Eustis High School

2023-24

Schoolwide Improvement Plan (SIP)

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Eustis High School

1300 E WASHINGTON AVE, Eustis, FL 32726

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

School Board Approval

This plan was approved by the Lake County School Board on 10/23/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Clark, Tracy	Principal	The EHS principal is responsible for: Student learning results; student learning as a priority; instructional leadership; instructional plan implementation utilizing the district instructional framework; developing and promoting a 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	Sophomore class administrator assigned to the Main Campus; field trips; health coordinator; lead administrator for safety and security; science department; teacher development, teacher evaluations, and learning walks.
Faile, David	Assistant Principal	Freshman class administrator assigned to the Curtright Campus; oversees all day-to-day operations of the 9th grade center, the ESE department; field trips; health coordinator; lead administrator for safety and security; teacher development, teacher evaluations, textbook manager; and learning walks.
Phillis, Benjamin	Assistant Principal	Junior class administrator; oversees the AP program; buses and transportation; guidance counselors; master schedule planning; Social Studies and ELA departments; student government; technology; testing coordinator; teacher development, teacher evaluations, and learning walks.
Zimmerman, Andrew	Assistant Principal	Senior class administrator; oversees SIP; AVID; athletics; math department; facilities upkeep: fundraisers; club applications; club and departmental budgets; student parking; graduation resource facilitator; custodians; teacher development, teacher evaluations, and learning walks.
Colarossi, Karen	Reading 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, 12th-grade guidance counselor, and graduation team member. Provides leadership in the development of a comprehensive guidance program that meets the academic, career, and social needs of students, organizes and schedules time and work assignments to carry out the school guidance program, and

Name	Position Title	Job Duties and Responsibilities
		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 students with various backgrounds and special needs. Demonstrates skills that lead to effective conferencing/counseling with students, parents, and teachers. 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.
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.
Morey, Joie	Math Coach	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.
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

Name	Position Title	Job Duties and Responsibilities
		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.
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.
Steele, Stephanie	Teacher, K-12	ELA Department Chairperson, reading 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.
Rada, Brandy	Teacher, K-12	Mental Health Specialist, consults with teachers and parents to provide coordinated services and supports for students struggling with learning disabilities, emotional and behavioral problems, and those experiencing anxiety, depression, emotional trauma, grief, and loss.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Committee (SAC), Chaired by Bridget Comeau: bridget.comeaux@yahoo.com, plays a pivotal role in approving of crucial decisions regarding the yearly execution of the schoolwide improvement plan (SIP). Additionally, the SAC contributes to the annual development of both the SIP and the school's yearly budget, and it participates in the assessment of the SIP's effectiveness. The EHS School Advisory Committee (SAC) is comprised of various stakeholders, including the principal, teachers, education support staff, students, parents, and community members who reflect the school's diverse demographics. Members are chosen through a combination of peer elections, SAC appointments for business and community representatives, and automatic inclusion of the principal.

Notably, the student government president and grade level presidents hold voting positions within the SAC. Importantly, the majority of SAC members are not employed by the school district; instead, they have a vested interest in EHS's success due to family connections or an anticipation of hiring high-quality EHS graduates within the business community.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) undergoes an annual review following the release of state assessment data. Each year, the SAC plays a vital role in this process by assembling a committee to assess the SIP's content and the expected action items in relation to the projected outcomes

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	54%
2022-23 Economically Disadvantaged (FRL) Rate	96%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	564
One or more suspensions	0	0	0	0	0	0	0	0	0	115
Course failure in ELA	0	0	0	0	0	0	0	0	0	275
Course failure in Math	0	0	0	0	0	0	0	0	0	160
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	381
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	136
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	380

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	302

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	4

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	39	45	50	42	45	51	40		
ELA Learning Gains				44			43		
ELA Lowest 25th Percentile				24			37		
Math Achievement*	46	40	38	53	33	38	34		
Math Learning Gains				54			32		
Math Lowest 25th Percentile				41			37		
Science Achievement*	56	62	64	54	38	40	52		
Social Studies Achievement*	59	62	66	64	41	48	56		
Middle School Acceleration					38	44			
Graduation Rate	92	90	89	96	59	61	98		
College and Career Acceleration	52	61	65	52	64	67	52		
ELP Progress	48	56	45	65			42		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	96
Graduation Rate	92

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	589
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	96

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	44			
AMI				
ASN				
BLK	42			
HSP	52			
MUL	58			
PAC				
WHT	67			
FRL	50			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL	40	Yes	3	
AMI				
ASN				
BLK	42			
HSP	48			
MUL	67			
PAC				
WHT	59			
FRL	46			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	39			46			56	59		92	52	48
SWD	25			32			43	28		31	6	
ELL	19			29			43	33			6	48
AMI												
ASN												
BLK	21			29			31	39		33	6	
HSP	28			39			51	51		55	7	48
MUL	42			59			58	65		36	6	
PAC												
WHT	52			58			68	71		60	6	
FRL	31			40			47	53		45	7	45

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	42	44	24	53	54	41	54	64		96	52	65
SWD	16	28	24	34	34	23	26	47		96	13	
ELL	7	43	43	35	56		46	27				65
AMI												
ASN												
BLK	28	31	12	30	46	46	39	53		100	30	
HSP	30	37	28	42	46	29	51	57		94	41	68
MUL	67	60		63	58		40	90		100	58	
PAC												
WHT	50	51	30	66	62	38	63	71		95	62	
FRL	33	38	20	41	45	37	44	61		94	37	60

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	40	43	37	34	32	37	52	56		98	52	42
SWD	16	30	26	15	31	33	24	47		92	24	
ELL	10	29	31	25	24		21			100	36	42
AMI												
ASN												
BLK	28	36	37	15	22	32	26	38		100	21	
HSP	32	43	38	28	32	36	39	62		100	52	44
MUL	63	50		53	53		75			100	33	
PAC												
WHT	48	46	35	45	35	38	66	60		97	64	
FRL	29	34	23	26	33	38	42	48		97	35	36

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	40%	44%	-4%	50%	-10%
09	2023 - Spring	37%	44%	-7%	48%	-11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	51%	-9%	50%	-8%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	49%	8%	48%	9%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	55%	60%	-5%	63%	-8%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	60%	-3%	63%	-6%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA Lowest 25th Percentile - Persistent challenges have arisen with low scores among students as they enter their respective grade levels. This trend has been consistent over time, and unfortunately, their learning gaps have become substantial, making it difficult to bring them up to grade level proficiency. While we have typically observed some progress within the lower quartile, this year's assessment using the new FAST reading test posed unique challenges.

The introduction of the FAST reading test last year introduced a new dynamic. Both teachers and

students encountered unfamiliarity with the test format and expectations, contributing to the overall adjustment period.

In the 9th grade, there was a noteworthy obstacle as a teacher was not available for half of the year. This disruption undoubtedly impacted the continuity of instruction and potentially affected students' academic progress during that period.

To address performance-related concerns, several teachers in both 9th and 10th grades were not rehired due to their performance. This strategic decision was aimed at ensuring a higher quality of education for our students and aligning with the school's commitment to academic excellence.

Collectively, these factors have contributed to the challenges in addressing low scores among incoming students. The combination of a new assessment, staffing gaps, and performance evaluations has created a complex educational landscape that we are actively navigating to better support our students' learning journey

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Certain data components exhibited neither growth nor decline, whereas the rest of the data components displayed growth exclusively.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The state 2023 data has not been incorporated into this SIP as of the completion of this document.

Which data component showed the most improvement? What new actions did your school take in this area?

Math Achievement - We reorganized our staff, leveraging insights from past years' testing data to strategically place highly qualified teachers in critical subject areas. This data-driven approach enabled us to make informed decisions about teacher assignments.

Furthermore, we implemented a more comprehensive framework for common planning. While this was particularly noticeable in the geometry department, it was also extended to algebra 1. This was facilitated by clustering teachers in close proximity, a strategy we successfully replicated for the current year.

To enhance teaching effectiveness, we introduced common assessments. These assessments served as valuable benchmarks, enabling teachers to gauge student progress and tailor their instructional plans accordingly.

Our efforts extended to refining the Thrive program as well. We streamlined the program's focus on tested subject areas, ensuring that students who required additional support in these critical areas received targeted assistance. This approach allowed us to address specific learning needs effectively.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The EWS data in Part I of this SIP pertains exclusively to K-8 schools. Nevertheless, our internal EHS data, irrespective of what is stated in this document, indicates that school attendance is a serious concern and requires improvement.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Improve assessment scores for ELA Lowest 25th Percentile Students.
2. Improve performance of ELL subgroup above the Federal index of 41%.
3. Improve performance of SWD subgroup above the Federal index of 41%.
4. Student attendance.
5. School safety.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. -- Select below -- specifically relating to

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Ensuring the safety of our students and staff is our topmost concern.

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

Through our proactive measures to guarantee the safety of both students and staff, the school environment will be enhanced with increased security such as the LSCB-provided CENTEGIX crisis alert system, metal detectors when needed, and increased supervision.

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

All staff members will actively monitor the designated area of focus and provide suggestions for improvements to the school administration and safety team. Medical emergencies, student altercations, unauthorized visitors, suspicious activities, and comparable situations are part of the daily challenges all high schools face daily. Regardless of the severity of each incident, a rapid, dependable response with comprehensive and precise information is imperative.

Keeping the well-being of students, teachers, and staff at the forefront, This system instantly directs requests for assistance to key personnel. The CENTEGIX crisis alert system delivers clear and essential information to all affected staff members, ensuring their preparedness to handle any situation.

During critical moments, the simplicity and swiftness of response are paramount. CENTEGIX empowers educators and administrators at EHS to efficiently and swiftly direct assistance where it's needed most.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We are committed to adhering to all safe school recommendations mandated by the Lake County School Safety and Security Services, as outlined in the District's Non-Negotiable Safety Protocols.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

EHS desires to provide a safe school for all students and staff as required by state law, FLDOE, and LCSB.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Acquire supplementary items pertaining to communication, intrusion prevention, monitoring, and first aid. These may encompass security cameras, communication tools, and contraband prevention and detection resources. Eustis High School will explore funding options from entities such as the LCSB, EHS School Advisory Committee, and local government agencies. It is projected that approximately $10,000 - $20,000 will be sought from the School Advisory Committee.

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

By When: Eustis High School retains the prerogative to conduct ongoing safety assessments throughout the entirety of the school year and to initiate funding requests as required in the 2023/2024 academic year.

#3. Instructional Practice specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Utilizing standards-based instruction provides a framework for shaping the design, execution, and evaluation of student learning. By integrating standards into the instructional process, teaching approaches are strategically aligned with established learning objectives.

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

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

Dedicated student achievement teams will diligently track student data encompassing academic progress, attendance, and disciplinary trends. Working in tandem with teacher-leaders, administrators will collaborate to make necessary adaptations in curriculum, remedial efforts, and staffing, guided by insights derived from classroom walk-throughs.

Daily classroom walk-through observations will serve to monitor teaching methodologies harmonized with standards-based instruction, drawing from the Marzano Teacher Evaluation Framework and evidence-based strategies advocated by John Hattie. Administrators will closely oversee collaborative teams, shared planning sessions, and intervention activities, specifically focusing on instructional approaches aligned with standards.

For the seventh consecutive year, Eustis High School will uphold the Instructional Framework set forth by the District Office. Students requiring additional academic support will be identified and provided with opportunities for tutoring sessions beyond the regular class schedule.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implement the District Instructional Framework, which positions the teacher as the facilitator responsible for structuring daily learning experiences centered around reading, writing, discussions, and critical thinking. The teacher's role involves not only providing purpose and clarity to lessons but also modeling the learning process, thereby bridging the connection between students' expected capabilities and the learning objectives within the course standards.

In addition to regular classroom activities, students will participate in intervention sessions twice a week, with ongoing assessment to determine the potential need for increasing these sessions to three or four times weekly. Moreover, students necessitating extra support beyond regular class hours will be offered tutoring opportunities led by teachers. These tutor/teachers will receive Extra Duty Pay through SAI Allocated Funding.

Teachers will engage in curriculum development to enhance teaching and learning. This endeavor will be supplemented with Extra Duty Pay through SAI Funding, encouraging ongoing improvement in instructional quality

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The strategy we're discussing is firmly supported by John Hattie's extensive educational research. In his studies, a one-year learning gain corresponds to an effect size of 0.4. Notably, any strategy surpassing an effect size of 0.4 leads to a learning gain exceeding one year's worth of student learning growth.

John Hattie's research, when aligned with the District Instructional Framework, highlights the following effect sizes: student collaboration (0.82), clarity/purpose (0.75), repeated reading (0.7), direct instruction (0.6), and writing (0.45). Notably, intervention programs exhibit an effect size of 1.29.

When we collectively achieve true teacher efficacy in our teaching and student learning initiatives, the resulting effect size reaches 1.57. This value significantly exceeds one year of growth in student learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Employ a collaborative approach, utilizing both human expertise and tangible resources, to attain teacher efficacy.
Create schedules that ensure timely, systematic, and direct interventions, beginning with two sessions per week.
Administrators will conduct observations during intervention sessions, ensuring a concentrated emphasis on instructional practices in line with standards alignment.
Leverage school and student data as the foundation for implementing interventions.
Student achievement teams will diligently oversee student data, covering academic achievements, attendance, and disciplinary progress.
Implement common planning where feasible within teacher and student schedules.
Employ progress monitoring and formative assessment to guide actionable steps.
Administrators will work in tandem with teacher-leaders to modify curriculum, remedial strategies, and personnel when necessary.
Administrators will actively engage with collaborative teams and shared planning sessions, guaranteeing a strong emphasis on precise instructional methods.
Regular classroom observations by administrators will ensure the focus on instructional practices that align with standards.
Administrators will utilize the Marzano Teacher Evaluation Framework for assessing and offering feedback to teachers.

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

By When: The action steps are processes for the entirety of the 2023/2024 school year.

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The English Language Learners (ELL) subgroup achieved results lower than the Federal benchmark of 41%. When the success rate falls beneath this 41% threshold, the school is obligated to implement further measures to ensure that high-quality instruction tailored to ELL students is provided. In the 2022/2023 academic year, EHS observed steady success rate with ELL students at a rate of 40%, not quite reaching the 41% Federal benchmark.

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

EHS is dedicated to continuing its support for our ELL students by retaining a specialized instructional professional, with the goal of helping them surpass the 41% success rate and overcome language and learning obstacles.

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

Student achievement teams will continuously review student data, including academic progress, attendance, and disciplinary improvements. Administrators will work closely with teacher-leaders to make necessary adjustments to the curriculum, remedial efforts, and personnel whenever required. Daily classroom walk-through observations are conducted to assess teaching practices aligned with standards-based teaching and the Marzano Teacher Evaluation Framework. Additionally, the ELL school specialist will conduct one-on-one meetings with ELL students to assess their individual progress and facilitate additional support when necessary

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Deliver top-tier instruction within the general education setting, coupled with tailored individual accommodations designed for ELL students during intervention sessions, held at a minimum of two days per week. Additionally, schedule individual meetings with the ELL school specialist.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Emphasizing purpose in education centers on directing student learning towards significance, transcending mere tasks. For ELL students, when they understand the why, what, and how of their learning, it becomes more meaningful, relevant, and engaging. This understanding motivates them to invest more effort for extended periods. Consequently, they dedicate more time to practicing and applying newfound skills and knowledge in innovative and self-reliant ways.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Modify the student bell schedule to include dedicated intervention time.
Teachers will identify ELL subgroup students and closely track their advancement, ensuring they receive top-notch instruction along with specialized ELL support when required.
Academic achievement teams will convene on a monthly basis to review the development of ELL students, ensuring their needs are identified, interventions are in place, and they are benefiting from high-quality instruction.
When suitable, students will be directed towards PASS restorative practices instead of OSS.
Utilize formative assessments to track student advancement and pinpoint areas necessitating interventions tailored to ELL students.

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

By When: Implemented immediately. Intervention sessions start August 29, 2023.

#5. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#6. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Improving attendance rates is an ongoing process that requires a multifaceted approach and a commitment from all stakeholders—students, parents, teachers, and administrators. By implementing strategies with stakeholders in mind, EHS can work toward ensuring that students attend school regularly and have the best chance at academic success

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

EHS wants to see significant improvement in the 2023/2024 attendance rate of students as indicated the EWS.

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

We will conduct monthly monitoring of EWS data to track attendance and identify students in need of attendance interventions.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Research shows that using some or all of the following attendance improvement strategies are critical to improving attendance of high school students.

Data Analysis: Analyzing attendance data to identify patterns and pinpoint areas of concern.

Parent and Guardian Involvement: Regular communication through emails, phone calls, and meetings can help parents stay informed about their child's attendance and progress.

Flexible Scheduling: Exploring flexible scheduling options, such as offering evening classes or online courses for students who face unique challenges attending during regular school hours.

Mentoring and Counseling: Assign mentors or counselors to students struggling with attendance issues. These individuals can provide guidance, support, and resources to help students overcome barriers to attendance.

Use Technology: Utilize Focus and EWS and our automated messaging systems to notify parents and guardians when their child is absent. This keeps them informed and can prompt quicker action.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

EHS will understand which students are frequently absent and why. When students feel like they belong, they are more likely to attend school regularly.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Form an attendance committee to analyze and address the EWS data that identifies where attendance problems are occurring.

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

By When: 1st quarter 2023/2024.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: -- Select below --:	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
3	III.B.	Area of Focus: Instructional Practice: English Language Learners	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	$0.00
5	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
6	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No