

Alachua County Public Schools

Eastside High School



2022-23 Schoolwide Improvement Plan

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Eastside High School

1201 SE 43RD ST, Gainesville, FL 32641

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

Demographics

Principal: Leroy Williams

Start Date for this Principal: 7/25/2021

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2021-22 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	2021-22: C (47%) 2018-19: C (53%) 2017-18: 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	TSI

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Alachua County School Board on 12/6/2022.

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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Eastside High School

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	92%
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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Williams, Leroy	Principal	
Coleman, Samuel	Assistant Principal	
Currens, Regina	Assistant Principal	
Turnage, Adele	Assistant Principal	

Demographic Information

Principal start date

Sunday 7/25/2021, Leroy Williams

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 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

55

Total number of students enrolled at the school

1,243

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	390	312	272	263	1237	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	82	55	49	75	261	
One or more suspensions	0	0	0	0	0	0	0	0	0	104	84	45	26	259	
Course failure in ELA	0	0	0	0	0	0	0	0	0	71	29	23	3	126	
Course failure in Math	0	0	0	0	0	0	0	0	0	85	77	21	18	201	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	156	83	61	1	301	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	135	0	0	0	135	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	156	83	61	1	301	

Using the table above, complete the table below with the number of students by current grade level who have 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	198	124	93	25	440	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	18	13	16	1	48
Students retained two or more times	0	0	0	0	0	0	0	0	0	17	9	9	5	40

Date this data was collected or last updated

Monday 7/25/2022

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	338	293	302	263	1196
Attendance below 90 percent	0	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	0	20	13	12	4	49
Course failure in ELA	0	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	0	106	98	94	64	362
Level 1 on 2019 statewide FSA ELA assessment	0	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	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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	52%	58%	52%				50%	59%	56%
ELA Learning Gains	44%	51%	52%				48%	52%	51%
ELA Lowest 25th Percentile	17%	33%	41%				30%	39%	42%
Math Achievement	25%	48%	41%				39%	54%	51%
Math Learning Gains	28%	47%	48%				44%	54%	48%
Math Lowest 25th Percentile	40%	41%	49%				36%	48%	45%
Science Achievement	55%	65%	61%				65%	68%	68%
Social Studies Achievement	63%	72%	68%				65%	75%	73%

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

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
2022					
2019	65%	66%	-1%	67%	-2%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	71%	-7%	70%	-6%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	14%	56%	-42%	61%	-47%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	31%	48%	-17%	57%	-26%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	16	14	15	35	45	18	33		86	11
ASN	97	78		76	27		95	100		100	94
BLK	22	23	16	11	24	42	26	33		92	32
HSP	82	68		67	40		82	50		86	75
MUL	53	44		27	20		44	75		93	57
WHT	84	66		66	46		92	94		95	94
FRL	26	24	13	13	23	34	31	38		90	36
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
WHT	83	72		64	36		94	95		97	79
FRL	29	37	30	13	22	31	32	39		95	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	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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	46
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	458

ESSA Federal Index	
Total Components for the Federal Index	10
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%	3
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	80
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Based on our data, our 9th and 10th grade students in the following subgroups, Students With Disabilities, Economically Disadvantaged Students and African American students, do not score level 3 or higher at the same rate as White students on both ELA and Math state assessments. In 2019, 84% of white students passed the ELA assessment while only 13% of SWD, 22% of African American students and 26% of Econ Disadvantaged students scored a level 3 or higher. For math, the results were similar. 83% of White students passed math assessments with at least a 3 or higher while 13% of SWD, 29% of African American students and 29% of Econ Disadvantaged students received a passing score. SWD will continue to be fully included in the general education classroom setting receiving best practices instruction.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to our most recent data, 51.1% of Economically Disadvantaged students, 52.1% of African American students and 77.4% of SWD scored a level 1 on the ELA Reading FSA. For math, 72.3% of Econ disadvantaged students, 75.9% of African American students and 75.6% of SWD scored a level 1 on statewide assessments.

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 have contributed to this need for improvement include students have difficulty demonstrating growth on grade level texts, attendance (truancy), and literacy gaps among subgroup of students. Also, the achievement gaps in math and ELA due to the pandemic have led to the need of improvement. Students will receive ongoing digital literacy support in all classes. All teachers will implement BEST E.L.A. standards across subject areas to monitor students growth in ELA Reading. For math, students will be strategically scheduled based upon data and needs. Highly qualified teachers will meet systematically with district staff and administrators to review ELA and math data from AIMS and F.A.S.T. assessment to further guide instruction or determine student growth. This will enable students and teachers to identify specific areas of growth or improvement. Teachers will review AIMS assessment data to identify areas of remediation and target growth. Administrators will meet with teachers to discuss current data. Data will be shared at monthly department meetings and faculty meetings. First year teachers will meet with school principal to discuss data during mid-year appraisals. Teachers will provide administrators with data that reflect lowest quartile students. Administrators will review students performance (assessments and grades) with teachers. Data chats with also include attendance data, discipline data, AIMS results, grade distributions, and F.A.S.T. assessment data .

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math gains improved to 28% as compared to 20% in 2020. Math Lowest percentile gain improved to 40% in 2021 compared to 27% in 2020. College & Career Acceleration increased from 60% from 2020 to 66% in 2021.

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

Administrators, district staff, and teachers with 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. Students also received additional tutoring and support with PSAT, SAT, and ACT math preparation.

Administrators met 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 reviewed 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. Feedback derived from F.A.S.T. progress monitoring assessments will be shared to further guide instruction.

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

ELA teachers use No Red Ink for remediation, Khan Academy, and Common Lit. Students with disabilities and students scoring a level 1 on previous state assessments in 9th and 10th grade are enrolled in a reading class and the teacher uses Reading Plus. Reading Plus will serve as our platform to provide robust remediation to improve students overall fluency and comprehension skills for all level 1 or 2 readers. 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/projects.

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.

We have added reading instruction in 9th and 10th grade and the reading teachers will participate in ongoing professional development addressing Best Practices for Reading Plus. Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation for students. ELA teachers will receive professional development and implement instructional strategies utilizing the B.E.S.T. ELA Standards. Standards will be taught with the new ELA literacy standards across all other subject areas (social studies, science, etc).

Students who are level 1 in math will be enrolled in Algebra 1A math to receive an extra year of instruction in math skills prior to enrolling in Alg 1B. AP Seminar teacher provides enrichment and rigorous instruction in the use of text based support, analysis and critical thinking. Teachers incorporate High Yield Instructional strategies, 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 Algebra 1A in order to provide them with more support prior to taking Algebra 1B. (Any student who passes the Algebra I EOC will progress to Geometry and receive Algebra 1 credit.) Media Specialists offer instructional support, lessons and various opportunities for increased use of research, literature and technology.

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, and professional learning goals.

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

Monitor students progress and review data derived from F.A.S.T. assessments with teachers to guide instruction. AIMS and EOC data will be shared with teachers including students in the 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. Canvas training will be provided to all teachers.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Review of ELA/Reading scores for 9th and 10th graders showed that 51.1% of Economically Disadvantaged students, 52.5% of African American students, and 77.4% of SWD scored a level 1 ELA Reading FSA. Our students with disabilities subgroup showed the lowest performance, but the identified ESSA subgroups all show the need for interventions in reading/literacy skills.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

1. 36% of Economically Disadvantaged Students will score at least a 3 or the equivalent of a passing score on the FAST ELA PM 3
2. 23% of SWD will score at least a 3 or the equivalent of a passing score on the FAST ELA PM 3 assessment.
3. Reduce the achievement gap by 10%
4. 27% of students in the Lowest Quartile will show learning gains.

Teachers will meet monthly in grade level teams to share data and discuss student progress. Student attendance will be monitored and chronic absentees will be referred to the Student Services team, and the Family Liaison paraprofessional will conduct home visits.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The following data will be shared:

FAST data
Common Assessment Progress Monitoring data
Reading Plus data
High dose tutoring progress data
AIMS Data
EOC Data

Person responsible for monitoring outcome:

Adele Turnage (turnagas@gm.sbac.edu)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Students in 9th and 10th grade and seniors who still need the reading score will be enrolled in a separate reading class to receive instruction from a certified reading teacher. 9th and 10th grade students will use Reading Plus while seniors will focus on preparing to earn the concordant score through the ACT/SAT.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students need an additional period to receive targeted reading instruction and remediation to address reading deficiencies. The school used ADV money to pay for the additional teaching unit, and the district is paying for the Reading Plus program. Students with disabilities will receive support per their IEPs along with accommodations to address reading and math deficiencies.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Enroll all level 1 students in reading in 9th and 10th grade
2. Enroll seniors in reading if they need the concordant score
3. Support 11th grade ELA and History teachers to incorporate literacy strategies
4. Individual data chats with students to identify areas of strength and weakness in literacy
5. Utilize Reading Plus adaptive technology to meet students at all tiers of support
6. Utilize myPerspectives and NoRedInk literacy resources with fidelity and supported through ongoing professional development. Also, supplement reading classes with Common Lit
7. Staff members from content-area departments share literacy best practices at faculty meetings and department meetings (PLC's)
8. Continue use of Great Leaps program in high dose tutoring
9. Co teach classes prioritized grades 9-10 for reading and math.
10. Increase rigor in all major program English classes by enrolling students in IB Language and Literature 1 and 2.

Person Responsible Adele Turnage (turnagas@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus
Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Mathematics-72.3% of Econ Disadvantaged Students, 75.9% of African American students and 75.6% of SWD scored a level 1 on the state mathematics EOC (Algebra, Geometry). Students in these ESSA subgroups show significant deficiencies in mathematics.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

1. 23% of students will score a level 3 or higher on the Algebra 1 state assessment
2. 41% of students will score a level 3 or higher on the Geometry state assessment
3. 27% of students in the Lowest Quartile will show gains in math achievement levels

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

1. Classroom walkthroughs and snapshots to monitor instruction on benchmarks and use of high yield strategies
2. Algebra and Geometry teachers will utilize assessments on Illuminate to monitor student progress
3. Team data chats will occur monthly
4. Teachers will provide real world math applications
5. Students will be referred to After the Bell tutoring
6. Math department meetings will be utilized to focus/reflect on student results and plan for instructional interventions

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will implement high yield strategies including Kagan, Gradual Release Model, and Marzano. Students will have opportunities to apply mathematical concepts to real world applications. Teachers will provide remediation based on data from in class and district level assessments. Students who are level 1 will be enrolled in Algebra 1 A in order to prepare them for Algebra 1.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teachers will use data to drive instruction and provide remediation for students to achieve mastery of the targeted skills. Differentiation through the use of multiple strategies meets the needs of a variety of learners.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Co teach classes prioritized for Algebra 1A and Algebra 1
2. Additional sections opened for Alg 1A to try to reduce class size
3. Classroom walkthroughs and snapshots to record and report back on instructional practices
4. After school tutoring and Beyond the Bell tutoring will be available to students
5. Provide targeted remediation and practice prior to Algebra 1 retakes for juniors and seniors who need the concordant score for graduation

6. Math teachers will incorporate practice from Khan Academy, SAT, and ACT.
7. Utilize Illuminate for all grade levels for ongoing progress monitoring.
8. Math teachers/department will reflect on student results, communicate, and collaborate regarding student performance and achievement.
9. Provide tutoring opportunities for students to improve overall proficiency levels and achievement.

Person Responsible [no one identified]

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Eastside High School understands that building a positive school culture and environment plays an integral role with student learning. A positive school culture can play an integral role in meeting students academic, social, and emotional needs. This year our district and school has adopted THE CORE (College/ Career Opportunities with Rigor and Engagement). The overall goal of the CORE is connect our clear academic goals through caring relationships. Our school wide focus this year will be defined as "Relationships Matter." Teachers will plan to keep an emphasis in their classrooms to learn their students, establish a rapport, build positive classroom cultures, and provide quality instruction to students. All teachers will ubiquitously facilitate these factors in their classroom to increase student achievement and to develop a positive classroom culture.

EHS is a Positive Behavior Intervention Support (PBIS) school. PBIS plays an integral role in building a positive school culture and environments for our students and faculty members. 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.

We will also utilize PBIS to allow students to receive positive reinforcements as we set a monthly focus for attendance, behavior, etc. Students will have the opportunity to participate in PBIS incentives activities throughout the school day for attending school consistently, and meeting school wide expectations. Teachers also receive monthly recognition during the "Monthly Ram Teacher Spotlight." Teachers are also recognized consistently by the administration for their efforts, achievements, and gratitude demonstrated to students, faculty, and staff. Teachers are allowed to recognize students by giving out Ram Bucks as permissible within their individual classroom rewards plan. 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 throughout the week. Students can also 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 school culture and environment.

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, Thanksgiving & Holiday Drives, and March of Dimes.

Young Life partners with EHS as student are provided mentoring along with social /emotional weekly support through activities on campus and venturing out into the community. 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 U, 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. UF & EHS collaboration is a robust partnership through Eastside's African American History courses where students are provided the opportunities to attend UF campus, participate in oratorical projects, and receive grants for podcast opportunities for students based upon subject area content.

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 SF Achieve is program designated to provide students support as they navigate the college requirements and acceptance process in high school. Funds and scholarships are provided to students as well. SF Achieve staff works on campus along with our guidance support to provided students daily support.

We are pleased to continue our partnership with I Got Your Back Mentoring as many of our students receive mentoring 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. Big Brothers Big Sisters of America provides mentoring support, academic, and social/emotional support to our students as well.

Eastside has a certification program in medical support related fields to train students to enter medical support fields in the community. We have a current partnership with the University of Florida Medical Center (Shands Hospital) where our seniors received jobs after completing internships during school hours. 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. PTSA information and membership information tables are set up during school related activities and extracurricular events.

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.

The Education Foundation also sponsors tutoring and support opportunities for teachers to provide remediation and enrichment for students to meet graduation requirements (ACT, SAT, EOC, and state requirement assessment requirements).