Eastside High School

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2019-20 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%)
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 was approved by the Alachua County School Board on 10/6/2020.

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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1201 SE 43RD ST, Gainesville, FL 32641

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	83%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	B

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities 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.

Demographic Information

Principal start date
Monday 6/13/2016, Leroy Williams

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

58

Demographic Data

2020-21 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
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School Grades History	2018-19: C (53%) 2017-18: B (54%) 2016-17: B (54%) 2015-16: C (51%)
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]().	

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	321	340	315	253	1229
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	38	73	66	32	209
One or more suspensions	0	0	0	0	0	0	0	0	0	30	39	18	14	101
Course failure in ELA	0	0	0	0	0	0	0	0	0	13	26	39	10	88
Course failure in Math	0	0	0	0	0	0	0	0	0	13	30	29	2	74
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	81	100	90	62	333
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	76	106	113	69	364

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	83	117	109	63	372

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	1	11	9	1	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	10	12	3	29

Date this data was collected or last updated

Wednesday 9/9/2020

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	
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

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	
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

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**	
	(0)	(0)	(0)	(0)	0 (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.

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

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
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
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%	2
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	74
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

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%	0
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%	0

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 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 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?

Attendance below 90%, Level 1 scores on statewide ELA and Math assessments, ELA and Math course failures, and out of school suspensions are areas that we are focused on based on the EWS data.

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%)/School Year 2018-19 (30%) And Below 32% for Two Years
2. Raise Performance of Black/African American Students (Subgroup Below 41%)/School Year 2018-19 (36%)
3. Raise Performance of Economically Disadvantaged Students (Subgroup Below 41%)/School Year 2018-19 (39%)
4. Reduce the Number of Out of School Suspensions for African American Students by 15% Percentage Points
(School Year 2019-20 Relatively Flat - Increased by 1% - 1 student from 2018-19 to 2019-2020

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

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Raise Academic Performance Of All Students With Disabilities Rationale Our ESSA Data for Students with Disabilities Subgroup was below 41%. The current year was 30% and below 32% for two years. 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. 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. 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. 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. Reduce the overall number of out of school suspensions.
Measurable Outcome:	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. 68% (2019-20) of students with disabilities at EHS were fully included in the general education contexts. LRE Goal is 80%. Increase ESSA Data for students with Disabilities Subgroup by 3% annually with a goal of 41% or higher annually. Reduce the overall number of out of school suspensions by 15% percentage points.
Person responsible for monitoring outcome:	Leroy Williams (willialv@gm.sbac.edu)
Evidence-based Strategy:	SWDs inclusion in general education courses. Co-teaching SWDs in general education courses. Strategies include but are not limited to the following: Frequent progress monitoring Reteaching and remediation informed by standards-based formative assessment data Frequent data chats Small-group and individual interventions Tutoring Mentoring

	Extended instructional time
	Curriculum and individual accommodations and modifications
	Track the OSS data for Students with Disabilities in real time and intervene consistently based on data.
	Utilize viable alternatives to OSS for non-violent infractions.
	Adhere to Code of Conduct limits on OSS for level 2 (5 max.) and level 1 (7 max.).
Rationale for Evidence-based Strategy:	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."

Action Steps to Implement

1. Teachers include team-building and class-building structures to create and support positive interactions among students with and without disabilities.
2. EHS Student Services team is involved in identifying and coordinating school-wide programs like "Start with Hello!" (Sandy Hook Promise) to promote connectedness and social inclusion and raise awareness about social isolation. Peer supports and teacher supports that include academic interventions/ support, conflict mediation, mental health information and support, growth mindset, service projects, self advocacy and determination, cultural and diversity awareness, culturally responsive practices, etc. will be implemented.
3. The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school. All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school.
4. EHS identifies and shares individual needs of SWDs, through the flexible scheduling process, as they transition from grade to grade. Administrators proactively ensure that supports follow all SWDs as they transition from grade to grade, school to school, and district to district.
5. IEP Transition meetings are in place for students transitioning to middle to high in support of the LRE. Monthly ESE Department meetings with teachers include a discussion of specific transition goals and services.

Person Responsible	Leroy Williams (willialv@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	Raise Academic Performance Of Black/African-American Students, Close the Achievement Gaps, Reduce Out of School Suspensions (OSS), & Increase the Percentage of African-American Students in Advanced Courses
	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 2018-19 year average of 36%.
	Our ELA Learning Gains and our ELA Lowest 25th Percentile data components showed the greatest decline when compared to previous years data.
	Increase ELA gains, literacy achievement, and proficiency of African-American students.
	To increase percentage of African-American students who pass the Alg I EOC and Geometry EOC.
	Reduce the overall number of out of school suspensions.
	Number of students suspended: 2020 – 124; 2019 – 137 (Decrease of 9%)
	Number of African-American students suspended: 2020 – 108; 2019 – 118 (Decrease of 8%)
	Distinct number of students suspended: 2020 – 100; 2019 – 103 (Decrease of 3%)
	Distinct number of African-American students suspended: 2020 – 87; 2019 – 86 (Increase of 1%)
	Suspension days: 2020 – 418; 2019 – 455 (Decrease of 8%)
	African-American suspension days: 2020 – 359; 2019 – 384 (Decrease of 7%)
	Students must attend regularly and receive rigorous instruction in order to be prepared for FSA ELA assessments and post high school opportunities experiences.
	Increase ESSA Data for Students with Disabilities Subgroup by 3% Annually with a Goal of 41% or Higher Annually
	Increase Gains of the Lowest Quartile in both ELA and Math 3 Percentage Points or More
	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)
Measurable Outcome:	Raise the Graduation Rate of African American Students by 3 Percentage Points Each Year
	Increase Participation of African American Students in Advanced and Accelerated Courses by 2 Percentage Points Annually
	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
	Number of students suspended: 2020 – 124; 2019 – 137 (Decrease of 9%)

Number of African-American students suspended: 2020 – 108; 2019 – 118 (Decrease of 8%)

Distinct number of students suspended: 2020 – 100; 2019 – 103 (Decrease of 3%)

Distinct number of African-American students suspended: 2020 – 87; 2019 – 86 (Increase of 1%)

Suspension days: 2020 – 418; 2019 – 455 (Decrease of 8%)

African-American suspension days: 2020 – 359; 2019 – 384 (Decrease of 7%)

Person responsible for monitoring outcome:	Shane Andrew (andrewsl@gm.sbac.edu)

Provide teachers with data on their students.

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.

Utilize Khan Academy resources for individualized instructional plans for ELA and math.

Frequent progress monitoring.

Reteaching and remediation informed by standards-based formative assessment data.

Frequent data chats.

Small-group and individual interventions.

Tutoring.

Evidence-based Strategy:	

Mentoring.

Extended instructional time.

Curriculum and individual accommodations and modifications.

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.

Practice applying and using literacy skills across the curriculum.

ELA and math standards will be used daily, as well as those identified in the quarterly unit for the Scope and Sequence.

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.

Track the OSS data for SWD AND AA students in real time from the first day of school and provide interventions.

Utilize viable alternatives to OSS (or a combination thereof) for all non-violent infractions.

Implement consistent Tier 2 interventions after 2nd or 3rd referral and monitor data consistently.

Explicit communication of high expectations for all students.

Engage all students in rigorous, standards-based curricula.

Utilize strategies that build faculty collective efficacy.

Increase faculty's cultural competency.

Support students via mentors, tutoring, peer support networks, and role models.

Engage/reach out to students' families.

Extend learning to before- and after-school programs as well as summer programs.

Use varied, effective strategies to instruct diverse learners.

Track the OSS data for African American students in real time and intervene consistently based on data.

Utilize viable alternatives to OSS for non-violent infractions.

Adhere to Code of Conduct limits on OSS for level 2 (5 max.) and level 1 (7 max.).

Communicate high expectations for all students and encourage and recommend students to take advanced and accelerated courses and programs.

Remove and eliminate barriers that restrict access to advanced courses.

Specifically and intentionally identify, recruit, and enroll students in advanced courses.

Teachers of advanced courses create welcoming and supportive learning environments for students of all races and ethnicities.

Establish educational and social/emotional supports (like AP, AVID, Leadership, Mentors, Counselors, Administrators, etc.)) for students from traditionally underrepresented populations in advanced courses and support aligned professional development for instructors.

Expand course offerings (like AP Capstone Program, AP courses, IB Program, IB courses, Dual Enrollment, AVID, etc.) to target underrepresented student populations and major program students.

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.

| **Rationale for Evidence-based Strategy:** | 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:
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 Steps to Implement

1. Classroom Snapshots/Walk-Throughs
2. Monitor Lesson Plans
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. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale:	Raise Academic Performance Of Economically Disadvantaged Students 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%. Our ELA Learning Gains and our ELA Lowest 25th Percentile data components showed the greatest decline when compared to previous years data. Increase ELA gains, literacy achievement, and proficiency of FRL students. To increase percentage of FRL students who pass the Alg I EOC and Geometry EOC. Students must attend regularly and receive rigorous instruction in order to be prepared for FSA ELA assessments and post high school opportunities and experiences. Reduce the overall number of out of school suspensions.
Measurable Outcome:	Increase Gains of the Lowest Quartile in both ELA and Math 3 Percentage Points or More 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) Raise the Graduation Rate of FRL Students by 3 Percentage Points Each Year Increase Participation of FRL Students in Advanced and Accelerated Courses by 2 Percentage Points Annually Reduce the Overall Number of Out of School Suspensions by 15% Percentage Points
Person responsible for monitoring outcome:	Shane Andrew (andrewsl@gm.sbac.edu)
Evidence-based Strategy:	Provide teachers with data on their students. 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. Utilize Khan Academy resources for individualized instructional plans for ELA and math. 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. Practice applying and using literacy skills across the curriculum. ELA and math standards will be used daily, as well as those identified in the quarterly unit for the Scope and Sequence.

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.

Frequent progress monitoring.

Reteaching and remediation informed by standards-based formative assessment data.

Frequent data chats.

Small-group and individual interventions.

Tutoring.

Mentoring.

Extended instructional time.

Curriculum and individual accommodations and modifications.

Track the OSS data for Economically Disadvantaged students in real time and intervene consistently based on data.

Utilize viable alternatives to OSS for non-violent infractions.

Adhere to Code of Conduct limits on OSS for level 2 (5 max.) and level 1 (7 max.).

Rationale for Evidence-based Strategy:	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.

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:

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Action Steps to Implement

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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)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Additional strategies and support for Students with Disabilities include:

Increase instructional time for SWD within the general education classroom via Support Facilitation and Co-Teach models (one teach/one assist, team teaching, parallel teaching, alternative teaching, small group instruction).

Regularly provide ESE support to students while in ISD/ISS.

Employ district supports of flexible scheduling annually prior to building master scheduling.

USE small group instruction within regular classes to check for understanding, mastery, and provide for reteaching.

Make it a school wide endeavor to explicitly build positive relationships with unsuccessful students.

Facilitate regular co-planning opportunities for ESE Teacher and General Education when possible.

Increase use of graphic organizers, use of charts, and other visuals across all subjects (school-wide).

Schedule students strategically with select general education teachers who are proven effective with SWD.

Do not remove students from classes where they have not had behavioral issues when assigning ISD-only for those in which the incident happened.

Increase the frequency and effectiveness of progress monitoring and make changes or modifications to instruction as soon as students fail to make progress.

Increase the constructive feedback so the student understands what they need to do in order to meet their academic goals. Provide data and visuals so students can see progress.

Increase the use of strategies in order to increase active student engagement school-wide (collaborative activities, hands on experiences, visuals, expression of opinion with evidence, incorporate student choices, technology, reciprocal teaching).

Increase the use and awareness of Universal Designs for Learning (UDL) school wide (Snap and Read, Speech to Text, Text to Speech) in all content classes.

Increase opportunities for skill practice until mastery can be demonstrated.

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

Adapt grading scale (allowing/requiring tests to be corrected for a grade or retaken), (chunking tests in several parts), or (shorten tests for SWD).

Consider strategically assigning HW by limiting which days the subject area could assign it school-wide (Math/Social studies on Mon./Wed.) and (ELA/Science Tue./Thu., etc.).