

Alachua County Public Schools

Eastside High School



2019-20 Schoolwide Improvement Plan

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Eastside High School

1201 SE 43RD ST, Gainesville, FL 32641

<https://www.sbac.edu/eastside>

Demographics

Principal: Leroy Williams

Start Date for this Principal: 6/13/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (53%) 2017-18: B (54%) 2016-17: B (54%) 2015-16: C (51%) 2014-15: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	B	B	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Eastside High School strives to promote the balance and connectedness of practical skills, critical thinking, academic excellence, and ethical standards. The school will promote student achievement of short-term and long-term goals through specific programs including relevant technology training, vocational programs, rigorous academics and cultural awareness. To achieve these goals, each student must develop purposefulness, professionalism, and self-discipline.

We Are...

R-Respectful

A-Accountable

M-Motivated

Provide the school's vision statement.

Beliefs:

Eastside High School will provide a safe and organized learning and working environment.

Success is measured by more than grades, college acceptances, and future careers; we have a larger purpose.

Students and staff should pursue ethical interactions in the quest for knowledge.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Andrew, Shane	Principal	High School Principal. All duties as assigned.
Edwards, Anntwanique	Assistant Principal	High School Assistant Principal of Student Services. All duties as assigned.
Turnage, Adele	Assistant Principal	High School Assistant Principal of Curriculum. All duties as assigned.
Williams, Leroy	Assistant Principal	High School Assistant Principal of Administration. All duties as assigned.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	356	354	291	245	1246
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	49	39	33	25	146
One or more suspensions	0	0	0	0	0	0	0	0	0	32	25	29	22	108
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	29	36	23	21	109
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	127	156	121	65	469

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	45	47	35	22	149

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	6	3	0	1	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	12	12	4	3	31

FTE units allocated to school (total number of teacher units)

63

Date this data was collected or last updated

Friday 8/23/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	51	19	25	14	109
One or more suspensions	0	0	0	0	0	0	0	0	0	51	56	25	17	149
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	31	51	40	25	147
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	153	145	88	41	427

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	78	72	41	19	210

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	59%	56%	53%	57%	53%
ELA Learning Gains	48%	52%	51%	54%	54%	49%
ELA Lowest 25th Percentile	30%	39%	42%	36%	42%	41%
Math Achievement	39%	54%	51%	47%	47%	49%
Math Learning Gains	44%	54%	48%	43%	41%	44%
Math Lowest 25th Percentile	36%	48%	45%	27%	32%	39%
Science Achievement	65%	68%	68%	61%	65%	65%
Social Studies Achievement	65%	75%	73%	62%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	356 (0)	354 (0)	291 (0)	245 (0)	1246 (0)
Attendance below 90 percent	49 ()	39 ()	33 ()	25 ()	146 (0)
One or more suspensions	32 (0)	25 (0)	29 (0)	22 (0)	108 (0)
Course failure in ELA or Math	29 (0)	36 (0)	23 (0)	21 (0)	109 (0)
Level 1 on statewide assessment	127 (0)	156 (0)	121 (0)	65 (0)	469 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	51%	60%	-9%	55%	-4%
	2018	50%	58%	-8%	53%	-3%
Same Grade Comparison		1%				
Cohort Comparison						
10	2019	47%	55%	-8%	53%	-6%
	2018	57%	60%	-3%	53%	4%
Same Grade Comparison		-10%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	66%	-1%	67%	-2%
2018	61%	68%	-7%	65%	-4%
Compare		4%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	71%	-7%	70%	-6%
2018	61%	71%	-10%	68%	-7%
Compare		3%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	14%	56%	-42%	61%	-47%
2018	16%	60%	-44%	62%	-46%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	31%	48%	-17%	57%	-26%
2018	55%	63%	-8%	56%	-1%
Compare		-24%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	29	24	21	31		15	24		84	23
ASN	93	74		85	61		96	100		100	93
BLK	23	30	29	21	30	29	37	41		85	30
HSP	61	65		62	76		84	73		100	74
MUL	74	78		48	53		82	93		94	73
WHT	91	72		69	59		92	95		100	92
FRL	28	32	29	27	33	33	45	44		88	35
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	41	32	15	22	21	22	25		67	13
ELL	80	60									
ASN	97	76		92	83		97	100		100	96
BLK	26	47	40	21	27	34	36	31		86	29
HSP	77	64		33	42		63	71		86	67
MUL	77	83		67	67		73	71		83	58
WHT	85	74		81	78		88	92		98	92
FRL	31	49	42	26	32	33	39	41		84	31
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	22	21	8	18	21	24	7		78	10
ASN	98	71		91	68		100	98		100	100
BLK	22	38	33	20	28	25	35	24		94	28
HSP	80	74		70	57		81	80		100	81
MUL	64	55		54	55		70	79			
WHT	87	76		85	65		92	93		96	80
FRL	27	41	36	24	27	23	37	34		92	30

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I

ESSA Federal Index	
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	533
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	74
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	84
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our Students with Disabilities Subgroup's ESSA Data component showed the lowest performance. Performance trends have been relatively flat. Our ELA Lowest 25th Percentile School Data components showed the lowest performance in the school data section.

Students with Disabilities need to receive their education and related services in age and grade appropriate, heterogeneous, general education contexts. Students with Disabilities at Eastside High School need to be fully included in the general education classrooms. Students need to be scheduled into the least restrictive environments in an effort to increase academic achievement.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our ELA Learning Gains and our ELA Lowest 25th Percentile data components showed the greatest decline from the prior year.

Despite our extensive efforts, there was significant decline in ELA LGs and ELA Lowest 25%. Inclusion practices, teaching assignments, departmental/team focuses, and the social-emotional well-being of students may have contributed to this decline.

Other factors that may have contributed to this decline include high mobility rates, attendance issues (truancy), lack of reading materials outside of school, difficulty comprehending grade level texts, lack of academic growth mindset including stamina, positive attitude, and perseverance, and digital literacy gaps among subgroups of students, lack of academic motivation, limited access to technology outside of school and deficient digital literacy skills, nutritional and healthy lifestyle deficiencies, lack of support at home/poor time management skills, and behavior issues at school that interfere with learning.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The Algebra EOC data component had the greatest gap when compared to the state average.

Performance has been relatively flat on the Algebra EOC for multiple years despite hiring qualified teachers, strategically scheduling students, and providing teachers with curriculum support, curriculum coaches, and professional development.

Most advanced students take and pass the Algebra EOC in middle school and are not included in this data set.

Factors that may have contributed to this decline include high mobility rates, attendance issues (truancy), difficulty comprehending academic language of grade level texts, lack of academic growth mindset including stamina, positive attitude, and perseverance, and digital literacy gaps among subgroups of students.

Other factors may include the following:

Students may have issues with the word problem format of the EOCs 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.

Students are dependent on calculators.

Poor attendance.

Lack of academic motivation.

Limited access to technology outside of school and deficient digital literacy skills.

Nutritional and healthy lifestyle deficiencies.

Lack of support at home/poor time management skills.

Behavior and discipline issues at school that interfere with learning.

Which data component showed the most improvement? What new actions did your school take in this area?

The Math Lowest 25th Percentile and Science Achievement School Data components showed the most improvement.

We continue to attempt to hire the most qualified math instructors and strategically schedule students based on data and needs.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The number of total students by grade level that exhibit the early warning indicator of a Level 1 on a statewide assessment is an area of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

Areas of Focus

1. Raise Performance of Students with Disabilities (Subgroup Below 41%)/Current Year (30%) And Below 32% for Two Years
2. Raise Performance of Black/African American Students (Subgroup Below 41%)/Current Year (36%)
3. Raise Performance of Economically Disadvantaged Students (Subgroup Below 41%)/Current Year (39%)

Areas Incorporated into All Areas of Focus

1. Increase Gains of the Lowest Quartile in both ELA and Math 3 Percentage Points or More
2. Reduce the Achievement Gap in All Curricular Areas (Goal for ELA and Math is to Reduce the Achievement Gap by 3 Percentage Points Next Year)
3. Raise the Graduation Rate of African American Students by 3 Percentage Points Each Year
4. Increase Participation of African American Students in Advanced and Accelerated Courses by 2 Percentage Points Annually
5. Reduce the Number of Out of School Suspensions for African American Students by 15% Percentage Points

Part III: Planning for Improvement

Areas of Focus:

#1

Title	<p>Raise Academic Performance Of All Students With Disabilities</p> <p>Our ESSA Data for Students with Disabilities Subgroup was below 41%. The current year was 30% and below 32% for two years.</p> <p>Our rationale is based on the top three indicators of our BPIE School Level Self Assessment for 2018-19 from the Domains of 1) Instruction and Student Achievement, 2) Leadership and Decision Making, and 3) Communication and Collaboration.</p>
Rationale	<p>1. There is a school-wide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.</p> <p>2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.</p> <p>3. School uses a team decision-making process to ensure SWDs transition from grade to grade, school to school and district to district to ensure placement in the LRE.</p>

State the measurable outcome the school plans to achieve	<p>85% of SWDs will receive their education and related services in age and grade appropriate, heterogeneous, general education contexts 80% or more of the day. 59% of students with disabilities at EHS are fully included in the general education contexts. LRE Goal is 80%.</p>
Person responsible for monitoring outcome	<p>Leroy Williams (willialv@gm.sbac.edu)</p> <p>SWDs inclusion in general education courses.</p> <p>Co-teaching SWDs in general education courses.</p> <p>Support Facilitation.</p> <p>Increase instructional time for SWDs within the general education classroom.</p>
Evidence-based Strategy	<p>Utilize small group instruction within regular classes to check for understanding and mastery and provide for remediation, re-teaching, and enrichment.</p> <p>Build positive relationships with unsuccessful students.</p> <p>Increase use of graphic organizers, use of charts, and other visuals across all subject areas.</p> <p>Schedule students strategically with select general education teachers who effectively work well with SWDs.</p> <p>Only assign ISD for period(s) where behavioral and discipline issues occur. Provide ESE</p>

support as needed.

Increase effectiveness and frequency of progress monitoring and adjust and modify instructional approaches at the onset of students not making progress/gains.

Increase constructive feedback and visuals of data/progress so students understand what they need to do to meet their academic goals.

Utilize a variety of instructional strategies to increase active student engagement, collaborative activities, visuals, hand on activities, technology, reciprocal teaching, incorporation of students activities, expression of opinion with evidence, etc.

Increase the implementation of Universal Designs for Learning (UDL) school wide (Snap & Read, Speech to Text, Text to Speech in all content areas).

Increase opportunities for skill practice until mastery can be demonstrated.

Increase use of flexible, heterogeneous groups for discussion, instruction, and review.

Adapt grading scale (50% is lowest "F"). Allow tests to be corrected or retaken for a replacement grade. Chunk tests into several smaller parts over a period of time, or create shorter tests (fewer problems per skill) for SWDs.

Consider strategically assigning HW by scheduling specific subject area HW days (for example, ELA/Science on M/W & math/Social Studies T/TH).

National Center on Inclusive Education At the Institute on Disability, University of New Hampshire ~ Rationale for and Research on Inclusive Education Fall 2011 states the following verbatim excerpts from IDEA 2004:

Individuals with Disabilities Education Improvement Act of 2004:

"Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children

with disabilities is an essential element of our national policy of ensuring equality of opportunity,

full participation, independent living, and economic self-sufficiency for individuals with disabilities. Almost 30 years of research and experience has demonstrated that the education of

children with disabilities can be made more effective by having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom,

to the maximum extent possible."

"To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled."

"A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum."

**Rationale
for
Evidence-
based
Strategy**

Action Step

#2	
Title	<p>Raise Academic Performance Of Black/African American Students</p> <p>Our ESSA Data indicated a need to raise the academic performance of our Black/ African American Students subgroup since it was below 41% with a current year average of 36%.</p>
Rationale	<p>Our ELA Learning Gains and our ELA Lowest 25th Percentile data components showed the greatest decline when compared to previous years data.</p> <p>Increase ELA gains, literacy achievement, and proficiency of African American students.</p> <p>To increase percentage of African American students who pass the Alg I EOC and Geometry EOC.</p> <p>Students must attend regularly and receive rigorous instruction in order to be prepared for FSA ELA assessments and post high school opportunities experiences.</p>
State the measurable outcome the school plans to achieve	<p>Increase Gains of the Lowest Quartile in both ELA and Math 3 Percentage Points or More</p> <p>Reduce the Achievement Gap in All Curricular Areas (Goal for ELA and Math is to Reduce the Achievement Gap by 3 Percentage Points Next Year)</p> <p>Raise the Graduation Rate of African American Students by 3 Percentage Points Each Year</p> <p>Increase Participation of African American Students in Advanced and Accelerated Courses by 2 Percentage Points Annually</p> <p>Reduce the Number of Out of School Suspensions for African American Students by 15% Percentage Points per the Alachua County Public Schools (ACPS) District Equity Plan</p>
Person responsible for monitoring outcome	<p>Shane Andrew (andrewsl@gm.sbac.edu)</p> <p>Provide teachers with data on their students.</p> <p>Monitor student progress via AIMS and subject area practice assessments (Math, AP, IB, Culinary, etc.) and data from the PSAT/SAT/ACT/FSA ELA and EOC.</p> <p>Utilize Khan Academy resources for individualized instructional plans for ELA and math.</p>
Evidence-based Strategy	<p>Students must attend school regularly and receive rigorous instruction in order to be prepared for FSA ELA and FSA EOC assessments and post high school opportunities and experiences.</p> <p>Practice applying and using literacy skills across the curriculum.</p> <p>ELA and math standards will be used daily, as well as those identified in the quarterly unit for the Scope and Sequence.</p>

ELA and math standards will be posted on the board daily along with objectives in student friendly language.

Standards based ELA instruction will include the following:

Using grade level text (varying in complexity) and requiring students to cite significant textual evidence to support a thesis or prompt.

Assessments requiring students to focus on major characters from a work of literature who exhibit evidence of change throughout the reading.

Assessments requiring students to study vocabulary, text structure, and cultural experiences in a work.

Responding to multitudes of text based writing prompts.

Close reading.

Teacher modeling of process and think alouds.

Examination of student samples.

Teachers will use assessments to determine which students need support as well as enrichment.

The instructional practices and approaches mentioned in this section support previously listed strategies.

Curriculum-The ELA Scope and Sequence will be used for instruction. Teachers will use data to inform instruction (AIMS/PSAT/SAT/ACT/FSA). Teachers will use research based practices such as graphic organizers, discussions, and writing based on text dependent questions and higher level thinking questions.

Lessons will refer to the following ELA standards when making assessments:

Text types and purposes and production and distribution of writing.

Research to build and present knowledge.

Range of writing.

Language conventions.

Knowledge of language.

Vocabulary acquisition and use.

Writing - informative/explanatory and opinion/argumentative.

Provide students with more time in the computer labs to increase digital literacy.

Assessments:

**Rationale for
Evidence-
based Strategy**

Formative - quizzes, vocabulary, short open ended responses, exit cards/slips, etc.

Summative - projects, portfolios, research, AIMS, Khan, essay writing, semester exams, etc.

Differentiation and remediation via diagnostic testing, formative assessments, AIMS, close reading strategies, effective questioning with graduated levels of complexity (literal, inferential, and evaluative), guided reading, independent choice reading, process writing (pre writing strategies, first draft, revision, editing, final copy, publishing), note-taking, outlining, rubrics, essays, etc.

Reteaching via flexible grouping to reteach specific standards/skills, adjustable assignments, curriculum compacting, progress monitoring via checklists, running record, portfolios, data chats, student conferences, etc.

Enrichment - authentic problem solving, independent studies, compacting, mentoring, open-ended assignments, tiered assignments, etc.

Instruction - Gradual Release Model, Project Based Learning, develop and implement engaging lessons by using strategies (Kagan, Cooperative Learning, Marzano) to increase student achievement.

Test Item Specifications - use problems that look and feel like the problems on assessments.

Assessment - use mini assessments from CPALMS or secondary math sites, daily quizzes, chapter tests, GRM monitoring. Assess level of mastery. Analyze results from AIMS test to identify gaps in the students' learning.

Differentiation as follows:

1. Remediation - recommend students for after school tutoring and follow up with student/tutors. Math teachers will be accessible before and after school.
2. Reteach - Use built in review days from pacing guide as days for reteaching skills which have been identified through formative assessments. Provide opportunities for test and quiz retakes/corrections with limitations/structure.
3. Enrichment - Use higher level thinking problems (context specific, real life examples) from supplemental resources (illuminations, graphing stories, discovering geometry, etc.).

Action Step

1. Classroom Snapshots/Walk-Throughs

2. Monitor Lesson Plans

Description

3. Co-teach and hire support paraprofessionals

4. Provide after school tutoring

5. Teachers will coordinate with media specialists to provide students with a variety of reading materials
6. Utilize Teengagement in 9th and 10th grade reading classes
7. Utilize Khan Academy and College Board PSAT/SAT Data
8. District ELA and Math supervisors will provide targeted training on lesson planning/ data analysis
9. Conduct data chats with students and teachers
10. Use high yield strategies in math classes
11. Provide Alg I EOC tutoring for students who need retakes
12. Incorporate math anchor standards into all math classes
13. Provide real world applications of math
14. Attend workshops/trainings throughout the year
15. Provide math teachers with PD opportunities
16. Math teachers/department will reflect on student results, communicate, and collaborate regarding student performance and achievement
17. Provide opportunities for students to read and write in math class about math

**Person
Responsible**

Shane Andrew (andrewsl@gm.sbac.edu)

#3	
Title	<p>Raise Academic Performance Of Economically Disadvantaged Students</p> <p>Our ESSA Data indicated a need to raise the academic performance of our Economically Disadvantaged Students subgroup since it was below 41% with a current year average of 39%.</p>
Rationale	<p>Our ELA Learning Gains and our ELA Lowest 25th Percentile data components showed the greatest decline when compared to previous years data.</p> <p>Increase ELA gains, literacy achievement, and proficiency of FRL students.</p> <p>To increase percentage of FRL students who pass the Alg I EOC and Geometry EOC.</p> <p>Students must attend regularly and receive rigorous instruction in order to be prepared for FSA ELA assessments and post high school opportunities and experiences.</p>
State the measurable outcome the school plans to achieve	<p>Increase Gains of the Lowest Quartile in both ELA and Math 3 Percentage Points or More</p> <p>Reduce the Achievement Gap in All Curricular Areas (Goal for ELA and Math is to Reduce the Achievement Gap by 3 Percentage Points Next Year)</p> <p>Raise the Graduation Rate of FRL Students by 3 Percentage Points Each Year</p> <p>Increase Participation of FRL Students in Advanced and Accelerated Courses by 2 Percentage Points Annually</p> <p>Reduce the Overall Number of Out of School Suspensions by 15% Percentage Points</p>
Person responsible for monitoring outcome	<p>Shane Andrew (andrewsl@gm.sbac.edu)</p> <p>Provide teachers with data on their students.</p> <p>Monitor student progress via AIMS and subject area practice assessments (Math, AP, IB, Culinary, etc.) and data from the PSAT/SAT/ACT/FSA ELA and EOC.</p> <p>Utilize Khan Academy resources for individualized instructional plans for ELA and math.</p>
Evidence-based Strategy	<p>Students must attend school regularly and receive rigorous instruction in order to be prepared for FSA ELA and FSA EOC assessments and post high school opportunities and experiences.</p> <p>Practice applying and using literacy skills across the curriculum.</p> <p>ELA and math standards will be used daily, as well as those identified in the quarterly unit for the Scope and Sequence.</p> <p>ELA and math standards will be posted on the board daily along with objectives in student friendly language.</p> <p>Standards based ELA instruction will include the following:</p>

Using grade level text (varying in complexity) and requiring students to cite significant textual evidence to support a thesis or prompt.

Assessments requiring students to focus on major characters from a work of literature who exhibit evidence of change throughout the reading.

Assessments requiring students to study vocabulary, text structure, and cultural experiences in a work.

Responding to multitudes of text based writing prompts.

Close reading.

Teacher modeling of process and think alouds.

Examination of student samples.

Teachers will use assessments to determine which students need support as well as enrichment.

The instructional practices and approaches mentioned in this section support previously listed strategies.

Curriculum - The Scope and Sequence for respective subject areas will be used for instruction. Teachers will use data to inform instruction (AIMS/PSAT/SAT/ACT/FSA). Teachers will use research based practices such as graphic organizers, discussions, and writing based on text dependent questions and higher level thinking questions. Provide students with more time in the computer labs to increase digital literacy.

Assessments:

Formative - quizzes, vocabulary, short open ended responses, exit cards/slips, etc.

Summative - projects, portfolios, research, AIMS, Khan, essay writing, semester exams, etc.

**Rationale
for
Evidence-
based
Strategy**

Differentiation and remediation via diagnostic testing, formative assessments, AIMS, close reading strategies, effective questioning with graduated levels of complexity (literal, inferential, and evaluative), guided reading, independent choice reading, process writing (pre writing strategies, first draft, revision, editing, final copy, publishing), note-taking, outlining, rubrics, essays, etc.

Reteaching via flexible grouping to reteach specific standards/skills, adjustable assignments, curriculum compacting, progress monitoring via checklists, running record, portfolios, data chats, student conferences, etc.

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Instruction - Gradual Release Model, Project Based Learning, develop and implement engaging lessons by using strategies (Kagan, Cooperative Learning, Marzano) to increase student achievement.

Test Item Specifications - use problems that look and feel like the problems on assessments.

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Action Step

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7. Utilize Khan Academy and College Board PSAT/SAT Data (ELA/Math)

Description

8. District ELA and Math supervisors will provide targeted training on lesson planning/data analysis
9. Conduct data chats with students and teachers
10. Use high yield strategies in math classes
11. Provide Alg I EOC tutoring for students who need retakes
12. Incorporate math anchor standards into all math classes
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14. Attend workshops/trainings throughout the year

15. Provide math teachers with PD opportunities

16. Math teachers/department will reflect on student results, communicate, and collaborate regarding student performance and achievement

17. Provide opportunities for students to read and write in math class about math

Person Responsible Shane Andrew (andrewsl@gm.sbac.edu)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Eastside High School strives to increase parental involvement by reaching out to parents of major program students in particular. The PTSA holds membership drives during 9th Grade/New Student Orientation and Open House annually. A PTSA information and membership table is set up at home football games.

Administrators and counselors host evening meetings to talk to parents about general information and graduation requirements.

Guidance counselors assist with evening Financial Aid Workshops each semester to help parents complete financial aid applications for college entrance and assist with College & AP boot-camps.

Counselors and school administrators host a special family dinner for at-risk students, who are in jeopardy of not meeting graduation requirements.

Student Services Team members facilitate some off-campus meetings with parents and students who may have transportation issues.

Educational Planning Team meetings are scheduled for families that have students with truancy, discipline and/or academic concerns.

Parents receive live updates to grades and attendance through the Skyward database system. School messages are disseminated via the Skyward/Skylert phone home, email, and text system.

The school maintains an updated website. Teachers, club sponsors, and the Athletic Department have websites to provide information for students and parents.

Twitter is used to share news and information.

An electronic school sign on S.E. 43rd Street provides information 24/7.

The School Advisory Council (SAC) and School District utilizes both an online and paper survey to get feedback from as many parents as possible. Parents and community members are invited to serve on the SAC and the Culinary Magnet Program Board.

The school shares news/information with local pastors in Gainesville's ministerial alliance who have congregations on the East side of town.

All efforts focus on meeting the academic, social, and emotional needs of all students while balancing the connectedness of practical skills, critical thinking, academic excellence, and ethical standards.

PFEP Link

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

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 open-doors so students may see any counselor if their assigned counselor is unavailable. PALs counselors are available and maintain an office at school, and a school psychologist is on campus weekly to provide counseling and testing as needed. Referrals to outside counseling services are utilized for individual and/or family counseling.

I Gotcha Back Mentoring Program is a school-based program which recruits community members to act as mentors to students referred by teachers/counselors/administrators.

Take Stock in Children mentoring program provides support to EHS students.

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 monthly 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, anger management). An additional guidance/graduation counselor and testing coordinator has been added to the staff. This counselor provides additional support for at-risk/promise seniors to ensure that they are offered every opportunity to graduate with their cohort.

Students can participate in organized sports, clubs, fine arts, culinary arts, and numerous extra-curricular activities. They can interact with students from all programs while being physically, socially, and emotionally active.

Teachers/staff complete suicide prevention training online. Mental Health awareness forums include students, parents, community members, and teachers/staff/administrators. Social-emotional support resources are shared with students during grade-level meetings and posted school-wide. Social-emotional support resources are shared with parents, the PTSA, the SAC, teachers, staff, administrators, and community members. A social worker is available to students.

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

Freshmen:

1. Building 15 is primarily used for Freshmen classes. Most Freshmen have the same lunch period.
2. Summer performing arts, athletic, and academic programs transition students to high school.
3. Vertical planning among grade level teachers and at middle school. Teaming by grade levels and departments.
4. Rigorous AP Capstone Seminar/Research courses strengthen students in high school and at the college level.
5. Environmental Science is offered in 9th grade to prepare students for the Biology EOC.

Seniors:

1. Counselors track and support Seniors progress towards graduation.
2. Counselors discuss post high school plans individually.
3. Seniors are provided transportation to Santa Fe College/SFC to learn about options.
4. College Application Boot Camp is offered each Summer to give Seniors opportunities to learn about financial aid, the college application process, and write essays with the assistance of English teachers and guidance counselors.
5. High school athletes register with the NCAA to ensure compliance for athletic scholarships and eligibility.
6. Teachers and staff mentor individual high school Seniors who are credit deficient and/or have not met state testing requirements.
7. Eastside is an ACT/SAT test site.
8. Students explore careers throughout high school.
9. Guidance counselors help students register for financial aid and conduct evening and weekend workshops for parents.
10. Students participate in PASS/CAP/CROP through SFC.
11. At-risk/promise Seniors can retrieve/earn credits during the school day, after-school , and during the Summer with a certified teacher.
12. The APSS arranges visits by college representatives to meet with students at school.
13. Students have multiple opportunities to earn concordant scores.
14. The guidance department hosts college and career readiness fairs, FAFSA workshops, and register

all major program students for SFC.

15. Just for Grads/JFG helps targeted juniors and seniors prepare for post high school colleges/careers.

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 school administrative team identifies instructional personnel based on teacher certification and aligns the master schedule and the course curriculum to meet the needs of all students and maximize stated goals and outcomes. Funds are allocated to schools in the form of teacher and staff units.

Advance Placement funding in the form of ADS funds flow through the School Advisory Council/SAC and follow the approval process for expenditures to support learning.

Advance Placement funding in the form of ADV funds and OIB funds flow through the school administration, and decisions to expend funds are student and classroom focused in order to provide the highest impact.

The RtI/MTSS team consists of school based administrators, deans, guidance counselors, school nurse, school psychologist, team leaders, department 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/MTSS/EPT designs strategies and monitors individual progress for students in the higher risk populations.

-Perkins Grant provides funding utilized to establish computer labs for computer education courses.

-Institute of Culinary Arts magnet program funded via CTE vocational money and Perkins Grant.

-Federal, State, and District funding is used to provide a variety of funding for ESE students.

-Homeless students qualify to attend EHS through the McKinney Vento Homeless Assistance Act of 1987.

-Advance Placement funds (ADS/SAC, ADV, and OIB) are used for additional staffing allocations (additional teachers, counselor, dean, coordinator, etc) not provided by the School District allocations.

-SAC and CTE meetings occur throughout the school year and include collaborative problem solving and decision making.

-Principal, Assistant Principals, and CTE District colleagues have continued building another CTE program at EHS by adding additional courses annually in medical skills and support services.

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.

Guidance 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 college/SFC, the local university/UF, 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 local college and local university to learn about opportunities, and some students go on college tours arranged by the guidance department.

ACT prep classes are offered to students needing concordant scores.

Guidance counselors visit students in every grade level and provide information on graduation requirements, testing, college awareness, and career awareness.

Various groups such as Pre-Collegiate and "I Gotcha Back" take students on college visits and trips, and the guidance department maintains a Career and College Resource Center in Building 15 Room 029. The guidance department also arranges for college representatives to visit campus, and SFC hosts a college expo.

Juniors and Seniors have the opportunity to dual enroll at Santa Fe College and the University of Florida. EHS is exploring the opportunity to host a HBCU fair on our campus.

The Just for Graduates program was established in 2018-19 to advance college and career awareness.

Strong ties and lasting relationships have been established with the Gainesville Chamber of Commerce focused on college and career awareness and readiness.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Raise Academic Performance Of All Students With Disabilities				\$0.00
2	III.A.	Areas of Focus: Raise Academic Performance Of Black/African American Students				\$291,671.52
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100		0421 - Eastside High School	Other		\$107,100.67
			Notes: Teacher Salaries (0IB, ADS, LOT, ADV)			
	5300		0421 - Eastside High School	Other		\$11,891.17
			Notes: Teacher Salaries (ADS, LOT, ADV)			
	6120		0421 - Eastside High School	Other		\$73,971.46
			Notes: Guidance & Dean Salaries (0IB)			
	6500		0421 - Eastside High School	Other		\$1,937.70
			Notes: Summer Technology Support (ADS)			

	7300		0421 - Eastside High School	Other		\$96,770.52
			Notes: Administrative Salaries (ADV)			
3	III.A.	Areas of Focus: Raise Academic Performance Of Economically Disadvantaged Students				\$0.00
Total:						\$386,380.01