Eustis High School

2019-20 Schoolwide Improvement Plan

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Eustis High School

1300 E WASHINGTON AVE, Eustis, FL 32726

https://ehs.lake.k12.fl.us/

Demographics

Principal: Tracy Clark

Start Date for this Principal: 8/15/2018

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)	96%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: B (55%) 2016-17: C (50%) 2015-16: C (49%) 2014-15: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Lake 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	71%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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
Clark, Tracy	Principal	The EHS principal is responsible for: Student learning results; Student learning as a priority; Instructional leadership; Instructional plan implementation; Faculty development; Learning environment; Organizational leadership; Leadership development; Communication between staff, students, and the community; and Ethical and professional behavior of the staff.
Caldwell, Lamica	Assistant Principal	10th grade administrator; attendance office; field trips; health coordinator; lead for safety and security; teacher development, teacher evaluations, and learning walks.
Zimmerman, Andrew	Assistant Principal	12th grade administrator; graduation team; SIP; AVID; Athletics; curriculum; Edgenuity; new teacher induction; facilities care and repair; fundraisers; club applications; club and department budgets; student parking; SAC liaison; custodians; teacher development, teacher evaluations, and learning walks.
Colarossi, Karen	Instructional Coach	Promoting reading; MTSS; student achievement teams; 9th and 10th grade appropriate strategies and interventions; graduation team; classroom learning walks; Reading department chairperson; SAC member; attendance team; and new teacher induction.
Steele, Stephanie	Teacher, K-12	10th grade ELA teacher; ELA department chairperson; and new teacher induction team.
Hay, Michael	Teacher, K-12	PE Teacher; CTE department chairperson; head football coach; assistant athletic director; new teacher induction team.
Porter, Olivia	Teacher, K-12	Social studies teacher; AP teacher; Social Studies department chairperson; and new teacher induction team.
DeMarco, James	School Counselor	12th grade guidance counselor; guidance department chairperson; and graduation team member
Driggers, Erica	Assistant Principal	11th grade administrator; AP program; buses and transportation; guidance; master schedule; safety drills; student government; technology; testing coordinator; textbooks; teacher development, teacher evaluations, and learning walks.
Strem, Ryan	Assistant Principal	9th grade administrator; all AP duties on the Curtright Campus; attendance office; field trips; health coordinator; lead for safety and security; curriculum; facilities care and repair; buses; custodians;teacher development, teacher evaluations, and learning walks.

Name	Title	Job Duties and Responsibilities
Neal, Shannon	Teacher, ESE	ESE specialist; and ESE department chairperson.
Milsap, Lakeshia	Teacher, K-12	9th grade science teacher; and science department chairperson.
Menzie, Tamara	Teacher, K-12	Foreign language teacher; swim coach; and electives department chairperson.
Morey, Joie	Teacher, K-12	Geometry teacher; and math department chairperson.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	318	365	340	310	1333
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	34	47	46	25	152
One or more suspensions	0	0	0	0	0	0	0	0	0	52	28	23	23	126
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	83	56	56	3	198
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	93	76	70	41	280

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	113	127	118	98	456

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	6	7	6	24

FTE units allocated to school (total number of teacher units)
83

Date this data was collected or last updated
Wednesday 8/28/2019

Prior Year - As Reported

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	43	48	53	195
One or more suspensions	0	0	0	0	0	0	0	0	0	37	28	11	15	91
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	24	67	81	16	188
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	117	120	77	37	351

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	173	225	214	184	796

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	43	48	53	195
One or more suspensions	0	0	0	0	0	0	0	0	0	37	28	11	15	91
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	24	67	81	16	188
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	117	120	77	37	351

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	173	225	214	184	796

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	49%	50%	56%	45%	46%	53%
ELA Learning Gains	49%	46%	51%	45%	45%	49%
ELA Lowest 25th Percentile	33%	33%	42%	40%	40%	41%
Math Achievement	35%	44%	51%	41%	44%	49%
Math Learning Gains	41%	45%	48%	44%	41%	44%
Math Lowest 25th Percentile	38%	36%	45%	37%	33%	39%
Science Achievement	74%	68%	68%	51%	63%	65%
Social Studies Achievement	67%	69%	73%	68%	69%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	**Grade Level (prior year reported)**				**Total**
	9	**10**	**11**	**12**	
Number of students enrolled	318 (0)	365 (0)	340 (0)	310 (0)	1333 (0)
Attendance below 90 percent	34 (51)	47 (43)	46 (48)	25 (53)	152 (195)
One or more suspensions	52 (37)	28 (28)	23 (11)	23 (15)	126 (91)
Course failure in ELA or Math	83 (24)	56 (67)	56 (81)	3 (16)	198 (188)
Level 1 on statewide assessment	93 (117)	76 (120)	70 (77)	41 (37)	280 (351)

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	45%	47%	-2%	55%	-10%
	2018	43%	46%	-3%	53%	-10%
Same Grade Comparison		2%				
Cohort Comparison						
10	2019	48%	48%	0%	53%	-5%
	2018	46%	49%	-3%	53%	-7%
Same Grade Comparison		2%				
Cohort Comparison		5%				

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	72%	66%	6%	67%	5%
2018	50%	61%	-11%	65%	-15%
Compare		22%			

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	65%	67%	-2%	70%	-5%
2018	65%	69%	-4%	68%	-3%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	18%	52%	-34%	61%	-43%
2018	39%	62%	-23%	62%	-23%
Compare		-21%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	50%	49%	1%	57%	-7%
2018	56%	50%	6%	56%	0%
Compare		-6%			

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	26	33	23	19	38	45	62	51		76	7
ELL	15	33	27	11	36						
BLK	32	33	16	20	26	25	78	38		87	27
HSP	45	55	50	32	43	53	67	54		87	61
MUL	43	48		37	44			92		90	
WHT	56	53	34	43	47	45	77	79		88	54
FRL	38	43	26	27	38	38	63	57		85	33
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	25	53	47	33	47	42	29	38		61	5
ELL											
BLK	29	40	43	40	45	33	35	46		79	37
HSP	31	42	38	37	50	29	39	67		80	52
MUL	55	65		42			45				
WHT	58	48	63	68	67	55	61	70		80	56

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
FRL	37	45	48	48	55	37	43	57		74	41
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	8	28	26	14	38	29	13	19		49	14
BLK	19	38	42	19	34	38	26	29		72	27
HSP	41	39	29	38	43	43	47	57		75	42
MUL	45	23		39	48		55			80	
WHT	53	50	51	48	47	35	60	81		81	52
FRL	32	40	38	29	38	39	37	49		69	41

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
OVERALL Federal Index – All Students	52
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	53
Total Points Earned for the Federal Index	577
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
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	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	59
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	58
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	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

ELL students were the lowest performing sub-group of students. Contributing factors include: limited English proficiency remains a substantial barrier to academic success; students become discouraged when they can not communicate what they need which leads to low self-esteem and a lack of motivation; students must work twice as hard as their peers to keep up with learning, lessons, and assignments.

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

SWD showed the greatest decline from the prior year. Contributing factors were: not having the proper placement of qualified teachers; inconsistent common planning and collaboration; high absentee rates of the students; and teacher attrition.

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.

Math achievement showed the greatest gap. Prior year HST was low and with a large increase in Algebra 1 student 1st time takers in testing - we expected math achievement scores to decline. We did not have a consistent remediation effort across all math classes.

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

Science showed the greatest overall improvement. The biology teachers were consistent in implementing their common planning efforts and teaching only Biology Honors, thus raising the level of expectation for all students.

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

We have to make changes to our ELA and Math instructional planning, implementing, and assessing.

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

1. Improve math achievement
2. Improve ELA achievement
3. Improve sub-group SWD achievement
4. Improve sub-group ELL achievement
5. Improve achievement of lower quartile students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improve academic achievement in ELA bottom quartile
Rationale	Only 49% of students made learning gains compared to the state level of 51%. The lower quartile decreased to 33% making learning gains from 49% the prior year.

State the measurable outcome the school plans to achieve	Our goal is to meet or exceed the 51% statewide learning gains and 56% statewide achievement level.
Person responsible for monitoring outcome	Tracy Clark (clarkt1@lake.k12.fl.us)
Evidence-based Strategy	Utilize the District Instructional Framework (for planning, instruction, and learning) where the teacher is the facilitator of providing structure and opportunities each day to practice reading and writing. The teacher will provide purpose for the lesson and model what learning looks like to make the connection with what students are expected to be able to do as students and adults. The administrative staff will monitor the strategy through classroom walkthroughs and analyzing data collected on the walkthroughs. Education research shows that classroom discussions and teacher clarity in learning goals has an effect size of .82 and .68 respectively, exceeding a 1 year gain effect size of .40.
Rationale for Evidence-based Strategy	Providing purpose focuses on student learning rather than a task, activity, or assignment and is purposely interesting and relevant. Students will be able to cite evidence for their learning, what they are learning, why they are learning, and how they know they have learned it.

Action Step	
Description	1. Common planning for 9th and 10th grade English teachers to collaborate and provide teacher to teacher support implementing the District Instructional Framework. 2. Student achievement teams collaborating monthly to identify and problem solve for students who are not making progress. 3. Explicit vocabulary instruction. 4. Have students attend intervention periods 3 times a week to provide additional help opportunities to all students. 5. Identifying students in the lower quartile for targeted interventions. 6. Students will be assigned to PASS restorative practice in lieu of out of school suspension when appropriate. 7. Improve student achievement through teachers receiving extra duty pay for performing tutoring, identifying deficiency areas in relation to mastery of standards, developing targeted lesson plans, and progress monitoring of interventions.
Person Responsible	Tracy Clark (clarkt1@lake.k12.fl.us)

#2	
Title	Improve academic achievement in Math bottom quartile
Rationale	Only 41% of students made learning gains compared to the state level of 48%. The lower quartile decreased to 38% making learning gains from 41% the prior year, and a state level of 45%.

State the measurable outcome the school plans to achieve	Our goal is to meet or exceed the 48% statewide learning gains and 51% statewide achievement level.
Person responsible for monitoring outcome	Tracy Clark (clarkt1@lake.k12.fl.us)
Evidence-based Strategy	Utilize the District Instructional Focus (for planning, instruction, and learning) where the teacher is the facilitator of providing opportunities each day for reading, writing, thinking, and talking. The teacher will provide purpose for the lesson and model what learning looks like to make the connection with what students are expected to be able to do as students and adults using math in their everyday life. The administrative staff will monitor the strategy through classroom walkthroughs and analyzing data collected on the walkthroughs. Education research shows that classroom discussions and teacher clarity in learning goals has an effect size of .82 and .68 respectively, exceeding a 1 year gain effect size of .40.
Rationale for Evidence-based Strategy	Providing purpose focuses on student learning rather than a task, activity, or assignment and is purposely interesting and relevant. Students will be able to reference prior instruction and note taking to solve complex math problems and discuss, what they are learning, why they are learning, and how they know they have learned it, and where they will be able to use it.

Action Step	
Description	1. Common planning for Algebra and Geometry teachers to collaborate and provide teacher to teacher support implementing the District Instructional Framework. 2. Student achievement teams collaborating monthly to identify and problem solve for students who are not making progress. 3. Algebra teachers to attend Region 1 schools collaboration monthly with Brett Fontenot to plan consistent instruction and formative assessments. 4. Have students attend intervention periods 3 times a week to provide additional help opportunities to all students. 5. Algebra will utilize Edulastic software to utilize EOC type questioning on classroom assignments and assessments. Geometry will use IXL software. Algebra Nation will also be utilized as a resource for review and & EOC prep. 6. Identifying students in the lower quartile for targeted interventions. 7. Smaller class sizes in Algebra to allow for more 1:1 attention between the students and teachers. 8. Students will be assigned to PASS restorative practice in lieu of out of school suspension when appropriate. 9. Improve student achievement through teachers receiving extra duty pay for performing tutoring, identifying deficiency areas in relation to mastery of standards, developing targeted lesson plans, and progress monitoring of interventions.

Person Responsible Andrew Zimmerman (zimmermana@lake.k12.fl.us)

#3	
Title	Collective Teacher Efficacy
Rationale	Lake County Schools is a destination district and Eustis High School is a proud destination high school for students, teachers, and community stake holders. We will achieve that through Collective Teacher Efficacy (CTE). CTE is a culture where a school has the the "collective" belief of the entire teaching and non-instructional staff in their ability and belief they can have a positive affect on all students. A school staff that has strong leadership and believes it can accomplish great things is vital to student achievement and the positive effect the adults have on the students.

State the measurable outcome the school plans to achieve	John Hattie's research shows that CTE has an effect size of 1.57 compared to one year's growth effect size of .4.
Person responsible for monitoring outcome	Tracy Clark (clarkt1@lake.k12.fl.us)
Evidence-based Strategy	Utilize the District Instructional Focus (for planning, instruction, and learning) where the teacher is the facilitator of providing opportunities each day for reading, writing, thinking, and talking. The teacher will provide purpose for the lesson and model what learning looks like to make the connection with what students are expected to be able to do as students and adults. We will meet or exceed the state achievement levels in all FSA and EOC testing areas: ELA Achievement improves from 49% to 56% or greater ELA Learning Gains improves from 49% to 51% or greater ELA Lowest 25th Percentile improves from 33% to 42% or greater Math Achievement improves from 35% to 51% or greater Math Learning Gains improves from 41% to 48% or greater Math Lowest 25% improves from 38% to 45% greater Science Achievement improves to greater than 74% Social Studies Achievement improves from 67% to 73% greater
Rationale for Evidence-based Strategy	We will implement, monitor, and support the District Instructional Framework, attaining CTE and reach our academic goals for the students.

Action Step	
Description	1. Daily/weekly classroom walkthroughs to monitor school wide teaching and learning efforts 2. Implement common planning in as many content areas feasible. 3. Implement collaboration groups with other Region 1 schools. 4. Provide professional development as required and from feedback from teachers. 5. Teacher Induction Team will assign mentors to new teachers to help with the instructional focus. 6. Provide model classrooms and time for struggling teachers to observe those classrooms 7. Attendance Team to meet monthly to improve overall student attendance. 8. AP Team to meet monthly to discuss teaching strategies to improve achievement levels.

9. Student Achievement teams will collaborate monthly.
10. Students will be assigned to PASS restorative practice in lieu of out of school suspension when appropriate.

Person Responsible   Tracy Clark (clarkt1@lake.k12.fl.us)

#4	
Title	Improve academic achievement for students with disabilities
Rationale	SWD students at Eustis High School showed lower achievement than the 41% Federal Index under the ESSA.

State the measurable outcome the school plans to achieve	To help all SWD students make academic progress and achieve learning gains exceeding the 41% Federal Index. EHS will improve the current 38% by 4% or greater.
Person responsible for monitoring outcome	Tracy Clark (clarkt1@lake.k12.fl.us)
Evidence-based Strategy	Provide high-quality instruction in the general education environment and with specialized individual accommodations.
Rationale for Evidence-based Strategy	Providing purpose focuses on student learning rather than a task, making student learning meaningful, relevant, and interesting. SWD students will provide more effort for longer periods when they are purposely provided with what they are learning, why they are learning it, and what learning success looks like. They will spend more time practicing and applying new skills and knowledge in new ways more independently.

Action Step	
Description	1. Adjust student bell schedule to allow for student intervention time. 2. Each teacher will identify those students that are considered part of the SWD subgroup and personally monitor their progress and ensure they are receiving high quality instruction with support of a dedicated Resource Teacher. 3. Flextime manager will be used to assure SWD students are joining the appropriate teacher intervention time. 4. ESE Specialist will monitor SWD students to ensure all students are receiving their interventions. 5. Academic achievement teams meet monthly and will discuss the progress of SWD students to make sure students needs are identified, they are receiving their accommodations, and they are receiving high quality instruction. 6. School administrators will monitor intervention time to ensure students are receiving their interventions. 7. Attendance Team will identify and provide strategies to students in need of attendance support. 8. Students are provided with additional classroom support within identified ELA and Math classrooms through Support Facilitators. 9. Students will be assigned to PASS restorative practice in lieu of out of school suspension when appropriate. 10. Formative assessments will be used to monitor student progress and identify areas for interventions.
Person Responsible	Lamica Caldwell (caldwelll@lake.k12.fl.us)

#5	
Title	Improve academic achievement for Black/African American students
Rationale	Black/African American students at Eustis High School showed lower achievement than the 41% Federal Index under the ESSA.

State the measurable outcome the school plans to achieve	To help all B/AA students make academic progress and achieve learning gains exceeding the 41% Federal Index. EHS will improve the current 38% by 4% or greater.
Person responsible for monitoring outcome	Tracy Clark (clarkt1@lake.k12.fl.us)
Evidence-based Strategy	Provide high-quality instruction in the general education environment with specialized individual accommodations suitable for the B/AA students.
Rationale for Evidence-based Strategy	Providing purpose focuses on student learning rather than a task, making student learning meaningful, relevant, and interesting. B/AA students will engage for longer periods when they are purposely provided with what they are learning, why they are learning it, and what learning success looks like. They will spend more time practicing and applying new skills and knowledge in new ways more independently.

Action Step	
Description	1. Adjust student bell schedule to allow for student intervention time. 2. Each teacher will identify those students that are considered part of the B/AA subgroup and personally monitor their progress and ensure they are receiving high quality instruction with support of a dedicated Resource Teacher. 3. Flextime manager will be used to assure B/AA students are joining the appropriate teacher intervention time. 4. Student academic achievement teams meet monthly and will discuss the progress of B/AA students to make sure students needs are identified, they are receiving their accommodations, and they are receiving high quality instruction. 5. School administrators will monitor intervention time to ensure students are receiving their interventions. 6. Attendance Team will identify and provide strategies to students in need of attendance support. 7. Students are provided with additional classroom support within identified ELA and Math classrooms through Thrive 45 intervention time 3 days a week. 8. Students will be assigned to PASS restorative practice in lieu of out of school suspension when appropriate. 9. Formative assessments will be used to monitor student progress and identify areas for interventions.
Person Responsible	Tracy Clark (clarkt1@lake.k12.fl.us)

#6	
Title	Improve academic achievement for ELL students
Rationale	ELL students at Eustis High School showed lower achievement than the 41% Federal Index under the ESSA.

State the measurable outcome the school plans to achieve	To help all ELL students make academic progress and achieve learning gains exceeding the 41% Federal Index. EHS will improve the current 29% by 13% or greater.
Person responsible for monitoring outcome	Karen Colarossi (colarossik@lake.k12.fl.us)
Evidence-based Strategy	Provide high-quality instruction in the general education environment and with specialized individual accommodations.
Rationale for Evidence-based Strategy	Providing purpose focuses on student learning rather than a task, making student learning meaningful, relevant, and interesting. ELL students will provide more effort for longer periods when they are purposely provided with what they are learning, why they are learning it, and what learning success looks like. They will spend more time practicing and applying new skills and knowledge in new ways more independently.

Action Step	
Description	1. Adjust student bell schedule to allow for intervention time. 2. Each teacher will provide explicit vocabulary instruction. 3. Each teacher will provide more visual representation of the learning material. 4. Student's WIDA data will be used to match students with the appropriate intervention. 5. The EHS ESOL aide will provide targeted interventions during intervention time in small group instruction. 6. Academic achievement teams will discuss and implement effective interventions for ELL students. 7. Administrators will monitor ELL interventions during classroom learning walks. 8. PD will be provided on effective implementation of targeted interventions. 9. Students will be assigned to PASS restorative practice in lieu of out of school suspension when appropriate. 10. Formative assessments will be used to monitor student progress and identify areas for interventions.
Person Responsible	Karen Colarossi (colarossik@lake.k12.fl.us)

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.

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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.

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

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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.

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

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Part V: Budget

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

1	III.A.	Areas of Focus: Improve academic achievement in ELA bottom quartile				$15,279.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100		0081 - Eustis High School	Other		$15,279.00
			Notes: Object is 1930 Extra Duty Pay - Instructional. Improve Student Achievement as it relates to the Lowest 25% in ELA & Math. Funding is from the school's SAI budget.			
			0081 - Eustis High School			$0.00
			Notes: Notes			
2	III.A.	Areas of Focus: Improve academic achievement in Math bottom quartile				$0.00

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0081 - Eustis High School			$0.00
			Notes: Improve Student Achievement as it relates to the Lowest 25% in Math and ELA.			
3	III.A.		**Areas of Focus: Collective Teacher Efficacy**			**$0.00**
4	III.A.		**Areas of Focus: Improve academic achievement for students with disabilities**			**$0.00**
5	III.A.		**Areas of Focus: Improve academic achievement for Black/African American students**			**$0.00**
6	III.A.		**Areas of Focus: Improve academic achievement for ELL students**			**$0.00**
					Total:	**$15,279.00**