Eustis High School

2021-22 Schoolwide Improvement Plan

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Eustis High School

1300 E WASHINGTON AVE, Eustis, FL 32726

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

Demographics

Principal: Tracy Clark

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: B (55%) 2016-17: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
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 Lake County School Board.

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	72%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

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

School Board Approval

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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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Clark, Tracy	Principal	The EHS principal is responsible for: Student learning results; student learning as a priority; instructional leadership; instructional plan implementation utilizing the district instructional framework; developing and promoting a positive school culture; promoting the district and school mission/vision; faculty development; learning environment; organizational leadership; leadership development; communication between staff, students, and the community; ethical and professional behavior of the staff; and creating a collaborative environment for the Leadership Team.
Caldwell, Lamica	Assistant Principal	Senior class administrator; oversees the attendance office; field trips; health coordinator; lead administrator for safety and security; teacher development, teacher evaluations, and learning walks.
Driggers, Erica	Assistant Principal	Sophmore class administrator; oversees the AP program; buses and transportation; guidance counselors; master schedule planning; student government; technology; testing coordinator; textbooks; teacher development, teacher evaluations, and learning walks.
Strem, Ryan	Assistant Principal	Freshman administrator; oversees CTE program/curriculum; Curtright Campus administrator: overseas CC attendance office; field trips; health coordinator; lead for safety and security; curriculum; facilities care and repair; buses; custodians; teacher development, teacher evaluations, and learning walks.
Zimmerman, Andrew	Assistant Principal	Junior class administrator; oversees SIP; AVID; Athletics; curriculum; Edgenuity; new teacher induction; facilities care and repair; fundraisers; club applications; club and department budgets; student parking; SAC liaison; custodians; teacher development, teacher evaluations, and learning walks.
Colarossi, Karen	Instructional Coach	Promoting reading; MTSS; student achievement teams; 9th and 10th grade-appropriate reading strategies and interventions; graduation team; classroom learning walks; Reading department chairperson; SAC member; attendance team; and new teacher induction.
DeMarco, James	School Counselor	Guidance Department Chairperson, 10th grade guidance counselor
Geoffrion, Michael	Teacher, K-12	Social studies teacher, AP teacher, and social studies department head.
Hay, Michael	Graduation Coach	Graduation Resource Facilitator; CTE department chairperson; Athletic Director; new teacher induction team.
Milsap, Lakeshia	Teacher, K-12	9th grade science teacher; and science department chairperson.

Name	Position Title	Job Duties and Responsibilities
Morey, Joie	Teacher, K-12	Math teacher; and math department chairperson.
Neal, Shannon	Teacher, ESE	ESE specialist; and ESE department chairperson.
Steele, Stephanie	Teacher, K-12	10th grade ELA teacher; ELA department chairperson; and new teacher induction team.

Demographic Information

Principal start date
Sunday 7/1/2018, Tracy Clark

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.*
9

Total number of teacher positions allocated to the school
71

Total number of students enrolled at the school
1,297

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.
8

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	331	375	308	338	1352
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	114	91	91	112	408
One or more suspensions	0	0	0	0	0	0	0	0	0	13	21	4	3	41
Course failure in ELA	0	0	0	0	0	0	0	0	0	47	40	45	15	147
Course failure in Math	0	0	0	0	0	0	0	0	0	47	22	36	17	122
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	69	92	64	65	290
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	130	52	0	0	182
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	69	92	64	65	290

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	195	277	158	151	781

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	3	5	4	18

Date this data was collected or last updated

Sunday 8/8/2021

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	330	299	315	334	1278
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	36	53	55	52	196
One or more suspensions	0	0	0	0	0	0	0	0	0	20	21	17	15	73
Course failure in ELA	0	0	0	0	0	0	0	0	0	54	29	38	8	129
Course failure in Math	0	0	0	0	0	0	0	0	0	54	29	38	8	129
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	89	63	72	104	328
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	6	119	81	206

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	199	241	236	221	897

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	4	4	3	15

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	330	299	315	334	1278
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	36	53	55	52	196
One or more suspensions	0	0	0	0	0	0	0	0	0	20	21	17	15	73
Course failure in ELA	0	0	0	0	0	0	0	0	0	54	29	38	8	129
Course failure in Math	0	0	0	0	0	0	0	0	0	54	29	38	8	129
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	89	63	72	104	328
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	6	119	81	206

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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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	4	4	3	15

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				49%	50%	56%	46%	49%	56%
ELA Learning Gains				49%	46%	51%	46%	49%	53%
ELA Lowest 25th Percentile				33%	33%	42%	49%	44%	44%
Math Achievement				35%	44%	51%	56%	50%	51%
Math Learning Gains				41%	45%	48%	59%	47%	48%
Math Lowest 25th Percentile				38%	36%	45%	41%	41%	45%
Science Achievement				74%	68%	68%	51%	65%	67%
Social Studies Achievement				67%	69%	73%	65%	72%	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	45%	47%	-2%	55%	-10%
Cohort Comparison						
10	2021					
	2019	48%	48%	0%	53%	-5%
Cohort Comparison		-45%				

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	72%	66%	6%	67%	5%
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	65%	67%	-2%	70%	-5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	18%	52%	-34%	61%	-43%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	49%	1%	57%	-7%

Grade Level Data Review - Progress Monitoring Assessments

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

Lake Standards Assessments

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	11	43
	Economically Disadvantaged			
	Students With Disabilities	0		8
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			43
	Economically Disadvantaged			
	Students With Disabilities			11
	English Language Learners			33
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	58	54	82
	Economically Disadvantaged			
	Students With Disabilities	0	25	50
	English Language Learners	0	8	8
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6	3	38
	Economically Disadvantaged			
	Students With Disabilities	0	5	5
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	33	36
	Economically Disadvantaged			
	Students With Disabilities			6
	English Language Learners			20
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	16	11	8
	Economically Disadvantaged			
	Students With Disabilities	7	0	5
	English Language Learners	7	0	15
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	NA
	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	17	44	58
	Economically Disadvantaged			
	Students With Disabilities	1	2	4
	English Language Learners	0	0	25

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	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	16	30	26	15	31	33	24	47		92	24
ELL	10	29	31	25	24		21			100	36
BLK	28	36	37	15	22	32	26	38		100	21
HSP	32	43	38	28	32	36	39	62		100	52
MUL	63	50		53	53		75			100	33

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
WHT	48	46	35	45	35	38	66	60		97	64
FRL	29	34	23	26	33	38	42	48		97	35

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	33	23	19	38	45	62	51		76	7
ELL	15	33	27	11	36						
BLK	32	33	16	20	26	25	78	38		87	27
HSP	45	55	50	32	43	53	67	54		87	61
MUL	43	48		37	44			92		90	
WHT	56	53	34	43	47	45	77	79		88	54
FRL	38	43	26	27	38	38	63	57		85	33

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	53	47	33	47	42	29	38		61	5
ELL											
BLK	29	40	43	40	45	33	35	46		79	37
HSP	31	42	38	37	50	29	39	67		80	52
MUL	55	65		42			45				
WHT	58	48	63	68	67	55	61	70		80	56
FRL	37	45	48	48	55	37	43	57		74	41

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	523
Total Components for the Federal Index	11
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34

Students With Disabilities	
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	35
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	46
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	61
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	53
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	40
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?

Because of the national pandemic, EHS students have had their high school education totally disrupted. Because of the non-traditional methods of education as a whole, our students underperformed across all grade levels, subgroups, and tested areas.

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

We have 3 subgroups of particular concern that include students with disabilities, ELL students, and students of African American heritage.

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

All subgroups saw a significant drop in achievement in ELA in both 9th and 10th-grade levels. Students have a dire need for a stable traditional school that includes teaching to the LCS Instructional Framework. Professional development of teachers and administrators will continue to focus on improving the teaching of the LCS Instructional Framework and personalized student interventions in the Thrive time set aside in the student's schedule 4 days a week.

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

EHS lower quartile students show quality gains in ELA across 9th and 10th-grade students.

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

Providing targeted interventions to all lower-quartile students as determined by need during the Thrive intervention block.

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

Continue to expand intervention block with more frequent evaluation of progress across content areas. Expand the creation and use of common formative assessments to identify which students are not making progress.

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.

EHS will continue to collaborate on the use of formative assessments, improving teaching and learning using the District Instructional Framework, and common planning with core content area teachers.

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

ELL-collaboration strategies and ESE-targeted small group intervention strategies.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	For EHS school change and improvement to occur, both teachers and administrators must understand the nature of leadership and the complex systems in which leadership is exercised. Administrators and teacher leaders must share the particular knowledge and skills that are manifest as educational leadership. Studies have found that teachers participating in decision-making and collaborative teacher-principal leadership contributes to school effectiveness, teaching quality, and improvement in student performance. When the collective capabilities of teachers and administrators are brought together to deal with complex problems, manage ambiguous tasks, and develop new courses of action then their commitment to the profession increases, teacher efficacy improves, and student performance and success improves exponentially.
Measurable Outcome:	EHS continues to achieve growth in their focused effort to achieve overall improvement towards their school grade. The 2020/2021 school grade was maintained at a C level but the achieved growth put the school within 4 points of achieving a school grade of B. EHS will achieve a school grade of B in the 2021/2022 school year.
Monitoring:	Student achievement teams will monitor student data for academic success, attendance, and discipline improvement. Administrators will collaborate with teacher-leaders to make adjustments in curriculum, remediation, and personnel as the need arises. Administrators will monitor the effectiveness of individual teams throughout the processes in applying the PLC approach for growth and success.
Person responsible for monitoring outcome:	Tracy Clark (clarkt1@lake.k12.fl.us)
Evidence-based Strategy:	EHS leadership will continue to operate as a leading coalition to establish EHS as a Professional Learning Community.
Rationale for Evidence-based Strategy:	Academic research confirms that when Professional Learning Communities (PLCs) are implemented effectively, it leads to learning for every leader, teacher, and student. EHS will continue the learning process in developing explicit commitments to work as a team and achieve teacher efficacy throughout the teaching and learning process for our teachers and students.

Action Steps to Implement

Leadership team to attend PLC at Work Institute 2021.
Learn to understand the importance of collective commitments and instill core values throughout the EHS community.
Collaboratively use human and tangible resources to achieve teacher efficacy.
Develop schedules to ensure timely, systematic, and direct interventions.
Monitor teacher leader and administrator development to monitor student progress.
Use progress monitoring to drive action.
Use school/student data to drive interventions.
Student achievement teams will monitor student data for academic success, attendance, and discipline improvement.
Administrators will collaborate with teacher-leaders to make adjustments in curriculum, remediation, and personnel as the need arises.
Administrators will work closely with department team leaders through effective PLC practices applied to common planning, team collaboration, and focused interventions.
Administrators will use the Marzano Teacher Evaluation Framework to evaluate and provide feedback to teachers.

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

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Standards-based instruction helps guide the planning, implementation, and assessment of student learning. The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed-upon learning targets.

Measurable Outcome:	EHS continues to achieve growth in their focused effort to achieve overall improvement towards their school grade. The 2020/2021 school grade was maintained at a C level but the achieved growth put the school within 4 points of achieving a school grade of B. EHS will achieve a school grade of B in the 2021/2022 school year.
Monitoring:	Student achievement teams will monitor student data for academic success, attendance, and discipline improvement. Administrators will collaborate with teacher-leaders to make adjustments in curriculum, remediation, and personnel as the need arises. Classroom walk-through observations are conducted daily to monitor teaching practices that are aligned with standards-based teaching and Marzano Teacher Evaluation Framework. Administrators will monitor collaborative teams, common planning, and intervention sessions with specific focus on instructional practices related to standards alignment.
Person responsible for monitoring outcome:	Tracy Clark (clarkt1@lake.k12.fl.us)
Evidence-based Strategy:	Utilize the District Instructional Framework (for planning, instruction, and learning) where the teacher is the facilitator of providing structure and opportunities each day to practice reading, writing, talking, and thinking. The teacher will provide a purpose and clarity for the lesson modeling what learning looks like to make the connection with what students are expected to be able to do according to the learning objectives of the course learning standards. Students will also attend intervention classes 4 times per week.
Rationale for Evidence-based Strategy:	John Hattie's extensive educational research supports this strategy. A one-year learning gain in his research has an effect size of .4. Any strategy greater than a .4 effect size results in a learning gain greater than one year of student learning growth. His research aligned with the District Instructional Framework shows effect sizes of: student collaboration .82; clarity/purpose .75; repeated reading .7; direct instruction .6; writing .45. Intervention programs have an effect size of 1.29. Collectively when we reach true teacher efficacy of our teaching and student learning initiatives it will have an effect size of 1.57.

Action Steps to Implement

Leadership team to attend PLC at Work Institute 2021.
Collaboratively use human and tangible resources to achieve teacher efficacy.
Develop schedules to ensure timely, systematic, and direct interventions 4 times per week.
Administrators will observe intervention sessions to monitor focus on instructional practices related to standards alignment.
Common planning is implemented where student schedules allow for it.
Monitor teacher leader and administrator development monitoring student progress.
Use progress monitoring to drive action.
Use school/student data to drive interventions.
Learn to understand the importance of collective commitments and instill core values throughout the EHS community.
Collaboratively use human and tangible resources to achieve teacher efficacy.
Develop schedules to ensure timely, systematic, and direct interventions.
Student achievement teams will monitor student data for academic success, attendance, and discipline

improvement.

Administrators will collaborate with teacher-leaders to make adjustments in curriculum, remediation, and personnel as the need arises.

Administrators will participate with collaborative teams and common planning sessions to assure utmost focus on targeted instructional practice.

Administrators will observe classroom teaching and learning to monitor focus on instructional practices related to standards alignment.

Administrators will read teacher lesson plans to assure focus on instructional practices related to standards alignment.

Administrators will use the Marzano Teacher Evaluation Framework to evaluate and provide feedback to teachers.

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

#3. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	EHS leadership is committed to building a culture where all teachers believe in our Collective Commitments and Core Values that are built upon research-based teaching strategies and interventions for all students to experience growth and success. EHS CORE VALUES: Building Positive Relationships Is it good enough for my child? All students can learn so we will establish high standards that we expect all students to achieve. LEARNING results from combining QUALITY INSTRUCTION that varies with TIME that varies. EHS COLLECTIVE COMMITMENTS: Interactive Teaching & Learning: Reading~Writing~Thinking~Talking Formative Assessments with Purpose: Target Needs & Engage Students in Systematic Interventions and Support Instructional Framework: Purpose / Modeling Thinking / Guided Instruction Independent Learning / Collaborative Learning Common Planning / Collaborative Teams / Focused Trainings Achieve the BEST results for the students we serve.
Measurable Outcome:	EHS will meet or exceed the state average for student achievement in math and ELA, including exceeding the Federal achievement index of 41% for SWD, B/AA, and ELL students.
Monitoring:	Student achievement teams will monitor student data for student achievement and academic success, attendance, and discipline improvement. Administrators will collaborate with teacher-leaders to make adjustments in curriculum, remediation, and personnel as the need arises. Classroom walk-through observations are conducted daily to monitor teaching practices that are aligned with standards-based teaching and Marzano Teacher Evaluation Framework.
Person responsible for monitoring outcome:	Tracy Clark (clarkt1@lake.k12.fl.us)
Evidence-based Strategy:	EHS' Collective Commitments are founded on Standards-Based Instruction with reading, writing, thinking, and talking in every classroom, each period of the day. We utilize the Instructional Framework for planning & implementation of instruction: Purpose, Modeling Thinking, Guided Instruction, Independent Learning, and Collaborative Learning. We have common planning where scheduling permits for all teachers to effectively plan their lessons and include common formative assessments. Common planning is also used for comparing & analyzing formative assessment data to drive further instruction. We are committed to engaging students in systematic interventions targeting their specific needs which are determined by teacher observation and formative assessment data.
Rationale for Evidence-based Strategy:	EHS believes all students can learn and achieve when standards are set high and are equitably provided to all students. EHS will utilize Student Achievement Teams to collaborate and identify those students falling behind and choose interventions most appropriate for their individual needs. EHS built time into the student's daily schedule for interventions and additional help from their teachers.
Action Steps to Implement	

1. School Leadership Team consistently promotes EHS Collective Commitments & Core Values in all staff meetings and professional development.
2. PD is provided on the proper use of formative assessments.
3. Teacher Induction Team will provide dedicated time for PD, collaboration, and mentoring of new teachers.
4. Teacher classroom observations/walkthroughs will focus on observing Collective Commitments and feedback to teachers to help identify areas for improvement.
5. Teacher common planning to collaborate on Standards-Based Instruction and Collective Commitments.
6. Attendance Teams will identify attendance problems and work towards getting students to school consistently. The Attendance Team will identify incentives to motivate and reward students.
7. Student Achievement Teams collaborate in identifying interventions for failing students.
8. Graduation Team collaborations identifying seniors in danger of not graduating and take appropriate measures to have them graduate on time.
9. PASS and Restorative Practices used in lieu of suspensions when appropriate.

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

#4. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	SWD subgroup performed below the Federal index of 41%. When the success rate falls below the 41% index, the school must take additional steps to provide high-quality instruction in the general education environment accompanied by the student's individual accommodations.
Measurable Outcome:	EHS will improve the current SWD achievement level of 38% to 42% or better, increasing achievement by 4 percentage points or more.
Monitoring:	Student achievement teams will monitor student data for academic success, attendance, and discipline improvement. Administrators will collaborate with teacher-leaders to make adjustments in curriculum, remediation, and personnel as the need arises. Classroom walk-through observations are conducted daily to monitor teaching practices that are aligned with standards-based teaching and Marzano Teacher Evaluation Framework.
Person responsible for monitoring outcome:	Tracy Clark (clarkt1@lake.k12.fl.us)
Evidence-based Strategy:	Provide high-quality instruction in the general education environment and with specialized individual accommodations during intervention time at a minimum of 2 days per week.
Rationale for Evidence-based Strategy:	Providing lesson purpose with targeted instruction that addresses student's independent needs, makes learning meaningful, relevant, and interesting. SWD will provide more effort for longer periods when they are purposely provided with what they are learning, why they are learning it, and what learning success looks like. They will spend more time practicing and applying new skills and knowledge in new ways more independently.

Action Steps to Implement

1. Adjust student bell schedule to allow for student intervention time.
2. Teachers will identify students that are considered part of the SWD subgroup and personally monitor their progress and ensure they are receiving high-quality instruction with the support of a dedicated Resource Teacher.
3. ESE Specialist will monitor SWD students to ensure students are receiving their interventions.
4. Academic achievement teams meet monthly and will discuss the progress of SWD students to make sure student's needs are identified, receiving their accommodations, and are receiving high-quality instruction.
5. Attendance Team will identify and provide strategies to students in need of attendance support.
6. Students are provided with additional classroom support within identified ELA and Math classrooms through Support Facilitators.
7. Students will be assigned to PASS restorative practice in lieu of OSS when appropriate.
8. Formative assessments will be used to monitor student progress and identify areas for interventions.

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

#5. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Black/African American (B/AA) subgroup performed below the Federal index of 41%. When the success rate falls below the 41% index, the school must take additional steps to provide high-quality instruction suitable for B/AA students.
Measurable Outcome:	EHS will improve the current B/AA achievement level of 38% to 42% or better, increasing achievement by 4 percentage points or more.
Monitoring:	Student achievement teams will monitor student data for academic success, attendance, and discipline improvement. Administrators will collaborate with teacher-leaders to make adjustments in curriculum, remediation, and personnel as the need arises. Classroom walk-through observations are conducted daily to monitor teaching practices that are aligned with standards-based teaching and Marzano Teacher Evaluation Framework.
Person responsible for monitoring outcome:	Tracy Clark (clarkt1@lake.k12.fl.us)
Evidence-based Strategy:	Provide students with the purpose of high-quality instruction in the general education environment with specialized individual accommodations during intervention time at a minimum of 2 days per week.
Rationale for Evidence-based Strategy:	Providing purpose focuses on student learning rather than a task, making student learning meaningful, relevant, and interesting. B/AA students will engage for longer periods when they are purposely provided with what they are learning, why they are learning it, and what learning success looks like. They will spend more time practicing and applying new skills and knowledge in new ways more independently.

Action Steps to Implement

1. Adjust student bell schedule to allow for student intervention time.
2. Teachers will identify students that are considered part of the B/AA subgroup and personally monitor their progress and ensure they are receiving high-quality instruction with additional support as needed.
3. Academic achievement teams meet monthly and will discuss the progress of B/AA students to make sure student's needs are identified, receiving interventions, and are receiving high-quality instruction.
4. Students will be assigned to PASS restorative practice in lieu of OSS when appropriate.
5. Formative assessments will be used to monitor student progress and identify areas for interventions.

Person Responsible [no one identified]

#6. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	ELL subgroup performed below the Federal index of 41%. When the success rate falls below the 41% index, the school must take additional steps to provide high-quality instruction appropriate for struggling ELL students.
Measurable Outcome:	To help all ELL students make academic progress and achieve learning gains exceeding the 41% Federal Index. EHS will improve the current 29% by 13 percentage points or greater.
Monitoring:	1. Adjust student bell schedule to allow for student intervention time. 2. Teachers will identify students that are considered part of the B/AA subgroup and personally monitor their progress and ensure they are receiving high-quality instruction with additional support as needed. 3. Academic achievement teams meet monthly and will discuss the progress of B/AA students to make sure student's needs are identified, receiving interventions, and are receiving high-quality instruction. 4. Students will be assigned to PASS restorative practice in lieu of OSS when appropriate. 5. Formative assessments will be used to monitor student progress and identify areas for interventions.
Person responsible for monitoring outcome:	Tracy Clark (clarkt1@lake.k12.fl.us)
Evidence-based Strategy:	Provide high-quality instruction in the general education environment and with specialized individual accommodations appropriate for ELL students during intervention time at a minimum of 2 days per week.
Rationale for Evidence-based Strategy:	Providing purpose focuses on student learning rather than a task, making student learning meaningful, relevant, and interesting. ELL students will provide more effort for longer periods when they are purposely provided with what they are learning, why they are learning it, and what learning success looks like. They will spend more time practicing and applying new skills and knowledge in new ways more independently.

Action Steps to Implement

1. Adjust student bell schedule to allow for student intervention time.
2. Teachers will identify students that are considered part of the ELL subgroup and personally monitor their progress and ensure they are receiving high-quality instruction with additional ELL specific support as needed.
3. Academic achievement teams meet monthly and will discuss the progress of ELL students to make sure student's needs are identified, receiving interventions, and are receiving high-quality instruction.
4. Students will be assigned to PASS restorative practice in lieu of OSS when appropriate.
5. Formative assessments will be used to monitor student progress and identify areas for interventions appropriate for ELL students.

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

#7. Other specifically relating to Safety and Security of Students	
Area of Focus Description and Rationale:	Make tangible improvements to safety programs, facilities, and grounds related to safety and security as the need arises.
Measurable Outcome:	Physical improvement with tangible objects will be visible.
Monitoring:	As the school safety team takes input from advisors and members, the school will ask for funding from SAC and other sources to help pay for such improvements.
Person responsible for monitoring outcome:	Tracy Clark (clarkt1@lake.k12.fl.us)
Evidence-based Strategy:	
Rationale for Evidence-based Strategy:	

Action Steps to Implement

No action steps were entered for this area of focus

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.

EHS ranks "high" in the number of reported discipline incidents among 505 reporting high schools in the State of Florida. EHS reported 3.9 incidents per 100 students with a school rated as "moderate" reported approximately 3.4 incidents per 100 students. The state average is 3.3 reported discipline incidents per 100 students. The school administrators will continue to educate teachers in areas of classroom discipline and de-escalation techniques, while students discipline will continue by the administrators focused on changing unacceptable behaviors. EHS uses the Positive Alternative to School Suspensions (PASS) methodology in lieu of out-of-school suspension as a form of discipline relying on the PASS Facilitator, Harry Tomlinson, to use Restorative Practices to teach socially acceptable behavior while in school. In 2014 EHS put 189 students in out-of-school suspension compared to the success of PASS with only 73 students in OSS during the 2021 school year.

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.

EHS is focused on the consistency of our Core Values & Collective Commitments and establishing the purpose for learning, student engagement, promoting a culture of reading, instructional decisions, and interventions based on formative assessments, collaborative support teams to address new teachers, struggling students, attendance issues, and graduates.

EHS will start the year teaching students about our norms in reference to academic expectations, classroom procedures and behavior, and managing distractions. Administrators will collaborate on consistent discipline that provides for equality and equity for the student. Teachers and school personnel are expected to model the behavior they want to see from their students.

Professional Development will be provided to teachers to reinforce Core Values & Collective Commitments. New teachers will be provided with a mentor to help them learn about quality teaching practices and the school's culture. Restorative Practices will be used with students to reduce suspension as they get caught up in unacceptable behavior.

The school will be a safe environment and maintained in an aesthetically pleasing way. Cleanliness is a priority and necessary to keep students healthy and safe from diseases and sickness. Appropriate staff will be trained and available to provide a physically safe environment from outside disruptions.

EHS leadership will make adjustments as necessary to provide a culturally positive environment for students and staff.

EHS will provide student incentives with the goal of meeting high expectations in support of striving students, attendance issues, and students meeting graduation requirements.

Through our actions associated with Eustis High School's Collective Commitments and Core Values, we truly represent "The Best in Everyone" and together we will celebrate countless successes.

We utilize our EHS Website and EHS Facebook to inform and promote all that is EHS. We have solid SAC involvement that continues to grow stronger in our collective commitments toward greater achievements and successes. Our relationship with the City of Eustis is also strong and provides us great support and connection with local businesses and other resources.

EHS CORE VALUES:

Building Positive Relationships
Is it good enough for my child?
All students can learn so we will establish high standards that we expect all students to achieve.
LEARNING results from combining QUALITY INSTRUCTION that varies
with TIME that varies.
EHS COLLECTIVE COMMITMENTS:
Interactive Teaching & Learning: Reading~Writing~Thinking~Talking
Formative Assessments with Purpose: Target Needs & Engage Students in Systematic Interventions and Support
Instructional Framework: Purpose / Modeling Thinking / Guided Instruction
Independent Learning / Collaborative Learning
Common Planning / Collaborative Teams / Focused Trainings
Achieve the BEST results for the students we serve.

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

EHS relies on the School Leadership Team to be the face and force of positivity for the community, school, staff, and students. EHS makes a concerted effort through the Leadership Team and individual department teams to perform as one cohesive team and not as a group. EHS will provide professional development to the staff on how to function as a team and not operate as one large group. A group is a collection of individuals who coordinate their individual efforts. A team is a group of people who share a common team purpose and a number of challenging goals. Members of the team are mutually committed to the goals and to each other. This mutual commitment also creates mutual accountability which creates a strong bond and a strong motivation to perform.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Leadership Development				$0.00
2	III.A.	**Areas of Focus: Instructional Practice: Standards-aligned Instruction**				**$15,279.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0081 - Eustis High School	Other		$8,280.38
			Notes: Object is 1930 Extra Duty Pay to improve student achievement in lower quartile students.			
	5100	120-Classroom Teachers	0081 - Eustis High School	Other		$3,999.55
			Notes: Object is 1930 Extra Duty Pay to improve student achievement through tutoring in summer program.			
	5100	120-Classroom Teachers	0081 - Eustis High School	Other		$2,999.07
			Notes: Object is 1930 Extra Duty Pay to improve student achievement through writing teams and lesson planning.			
3	III.A.	**Areas of Focus: Culture & Environment: Early Warning Systems**				**$0.00**
4	III.A.	**Areas of Focus: Instructional Practice: Differentiation**				**$0.00**
5	III.A.	**Areas of Focus: Instructional Practice: Differentiation**				**$0.00**
6	III.A.	**Areas of Focus: Instructional Practice: Differentiation**				**$0.00**

7	III.A.	Areas of Focus: Other: Safety and Security of Students				$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7900	642-Furniture, Fixtures and Equipment Non-Capitalized	0081 - Eustis High School	General Fund		$10,000.00
		Notes: SAC approved money to be spent on safety and security items.				
	5100	510-Supplies	0081 - Eustis High School	General Fund		$10,000.00
		Notes: SAC approved money to be spent on supplies determined to be essential for student success.				
					Total:	$35,279.00