

# EASTSIDE ADMINISTRATION

Leroy Williams, Principal  
Samuel Coleman, APA  
Regina Currens, APC  
Eliscia Mosley, APSS

## CULINARY FACULTY

Chef Pamela Bedford, CCE, Director  
Chef Richard Vaughn

## IB FACULTY

Dr. Adenike Akinyode  
Jon Allen  
Bhakta Bosworth  
Emily Bullock  
Alej Concepción  
Rachel Daignault  
Bryon Deal  
Yaraliz Dejesús-Feliciano  
Dr. Steven Doherty  
Robin Dold  
Beatrice Gerardin  
Keith Gullede  
Lori Gully  
Luann Howard-Blaskowski

Amanda Lacy-Shitama  
Daniel Lytton  
Dr. Margaret Macdonald  
Shelley MacLean  
Hamadi McIntosh  
Thomas Reardon  
Nathan Reid  
Adam Reinhard  
Cynthia Tanner  
Samantha Thomas  
Kevin Vernon  
Andrew Wasserman  
Katey Zara-Smith  
Maria Eugenia Zelaya



# EASTSIDE HIGH SCHOOL

## Magnet Program Open House

**JANUARY 7, 2025**  
**6 P.M. IN THE AUDITORIUM**

Sign Up for Culinary Shadowing

January 9 and 10  
9 am - 12 pm



Sign Up for IB Preview Day

January 23rd  
8:15 am - 1:45 pm



# Magnet Timeline

Application Opens - **January 14 by 10 am**  
at [www.sbac.edu/magnet](http://www.sbac.edu/magnet)

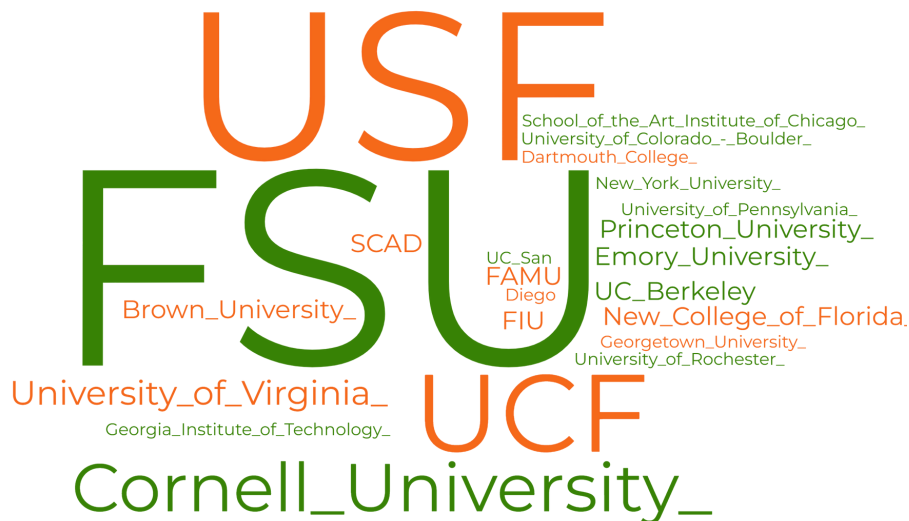
Application Closes - **February 11 at 4 pm**

Offers Emailed - by March 25

Responses Due - 3 business days later

Rolling admission throughout the summer from waitlists

## Top 25 Universities Classes of 2021-24 Beyond Local Favorites



# Open House Program January 7, 2025

Welcome to the BEST side! ..... Mr. Leroy Williams, Principal  
Vice Versa, Let's Go, Ram Jam ..... Nathan Reid, Band Director  
Special Selection..... Alek Concepción, Choral Director  
Road to Hell from Hades Town ..... Daniel Lytton, Theatre Director  
Magnet Application Reminders ..... Regina Currens, Assistant Principal  
and Preview Days / Shadowing

### Group Sessions:

- Institute of Culinary Arts with Chef Bedford in the Hungry Ram
- International Baccalaureate with Lori Gully in the Auditorium

### IB Presentation:

- Demystifying the Benefits of IB ..... Lori Gully, IB Coordinator
- Perspectives from Current IB Diploma Candidates ..... Sina Etemadi & Luana Kampf-Zipperer

### Breakout Session Instructions

Groups join your IB Ambassador who will guide you through rotations:

- Green: English and Social Studies
- Blue: World Languages
- Red: Sciences
- Yellow: Mathematics
- Orange: Fine Arts

**Be part of our RAMily  
as you earn an education for life!**



# INTERNATIONAL BACCALAUREATE AT EASTSIDE HIGH SCHOOL

## 9th Grade Schedule

### Everyone takes:

FL Pre-IB English 1  
FL Pre-IB Biology 1  
AP Capstone Seminar\*

### Levels vary:

Math  
FL Pre-IB French or Spanish 1 or 2  
Elective of choice

\*Students in our Dual Magnet with Culinary Arts do not take this course.

## Popular Electives for IB Kids

### Weighted:

2D Studio Art Honors  
Band (FL Pre-IB Music 1)  
Chorus (FL Pre-IB Music 1)  
Theatre 3 Honors  
AP Computer Science Principles#  
AP Human Geography  
AP Microeconomics / AP Government  
AP Statistics#

### Unweighted:

Digital Media Fundamentals  
Guitar 1  
Medical Skills  
Naval JROTC 1  
Research 1 (Yearbook)  
Team Sports  
Theater, Cinema & Film  
Weight Training

#pre-requisite Algebra 2



# Testimonials from Eastside IB Grads

## INTERNATIONAL BACCALAUREATE AT EASTSIDE HIGH SCHOOL

When I got to college, I wasn't intimidated at all. I took 22-23 credits a semester (the average workload was 12-15 credits) and managed two majors, two minors, one concentration, study abroad, had an internship every semester, and studied at essentially three colleges (Columbia, Barnard, MSM) all at the same time. EHS showed me I could do anything, and I did!  
~Katherine

Many high schools offer roughly the same curriculum and experiences. Come to EHS IB if you want to break free from that mold. The people who attend, the atmosphere, and the curriculum will set you on a profoundly unique path that you are not likely to find elsewhere. ~Chris

When students transition to high school, they want to know how they are going to fit in. Every student has a group, or more than one group, at EHS that they can call their Ramily (family). "Ram Band Family," "Cross Country Family," "Drama Family," etc. The school as a whole is a community that values working and learning with people you care about. The IB program has high expectations for students, but it also has a tremendous support system to get them to success, in whatever they want to be successful in. ~Amanda

IB classes taught me that it was OK to be wrong and that the process of learning was far more important than always knowing the right answer. Hands down, my critical thinking skills improved...I not only had to apply those skills to my studies each year but also to my daily activities. IB taught me balance; I realized that putting forth effort and actually LEARNING did not mean I always earned an "A." I was able to maintain a social life along with my studies, and I think that I became a well-adjusted individual. From first-hand experience as an academic advisor, I can often pick out students who participated in an IB program based on their developed skill sets. I praise IB for my strong written and oral communication skills...I feel confident articulating my ideas with others. I'm not afraid to speak in front of a group, and I know that I can easily collect my thoughts before presenting to others. This was a great asset in graduate school and continues to assist me as I work with officials in administration at my current job. ~Allison

## Frequently asked questions about the Diploma Programme

### What is the Diploma Programme?

The Diploma Programme (DP) is a curriculum framework designed by the International Baccalaureate (IB) for students in the last two years of high school.

IB students graduating with the IB diploma are able to study at universities all around the world, often with advanced credit. Students report that their involvement with the IB has given them the tools needed to succeed at college. In particular, students comment on their sense of preparedness, self-confidence, research skills and their ability to manage their time. Even more important, they have developed a sense of the world around them and their responsibility to it.

Diploma Programme students study six subjects (three at standard level and three at higher level) over two years and complete three additional requirements: the theory of knowledge (TOK), the extended essay and at least 150 hours of CAS—creativity, activity and service tasks outside of the classroom. In addition to these requirements, students must earn a minimum of 24 points out of a possible 45 points on the final assessments which are externally marked and moderated by the IB, in order to receive an IB diploma.

### Theory of knowledge (TOK)

TOK is an interdisciplinary course designed to help students question and understand how they know what they know. Students study how individuals from various disciplines view the world in order to develop their own ways of thinking. By stimulating analysis of knowledge across disciplines, TOK seeks to help students make sense of school and the world.

### Creativity, activity, service (CAS)

CAS is an experiential learning component of the DP. Students complete a wide variety of extracurricular, community service and athletic options to fulfill this requirement.

### Extended essay

The extended essay introduces students to the demands and rewards of independent work. Emphasis is placed on doing personal research and communicating ideas effectively in order to write a 4,000-word essay in an area of personal interest.

### How do colleges and universities view the Diploma Programme?

The DP is internationally recognized as representing one of the highest standards in university preparatory education. More than 1,000 colleges and universities in North America have recognition policies on how they weigh it in admissions, advanced standing, college credit and scholarships.

A list of colleges and universities that grant credit, scholarships and/or advanced standing for DP diplomas and certificates is available at [www.ibo.org](http://www.ibo.org).



## What kind of student is a good candidate for the DP?

The DP is a rigorous course of study for motivated students. That said, prior academic success is less an indicator of ability to earn the diploma than are a student's determination to do his or her best, willingness to be organized in order to complete the work while leading a full, balanced life, and a strong commitment to learning in and beyond the classroom.

## Do DP students have time for anything beyond academics?

Absolutely. Most successful Diploma Programme students lead very full lives. They are often members of athletic teams and involved in a wide range of activities. Time management and organization are key skills the IB develops in students.

## Are IB programmes considered "gifted" programmes?

The IB does not control how schools designate their Diploma Programme. In some instances, schools choose to designate the programme as selective enrolment via application or as a magnet programme. In other cases, the programme is open to any student.

## Do DP teachers receive special training?

All DP teachers receive professional development in the IB's approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the DP.

## Does implementing an IB programme mean my child's school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards.

With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at

[www.ibo.org](http://www.ibo.org).

## What's the difference between the diploma and certificates?

Not all students choose to take the full course load leading to a diploma. Instead, some take a few DP courses in areas where they have a particular interest or strength, similar to honours and Advanced Placement classes. Certificates are awarded on a course-by-course basis to students who choose not to do the full programme. Students who satisfactorily complete a DP course earn a certificate and may be eligible for university credit.

## How does the IB DP differ from other university-preparatory programs such as Advanced Placement and Cambridge?

The IB DP is a two-year comprehensive curriculum with a culminating set of externally graded final exams. IB, Advanced Placement (AP) and other college-preparatory curriculums like Cambridge are all university preparatory, academically rigorous programmes. There are important differences, however, in the content and exams. The DP is a cohesive and comprehensive programme, not a collection of individual courses as is the case with Advanced Placement. The most important distinguishing factor is the core of the Diploma Programme (CAS, TOK and extended essay).

## Can you give a specific example of how the DP prepared students for college?

A 2012 study by the Consortium for Chicago School Research found that Diploma Programme students who graduated from 12 Chicago public schools were more likely to attend college, attend a selective college and persist in college for 2 years than a matched comparison group. Additional studies on programme impact are available at

[www.ibo.org/research](http://www.ibo.org/research)

## How can I learn more about the IB and DP?

- Visit the IB website at [www.ibo.org](http://www.ibo.org)
- Attend school meetings and events
- Speak with your school's DP coordinator
- Speak with your child's DP classroom teachers.



# EASTSIDE HIGH SCHOOL

## Eastside's Dual Magnet Option

### Grade 9

- Culinary Arts 1 & 2 replaces AP Seminar

### Grade 10

- Take World History H at FLVS
- Culinary Arts 3 & 4
- Take US History H at FLVS the summer before junior year
- Take Pre-Calc H or Stats H at FLVS summer before junior year

### Grade 11

- Take IB Enviro or IB Physics
- Take IB Math A&I
- Hospitality & Tourism
- Culinary Education

### Grade 12

- English HL, Spanish or French HL, History HL, IB Elective SL
- Hospitality & Tourism
- Culinary Education





# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



## A Sampling of Recent Colleges and Universities Where Our IB Diploma Students Were Accepted

### **State Universities:**

Florida, Alabama, Arizona, California (Berkeley, Irvine, Los Angeles, San Diego, Santa Barbara), Colorado, Connecticut, Delaware, Georgia, Illinois, Indiana, Iowa, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Nebraska, North Carolina Chapel Hill, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Vermont, Virginia, Washington

### **Private:**

Agnes Scott, American University, Amherst, Barnard, Bentley, Bennington, Boston College, Boston University, Bowdoin, Brandeis, Brigham Young, Bryn Mawr, Carleton, Clemson, Colby, College of Charleston, College of William and Mary, Davidson, DePaul, Drexel, Duke, Elon, Emory, Fordham, Franklin and Marshall, Furman, George Washington, Georgetown, Gonzaga, Grinnell, Hampshire, Hofstra, Huntingdon, Johns Hopkins, Lafayette, Lewis and Clark, Loyola, Lynn, Macalester, Marquette, Mt. Holyoke, Morehouse, New York University, Northeastern, Northwestern, Notre Dame, Oberlin, Pace, Pomona, Reed, Sarah Lawrence, Smith, Spelman, Stanford, Swarthmore, Syracuse, Tufts, Tulane, Union College, University of Chicago, University of Miami, University of Pittsburgh, University of Richmond, University of Southern California, Vanderbilt, Villanova, Wake Forest, Washington and Lee, Washington University, Wellesley, Wesleyan, William and Mary, Xavier

### **Ivy League:**

Brown, Columbia, Cornell, Dartmouth, Harvard, Princeton, University of Pennsylvania, Yale

### **Military**

West Point, Air Force Academy, Naval Academy

### **Engineering:**

Baylor, Bucknell, Cal Tech – California Institute of Technology, Carnegie Mellon, Case Western Reserve, Clarkson, Embry Riddle, Georgia Institute of Technology, Massachusetts Institute of Technology, Olin, Purdue, Rensselaer, Rice, Worcester Polytechnic Institute

### **International:**

American – Rome and Paris, Bard – Berlin, Cambridge University, ETH Zurich, Leiden University College The Hague, London School of Economics, Marlborough College, McGill, New York University Abu Dhabi, Seoul National University, University of Amsterdam, University of British Columbia, University of Hong Kong, University of Utah Asia

### **Specialty:**

Savannah College of Art and Design, Columbia Jewish Theological Seminary, Bienen School of Music, Academy of Art at University of San Francisco, Coast Guard Academy, Chicago Institute of Art, New World School of the Arts, Fashion Institute of Design and Merchandising – Los Angeles

# Eastside Clubs & Sports

7th Generation (Environmental Club)	National English Honors Society (NEHS)
Astronaut Challenge	Aries
Band	NEHS sub club: Book Club
Biology Olympians	NEHS sub club: Creative Writing Club
Black Student Union (BSU)	NEHS sub club: Journalism Club
Boys to Men	NEHS sub club: Poetry Club
Brain Bowl Academic Team	NEHS sub club: NACLO (linguistics competition)
Cheerleaders (JV)	National Honor Society (NHS)
Cheerleaders (Varsity)	National Society for Black Engineers (NSBE)
Chess Club	NJROTC
Chorus (Chamber Singers)	Pre-Collegiate
Culture Club	Robotics Club
EXCEL Club	Science Bowl/Club
Fellowship of Christian Athletes (FCA)	Science4Kids
French Honor Society	SkillsUSA
Future Business Leaders of America (FBLA)	SECME-Southeastern Consortium for Minorities in Engineering
Future Researchers Club	Spanish Club
HOSA	Spanish Honor Society
I Gotcha Back Mentoring	Speech and Debate
International Thespian Society	Student Government Association (SGA)
Key Club	Freshmen Class (under SGA)
LSU - Latino Student Union	Sophomore Class (under SGA)
Model UN	Junior Class (under SGA)
Mu Alpha Theta	Senior Class (under SGA)
National Art Honor Society	Tri-M (Music Honor Society)
	Ultimate Frisbee Club

- Baseball
- Basketball
- Competitive Cheer
- Cross Country
- Football
- Golf
- Lacrosse
- Soccer
- Softball
- Swimming / Diving
- Tennis
- Track & Field
- Volleyball
- Weightlifting