Alachua County Public Schools

Gainesville High School

2022-23 Schoolwide Improvement Plan

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Gainesville High School

1900 NW 13TH ST, Gainesville, FL 32609

https://www.sbac.edu/gainesville

Demographics

Principal: Daniel Ferguson

Start Date for this Principal: 8/26/2022

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)	47%
2021-22 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (62%) 2018-19: B (60%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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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	47%

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

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Gainesville High School is to provide students with an appreciation of their intrinsic value and to develop within them the skills, knowledge, and curiosity which will enable them to lead fulfilling and productive lives in a rapidly changing and increasingly complex society.
Beliefs:
1. Our school's priority is student learning.
2. Our students have the capacity to learn the skills and concepts necessary to become productive citizens which will enable them to become confident, self-directed, life long learners.
3. Student learning improves in a safe, comfortable environment.
4. A partnership between families, the school and community benefits all students.
5. Diversity increases students' understanding of other people and cultures.

Provide the school's vision statement.

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

School Leadership Team

Membership
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
Ferguson, Daniel	Principal	
Ashford, Frederic	Assistant Principal	Facilities, Dean, Instructional Materials
Atchley, Jill	Assistant Principal	Student Services
Becker, Mallory	Assistant Principal	ESE, ESOL, Guidance
Hogan, April	Instructional Media	Media Specialist
Forgione, Joshua	Teacher, K-12	Social Studies Department Chair
Long, Detra	Teacher, K-12	Math Department Chair
Paxson, Maggie	Teacher, K-12	Science Department Chair
Noguerol, Claire	School Counselor	
Lederl, Mary	Teacher, K-12	
Wright, Patrick	Teacher, K-12	
Heckathorn, Carly	School Counselor	
Milinkovic, Michele	Teacher, ESE	

Demographic Information

Principal start date
Friday 8/26/2022, Daniel Ferguson

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.*
13

Total number of teacher positions allocated to the school
80

Total number of students enrolled at the school
1,877

Identify the number of instructional staff who left the school during the 2021-22 school year.
17

Identify the number of instructional staff who joined the school during the 2022-23 school year.
12

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	504	501	445	427	1877
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	113	72	64	58	307
One or more suspensions	0	0	0	0	0	0	0	0	0	99	70	41	31	241
Course failure in ELA	0	0	0	0	0	0	0	0	0	74	119	67	63	323
Course failure in Math	0	0	0	0	0	0	0	0	0	97	115	110	75	397
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	147	130	125	1	403
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	139	0	0	0	139
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	147	130	125	1	403

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	207	178	156	63	604

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	0	0	1	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	6	2	6	18

Date this data was collected or last updated
Friday 8/26/2022

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	112	153	158	109	532

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	10	0	3	1	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	19	17	11	15	62

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	112	153	158	109	532

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

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	59%	58%	52%				58%	59%	56%
ELA Learning Gains	53%	51%	52%				53%	52%	51%
ELA Lowest 25th Percentile	32%	33%	41%				38%	39%	42%
Math Achievement	61%	48%	41%				55%	54%	51%
Math Learning Gains	66%	47%	48%				56%	54%	48%
Math Lowest 25th Percentile	54%	41%	49%				40%	48%	45%
Science Achievement	60%	65%	61%				64%	68%	68%
Social Studies Achievement	67%	72%	68%				75%	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	61%	66%	-5%	67%	-6%

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	74%	71%	3%	70%	4%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	22%	56%	-34%	61%	-39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	48%	-2%	57%	-11%

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	8	27	26	24	50		14	36		75	30
ELL	14	35	36	31	42		11	30		83	51
ASN	81	77		65	61		76	77		97	84
BLK	26	33	29	36	60	59	30	45		85	64
HSP	49	51	33	60	62		47	57		84	63
MUL	61	61	50	68	79		54	75		91	90
WHT	85	65	43	80	72	53	90	87		90	91
FRL	33	37	31	47	59	54	34	44		82	67
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	35	33	19	19	18	24	15		89	23
ELL	15	36	33	34	40	20	40	36		98	44

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
ASN	75	76		74	57		75	86		100	84
BLK	28	42	34	27	35	41	31	33		95	48
HSP	47	45	28	40	46	29	59	53		93	45
MUL	67	60	58	52	54		66	48		94	62
WHT	82	66	53	73	54	29	83	85		97	88
FRL	33	42	38	31	38	36	32	35		93	52

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	35	36	19	17		19	30		83	40
ELL	11	39	40	43	59	50	26	58		76	43
ASN	78	58	40	79	81		80	95		100	70
BLK	29	38	34	27	33	35	34	55		95	38
HSP	43	48	43	50	55	36	45	63		78	72
MUL	56	52	36	49	56		72	71		100	67
WHT	82	65	42	80	65	53	85	92		97	83
FRL	32	38	37	32	38	32	40	62		93	46

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)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	644
Total Components for the Federal Index	11
Percent Tested	94%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	77
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	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
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	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	76
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

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

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

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

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

Many students were adjusting to reacclimating to in person instruction as they returned from the digital learning modalities provided in 2020-21. Instructional modes of learning and course placements struggled to meet the needs of AA, SWD and ESOL students. This data demonstrates the need to provide advanced scheduling options with support for all students and subgroups. Support options include tutoring, creating learning cohorts with support personnel and providing accelerated learning models where standards-based instruction is on grade level while addressing learning gaps.

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

Math acceleration rates improved from 49% to 61% due to students being exposed to added accelerated courses including AICE, AP and CTE courses.

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

Providing accelerated course options for all students regardless of magnet program status led to an increase in acceleration points. An increase in AVID strategies and courses, providing AICE General Paper for all seniors, and AP U.S. History for all advanced history students led to improvements in the overall acceleration points.

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

Providing increased access to on grade level texts and tasks will lead to accelerated learning. Providing reading fundamentals for students who are lacking reading skills will result in improvements in reading ability. Using grade level texts focus on building knowledge and reading comprehension. Prioritizing

materials that meet grade-level standards promotes accelerated learning. Providing professional learning opportunities that aid in the use of grade-level texts and tasks to engage students.

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

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

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

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

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 Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students with Disabilities subgroup performs at a much lower rate than other subgroups and is the only subgroup below the federal baseline of 41%. The Students with Disabilities subgroup is at 32% achievement rate.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Gainesville High School will raise the percent of achievement based on the FSA to 41% for Students with Disabilities.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Mrs. Atchley will support counselors, ESE teachers, and paraprofessionals to ensure that all students are receiving an equitable education, placed appropriately in the least restrictive environment and using grade level text and tasks. Reading plus will be used for all Level I Intensive Reading students (9-12) who have not met the graduation requirement to build reading fundamentals. The use of CORE strategies will aid in the development of critical thinking skills. Professional development will be provided to support student success with the use of high yield instructional strategies.
Person responsible for monitoring outcome:	Jill Atchley (atchleyjl@gm.sbac.edu)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Support Facilitation and cohort support. Tutoring for students who are struggling alongside Learning Strategies course. Differentiation for students who need additional assistance. Utilize progress monitoring to inform instructional decisions. The master schedule will be built to allow for this cohort support facilitation model.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	Students with Disabilities who are identified in their IEP to require support facilitation will be placed into a cohort as part of the IEP. Each grade level cohort will have one ESE teacher assigned to the students who will travel with students, providing a consistent support and small group in each class, improving the student to adult ratio. The cohort also is assigned a Learning Strategies class with the same ESE teacher, allowing for small group,

used for selecting this strategy.	individualized and differentiated instruction. On grade level texts and tasks will be used to accelerate learning.

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

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

#2. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Gainesville High School will expand accelerated learning opportunities for all students in all content areas. ELL, SWD and AA student subgroups demonstrate the need to experience on grade-level text and tasks to enhance learning and promote critical thinking. Discrepancy in subgroup data show that some subgroups are not afforded equitable access to accelerated course offerings.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase the number of students graduating with 24 credit option and/or AICE diploma by 5%. Increase the number of students earning at least one acceleration point by 5% including subgroups of AA, ELL, and SWD. Increase the number of accelerated course offerings by 3%. Improve achievement on 2023 FAST for AA students in math and ELA by 5%. Improve the percent achievement on the 2023 FAST for ELL students in math and ELA by 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Create the progression of courses to increase student enrollment in AP, Dual Enrollment, Cambridge and CTE acceleration programs. The APC and APSS will work with middle school to high school course selection, promoting at least one advanced level course for each student as they enter 9th grade. Monitor and support students in 9th grade to set students up for success, reviewing quarterly grades and AIMS results as well as other early warning systems. Conduct success planning chats with students, teachers, and administrators for students with course failures from first semester. Develop tracking data for all students to monitor for acceleration points. Create a student success wall to highlight deficits in graduation requirements for all teachers.
Person responsible for monitoring outcome:	Mallory Becker (beckermk@gm.sbac.edu)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	After school tutoring is available for all students in all content areas to support learning. Providing on grade level text and task to support critical thinking strategies and improve content knowledge as well as success in coursework and on assessments. Provide reading plus to juniors and seniors who continue to demonstrate a deficit in reading fundamentals as well as to ELL students, improving the reading score and meeting graduation requirements of each subgroup. Analyze current course offerings to determine/ create learning path and progression to graduation and acceleration. Progress monitoring data and early warning systems will be analyzed regularly to support student learning paths and supports needed.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this	Providing tutoring and mentoring to support students will result in improved student success. Utilizing instructional materials that include on grade level text and tasks will promote critical thinking skills. Improved reading fundamentals will result in student improvement/achievement in reading assessments.

**specific strategy.
Describe the
resources/criteria
used for selecting
this strategy.**

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.

After school tutoring is available for all students in all content areas to support learning.
Create cohort graduation data spreadsheet including all graduation requirements, including acceleration, to review regularly with content and grade level teachers and support personnel.
Providing on grade level text and task to support critical thinking strategies and improve content knowledge as well as success in coursework and on assessments.
Provide reading plus to juniors and seniors who continue to demonstrate a deficit in reading fundamentals as well as to ELL students, improving the reading score and meeting graduation requirements of each subgroup.
Increase the number of laptops/laptop carts for student use to provide and enhance accelerated learning opportunities.
Analyze current course offerings to determine/create learning path and progression to graduation and acceleration.
Progress monitoring data and early warning systems will be analyzed regularly to support student learning paths and supports needed.

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

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.

Gainesville High School strives to create an atmosphere that is accepting and respectful of everyone on campus. As the center school for the district's ESOL students, we have the unique opportunity to introduce and celebrate the diversity of cultures on our campus. Gainesville High School also has an active Gay Student Association, which provides support guidance for the LGBTQ students on campus. The Black Student Union, the International Club, Young Republicans, and Young Democrats also provide students with platforms to express themselves socially, culturally, and politically. HOPE Squad is a group of students that reach out to any student who may be, or feel, alone or are in need of a friend to talk with.
The faculty and staff of GHS use several methods to reach out to students in an effort to contact as many stakeholders as possible. Through the use of emails, Instagram, and Twitter, we are able to reach a wide variety of stakeholders and these platforms allow for two way communication with parents and students.

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

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

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

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