Eastside High School

2021-22 Schoolwide Improvement Plan

Table of Contents

Eastside High School

1201 SE 43RD ST, Gainesville, FL 32641

https://www.sbac.edu/eastside

Demographics

Principal: Leroy Williams

Start Date for this Principal: 7/18/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

Table of Contents

Eastside High School

1201 SE 43RD ST, Gainesville, FL 32641

https://www.sbac.edu/eastside

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

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	Position Title	Job Duties and Responsibilities
Williams, Leroy	Principal	High School Principal. All duties assigned.
Currens, Regina	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.
Coleman, Samuel	Assistant Principal	High School Assistant Principal of Administration. All duties as assigned.

Demographic Information

Principal start date
Sunday 7/18/2021, 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.*

1

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.*

13

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

1,229

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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	338	293	302	263	1196
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	87	86	71	51	295
One or more suspensions	0	0	0	0	0	0	0	0	0	20	13	12	4	49
Course failure in ELA	0	0	0	0	0	0	0	0	0	126	81	84	23	314
Course failure in Math	0	0	0	0	0	0	0	0	0	106	98	94	64	362
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	114	88	94	66	362
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	119	82	110	82	393
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	170	140	142	87	539

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	26	20	24	2	72
Students retained two or more times	0	0	0	0	0	0	0	0	0	19	18	29	20	86

Date this data was collected or last updated

Wednesday 9/22/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				50%	59%	56%	54%	57%	56%
ELA Learning Gains				48%	52%	51%	59%	55%	53%
ELA Lowest 25th Percentile				30%	39%	42%	41%	41%	44%
Math Achievement				39%	54%	51%	39%	48%	51%
Math Learning Gains				44%	54%	48%	43%	43%	48%
Math Lowest 25th Percentile				36%	48%	45%	32%	37%	45%
Science Achievement				65%	68%	68%	61%	67%	67%
Social Studies Achievement				65%	75%	73%	62%	73%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	51%	60%	-9%	55%	-4%
Cohort Comparison						
10	2021					
	2019	47%	55%	-8%	53%	-6%
Cohort Comparison		-51%				

			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
2021					
2019	65%	66%	-1%	67%	-2%

		CIVICS EOC			
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

		HISTORY EOC			
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	71%	-7%	70%	-6%

		ALGEBRA EOC			
Year	School	District	School Minus District	State	School Minus State
2021					
2019	14%	56%	-42%	61%	-47%

		GEOMETRY EOC			
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	31%	48%	-17%	57%	-26%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Students took quarterly assessments through AIMS (Mentoring Minds) in 9th grade ELA, 10th grade ELA, US History, Biology, Algebra 1, and Geometry.

Grade 9				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	24/30.8%	18/12.8%	48/34.3%
	Economically Disadvantaged	21/30.4%	10/9.3%	35/31.5%
	Students With Disabilities	1/11.1%	0	2/16.7%
	English Language Learners	N/A	1/100%	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	Alg 7/9.9%	1/1%	9/11.5%
	Economically Disadvantaged	7/10.9%	1/1.2%	8/11.9%
	Students With Disabilities	1/6.3%	0	1/8.3%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33/28.4%	65/45.5%	32/20.5%
	Economically Disadvantaged	27/26.5%	56/44.8%	26/19.4%
	Students With Disabilities	2/11.8%	2/23.8%	2/8.7%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	Geo 34/ 19.1%	40/22.7%	31/18.2%
	Economically Disadvantaged	12/11.8%	9/9.2%	7/7.4%
	Students With Disabilities	0	1/7.1%	0
	English Language Learners	1/25%	0	66.6%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	16/17.4%	9/6.7%	38/25.2%
	Economically Disadvantaged	11/15.7%	5/4.9%	23/19.2%
	Students With Disabilities	1/7.1%	0	2/10.5%
	English Language Learners	N/A	1/100%	1/100%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	6/22.2%	21/28.8%	18/27.3%
	Economically Disadvantaged	5/23.8%	17/28.3%	15/27.8%
	Students With Disabilities	0	0	1/11.1%
	English Language Learners	N/A	N/A	N/A

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	13	24	20	10	22	38	25	13		90	21
ASN	90	66		80			91	97		100	100
BLK	29	37	29	13	18	28	34	32		95	37
HSP	69	52		37	6		75	79		100	71
MUL	69	50		50	14		85	83		100	92

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
				2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS							
WHT	83	72		64	36		94	95		97	79
FRL	29	37	30	13	22	31	32	39		95	35

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
				2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS							
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

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
				2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS							
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
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	497
Total Components for the Federal Index	10
Percent Tested	78%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	28
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	89
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	35
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	61
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	68
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	78
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our Students with Disabilities (SWDs) Subgroup's ESSA component showed the lowest performance. Performance trends. Performance trends have been relatively flat. Our Math Learning Gains of the Lowest 25th Percentile School Data components also showed the lowest performance in the school data section. Students with Disabilities need to receive their education and related services in age appropriate, heterogeneous, general education contexts. Students with Disabilities at Eastside High School need to be fully included in the general education classroom setting receiving best practices instruction. Students with Disabilities need to be provided interventions and accommodations along with being scheduled into the least restrictive environments in an effort to increase academic achievement.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based upon 2020 Data-Math Learning Gains, Math Achievement, and Math Lowest 25th Percentile components showed the greatest decline from the prior year. Despite our extensive efforts, there was a significant decline in these math categories.

Data derived from 2019 displays our ELA Learning Gains and our ELA Lowest 25th Percentile data components showed the greatest decline from the prior year. There was a significant decline in ELA Learning Gains and ELA Lowest 25%. Inclusion practices, teaching assignments, department/team focuses, and hardships stemming from the Covid-19 pandemic may have contributed to this decline.

Other factors that may 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 literacy skills, nutrition and healthy lifestyle deficiencies, lack of support at home/poor time management skills, barriers and achievement gaps derived from the Covid-19 pandemic, and behaviors issues at school that interfere with learning.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors that may have contributed to this decline include difficulty comprehending grade level texts, high mobility rates, attendance issues (truancy), 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 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. Poor attendance and lack of academic motivation. Limited access to technology outside of school and deficient digital literacy skills. Lack of support at home/poor time management skills. Behavior and discipline issues at school that impede the learning process.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019-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.

2020-ELA Achievement and Geometry Data components showed the most improvement. We continue to provide ongoing progress monitoring to students to analyze data to guide our instruction during the pandemic year. Hiring the most qualified teachers and strategically scheduling students based upon data and needs.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Administrators, district staff, and teachers met with ELA/Algebra Math 9th and 10th grade students individually to review their scores from last year's FSA/EOC. Students were able to identify their strengths and areas for improvement and they chose specific strategies they would use to improve their scores.
Teachers review their AIMS scores and identify areas for remediation. ELA teachers will use targeted reviews from CPALMs, Administrators will meet with teachers after our AIMS assessments are completed, Data is shared at faculty, department, grade level, and leadership meetings. School principal meets with first-year teachers for mid-year appraisals and discusses data at that time.

Teachers are provided with the school targets and specific data to help guide teachers with PDP decision-making., Administrators review student performance (assessments and grades) with teachers, and teachers are required to present and/or review lowest quartile data (students), AIMS results, discipline data, grade distribution, and attendance during data chats.

What strategies will need to be implemented in order to accelerate learning?

ELA teachers use Common Lit, Read Theory, and No Red Ink for remediation, SWD in 9th and 10th grade who are level 1 or 2 readers are enrolled in a separate reading class and the teacher uses Teengagement materials.
Students who are level 1 in math will be enrolled in Liberal Arts math to receive an extra year of instruction in math skills prior to enrolling in Alg 1. AP Seminar teacher provides enrichment and rigorous instruction in the use of text based support, analysis and critical thinking.

World History teachers provide additional support by incorporating literacy standards in their instruction.
Teachers incorporate Kagan/Marzano, differentiation, and scaffolding across the curriculum.

Most students who are level 2 or higher are enrolled in Algebra I Honors to provide them with more rigor, and most students who are level 1 are enrolled in Lib Arts in order to provide them with more support prior to taking Algebra 1. (Any student who passes the Algebra I EOC will progress to Geometry and receive Algebra 1 credit.)

Students in 9th-12th grades were able to enroll in AP Seminar which provides rigor in text analysis and text based responses. Students will write an independent research paper and participate in a group presentation/project. Some students that completed AP Seminar are taking AP Research this school year as part of the AP Capstone Program. Media Specialists offer instructional support, lessons and various opportunities for increased use of research, literature and technology.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will participate in a monthly learning series and professional development facilitated by ACPS district administrators, FLDOE employees, and external consultants. Collaborate with colleagues to learn best practices in competencies aligned to the Florida Principal Leadership Standards.
Teachers will participate in ongoing district administrator professional development facilitated by ACPS administrators and colleagues to include literacy (ELA) and mathematics interventions and instruction. Participate in instructional professional development with teachers and our leadership team (Professional Learning Communities). Utilize staff development, district support colleagues, and curriculum specialists from the district for targeted professional development. Extensive PD focused on the CANVAS learning management platform and the Hy-Flex teaching model (simultaneous Brick & Mortar and Digital Academy instructional model).

Job-embedded instruction and collaborative planning will be implemented to provide monitoring, specific feedback related to targeted PD, learning communities/team learning work, independent learning, research related to job duties, differentiated and similar specific professional learning goals, and deliberate practices (UDL).

Professional development will also be tailored for departments, teams, and individuals depending on specific needs (9th, 10th, Language Arts, Math, Major Program, IB, AP, Electives, etc.) Improvement of reading and writing is a focus across the departments, teams, and curriculum.

Data chats (ELA, Math, Social Studies, Science) with teachers and students provide excellent opportunities for follow-up. PD should result in the consistent use of evidence based practices to increase learning and improve classroom management as evidenced via AIMS results, observations, Snapshots, FSA ELA and EOC data, AP and IB data, CTE certification data, etc.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We are entering into our second year of Advancement Via Individual Determination (AVID) at EHS. Teachers and administrators have participated in AVID Summer PD and ongoing PD sessions with the ACPS Equity Department staff throughout the school year. Major program students are developing skills for college, technical training, and career post secondary opportunities via a rigorous instructional program.

Teachers utilize and teach academic skills across the curriculum. College readiness skills are emphasized and taught (studying, reading specific content, note-taking, time management, etc.). Collaborative structures are combined with questioning techniques understanding and develop higher level thinking. AVID (teaching & learning) will be implemented in a continued effort to raise

expectations and reduce and eliminate opportunity and achievement gaps. AVID Instructional strategies are presented at Faculty Meetings as well and follow up to monitor school wide implementation of AVID strategies will be conducted through department meetings. In addition to the 9th grade AVID class, a second AVID elective was offered to provide support for 10th grade students.

Monitor student progress and review data FSA, EOC, AIMS, etc.) and share students in the LQ and 2.5 buckets with instructional staff. Review data with specific departments and determine students needing targeted support.
Provide teachers with appropriate strengths-based feedback to support teachers, improve instruction, and create a school culture that understands and embraces equity and diverse students while providing equitable scaffolding for all students to ensure the success of every student with available data resources. Extensive Canvas training by all teachers and leadership team members.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Raise the performance of students with disabilities (30%) which is significantly below 41% in the current year. For two consecutive years, students with disabilities have been below 32%. Our rationale is based on the top three indicators of our BPIE School Level Self Assessment for 2019-2020 from the Domains of 1) Instruction and Student Achievement 2)Leadership and Decision Making, and 3) Communication and Collaboration. There is a school wide approach to facilitate positive, independent relationships, and social responsibility among all students with and without disabilities across all general educations and natural contexts. 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. School uses a team decision-making process including IEP meetings to ensure SWDs transition from grade to grade, school to school and district to district to ensure placement in LRE. 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. 77% (2020-2021) of students with disabilities at EHS were included in the general education contexts for 80% or more of the day. Our current estimated LRE is 80%.
Measurable Outcome:	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.
Monitoring:	Administrators and teachers will be responsible for monitoring the outcomes.
Person responsible for monitoring outcome:	Regina Currens (currenrm@gm.sbac.edu)
Evidence-based Strategy:	Students with Disabilities inclusion in general education courses. Co-teaching SWDs in general education courses. Strategies include but are not limited to the following: Frequent progress monitoring Re-teaching and remediation informed by standards-based formative assessment data Frequent data chats Small-group and individual interventions Tutoring Mentoring Use of an adapted grading scale of 50-100%

Extended Instructional Time

Curriculum and individual accommodations and modifications

Administering uPar (Universal Protocol for Assessment in Reading) to students with disabilities with reading difficulties.

Access to Snap & Read (online text to speech) support for students in all classes and at home.

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).

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

Rationale for Evidence-based Strategy:

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."

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. Teachers will receive ongoing Co-Teaching 2.0 job embedded professorial development throughout the school year including job-embedded PD on High Leverage Practices for Students with Disabilities.

3.District's Beginning Teacher Mentor Coaches will provide systematic support through Professional Learning Community (PLCs) with research based strategies provided to teachers throughout the school year. Peer supports and teacher supports that include academic interventions and all supports. Ongoing job embedded professional development will occur as teachers will receive day to day instructional practices. Culturally responsive instruction will occur.

4. 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.

Person Responsible Regina Currens (currenrm@gm.sbac.edu)

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.

Person Responsible   Regina Currens (currenrm@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	Raise Performance of Black/African American Students (Subgroup Below 41%) /School Year 2019 (36%), Close the Achievement Gaps, Reduce Out of School Suspension (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 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: 2021-218 2020 – 124; 2019 – 137 (Decrease of 7%) Number of African-American students suspended: 2021-61 2020 – 87 ; 2019 – 108 (Decrease of 24%) Distinct number of students suspended: 2021-101 2020 – 100; 2019 – 103 (Increase by 1%) Distinct number of African-American students suspended: 2021-61 2020 – 87; 2019 –86 (Decrease of 30%) Suspension days: 2021-218 2020 – 418; 2019 – 455 (Decrease of 52%) African-American suspension days: 2021-201 2020 – 359; 2019 – 384 (Decrease of 56%) Students must attend regularly and receive rigorous instruction in order to be prepared for FSA ELA assessments and post high school opportunities experiences.
Measurable Outcome:	Increase Gains of the Lowest Quartile in both ELA and Math 3 Percentage Points. 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 African American Students by 3 Percentage Points Each Year. 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: 2021-218 2020 – 124; 2019 – 137 (Decrease of 7%) Number of African-American students suspended: 2021-61 2020 – 87 ; 2019 – 108 (Decrease of 24%)

Distinct number of African-American students suspended: 2021-61 2020 – 87; 2019 –86 (Decrease of 30%)

African-American suspension days: 2021-201 2020 – 359; 2019 – 384 (Decrease of 56%)

Distinct number of students suspended: 2021-101 2020 – 100; 2019- 103

Provide teachers with data on their students (Illuminate Education).

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.

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

Frequent progress monitoring (ongoing) with systematic data chats to analyze instruction and guide achievement. Illuminate monitoring program with ongoing professing mentoring.

Re-teaching and remediation informed by standards-based formative assessment data.

Person responsible for monitoring outcome: Leroy Williams (williamslv@gm.sbac.edu)

Small-group and individual interventions.

Ongoing support from District Mentor/Instructional Coaches

Tutoring.

Mentoring.

Extended instructional time.

Curriculum and individual accommodations and modifications.

Evidence-based Strategy: 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.

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

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

	Teachers will use assessments to monitor students.
	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.
Rationale for Evidence-based Strategy:	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.
	Instruction - Gradual Release Model, Project Based Learning, develop and implement engaging lessons by using strategies (Kagan, Cooperative Learning, Marzano) to increase student achievement.
	Lessons will refer to the following ELA standards when making assessments: Text types and purposes and production and distribution of writing.
	Re-teaching via flexible grouping to reteach specific standards/skills, adjustable assignments, curriculum compacting, progress monitoring via checklists, running record, portfolios, data chats, student conferences, 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 Illuminate for all grade levels for ongoing progress monitoring.
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 instructional 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. Implement school-wide AVID Instructional Strategies (note-taking).

Person Responsible   Leroy Williams (williamslv@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, Geometry EOC, and FSA ELA. 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. 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 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.
Monitoring:	Data derived from Illuminate Education will be utilized to guide further instruction (formal and informal assessments). Provide teachers with data on their students (ongoing data). 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.
Person responsible for monitoring outcome:	Leroy Williams (williamslv@gm.sbac.edu)
Evidence-based Strategy:	Ongoing support from District Teacher Instructional Coaches 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 & math standards will be implemented as mini-lessons for students.

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

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.

Responding to multitudes of text based writing prompts.

Teacher modeling of process and think alouds.

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

Frequent progress monitoring.

Remediation informed by standards-based formative assessment data.

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.

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, note-taking, outlining, rubrics, essays, etc.

Assess level of mastery. Analyze results from tests to identify gaps in the students' learning.

District's Beginning Teacher Mentor Coaches will provide systematic support through Professional Learning Community (PLCs) with research based strategies provided to teachers throughout the school year. Peer supports and teacher supports that include academic interventions/support, mental health information, and support, growth mindset.

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 (ACT/SAT Prep).
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 (ELA/Math)

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

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

During the 2019-2020 school year, Eastside High School reported 4.6 incidents per 100 students when compared to other schools in this category. It falls into the high category. The rate is greater than the statewide high school rate of 3.3 incidents per 100 students. The out of school suspensions for 2019-2020 was 100 which decreased from 127 from the previous 2018-2019 school year.

We have implemented the following interventions to reduce our school's overall discipline data:
Track the OSS data for students in real time and intervene consistently based on data.
Alternatives to suspension interventions.
Alternative Learning Center for grades 9-10.
Monthly Student Services Meetings (Data is shared along with interventions)
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.
Mentoring programs (I Got Your Back Mentoring).
BASE Online programs for student infractions
Ongoing Expectations assemblies
Ongoing progress monitoring through Positive Behavior Intervention Support (PBIS)
Weekly PBIS drawings and positive reinforcement for students.
Parent-student workshops (suspension reduction program) offered by the district.

PBIS plays a critical role with monitoring behavior or discipline data at Eastside High School. Once students receive RAM BUCK$ for demonstrating one of our school wide expectations: Be Respectful, Be Accountable, Be Motivated (BE A RAM), they will receive immediate positive reinforcement. Some of the incentives we have established for students include our daily/weekly drawings on the morning news for various rewards and prizes. During Wonderful Wednesdays, students have the gracious opportunity to receive incentives throughout the entire lunch period as a staff member saunters around campus with a cart full of incentives of students' interests. Weekly drawings occur every Friday. Students also have the opportunity to receive to win inventive such as Student of the Month and receive notifications on the school's website and marquee.

Teachers also recognized consistently by the administration for their efforts, achievements, and gratitude demonstrated to students, faculty, and staff. Teachers are also allowed to recognize students by giving out Positive Behavior referrals weekly. The PBIS team meets once a month to discuss behavior data, positive incentives, and ways we can further expand our PBIS program to benefit all students aDt EHS. The team is comprised of teachers, counselors, deans, School Resource Deputies, and students.

Data is monitored by the administration and disseminated to teachers and staff members. Data is shared at monthly Faculty Meetings, Student Services Meetings, and also monthly PBIS team meetings. Areas of focus that need improvement are closely monitored by the administration and the Student Services Team. Specific actions are closed monitoring through Tier I, II, and III interventions. Data is analyzed to guide interventions as needed.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Eastside High School understands that building partnerships with stakeholders plays an integral role in building a positive school culture and environment. Involving community stakeholders in the educational process builds capacity for the learning environment. Business and community partners support the school by donating supplies, food, and offering resources such as tutoring and mentoring for our students and staff. Partners, community leaders, and PTSA support faculty functions, as well as our Positive Behavior Intervention Support (PBIS) program wherein students are rewarded for meeting positive behavior expectations and goals. Businesses that make donations to the school are able to display banners on campus in recognition of their support and their
partnership with Eastside High School. Business partners and donators also received recognition on the school's electronic marquee. Business partners and other stakeholders also help contribute to teachers' online wish lists and other resources to meet the needs of the school. Local churches donate school supplies, PPE (Covid supplies), and provides PBIS donations or incentives to students. 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.

Once students receive RAM BUCK$ for demonstrating one of our school wide expectations: Be Respectful, Be Accountable, Be Motivated (BE A RAM), they will receive immediate positive reinforcement. Some of the incentives we have established for students include our daily/weekly drawings on the morning news for various rewards and prizes. During Wonderful Wednesdays, students have the gracious opportunity to receive incentives throughout the entire lunch period as a staff member saunters around campus with a cart full of incentives of students' interests. Weekly drawings occur every Friday. Students also have the opportunity to receive to win inventive such as Student of the Month and receive notifications on the school's website and marquee.

Teachers also recognized consistently by the administration for their efforts, achievements, and gratitude demonstrated to students, faculty, and staff. Teachers are also allowed to recognize students by giving out Positive Behavior referrals weekly. The PBIS team meets once a month to discuss behavior data, positive incentives, and ways we can further expand our PBIS program to benefit all students at EHS. The team is comprised of teachers, counselors, deans, School Resource Deputies, and students.

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. 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders play a pertinent role in promoting a positive overall school culture and environment for the school. Parents, community businesses, churches, local organizations, and other community groups all play a pivotal role at EHS. We have continued to partner with our Parent Teacher Student Association (PTSA) who is extremely involved in supporting the school staff by providing breakfasts for teachers, raising money to fund teacher classroom projects, and meeting the requests or needs of the school. Our Culinary Arts students are very involved with community based projects and provide meals and service to community members and organizations. Throughout the years we have provided caterings for many local events, prepare and serve Thanksgiving meals for homeless shelters, and attend Culinary competitions within in the state. Our student clubs are involved with many community-based activities such as Relay for Life, Breast Cancer Awareness, and March of Dimes.

The EHS Alumni Association meets monthly to conduct meeting to provide support and resources to the school.
The Alumni Association consists of alumni (former graduates from various graduation classes) and a diverse group of individuals who make up the surrounding communities and from afar. EHS Alumni Band Members support the growth and development of the band program, offering mentoring/tutoring to students, fund incentives for our PBIS program, play music with students at football games, share strategies for increasing our student's overall academic achievement. The EHS Alumni association also sponsors school related functions as well.

Aces in Motion also partners with Eastside as students are provided support and services through the organization. This after school program provides transportation to students. Students receive services such as field trips to colleges & universities, play sports & learn to play tennis, earn prizes & rewards for grades, receive help with homework & improve grades, receive access to mental health resources, explore UF campus, and provide with a pathway & the skills to go to college & succeed beyond.

Eastside also partners with UF and Santa Fe College (SFC) who provides guest speakers and venues for field trips. SFC sponsors the PASS and CROP programs and they support Eastside's efforts to provide information about college through the Eastside School to College Pipeline program. Also, Eastside will explore the opportunity to get more students enrolled in an online course from SFC that will help prepare them for post-secondary education. We are pleased to continue our partnership with I Got Your Back Mentoring as many of our students receive mentorship to further assist with academic and social skills daily. Tutoring is provided by the Young Life organization (University of Florida) to provide remediation to students to meet graduation requirements for Algebra I and English Language Arts (ELA). Santa Fe College also sponsors our annual FAFSA night where we invite parents to school on an evening night to assist with completing college applications with parents and students. Our NJROTC program is immensely involved in the community volunteering at community events, campus beautification days, and assisting local organizations. Take Stock in Children (TSIC) also provides support to EHS students.

Eastside has a certification program in medical support related fields to train students to to enter medical support fields in the community. This past school year we partnered with the University of Florida Medical Center (Shands Hospital) and fourteen of our seniors received jobs after completing internships during school hours. We are also a Jobs for Florida Graduates (JFG) school in which our students learn job and life skills to prepare students for post graduate opportunities. Students have opportunities to receive

community service, visit colleges/universities, listen to guest speakers, and work on resumes and cover letters.

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.

Parents receive live updates to grades and attendance through the Skyward database system. 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.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged	$0.00
		Total:	**$0.00**