# Eustis High School



# 2022-23 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**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | High School<br>9-12 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | No |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 96% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities<br>English Language Learners<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2021-22: C (52%)<br><br>2018-19: C (52%)<br><br>2017-18: B (55%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Central |
| **Regional Executive Director** | [Lucinda Thompson](#) |
| **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 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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# Eustis High School

## 1300 E WASHINGTON AVE, Eustis, FL 32726

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

## 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 | 96% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 54% |

## School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| Grade | C | | C | C |

## 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 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**
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 |
|---|---|---|
| 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 safe and 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 | Freshman class administrator assigned to the Curtright Campus; oversees the ESE department; field trips; health coordinator; lead administrator for safety and security; teacher development, teacher evaluations, and learning walks. |
| Driggers, Erica | Assistant Principal | Junior 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 | Sopohmore class administrator; oversees CTE program/curriculum; testing coordinator, oversees the attendance office, teacher development, teacher evaluations, food service, accreditation, textbooks, and learning walks. |
| Zimmerman, Andrew | Assistant Principal | Senior 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; graduation resource facilitator; custodians; teacher development, teacher evaluations, and learning walks. |
| Colarossi, Karen | Instructional Coach | Reading Department Chairperson, promoting reading; MTSS; student achievement teams; 9th and 10th grade-appropriate reading strategies and interventions; graduation team; classroom learning walks; SAC member; attendance team; new teacher induction team. Provide the team with a vision of the objectives. Motivate and inspire team members. Coach and help develop team members. Facilitate problem solving and collaboration. Encourage creativity, risk-taking, and constant improvement. Recognize and celebrate team and team member accomplishments and exceptional performance. Provide status reporting of team activities. Keep administration informed of task accomplishment, issues, and status. Provide guidance to the team based on the school-wide direction. |
| DeMarco, James | School Counselor | Guidance Department Chairperson, 11th-grade guidance counselor, and graduation team member. Provides leadership in the development of a comprehensive guidance program that meets the |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | academic, career, and social needs of students, organizes and schedules time and work assignments to carry out the school guidance program, and facilitates academic successes as the student navigates the educational process based on identified goals and abilities of each student. Provides professional counseling and advisement to a diverse population of students, with various backgrounds and special needs. Works with students in individual, group, and classroom guidance settings. Demonstrates skills that lead to effective conferencing/counseling with students, parents, and other professionals. Provides guidance and assistance to students in the initial intake process to determine an appropriate course of action with respect to defined educational goals and objectives, e.g., registration information, entering test scores, reviewing and interpreting results. Provides professional counseling and advisement for appropriate course selection each term based on work completed, identified interests, and each student's educational goals. Provides information regarding articulation and transferability of courses, including appropriate prerequisite courses for higher education. |
| Geoffrion, Michael | Teacher, K-12 | Social Studies Department Chairperson, social studies teacher. and AP teacher. Provide the team with a vision of the objectives. Motivate and inspire team members. .Coach and help develop team members. Facilitate problem solving and collaboration. Encourage creativity, risk-taking, and constant improvement. Recognize and celebrate team and team member accomplishments and exceptional performance. Provide status reporting of team activities. Keep administration informed of task accomplishment, issues, and status. Provide guidance to the team based on the school-wide direction. |
| Milsap, Lakeshia | Teacher, K-12 | Science Department Chairperson, and science teacher. Provide the team with a vision of the objectives. Motivate and inspire team members. Coach and help develop team members. Facilitate problem solving and collaboration. Encourage creativity, risk-taking, and constant improvement. Recognize and celebrate team and team member accomplishments and exceptional performance. Provide status reporting of team activities. Keep administration informed of task accomplishment, issues, and status. Provide guidance to the team based on the school-wide direction. |
| Neal, Shannon | Teacher, ESE | ESE Department Chairperson and ESE School Specialist. Provide the team with a vision of the objectives. Motivate and inspire team members. .Coach and help develop team members. Facilitate problem solving and collaboration. Encourage creativity, risk-taking, and constant improvement. Recognize and celebrate team and team member accomplishments and exceptional performance. Provide status reporting of team activities. Keep administration informed of task accomplishment, issues, and status. Provide guidance to the team based on the school-wide direction. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Rada, Brandy | Teacher, K-12 | SAC Chairperson, reading teacher 10th grade, Reading Department Liaison |
| White, Ebony | Teacher, K-12 | Intervention Support Teacher. Works with individual students or small groups of students to provide educational interventions and progress monitoring. Works with school personnel in the MTSS process by assisting in determining intervention plans and individualized education program services.<br>Attends team/parent meetings as required to provide input to teams regarding student academic<br>strengths and weaknesses. Provides high-quality general education instruction to students who are at-risk in reading, writing, and/or mathematics. Provides data to the school teams and participates in decisions about student progress. Utilizes a tracking system to maintain lists of students participating in interventions.<br>Utilizes current technology, as appropriate, to perform job functions and participates in training<br>programs offered to increase technology skill level, job proficiency, current trends, and best practices<br>relevant to the area of responsibility. |
| Smith, Miranda | Teacher, K-12 | Testing Coordinator and Electives Department Chairperson. Responsibilities include being a liaison between the District Manager of Testing and the school and instructing and/or training employees; planning and coordinating, all testing activities at the school site. Provide the team with a vision of the objectives. Motivate and inspire team members. .Coach and help develop team members. Facilitate problem solving and collaboration. Encourage creativity, risk-taking, and constant improvement. Recognize and celebrate team and team member accomplishments and exceptional performance. Provide status reporting of team activities. Keep administration informed of task accomplishment, issues, and status. Provide guidance to the team based on the school-wide direction. |
| Morey, Joie | Teacher, K-12 | Math Department Chairperson, math teacher, and math coach. Provide the team with a vision of the objectives. Motivate and inspire team members. Coach and help develop team members. Facilitate problem solving and collaboration. Encourage creativity, risk-taking, and constant improvement. Recognize and celebrate team and team member accomplishments and exceptional performance. Provide status reporting of team activities. Keep administration informed of task accomplishment, issues, and status. Provide guidance to the team based on the school-wide direction. |

## Demographic Information

**Principal start date**

Sunday 7/1/2018, Tracy Clark

**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.*

1

**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.*

8

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

71

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

1,388

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

7

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

7

**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 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 338 | 324 | 365 | 319 | 1346 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 158 | 120 | 149 | 137 | 564 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 42 | 30 | 26 | 115 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 90 | 66 | 74 | 45 | 275 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 41 | 66 | 31 | 160 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 91 | 102 | 117 | 71 | 381 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 109 | 11 | 136 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 183 | 197 | 0 | 380 |

**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 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 | 72 | 125 | 43 | 302 |

**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 | 3 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 4 |

**Date this data was collected or last updated**

Monday 7/11/2022

**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 | 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 |

**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 | 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 |

## 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 | 42% | 45% | 51% | | | | 49% | 50% | 56% |
| ELA Learning Gains | 44% | | | | | | 49% | 46% | 51% |
| ELA Lowest 25th Percentile | 24% | | | | | | 33% | 33% | 42% |
| Math Achievement | 53% | 33% | 38% | | | | 35% | 44% | 51% |
| Math Learning Gains | 54% | | | | | | 41% | 45% | 48% |
| Math Lowest 25th Percentile | 41% | | | | | | 38% | 36% | 45% |
| Science Achievement | 54% | 38% | 40% | | | | 74% | 68% | 68% |
| Social Studies Achievement | 64% | 41% | 48% | | | | 67% | 69% | 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 | 72% | 66% | 6% | 67% | 5% |
| 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 | 65% | 67% | -2% | 70% | -5% |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 18% | 52% | -34% | 61% | -43% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 50% | 49% | 1% | 57% | -7% |

## 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 | 16 | 28 | 24 | 34 | 34 | 23 | 26 | 47 | | 96 | 13 |
| ELL | 7 | 43 | 43 | 35 | 56 | | 46 | 27 | | | |
| BLK | 28 | 31 | 12 | 30 | 46 | 46 | 39 | 53 | | 100 | 30 |
| HSP | 30 | 37 | 28 | 42 | 46 | 29 | 51 | 57 | | 94 | 41 |
| MUL | 67 | 60 | | 63 | 58 | | 40 | 90 | | 100 | 58 |
| WHT | 50 | 51 | 30 | 66 | 62 | 38 | 63 | 71 | | 95 | 62 |
| FRL | 33 | 38 | 20 | 41 | 45 | 37 | 44 | 61 | | 94 | 37 |

| 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 |
| 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 |

## 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 | 54 |
| 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 | 65 |
| Total Points Earned for the Federal Index | 589 |

| ESSA Federal Index | |
|---|---|
| Total Components for the Federal Index | 11 |
| Percent Tested | 95% |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 34 |
| 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 | 40 |
| 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 | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 42 |
| 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 | 48 |
| 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 | 67 |
| 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 | 59 |
| 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 | 46 |
| 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?**

The area that is in need of improvement the most is Reading in the 9th and 10th grades. EHS experienced a Learning Gain decline of 13 percentage points with our lower quartile students and an overall decline of 1 percentage point. EHS experienced the greatest improvement in math with a Learning Gain of 22 percentage points.

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

Data is from part IID Needs Assessment/Analysis
Black/African American students' overall Learning Gain was steady at 38%.
ELL students' overall Learning Gain declined by 6 percentage points to 29%.
Students with Disabilities' overall Learning Gain was 38% increasing by 4 percentage points.

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

EHS experienced turnover with personnel in the reading department putting students at a learning disadvantage, coupled with continuing effects of the nationwide pandemic to impact students negatively with above normal absenteeism and loss of instruction and learning time. EHS administration has made some reading department personnel changes to match observed teaching strengths with the high

instructional needs areas. EHS will also continue to hold steady on using research-based instructional methods as outlined in LCS Instructional Focus.

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

Math overall achievement showed the greatest improvement with 22 percentage points improvement over 2021.

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

Several factors contributed to the improvement overall: identifying students ready for more advanced algebra instruction in 9th grade, providing targeted instruction and interventions for those students identified as not having grade-level skills, and having no turn-over of personnel in the math department.EHS will also continue to hold steady on using research-based instructional methods as outlined in LCS Instructional Focus.

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

EHS will continue a school-wide approach with a Collaborative Team Focus on improving instruction and student success. Collaborative Teams will focus on providing a guaranteed and viable curriculum that is results driven to achieve the best results for the students we serve. The LCS Instructional Focus will continue to be used for lesson planning and developing formative assessments. The data from formative assessments will guide decision-making for interventions, re-teaching, and providing additional instruction time to students. Continue to provide the intervention block with a more frequent evaluation of progress across content areas in the Student Achievement Teams. 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 Collaborative Teams to ensure a guaranteed and viable curriculum.

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

EHS believes in Collaborative Teams because they are: results driven with a focus to achieve the best results for the students we serve, focused on providing a guaranteed and viable curriculum, utilize the LCS Instruction Framework for lesson planning, and common plan to develop formative assessment with data analysis to determine student needs for intervention, re-teaching, and providing more time for instruction.

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

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| #1. Instructional Practice specifically relating to B.E.S.T. Standards | |
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| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | EHS continues to achieve growth in their focused effort to achieve an overall improvement in their school grade. The 2021/2022 school grade was maintained at a C level but the achieved growth put the school within 2 percentage points of achieving a school grade of B. EHS will achieve a school grade of B in the 2022/2023 school year. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | 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 and is observed in classroom walk-throughs. Classroom walk-through observations are conducted daily to monitor teaching practices that are aligned with standards-based teaching and Marzano Teacher Evaluation Framework and John Hattie research-based strategies that have the greatest effect size. Administrators will monitor collaborative teams, common planning, and intervention sessions with a specific focus on instructional practices related to standards alignment. EHS for the 6th consecutive year will focus on the Instructional Framework as outlined by the District Office. Students in need of additional tutoring will be identified and provided opportunities for tutoring sessions outside of the regular classroom schedule. |
| **Person responsible for monitoring outcome:** | Tracy Clark (clarkt1@lake.k12.fl.us) |
| **Evidence-based Strategy: Describe the 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 by 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 2 times per week and will be monitored to determine the need to increase to 3 or 4 times a week. Additionally, those |

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| **being implemented for this Area of Focus.** | students requiring tutoring outside of the regular classroom schedule will be provided tutoring opportunities with teachers. Tutor/Teachers will be supplemented by Extra Duty Pay through SAI Allocated Funding. Teachers will also be afforded opportunities for curriculum writing for enhanced teaching & learning and will be supplemented with Extra Duty Pay through SAI Allocated Funding. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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 which is much greater than 1 year of growth. |

## 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.

Collaboratively use human and tangible resources to achieve teacher efficacy.
Develop schedules to ensure timely, systematic, and direct interventions initially of 2 times per week.
Administrators will observe intervention sessions to monitor the focus on instructional practices related to standards alignment.
Use school/student data to drive interventions.
Student achievement teams will monitor student data for academic success, attendance, and discipline improvement.
Common planning is implemented where teacher/student schedules allow for it.
Use progress monitoring and formative assessment to drive action.
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 use the Marzano Teacher Evaluation Framework to evaluate and provide feedback to teachers.

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

| **#2. Positive Culture and Environment specifically relating to Teacher Efficacy & Student Learning** | |
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| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | 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 include: building positive relationships with students; believing all students can learn; establishing expectations that we expect all students to achieve; questioning and reflecting on our work by asking ourselves, "Is it good enough for my child? EHS Collective Commitments include 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 Training achieve the BEST results for the students we serve. EHS Collaborative Team Focus to improve instruction and student success. Collaborative Teams will work together to provide a guaranteed and viable curriculum to achieve the best results for the students we serve. LCS Instructional Framework will continue to be used for lesson planning. Formative Assessments will be used to collect data that will assist collaborative teams in deciding the next steps to meet student needs with interventions, providing more time, and re-teaching where necessary. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 BAA, ELL, and SWD students. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | 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 and is observed in classroom walk-throughs. Classroom walk-through observations are conducted daily to monitor teaching practices that are aligned with standards-based teaching and Marzano Teacher Evaluation Framework and John Hattie research-based strategies that have the greatest effect size. Administrators will monitor collaborative teams, common planning, and intervention sessions with a specific focus on instructional practices related to standards alignment. EHS for the 6th consecutive year will focus on the Instructional Framework as outlined by the District Office. |
| **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 |

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| **Describe the evidence-based strategy being implemented for this Area of Focus.** | 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 2 days per week targeting their specific needs which are determined by teacher observation and formative assessment data. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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

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.

Collaboratively use human and tangible resources to achieve teacher efficacy.

Develop schedules to ensure timely, systematic, and direct interventions initially of 2 times per week.

Administrators will observe intervention sessions to monitor the focus on instructional practices related to standards alignment.

Use school/student data to drive interventions.

Student achievement teams will monitor student data for academic success, attendance, and discipline improvement.

Common planning is implemented where teacher/student schedules allow for it.

Use progress monitoring and formative assessment to drive action.

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

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

| #3. ESSA Subgroup specifically relating to Black/African-American | |
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| **Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed. | The 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. EHS B/AA students increased their success in 2021/2022 at a rate of 38% yet below the 41% threshold. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | EHS will improve the current B/AA achievement level of 38% above the 41% threshold. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | 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:** | Ebony White (whitee@lake.k12.fl.us) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | Provide students with 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:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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. 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 students' needs are identified, receive interventions, and receive 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**     Tracy Clark (clarkt1@lake.k12.fl.us)

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| **#4. ESSA Subgroup specifically relating to English Language Learners** | |
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | The English Language Learners (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 suitable for ELL students. EHS experienced a decrease in ELL student success in 2021/2022 at a rate of 29%, decreasing from 35% in 2021, and below the 41% threshold. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | EHS will improve the current ELL achievement level of 29% above the 41% threshold. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | 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. The ELL school specialist will meet with ELL students individually to monitor their personal success and facilitate providing additional help where needed. |
| **Person responsible for monitoring outcome:** | [no one identified] |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | 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 and meet individually with the ELL school specialist. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific 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. |

**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.

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 students' needs are identified, receiving interventions, and 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)

| #5. ESSA Subgroup specifically relating to Students with Disabilities | |
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| **Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed. | The Students With Disabilities (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 suitable for B/AA students. EHS SWD students increased their success in 2021/2022 at a rate of 38%, improving from 34% in 2020/2021, yet below the 41% threshold. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | EHS will improve the current SWD achievement level of 38% to 42% or better, increasing achievement by 4 percentage points or more. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | 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:** | Shannon Neal (neals@lake.k12.fl.us) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | 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:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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. 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)

| #6. Positive Culture and Environment specifically relating to School Safety | |
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| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | School Safety is our number 1 priority for students and staff. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | The school will be safer and more secure because of the actions we take to ensure students and staff remain safe at all times. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | The area of focus will be monitored by all employees and make improvement recommendations to school administration. |
| **Person responsible for monitoring outcome:** | [no one identified] |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | We will follow all safe school recommendations required by the Lake County School Safety and Security Services as listed in the District Non-Negotiable Safety Protocols. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | EHS desires to provide a safe school for all students and staff as required by state law, FLDOE, and LCSB. |
| **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. | |

Purchase additional products related to communication, intrusion prevention, monitoring, and first aid. Examples include security cameras, communication devices, and contraband prevention and detection. EHS will seek funding from sources that include the LCSB, EHS School Advisory Committee, and local government agencies. Anticipated funds needed from the SAC $20,000.

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

## RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

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**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

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**Measurable Outcomes:**
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

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**Grades 3-5: Measureable Outcome(s)**

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**Monitoring:**
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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**Person responsible for monitoring outcome:**
Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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**Rationale for Evidence-based Practices/Programs:**
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

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**Action Steps to Implement:**
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

| Action Step | Person Responsible for Monitoring |
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## 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.**

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.

EHS will stay consistent with a focus on 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 high graduation rate.

EHS will start the year teaching students about school norms in reference to academic expectations, classroom procedures, proper behavior, and managing distractions. Teachers and school personnel are expected to model the behavior they want to see from their students.

Professional Development will be provided for 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 suspensions, help students make better choices, and not participate in unacceptable academic and social 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 will provide student incentives with the goal of meeting high expectations in support of striving students, attendance issues, and students meeting graduation requirements.

We utilize our EHS Website and EHS Facebook to inform and promote all that is EHS. We have community participation and support for our SAC that continues to grow stronger in our collective commitments toward greater achievements and successes. Our relationship with the City of Eustis continues to be important as they supply 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 school culture and environment.

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.