculty and staff will continue to focus on ways to provide support for ESE students in the least restrictive environment. Teachers and staff will continue to study ways to offer inclusion and infuse differentiated instruction and evaluation into regular education classrooms. Eastside will continue to utilize the services of a full time staffing specialist. The use of the co-teaching model has been very successful, and Eastside will continue to use this model and explore ways to expand co-teaching opportunities throughout the school.

Eastside will continue to support small learning communities. The 9<sup>th</sup> grade students and teachers are organized into two teams, and a team of teachers will incorporate technology

and project-based learning to establish a small learning community involving both ninth and tenth grade students. The technology teachers will have laptop computers and wireless internet access to support their program. Eastside will also explore the possibility of using block scheduling in the 9<sup>th</sup> grade major program.

Mentors will continue to work with students in the lowest quartile in the ninth and tenth grade to offer guidance and encouragement to help those students succeed. Counselors, deans and administrators will adopt a class to assist support teachers in making parent contacts, and addressing attendance issues and credit deficiencies. Raising the achievement levels of the lowest quartile students is a major focus of the school improvement plan. Teachers and staff members will analyze a variety of data to make informed decisions regarding instruction. Students in the lowest quartile who are credit deficient will also be given seats in the Credit Retrieval Option Program (CROP) to make up credits and advance to the next grade level.

The Student Support Services Team will meet on a weekly basis to ensure that students with disciplinary problems, tardies, and absences receive additional support.

The faculty and staff will emphasize maintaining high expectations for students in the major program and create a small learning community for major program AP students. More advanced placement courses will be offered to non-IB students in the areas of world history, human geography, European history, government, macroeconomics, environmental science, English, mathematics, and biology. The establishment of Saturday Academies will offer students opportunities to participate in enrichment activities in areas such as Science, Reading and Math, Writing, and ACT/SAT preparation. The AP students in the major program will also have the opportunity to attend an EHS AP Summer Institute which will help prepare them for the rigorous AP curriculum.

The faculty and staff also began exploring the possibility of offering AVID (Advancement via Individual Determination) to provide support for students who are traditionally underrepresented in advanced placement courses.

Parents, students and staff members held two Eastside Beautification Days to improve the physical appearance of the school and will continue to expand upon these opportunities in the coming school year.

In 2007-2008, students at Eastside High School have garnered local, state, and national recognition in the following areas:

- Culinary Arts
- French Congre
- Spanish Conferencia
- National Merit scholarships
- Science Fair
- Speech and Debate

- Mu Alpha Theta
- SECME

Faculty and staff will continue to support efforts of all students as they distinguish themselves in a variety of areas.

### School Grades:

|                         |                         |                         |                         |                         |                         |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 2002-<br>2003<br>B_____ | 2003-<br>2004<br>B_____ | 2004-<br>2005<br>C_____ | 2005-<br>2006<br>D_____ | 2006-<br>2007<br>C_____ | 2007-<br>2008<br>B_____ |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|

### Vision/Mission Belief Statements

THE MISSION OF EASTSIDE HIGH SCHOOL’S COMMUNITY IS FOR ALL STUDENTS TO DEVELOP THE SKILLS AND KNOWLEDGE NECESSARY FOR THEM TO SURVIVE, LEARN, ADAPT, AND GROW - LEADING TO A LIFETIME PATTERN OF RESPONSIBLE CITIZENSHIP.

### School Profile/Demographics

Eastside High School encompasses grades 9, 10, 11, and 12 with a total student population of 1744 students. Approximately 58% of students are black, 26% are white, 3% are Hispanic, 9% are Asian, and 2% are multiracial. In addition, 22% of our students have some type of disability.

In 2008, 39% of eleventh graders scored a level 3 or higher on the science FCAT while in 2007, 48% of eleventh graders scored a level 3 or higher.

In 2008, 45% of ninth graders scored a level 3 or higher on the FCAT reading with a mean scale score of 316. This is an improvement from 2007 when 42% of ninth graders scored a level 3 or higher on the FCAT reading and a mean scale score of 309. In 2006, only 37% of ninth graders scored a level 3 or higher mean scale score was 301.

In 2008, 49% of tenth graders received a passing score on the FCAT reading with 41% scoring a level 3 or higher and the mean scale score was 308. In 2007, 45% of tenth graders received a passing score on the reading FCAT with 31% scoring a level 3 or higher and the mean scale score was 300. In 2006, 50% of tenth graders passed the reading FCAT, and 37% scored a level three or higher and the mean scale score was 297.

In 2008, 64% of ninth graders scored a level 3 or higher on the FCAT math with a mean scale score of 317. In 2007, 55% of ninth graders scored a level 3 or higher on the FCAT math and the mean scale score was a 304. In 2006, 52% scored a level 3 or higher, and the mean scale score was 301.

In 2008, 71% of tenth graders passed the FCAT math while 60% scored a level 3 or higher. The mean scale score was 326. In 2007, 68% of tenth graders received a passing score on the math FCAT and 55% scored a level 3 or higher with a mean scale score of 321. In 2006, 71% of tenth graders received a passing score, 58% received a 3 or higher, and the mean scale score was 325.

In the 2007-08 10<sup>th</sup> grade FCAT writing, 54% of 10<sup>th</sup> graders scored a 3 or higher the FCAT Writing Plus while the state average was 53%. The mean score for the writing prompt was a 4.2 and the state average was a 3.2. For the writing prompt alone, 73% of tenth graders scored a 3.5 or higher.

For the Fall, 2007 FCAT retakes in reading, 3% of 10<sup>th</sup> graders, 26% of juniors, and 8% of seniors received a score of 3 or higher. At the district level, 9% of 10<sup>th</sup> graders, 31% of juniors and 19% of seniors passed the retakes in reading. At the state level, 18% of 10<sup>th</sup> graders, 31% of juniors, and 24% of seniors passed the FCAT retakes in reading.

For the Fall, 2007 FCAT retakes in math, 11% of sophomores, 27% of juniors and 10% of seniors received a passing score of 3 or higher. At the district level, 20% of sophomores, 36% of juniors and 29% of seniors passed while at the state level, 38% of juniors and 23% of seniors received a passing score.

In the spring retake FCAT 2008 reading, 4% of sophomores, 12 % of juniors and 7% of seniors received a score of 3 or higher. This is below both the district and state average for each grade level. The district averages were 6%, 19% and 14% while the state averages were 16%, 22%, and 16%.

In the spring retake FCAT 2008 math, 45% of sophomores, 35 % of juniors and 11% of seniors received a 3 or higher. The district averages were 39%, 34%, and 23% while the state averages were 30%, 39%, and 32%

#### ACT Scores:

36 seniors used the concordant reading score in place of FCAT

21 juniors used the concordant reading score in place of FCAT

24 seniors used the concordant math score in place of FCAT

10 juniors used the concordant math score in place of FCAT

Eastside High School offers two highly successful magnet programs; the Culinary Arts Institute and the International Baccalaureate Program. Both of these programs have gained national recognition for student achievement.

Eastside High School has 91 teachers and four administrators

Eastside High School is located in east Gainesville.

## Quality Staff

### Highly Qualified Certified Administrators

List your school's highly qualified administrators and briefly describe their experience with increasing student academic achievement. Some schools indicated staff here.

All Eastside High School administrators have certification in educational leadership and are actively involved in providing research-based curriculum in reading and math. The administrators monitor student progress through data analysis of test scores. The administrators carefully select teachers who are certified in their subject areas and work diligently to retain highly qualified staff members.

**Jeff Charbonnet, Principal** –Mr. Charbonnet taught social studies for nine years prior to becoming a school based administrator and has a Specialist's degree from Nova Southeastern University in Educational Leadership. He served as the principal of Howard Bishop Middle School for ten years prior to becoming principal at Eastside High School. Mr. Charbonnet has administrative expertise in numerous fields including technology, instructional strategies, and literacy development. Mr. Charbonnet is also a frequent presenter at professional education conferences.

**Sherry Estes, Assistant Principal for Student Services**-Ms. Estes has a B.A. in History, M.Ed. in Social Sciences Secondary Education, and an Ed.S. in Educational Leadership all from the University of Florida. She has taught 7<sup>th</sup> grade world geography and 8<sup>th</sup> grade American history at Dunellon Middle School over three years. Ms. Estes also spent four years at Eastside High School teaching 11<sup>th</sup> grade American history, AP and AP/IB American history and 12<sup>th</sup> grade Economics and AP Government. She was also the activities director at Eastside High School for three years. Ms. Estes has ESOL certification and has completed Components 1, 2, and 3 of the reading endorsement.

**Adele Turnage, Assistant Principal for Curriculum**-Ms. Turnage has a BA in English Education, M.Ed. in Educational Leadership, and an Ed.S. in Educational Leadership all from the University of Florida. She spent 12 years teaching regular, drop-out prevention, and advanced language arts at Keystone Heights Junior-Senior High School and also taught 7<sup>th</sup> grade advanced language arts in the Lyceum Program at Lincoln Middle School for four years. She was assistant principal for curriculum at Lincoln Middle School for four years and has extensive experience working with at-risk students and struggling readers. Ms. Turnage has her ESOL endorsement and has completed the reading endorsement.

**James Sheppard, Assistant Principal for Administration**-Mr. Sheppard was the BRT at Littlewood Elementary School for thirteen years. Prior to that, he taught physical education at Westwood Middle School, the Horizon Center and Littlewood Elementary School. Mr. Sheppard attended Bethel College in Newton, Kansas, on a football scholarship and received his bachelor's degree. He received his Master's Degree in Educational Leadership from Nova University.

## Additional Requirements

### Teacher Mentoring

The teacher mentoring program at Eastside High School consists of:

- \*\* Orientation to teaching in Alachua County
- \*\* School-based information sessions
- \*\* Support team component
- \*\* Professional development plan
- \*\* Seminar block
- \*\* Optional Workshops
- \*\* Visitations
- \*\* Monthly beginning teacher meetings

### School Wide Improvement Model

Eastside High School utilizes a variety of methods to drive school improvement on a continuing basis. Teachers will receive data for each subgroup identified under NCLB and analyze areas of need. In order to collect data, Eastside monitors student achievement by examining FCAT scores, NRT, quarterly SRI scores, and On Track results, which is a district-level initiative. The faculty and staff also use feedback from students, parents and teachers to make decisions regarding areas of school improvement. Overall, this is an ongoing process which includes both formal and informal methods of data collection and observations.

### School Advisory Council

The School Advisory Council (SAC) is made up of parents, students, community members, business partners, and faculty and staff. The activities of the SAC are to help produce a school improvement plan in accordance with Board guidelines and standards, monitor the implementation of the school improvement plan, and vote by a majority of its members the use and distribution of SAC funds to be expended to achieve the goals set forth in the school improvement plan.

Members include faculty members Cathy Chapin, Carol Faas, Billie DeNunzio, Virginia Christensen and Pam Minniefield. Kevin Jones, Donnie Thompson, Nancy Logan, and Princie Mikel serve as parent representatives. Community representatives are Jeremy Cynkar, Dr. Jessica Jonas, Dr. Elizabeth Yaeger, and Karen Cole-Smith. Student representatives are Brent Garrison, Julia Boyd and Arielle Rollins. Ray Thomas serves as the SAC chairperson.

### Communication with Parents

Written communications to parents of Eastside High School students is done through quarterly newsletters. The school newsletter provides information about the school activities that are coming up. In addition, there is a calendar provided to parents with information regarding the planned SAC meeting date and time. Report cards are mailed to parents at the end of each semester, and important dates and information are posted on the school's website.

Parents also receive written notification of AIP and IEP conferences. Guidance counselors and/or deans schedule EPT's for students as needed.

A community bulletin is also sent to local church organizations to relay important dates and information for Eastside High School.

### **Extended Learning Opportunities**

Programs offered to students throughout the school year, during the summer, and/or the extended school year program are:

- Credit Retrieval Option Program (CROP)
- FCAT Explorer
- Florida Virtual School FCAT Prep course on site
- After school and Saturday tutoring
- Saturday Academies
- Carnegie math tutoring in Algebra
- AP Summer Institute

### **Adequate Progress Statement**

Adequate Yearly Progress

District Goals

Eastside High School will make adequate progress for NCLB if the following criteria are met:

58% of students in each subgroup will achieve proficiency in reading

62% of students in each subgroup will achieve proficiency in math

90% of students will achieve a 3.0 or higher in writing

50% of the lowest 25% of the students will show one year's growth in reading

85% graduation rate

or

Eastside High School will make Safe Harbor under NCLB if each subgroup as identified by NCLB shows a 10% decrease in the percentage of students not performing at proficiency levels in reading and math.

Graduation rate will increase by 1% above prior year's percentage

### **GOAL: Reading**

#### **Goal Statement**

The average reading scale score school wide gain for each ethnic group on FCAT will equal or exceed the average scale score gain for the comparable ethnic group statewide.

58% of students in each subgroup will achieve proficiency in reading  
50% of the lowest quartile will show one year's growth in reading.

### **Needs Assessment**

Needs were identified through analysis of achievement data, the 2006-07 school improvement plan, School Public Accountability Report (SPAR), and graduation rates.

27 students used the ACT score of 15 or higher to replace the required FCAT reading score

### **Objective**

To increase student achievement in reading as reflected by gain scores measured by the FCAT.

- at least 58% of students with disabilities will receive a score of 3 or higher on the reading FCAT
- at least 50% of students in the lowest quartile in 9<sup>th</sup> and 10<sup>th</sup> grades will show at least one year's growth as measured by the FCAT
- at least 50% of students who retake the FCAT will receive a 3 or higher or a 15 on the reading and/or math ACT

### **Strategies**

1. In 9<sup>th</sup> grade reading courses for FCAT level 1 and 2 students
  - Provide double periods of reading for FCAT level 1 and 2 students
  - Use Read 180 program as a major intensive reading model
  - Upgrade Read 180 labs for the major program
2. Offer assistance to those students in 11<sup>th</sup> and 12<sup>th</sup> grade who have not mastered FCAT
  - Jamestown Reading Series
  - After school tutoring
  - Intensive reading classes
  - Offer FCAT Prep class on campus through Florida Virtual School
  - FCAT Explorer
3. Implement data collection and assessment on a consistent basis for 9<sup>th</sup> and 10<sup>th</sup> graders scoring below a 3 on FCAT reading:
  - Nine weeks grades
  - FCAT scores
  - Scholastic Reading Inventory (SRI)
  - On-Track
4. Maintain specific data assessment on those students scoring in the lowest 25 % of the FCAT.
5. A full-time reading coach will continue to provide staff development and monitor student progress
6. Maintain a separate reading department
7. Mentor students in the lowest quartile to monitor their achievement
8. Provide co-teach classes in 9<sup>th</sup> and some 10<sup>th</sup> grade reading classes to support struggling readers

8. Provide support for ESE students in regular education courses through a variety of methods such as implementing inclusion strategies, offering learning strategies classes, and providing consultation services
9. Utilize an instructional calendar and continue to present strategies to faculty and staff
10. Infuse literacy strategies across all curriculum areas and incorporate literacy goals and strategies into lesson plans
11. Incorporate the use of literacy strategies from the “Eastside Essentials” into the professional development plans of all teachers
12. Establish a Saturday Academy to offer enrichment opportunities in reading including preparation for the ACT reading

**Evaluation**

Evaluation of increased student achievement in reading skills will consist of (1) FCAT testing in reading, (2) Documentation of instructional validity for each individual teacher that reflects teaching of the Sunshine State Standards for the appropriate subject area, and (3) teachers’ professional development plans that reflect teaching strategies with measurable results on Sunshine State Standards.

**Research-Based Program**

Read 180, Jamestown Reading Series, Language!

**Professional Development Aligned with Objective**

Provide staff development opportunities that focus on best practices in instruction.

Staff development opportunities will include the following:

- The Five Keys of Reading
- Book studies
- AP and IB trainings in appropriate subject areas
- Inclusion strategies
- Differentiated instruction
- Technology
- Project-based learning
- Literacy strategies and CRISS
- Classroom management

**Budget for Reading (*chart will not cut and paste-serves only as a guide*)**

| Issues to Address         | Describe Resources   | Funding Sources      | Total Available (Numbers Only) | Unmet (Numbers Only) |
|---------------------------|--|----------------------|--------------------------------|----------------------|
| Research-based Program(s) | Read 180; SRI<br><br>Purchase additional licenses for Read 180 to establish a second lab, add teacher units to | ADV, ADS, or Lottery | 95,000                         |                      |

|                            |  |                                      |                                    |  |
|----------------------------|--|--------------------------------------|------------------------------------|--|
|                            | reduce class sizes, add teacher units to create a full reading department  |                                      |                                    |  |
| Research-based Resource(s) | Learning 24/7  |                                      |                                    |  |
| Technology                 | Software and hardware  | ADV, ADS, or Lottery                 | 55419                              |  |
| Professional Development   | Best practices; IB and AP training, Culinary Arts  | ADV, ADS, or Lottery                 | 20000<br>8225                      |  |
| Reading Coach              | Provide training and support for teachers, maintain database of reading scores, implement SRI testing  | ADV, ADS, Lottery, and/or District   |                                    |  |
| Other                      | FCAT Reading Material, added sections for reduced class size<br>After school tutoring<br>CROP, material to establish and support reading curriculum, provide supplements for literacy council to meet during summer to evaluate and revise literacy plan<br>Provide supplements for reading coach to develop reading curriculum, place students in appropriate instructional levels in reading<br>Saturday Academies in various curriculum areas | ADS, ADV, or Lottery<br><br>District | 25000<br><br>69980<br>2537<br>8660 |  |
|                            |  | <b>Total</b>                         |                                    |  |

**Reading Elements: Highly Certified In-Field Instructors**

|   |
|---|
| <p>Stella Da Cruz-9<sup>th</sup> grade reading teacher, working towards endorsement<br/>                 Heather Christian – 9<sup>th</sup> grade reading teacher, working towards endorsement<br/>                 Rita Page-Reading Coach, holds a reading endorsement<br/>                 Patty Markoch-10<sup>th</sup> grade reading teacher, holds reading endorsement<br/>                 Mike Scott-11<sup>th</sup> grade reading teacher, working towards endorsement</p> |
|---|

## GOAL: Mathematics

### Goal Statement

The average Math scale score school wide gain for each ethnic group on FCAT will equal or exceed the average scale score gain for the comparable ethnic group statewide.

### Needs Assessment

Needs were identified through analysis of achievement data, the 2006-07 school improvement plan, School Public Accountability Report (SPAR), and graduation rates.

19 students used the ACT scores in math to replace the required FCAT math score

### Objective

To increase student achievement in math as reflected by gain scores measured by the FCAT.

-at least 62% of students with disabilities will receive a score of 3 or higher on the FCAT math

-at least 50% of students in the lowest quartile will make at least one year's growth as measured by the FCAT

To increase passing rate in Algebra I

-at least 80% of 9<sup>th</sup> grade students will receive credit for Algebra I before beginning 10<sup>th</sup> grade

### Strategies

1. Support services for FCAT level 1 and 2 students.
  - Reduce class sizes in 9<sup>th</sup> grade math classes to less than 25
  - Provide double periods of math for FCAT level 1 and 2 students (Alg. I/Explorations in Math)
  - Eliminate Alg I A and have all 9<sup>th</sup> graders start with Alg I
  - Continue utilization of computer lab with Carnegie Math program
  - Expand Carnegie Math offerings in Geometry
  - Utilize Carnegie Math in Algebra I B
  - Use Bridges to Algebra in ESE math courses for 9<sup>th</sup>
2. Offer assistance to those students who have not mastered FCAT
  - After school tutoring
  - Specific scheduling of students needing to retake FCAT
3. Implement data collection and assessment on a consistent basis for 9<sup>th</sup> and 10<sup>th</sup> graders scoring below a 3 on FCAT reading:
  - Nine weeks grades
  - FCAT scores
  - On-Track
4. Maintain specific data assessment on those students scoring in the lowest 25 % of the FCAT.
5. Offer an after-school math lab/tutoring for all math courses

6. Encourage students to take more challenging math courses
7. Mentor students in the lowest quartile to monitor their achievement
8. Provide support for ESE students in regular education courses through a variety of methods such as implementing inclusion practices, offering learning strategies classes, and providing consultation services
9. Establish a Saturday Academy to offer enrichment opportunities in math including preparation for the Math ACT

**Evaluation**

Evaluation of increased student achievement in math skills will consist of (1) FCAT testing in math, (2) Documentation of instructional validity for each individual teacher that reflects teaching of the Sunshine State Standards for the appropriate subject area, and (3) teachers’ professional development plans that reflect teaching strategies with measurable results on Sunshine State Standards.

**Research-Based Program**

Carnegie Math Program

**Professional Development Aligned with this Objective**

Provide staff development opportunities that focus on best practices in instruction.

Staff development opportunities will include the following:

- The Five Keys of Reading
- Book studies
- Literacy strategies for math
- AP and IB trainings in appropriate subject areas
- Inclusion strategies
- Differentiated instruction
- Technology
- Project-based learning
- CRISS
- Classroom management

**Budget for Mathematics** *(chart will not cut and paste-serves only as a guide)*

| Issues to Address         | Describe Resources   | Funding Sources      | Total Available (Numbers Only) | Unmet (Numbers Only) |
|---------------------------|--|----------------------|--------------------------------|----------------------|
| Research-based Program(s) | Carnegie Math Algebra                                      | District             | 30,000                         |                      |
|                           | Carnegie Math Algebra I B                                  | ADS, ADV, or Lottery |                                |                      |
|                           | Carnegie Bridges to Alg Carnegie Math Geometry program and | ADV, ADS, District   | 10,000                         |                      |

|                            |  |                      |       |  |
|----------------------------|--|----------------------|-------|--|
|                            | texts<br>Support materials for Carnegie math         |                      |       |  |
| Research-based Resource(s) | Carnegie Foundation                                  |                      |       |  |
| Technology                 | Update software and hardware                         |                      |       |  |
| Professional Development   | Training through Carnegie Foundation; Best practices | ADS, ADV, or Lottery |       |  |
| Other                      | FCAT Math Material, after school tutoring            | ADS, ADV, or Lottery | 25000 |  |
|                            |  | <b>Total</b>         |       |  |

**Mathematics Elements: Highly Certified In-Field Instructors**

Cathy Chapin – 9<sup>th</sup> grade Algebra I, Algebra IA teacher, Carnegie trained instructor

Crista Wright - 9<sup>th</sup> grade Algebra I, Algebra IA teacher, Carnegie trained instructor

Dennis Hansen-10<sup>th</sup> grade Carnegie trained Geometry teacher

Ray Andrews-10<sup>th</sup> grade Carnegie trained Geometry teacher

Mark Stockdale-10<sup>th</sup> grade Carnegie trained Alg I-B teacher

**GOAL: Writing**

**Goal Statement**

The percentage of students in each major ethnic group scoring 3.0 or higher on FCAT Writing, combined score will equal or exceed the statewide percentage for comparable ethnic groups.

Each subgroup as defined by AYP will show a 1% improvement in writing scores from the previous year.

**Needs Assessment**

Needs were identified through analysis of achievement data, the 2007-08 school improvement plan, School Public Accountability Report (SPAR), and graduation rates.

In 2007-08

1. 54% of 10<sup>th</sup> graders scored a 3 or higher on the FCAT Writing Plus while the state average was a 53%
2. the mean score for the writing prompt was a 4.2 and the state average was a 3.2
3. 73% of tenth graders scored a 3.5 or higher on the writing prompt

**Objective**

To increase student achievement in writing as reflected by gain scores measured by the FCAT.

**Strategies**

1. Continue to operate and encourage Inclusive Education through district in-service and school support staff.
2. Provide staff development opportunities in literacy strategies that are effective with content area instruction.
3. FCAT writing materials provided to 9<sup>th</sup> and 10<sup>th</sup> grade English classes
4. Continue to emphasize writing strategies across the curriculum
5. Analyze data from the multiple choice portion of the FCAT and provide instruction to improve student scores
6. Provide support for ESE students in regular education courses through a variety of methods such as implementing inclusion practices, offering learning strategies classes, and providing consultation services
7. Establish a Saturday Academy to offer enrichment opportunities in writing
8. Include strategy for text based responses in teacher professional development plans

**Evaluation**

Evaluation of increased student achievement in writing skills will consist of (1) FCAT testing in writing, (2) Documentation of instructional validity for each individual teacher that reflects teaching of the Sunshine State Standards for the appropriate subject area, and (3) teachers' professional development plans that reflect teaching strategies with measurable results on Sunshine State Standards.

**Research-Based Program**

To be determined

**Professional Development Aligned with this Objective**

Provide staff development opportunities that focus on best practices in instruction.

Staff development opportunities will include the following:

- The Five Keys of Reading
- Book studies
- Training in writing strategies and Writing FCAT
- AP and IB trainings in appropriate subject areas
- Inclusion strategies
- Differentiated instruction
- Technology
- Project-based learning
- Literacy strategies and CRISS
- Classroom management

**Budget for Writing** (*chart will not cut and paste-serves only as a guide*)

| Issues to Address          | Describe Resources    | Funding Sources | Total Available (Numbers Only) | Unmet (Numbers Only) |
|----------------------------|-----------------------|-----------------|--------------------------------|----------------------|
| Research-based Program(s)  |                       |                 |                                |                      |
| Research-based Resource(s) |                       |                 |                                |                      |
| Technology                 |                       |                 |                                |                      |
| Professional Development   | County workshops      |                 |                                |                      |
| Other                      | FCAT Writing Material | Distict         |                                |                      |
|                            |                       | <b>Total</b>    |                                |                      |

**GOAL: Science**

**Goal Statement**

The average Science FCAT scale score school wide will be above the district or state average scale score.

**Needs Assessment**

Needs were identified through analysis of achievement data, the 2005-2006 school improvement plan, School Public Accountability Report (SPAR), and graduation rates.

**Objective**

Increase student achievement in Science  
 -the number of African-American students in the major program who pass the FCAT science will increase by 30%

**Strategies**

1. Continue to increase science curriculum opportunities
  - Provide additional courses for enrichment of science curriculum
  - Align the science curriculum to FCAT and sunshine state benchmarks and include more AP and honors course offerings
  - Increase sections offered as needed
2. Provide support for science department initiatives
  - Science fair participation
  - District competitions

3. Provide support for ESE students in regular education courses through a variety of methods such as implementing inclusion strategies, offering learning strategies classes, and providing consultation services
4. Establish a Saturday Academy to offer enrichment opportunities in Science
5. Offer a Physical Science course for 11<sup>th</sup> graders to ensure preparation for the Science FCAT
6. Implement the co-teach model in 11<sup>th</sup> grade physical science classes

**Evaluation**

Evaluation of increased student achievement in science will consist of (1) FCAT testing in science, (2) Documentation of instructional validity for each individual teacher that reflects teaching of the Sunshine State Standards for the appropriate subject area, and (3) teachers' professional development plans that reflect teaching strategies with measurable results on Sunshine State Standards.

**Research-Based Program**

**To be determined**

**Professional Development Aligned with this Objective**

Provide staff development opportunities that focus on best practices in instruction.

Staff development opportunities will include the following:

- The Five Keys of Reading
- Book studies
- Training in literacy strategies for science
- AP and IB trainings in appropriate subject areas
- Inclusion strategies
- Differentiated instruction
- Technology
- Project-based learning
- Literacy strategies and CRISS
- Classroom management

**Budget for Science** *(chart will not cut and paste-serves only as a guide)*

| Issues to Address          | Describe Resources               | Funding Sources | Total Available (Numbers Only) | Unmet (Numbers Only) |
|----------------------------|----------------------------------|-----------------|--------------------------------|----------------------|
| Research-based Program(s)  |                                  |                 |                                |                      |
| Research-based Resource(s) |                                  |                 |                                |                      |
| Technology                 | Maintenance of science equipment |                 | 5000                           |                      |
| Professional Development   | County workshops                 | District        |                                |                      |

|       |                       |              |  |  |
|-------|-----------------------|--------------|--|--|
| Other | FCAT Science Material | District     |  |  |
|       |                       | <b>Total</b> |  |  |

## Goal: Parental Involvement

### Goal Statement:

Provide opportunities for involving parents and guardians as active partners in achieving school improvement and education accountability.

### Needs Assessment

Needs were identified through SAC member input, climate survey results, and reviewing of the 2006-07 school improvement plan.

### Objective

Facilitate communication by using a variety of strategies to increase the connection between home, community and the school.

#### Strategies

1. Distribute an Eastside High School newsletter.
  - Send a copy of the newsletter with highlighted information to local churches, businesses, community organizations
2. The Eastside web site will include:
  - Link to SAC minutes
  - School calendar
  - Weekly activities
  - Parent links to academic support
  - Guidance News
3. Volunteers will call a sample of EHS parents to collect their responses to the Parent SAC Survey
4. Develop a relationship with the Eastside Ministerial Alliance
5. Hold a separate 9<sup>th</sup> grade Open House and/or establish team/grade level open houses
6. Guidance department will disseminate information and offer evening meeting times

### Evaluation

Evaluation will consist of questions on the student, faculty, career service, and parent surveys concerning the accessibility and use of the EHS web site and EHS newsletters.

### Budget for Parental Involvement *(chart will not cut and paste-serves only as a guide)*

| Issues to | Describe Resources | Funding | Total | Unmet |
|-----------|--------------------|---------|-------|-------|
|-----------|--------------------|---------|-------|-------|

| Address                    | Sources      | Available (Numbers Only) | (Numbers Only) |
|----------------------------|--------------|--------------------------|----------------|
| Research-based Program(s)  |              |                          |                |
| Research-based Resource(s) |              |                          |                |
| Technology                 |              |                          |                |
| Professional Development   |              |                          |                |
| Other                      |              |                          |                |
|                            | <b>Total</b> |                          |                |

## Goal: Safety & Environment

### Goal Statement

To provide a safe and orderly environment for students and staff  
 To increase average daily attendance rate by at least 1% over the 2006-2007 school year  
 To decrease the number of students who lose credits based on attendance by 10% over the 2007-08 school year  
 To improve the conditions of the bathrooms  
 To decrease the number of incidents of defiance among ESE students  
 To decrease the number of incidents which occur when substitutes are employed in the classroom

### Needs Assessment

Student responses to a school based survey indicate a need to monitor the cleanliness of the bathrooms  
 End of year discipline reports indicate that almost 60% of the total number of acts of defiance were committed by SLD students  
 Number of discipline incidents and referrals written by substitutes

### Objective

To implement communication and behavioral strategies that will enhance and facilitate a safe and orderly environment

### Strategies

1. In-service all teachers on EHS discipline and attendance policies.
2. Continue the following services
  - In-School Detention Program
  - Period by period attendance to increase opportunities for student success
  - Tardy policy using software from PlascoID
  - Peer mediation student training program run through guidance department

3. Provide funding for a school based truancy/attendance coordinator
4. Provide supplemental monies for full-time BRT
5. Improve bathroom cleanliness
  - Restroom “Extreme Makeover”-painting, lighting, wallpaper borders
6. Student Services Team will monitor behavior of students
  - Reduce the number of ESE students who receive referrals for defiance
  - Guidance counselors and deans will involve teachers with EPT meetings and provide them with copies of the EPT plan
  - Increase mentoring opportunities for students
    - “I Gotcha Back” program
    - 12<sup>th</sup> graders to Freshmen Peer Mentoring
    - Counselors/Deans/Administrators Adopt-a-Class
7. Substitute teachers will be given a school-based inservice on classroom management techniques and school based resources
8. Provide additional dean(s)
9. Provide additional guidance counselor

**Budget for Safety and Environment** (*chart will not cut and paste-serves only as a guide*)

| Issues to Address          | Describe Resources                             | Funding Sources         | Total Available (Numbers Only) | Unmet (Numbers Only) |
|----------------------------|--|-------------------------|--------------------------------|----------------------|
| Research-based Program(s)  |  |                         |                                |                      |
| Research-based Resource(s) |  |                         |                                |                      |
| Technology                 |  |                         |                                |                      |
| Professional Development   |  |                         |                                |                      |
| Other                      | Deans<br>Guidance counselor<br>Saturday School | ADS, ADV, or<br>Lottery | 54000                          |                      |
|                            |  | <b>Total</b>            |                                |                      |

**Goal: Curricular Support**

**Goal Statement**

To provide teachers and administrators with support to accomplish instructional goals

**Needs Assessment**

Faculty and climate survey

**Objective**

|   |
|---|
| To facilitate in teacher and class material preparation |
|---|

**Strategies**

Increase production and copy services

- Relieve cost of copier leasing and materials
- SAC mini grants
- AP tests
- IB/AP textbooks and supplementary materials
- Provide a full-time Reading Coach

**Objective**

|                                       |
|---------------------------------------|
| Create a culture of high expectations |
|---------------------------------------|

**Strategies**

1. Increase expectations for all students across subject areas
  - provide rigorous coursework
  - expect students to complete homework assignments
  - celebrate student achievement with school wide recognition for academics, attendance and/or behavior
  - provide increased opportunities for students to take honors and AP courses in the major program
  - Offer an EHS AP Summer Institute to prepare students for the rigorous curriculum and writing expectations
  - Offer Saturday Academies which focus on various aspects of the curriculum
  - Develop a program to identify and enhance essential background knowledge
  - Build key vocabulary across the curriculum using a variety of strategies
    - Word walls
2. Provide small learning communities to enhance student achievement
  - Create two small teams at the 9<sup>th</sup> grade level with common teacher planning time
  - Create a small learning community for 9<sup>th</sup> and 10<sup>th</sup> graders centered around project-based learning and technology-supported instruction
  - Maintain mentoring efforts for struggling students and students in the lowest quartile
3. Explore block scheduling for 9<sup>th</sup> grade major program
4. Expand opportunities for access to wireless laptops

5. Create small learning community for major program AP Students
  - o Students will go on educational field trips and visit college campuses
  - o Guest speakers will provide presentations
  - o Students will participate in cross-curricular events similar to TOK days in the IB program

**Objective**

Provide support for continuity of services

**Strategies**

1. Funding provided for salaried and supplemented positions
  - Teaching sections for Theory of Knowledge Class for IB program
  - Community Action Service (CAS) administration and record keeping
  - Summer employment of IB coordinator
  - Employ full time IB coordinator and extend IB coordinator to include six periods
  - Employ full time IB secretary
  - Employ a tech support staff member
  - Employ an additional dean
  - Employ an additional guidance counselor

**Evaluation**

Teacher input (ongoing)

**Budget for Additional Element** *(chart will not cut and paste-serves only as a guide)*

| Issues to Address          | Describe Resources              | Funding Sources      | Total Available (Numbers Only) | Unmet (Numbers Only) |
|----------------------------|---------------------------------|----------------------|--------------------------------|----------------------|
| Research-based Program(s)  |                                 |                      |                                |                      |
| Research-based Resource(s) |                                 |                      |                                |                      |
| Technology                 | Copier (4), leases for copiers, | ADS, ADV, or Lottery | 25000                          |                      |

|                                 |   |  |   |  |
|---------------------------------|---|--|---|--|
| <p>Professional Development</p> | <p>SAC minigrants<br/>                     Release time for teachers- pay for subs<br/>                     Stipend pay for teachers who attend trainings in the summer or after school</p>   | <p>ADS, ADV, or Lottery</p>  | <p>30000</p>  |  |
| <p>Other</p>                    | <p>Various teacher units/extra periods- class size reduction, electives<br/>                     Dean position<br/>                     Guidance position<br/>                     Tech Support<br/>                     Specialist<br/>                     Team leader stipends<br/>                     Various positions; IB/AP such as CAS and TOK teacher<br/>                     IB coordinator –full time and part time in summer<br/>                     IB secretary<br/>                     counselor<br/> <br/>                     instructional materials- IB<br/>                     IB Field Trips<br/>                     IBO Exam and markscheme CD's<br/>                     Renaissance Printing<br/>                     FLIBS membership<br/>                     ICEC rental<br/>                     Church rental<br/>                     Federal Express<br/>                     DHL<br/>                     Postage-IB<br/>                     IB Pins<br/>                     Teacher workshops-IB and AP<br/> <br/>                     IB Gainesville Sun ad<br/>                     .5 Culinary Arts Teacher</p> | <p>ADS<br/>                     ADS<br/>                     ADS<br/>                     ADS, ADV, or Lottery<br/> <br/>                     ADS<br/> <br/>                     ADS<br/>                     ADS<br/>                     ADS</p> | <p>30000<br/> <br/>                     24000<br/> <br/>                     54000<br/>                     29000<br/>                     54000<br/> <br/>                     3000<br/>                     200<br/>                     6000<br/>                     500<br/>                     500<br/>                     500<br/>                     500<br/>                     1000<br/>                     1500<br/>                     300<br/>                     150<br/> <br/>                     10000<br/> <br/>                     2000<br/>                     25000</p> |  |

|  |  |              |  |  |
|--|--|--------------|--|--|
|  |  |              |  |  |
|  |  | <b>Total</b> |  |  |

**Goal: Health, Physical Fitness, and Indoor Air Quality**

**School Goal: To ensure the good health and physical fitness of all students**

Objective: All students in grades 9-12 will improve their overall fitness and health by participating in a health and physical fitness program as defined in the district’s plan. Student health and fitness information will be communicated to parents as required.

- Strategies:
1. offer classes in physical education including personal fitness, team sports, weight lifting
  2. offer a wide variety of extracurricular sports activities including swimming, football, basketball, tennis, badminton, golf, soccer
  3. offer Life Management Skills
  4. establish a Health Station to provide students and their parents with information regarding student health issues, drug education, AIDS awareness, teen pregnancy
  5. offer CPR classes to faculty, staff, and students

Evaluation: District plan, assessment results, number of students registered for physical education and life management skills

**School Goal: To ensure safe indoor environmental air quality school-wide**

Objective: The school will report a safe indoor environmental air quality measure that meets or exceeds the criteria as defined in the district plan

- Strategies:
1. Teachers will report moldy smells to the Principal;
  2. Promptly report moisture spills on the carpet
  3. Keep doors and windows closed to ensure that outdoor air entering the building is dehumidified and filtered by heating, ventilation, and air conditioning system
  4. Properly store chemicals and do not bring chemicals to work from home

Evaluation: District plan; annual report

**School Goal: Technology (not a separate goal)**

Incorporated into goals for student achievement in reading, writing, math, science  
Incorporated into goals for safety and school climate

Implement the project based learning grant with technology component

Increase student access to computers by purchasing mobile laptop carts and improving the wireless capabilities on campus