

Alachua County Public Schools

# Gainesville High School



## 2021-22 Schoolwide Improvement Plan

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# Gainesville High School

1900 NW 13TH ST, Gainesville, FL 32609

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

## Demographics

**Principal: Daniel Ferguson**

Start Date for this Principal: 7/15/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	47%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (60%) 2017-18: B (59%) 2016-17: B (57%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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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## Gainesville High School

1900 NW 13TH ST, Gainesville, FL 32609

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

### 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	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

### School Grades History

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

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### SIP Authority

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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.**

The mission of Gainesville High School is to provide students with an appreciation of their intrinsic value and to develop within them the skills, knowledge, and curiosity which will enable them to lead fulfilling and productive lives in a rapidly changing and increasingly complex society.

Beliefs:

1. Our school's priority is student learning.
2. Our students have the capacity to learn the skills and concepts necessary to become productive citizens which will enable them to become confident, self-directed, life long learners.
3. Student learning improves in a safe, comfortable environment.
4. A partnership between families, the school and community benefits all students.
5. Diversity increases students' understanding of other people and cultures.

#### **Provide the school's vision statement.**

Gainesville High School is committed to challenging all students to achieve their highest potential.

### 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
Leinenbach, Diane	Principal	Instructional Leader
Ashford, Frederic	Assistant Principal	Facilities, Deans, Instructional Materials
Atchley, Jill	Assistant Principal	ESE, ESOL, Guidance, Testing
Steinke, Amber	Assistant Principal	Curriculum
Hogan, April	Instructional Media	Media Specialist
Butfiloski, Carmen	School Counselor	Cambridge Coordinator
Forgione, Joshua	Teacher, K-12	Social Studies Department Chair
Long, Detra	Teacher, K-12	Math Department Chair
Paxson, Maggie		Science Department Chair
Solito, Kathleen	Teacher, K-12	English Department Chair
Montgomery, Tara	Teacher, ESE	ESE Department Chair

## Demographic Information

### Principal start date

Thursday 7/15/2021, Daniel Ferguson

**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.*

18

**Total number of teacher positions allocated to the school**

90

**Total number of students enrolled at the school**

1,862



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

11

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

11

### 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	506	469	410	346	1731
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	63	89	117	79	348
Course failure in Math	0	0	0	0	0	0	0	0	0	72	110	122	85	389
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	119	122	97	51	389
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	104	126	115	62	407
Number of students with a substantial reading deficiency	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	112	153	158	109	532

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	10	0	3	1	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	19	17	11	15	62

Date this data was collected or last updated

Monday 9/13/2021

#### 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	0	410	581	463	371	1825
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	56	63	47	35	201
One or more suspensions	0	0	0	0	0	0	0	0	0	0	30	38	21	9	98
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	24	67	44	24	159
Course failure in Math	0	0	0	0	0	0	0	0	0	0	29	75	56	33	193
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	119	122	97	51	389
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	104	126	115	62	407

**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	118	140	107	62	427

**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	20	41	30	3	94
Students retained two or more times	0	0	0	0	0	0	0	0	0	10	24	9	4	47

**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	0	410	581	463	371	1825
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	56	63	47	35	201
One or more suspensions	0	0	0	0	0	0	0	0	0	0	30	38	21	9	98
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	24	67	44	24	159
Course failure in Math	0	0	0	0	0	0	0	0	0	0	29	75	56	33	193
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	119	122	97	51	389
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	104	126	115	62	407

**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	118	140	107	62	427

**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	20	41	30	3	94
Students retained two or more times	0	0	0	0	0	0	0	0	0	10	24	9	4	47

## 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				58%	59%	56%	60%	57%	56%
ELA Learning Gains				53%	52%	51%	59%	55%	53%
ELA Lowest 25th Percentile				38%	39%	42%	40%	41%	44%
Math Achievement				55%	54%	51%	46%	48%	51%
Math Learning Gains				56%	54%	48%	48%	43%	48%
Math Lowest 25th Percentile				40%	48%	45%	41%	37%	45%
Science Achievement				64%	68%	68%	69%	67%	67%
Social Studies Achievement				75%	75%	73%	75%	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	56%	60%	-4%	55%	1%
Cohort Comparison						
10	2021					
	2019	55%	55%	0%	53%	2%
Cohort Comparison		-56%				

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

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

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	61%	66%	-5%	67%	-6%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	74%	71%	3%	70%	4%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	22%	56%	-34%	61%	-39%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	46%	48%	-2%	57%	-11%

### Grade Level Data Review - Progress Monitoring Assessments

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

Alachua Instructional Management System (AIMS)

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67	43	58
	Economically Disadvantaged	61	38	
	Students With Disabilities	50	31	
	English Language Learners	43	28	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	LAM (36%)	LAM (23%)	Geometry (82%) Algebra I (9%)
	Economically Disadvantaged	LAM (36%)	LAM (23%)	
	Students With Disabilities	LAM (27%)	LAM (20%)	
	English Language Learners	LAM (35%)	LAM (20%)	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			87
	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	67	68	56
	Economically Disadvantaged	55	61	
	Students With Disabilities	43	46	
	English Language Learners	43	54	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			Geometry (38%) Algebra I (6%)
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	38	40
	Economically Disadvantaged	40	35	
	Students With Disabilities	30	30	
	English Language Learners	41	29	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			14
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			30
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	Geometry (48%) Informal Geometry (33%)	Geometry (62%) Informal Geometry (33%)	Geometry (19%)
	Economically Disadvantaged	Geometry (39%) Informal Geometry (29%)	Geometry (48%) Informal Geometry (33%)	
	Students With Disabilities	Geometry (34%) Informal Geometry (47%)	Geometry (50%) Informal Geometry (30%)	
	English Language Learners	Geometry (45%)	Geometry (87%) Informal Geometry (33%)	
	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	40	29	65
	Economically Disadvantaged	40		
	Students With Disabilities	32		
	English Language Learners	44		

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			5
	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	17	35	33	19	19	18	24	15		89	23
ELL	15	36	33	34	40	20	40	36		98	44
ASN	75	76		74	57		75	86		100	84
BLK	28	42	34	27	35	41	31	33		95	48
HSP	47	45	28	40	46	29	59	53		93	45



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
MUL	67	60	58	52	54		66	48		94	62
WHT	82	66	53	73	54	29	83	85		97	88
FRL	33	42	38	31	38	36	32	35		93	52
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	12	35	36	19	17		19	30		83	40
ELL	11	39	40	43	59	50	26	58		76	43
ASN	78	58	40	79	81		80	95		100	70
BLK	29	38	34	27	33	35	34	55		95	38
HSP	43	48	43	50	55	36	45	63		78	72
MUL	56	52	36	49	56		72	71		100	67
WHT	82	65	42	80	65	53	85	92		97	83
FRL	32	38	37	32	38	32	40	62		93	46
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	17	28	22	10	21	14	27	38		66	29
ELL	16	53	50	38	51	52	45	25		78	43
ASN	82	85		84	73		92	80		95	72
BLK	31	43	40	24	34	37	42	53		80	30
HSP	39	44	35	36	40	40	58	65		92	51
MUL	57	65	45	55	52		77	84		95	61
WHT	84	71	33	67	59	41	90	92		95	75
FRL	40	49	40	34	38	42	54	63		83	37

### 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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	618
Total Components for the Federal Index	11
Percent Tested	89%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	29
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students 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	78
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	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
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	62
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	71
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Data trends show the lowest performance in the following subgroups: bottom quartile, SWD, AA and ELL for all content areas. Learning gaps exist for the AA subgroup which is reflected in a reduced acceleration rate for this subgroup.

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

Students With Disabilities are below the 41% federal requirement for achievement. For AA students, accelerated courses/points are disproportionate to the graduation rate compared with other subgroups.

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

As a result of COVID, many students missed instruction altogether or their needs were not met through the digital learning modalities provided. Instructional modes of learning and course placements did not meet the needs of AA, SWD and ESOL students. This data demonstrates the need to provide advanced scheduling options with support for all students and subgroups. Support options include tutoring, creating learning cohorts with support personnel and providing accelerated learning models where standards-based instruction is on grade level while addressing learning gaps.

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

Acceleration rates improved from 64% to 68% due to students being exposed to added accelerated courses including AICE, AP and CTE courses.

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

Providing accelerated course options for all students regardless of magnet program status led to an increase in acceleration points. An increase in AVID strategies and courses, providing AICE General

Paper for all seniors, and AP U.S. History for all advanced history students led to improvements in the overall acceleration points.

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

Providing increased access to on grade level texts and tasks will lead to accelerated learning. Providing reading fundamentals for students who are lacking reading skills will result in improvements in reading ability. Using grade level texts focus on building knowledge and reading comprehension. Prioritizing materials that meet grade-level standards promotes accelerated learning. Providing professional learning opportunities that aid in the use of grade-level texts and tasks to engage students.

### **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.**

Professional Learning Communities will be developed and led by teacher leaders to incorporate identified strategies (AVID and Critical Thinking Skills), based on progress monitoring results and classroom observation data. Feedback cycles with administrators will aid in implementation of grade-level strategies and materials. Identification of on grade-level materials that support learning alongside high yield instructional strategies. Evaluating student work samples to analyze learning outcomes will inform instructional decisions.

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

Expand accelerated course options to all students, increasing access for all students to access dual enrollment, AP, Cambridge and CTE programs. Develop ELL and SWD cohorts, Learning Strategies classes, after school tutoring and reading plus for ELL, juniors and seniors. Monitor student success and progress to inform instructional decisions. Utilize on grade level text and instructional materials in all courses for all students.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Other specifically relating to Accelerated Course offerings tied to Graduation rate**

<b>Area of Focus Description and Rationale:</b>	Gainesville High School will expand accelerated learning opportunities for all students in all content areas. ELL, SWD and AA student subgroups demonstrate the need to experience on grade-level text and tasks to enhance learning and promote critical thinking. Discrepancy in subgroup data show that some subgroups are not afforded equitable access to accelerated course offerings.
<b>Measurable Outcome:</b>	<p>Improve the acceleration points for each subgroup, focusing on AA, ELL and SWD subgroups, by 5%.</p> <p>Increase the number of students graduating with 24 credit option and/or AICE diploma by 5%.</p> <p>Increase the number of students earning at least one acceleration point by 5%.</p> <p>Increase the number of accelerated course offerings thereby reducing regular or sub-grade level course offerings.</p>
<b>Monitoring:</b>	Create the progression of courses to increase student enrollment in AP, Dual Enrollment, Cambridge and CTE acceleration programs. The APC and APSS will work with middle school to high school course selection, promoting at least one advanced level course for each student as they enter 9th grade. Monitor and support students in 9th grade to set students up for success, reviewing quarterly grades and AIMS results as well as other early warning systems. Conduct success planning chats with students, teachers, and administrators for students with course failures from first semester. Develop tracking data for all students to monitor for acceleration points. Create a student success wall to highlight deficits in graduation requirements for all teachers. a
<b>Person responsible for monitoring outcome:</b>	Amber Steinke (steinkeal@gm.sbac.edu)
<b>Evidence-based Strategy:</b>	After school tutoring is available for all students in all content areas to support learning. Providing on grade level text and task to support critical thinking strategies and improve content knowledge as well as success in coursework and on assessments. Provide reading plus to juniors and seniors who continue to demonstrate a deficit in reading fundamentals as well as to ELL students, improving the reading score and meeting graduation requirements of each subgroup. Analyze current course offerings to determine/create learning path and progression to graduation and acceleration. Progress monitoring data and early warning systems will be analyzed regularly to support student learning paths and supports needed.
<b>Rationale for Evidence-based Strategy:</b>	Providing tutoring and mentoring to support students will result in improved student success. Utilizing instructional materials that include on grade level text and tasks will promote critical thinking skills. Improved reading fundamentals will result in student improvement/achievement in reading assessments.

**Action Steps to Implement**

After school tutoring is available for all students in all content areas to support learning.

Create cohort graduation data spreadsheet including all graduation requirements, including acceleration, to review regularly with content and grade level teachers and support personnel.

Providing on grade level text and task to support critical thinking strategies and improve content knowledge as well as success in coursework and on assessments.

Provide reading plus to juniors and seniors who continue to demonstrate a deficit in reading fundamentals as well as to ELL students, improving the reading score and meeting graduation requirements of each

subgroup.

Increase the number of laptops/laptop carts for student use to provide and enhance accelerated learning opportunities.

Analyze current course offerings to determine/create learning path and progression to graduation and acceleration.

Progress monitoring data and early warning systems will be analyzed regularly to support student learning paths and supports needed.

**Person Responsible** Jill Atchley (atchleyjl@gm.sbac.edu)

## #2. ESSA Subgroup specifically relating to Students with Disabilities

**Area of Focus Description and Rationale:** Students with Disabilities subgroup performs at a much lower rate than other subgroups and is the only subgroup below the federal baseline of 41%. The Students with Disabilities subgroup is at 32% achievement rate.

**Measurable Outcome:** Gainesville High School will raise the percent of achievement based on the FSA to 41% for Students with Disabilities.

**Monitoring:** Mrs. Atchley will support counselors, ESE teachers, and paraprofessionals to ensure that all students are receiving an equitable education, placed appropriately in the least restrictive environment and using grade level text and tasks. Reading plus will be used for juniors and seniors who have not met the graduation requirement to build reading fundamentals. The use of AVID strategies will aid in the development of critical thinking skills. Professional development will be provided to support student success with the use of high yield instructional strategies.

**Person responsible for monitoring outcome:** Jill Atchley (atchleyjl@gm.sbac.edu)

**Evidence-based Strategy:** Support Facilitation and cohort support. Tutoring for students who are struggling alongside Learning Strategies course. Differentiation for students who need additional assistance. Utilize progress monitoring to inform instructional decisions. The master schedule will be built to allow for this cohort support facilitation model.

**Rationale for Evidence-based Strategy:** Students with Disabilities who are identified in their IEP to require support facilitation will be placed into a cohort as part of the IEP. Each grade level cohort will have one ESE teacher assigned to the students who will travel with students, providing a consistent support and small group in each class, improving the student to adult ratio. The cohort also is assigned a Learning Strategies class with the same ESE teacher, allowing for small group, individualized and differentiated instruction. On grade level texts and tasks will be used to accelerate learning.

## Action Steps to Implement

1. Cohort Support Facilitation classes
2. Learning Strategies
3. Free after school tutoring
4. Differentiation based on progress monitoring data
5. Providing students with on grade level test and tasks to promote critical thinking skill development.

**Person Responsible** Jill Atchley (atchleyjl@gm.sbac.edu)



## Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

### School Safety

The following have been put into place in order to increase the level of safety of our school.

1. Camera surveillance of campus perimeter - monitored at 11 work stations.
2. Additional gates provided by district to more fully enclose the campus
3. Single point of entry - public doors at the south end of the administrative complex have been locked and traffic redirected to the main office.
4. Classroom doors locked at all times.
5. Monthly ALICE drills
6. YMHFA training for all administrators, deans and counselors. Cognito training for all staff.
7. Collaboration with Law Enforcement/

## 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.

Gainesville High School strives to create an atmosphere that is accepting and respectful of everyone on campus. As the center school for the district's ESOL students, we have the unique opportunity to introduce and celebrate the diversity of cultures on our campus. Gainesville High School also has an active Gay Student Association, which provides support guidance for the LGBTQ students on campus. The Black Student Union, the International Club, Young Republicans, and Young Democrats also provide students with platforms to express themselves socially, culturally, and politically. HOPE Squad is a group of students that reach out to any student who may be, or feel, alone or are in need of a friend to talk with.

The faculty and staff of GHS use several methods to reach out to students in an effort to contact as many stakeholders as possible. Through the use of emails, Instagram, and Twitter, we are able to reach a wide variety of stakeholders and these platforms allow for two way communication with parents and students.

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

The faculty and staff of Gainesville High School are invested in the success of all students. They work to ensure that students are achieving at a high rate and are prepared for life after high school. Our teachers arrive to campus with an attitude of success.

The parents of Gainesville High School students are dedicated to the success of their students. They support their students in all of their endeavors and work with the faculty and staff of GHS to create a climate of success.

The students are the key stakeholders in the culture of Gainesville High School. They provide an atmosphere of hard work and dedication to their dreams and aspirations. This diverse group are involved in many philanthropies and events that have an impact on and off campus. Achievement is their priority whether they are in the classroom, on stage, or in an athletic event. Gainesville High School has become a beacon of the community due to the dedication and pride the students have in their school. They hold the largest alumni association in the county, which is a group that continues to have Hurricane Pride. Overall, GHS is successful due to the hard work of the student body and their will to be successful in all aspects of life.

## Part V: Budget

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

1	III.A.	Areas of Focus: Other: Accelerated Course offerings tied to Graduation rate	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00