

Alachua County Public Schools

GAINESVILLE HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Gainesville High School is committed to challenging all students to achieve their highest potential in all areas of their lives.

Provide the school's vision statement

The vision of Gainesville High School is to provide students with an appreciation of their intrinsic value and to develop within them the skills, knowledge, and curiosity which will enable them to lead fulfilling and productive lives in a rapidly changing and increasingly complex society.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Daniel Ferguson

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Frederic Ashford

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Mallory Becker

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Kirk Tapley

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Carly Heckathorn

Position Title

School Counselor

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Claire Noguero

Position Title

School Counselor

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Joshua Forgione

Position Title

Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Nick Mathews

Position Title

Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #9

Employee's Name

Detra Long

Position Title

Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #10

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

The SIP committee will meet and provide input for the development of the plan. All stakeholders are encouraged to contribute in the creation of the school's plan.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

School leadership will closely monitor data and provide feedback to stakeholders throughout the school year. Special attention will be given to early data in order to make any necessary adjustments to achieve all necessary goals.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	64.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	49.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: A 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	54	56	55	47	53	50	59	57	51
ELA Grade 3 Achievement **									
ELA Learning Gains	51	57	57				53		
ELA Learning Gains Lowest 25%	46	53	55				32		
Math Achievement *	47	45	45	56	48	38	57	30	38
Math Learning Gains	66	47	47				66		
Math Learning Gains Lowest 25%	50	38	49				54		
Science Achievement *	74	72	68	59	66	64	58	48	40
Social Studies Achievement *	65	72	71	64	65	66	65	47	48
Graduation Rate	83	89	90	89	89	89	88	65	61
Middle School Acceleration								40	44
College and Career Readiness	69	68	67	75	66	65	79	71	67
ELP Progress	44	48	49	44	57	45	33		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	649
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	83%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
59%	65%	59%	56%		60%	58%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	36%	Yes	5	
English Language Learners	45%	No		
Asian Students	81%	No		
Black/African American Students	43%	No		
Hispanic Students	56%	No		
Multiracial Students	70%	No		
White Students	76%	No		
Economically Disadvantaged Students	47%	No		

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%
Students With Disabilities	28%	Yes	4	1
English Language Learners	44%	No		
Asian Students	85%	No		
Black/African American Students	42%	No		
Hispanic Students	56%	No		
Multiracial Students	64%	No		
White Students	85%	No		
Economically Disadvantaged Students	49%	No		

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%
Students With Disabilities	32%	Yes	3	
English Language Learners	37%	Yes	1	
Native American Students				
Asian Students	77%	No		
Black/African American Students	47%	No		
Hispanic Students	53%	No		
Multiracial Students	70%	No		
Pacific Islander Students				
White Students	76%	No		
Economically Disadvantaged Students	48%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	54%		51%	46%	47%	66%	50%	74%	65%		83%	69%	44%
Students With Disabilities	26%		44%	41%	16%	29%		39%	25%		81%	24%	
English Language Learners	22%		52%	50%	37%	58%		54%	35%		64%	33%	44%
Asian Students	82%		61%		79%			89%	70%		97%	90%	
Black/African American Students	26%		38%	42%	25%	48%	38%	48%	40%		76%	45%	
Hispanic Students	44%		53%	51%	40%	55%	55%	75%	63%		75%	59%	42%
Multiracial Students	66%		60%	38%	60%	77%		82%	69%		82%	96%	
White Students	77%		59%	62%	75%	76%	58%	86%	88%		91%	83%	
Economically Disadvantaged Students	35%		43%	44%	35%	54%	41%	55%	47%		72%	50%	37%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	47%				56%			59%	64%		89%	75%	44%
Students With Disabilities	9%				21%			16%	18%		73%	30%	
English Language Learners	18%				46%			34%	32%		77%	39%	62%
Asian Students	69%				84%			79%	89%		95%	91%	
Black/African American Students	15%				31%			28%	33%		89%	53%	
Hispanic Students	39%				44%			50%	51%		80%	62%	64%
Multiracial Students	50%				55%			58%	67%		89%	67%	
White Students	74%				74%			87%	90%		91%	93%	
Economically Disadvantaged Students	25%				40%			37%	43%		81%	53%	61%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	59%		53%	32%	57%	66%	54%	58%	65%		88%	79%	33%
Students With Disabilities	8%		27%	26%	24%	50%		14%	36%		75%	30%	
English Language Learners	14%		35%	36%	31%	42%		11%	30%		83%	51%	33%
Native American Students													
Asian Students	81%		77%		65%	61%		76%	77%		97%	84%	
Black/African American Students	26%		33%	29%	36%	60%	59%	30%	45%		85%	64%	
Hispanic Students	49%		51%	33%	60%	62%		47%	57%		84%	63%	28%
Multiracial Students	61%		61%	50%	68%	79%		54%	75%		91%	90%	
Pacific Islander Students													
White Students	85%		65%	43%	80%	72%	53%	90%	87%		90%	91%	
Economically Disadvantaged Students	33%		37%	31%	47%	59%	54%	34%	44%		82%	67%	38%

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	47%	52%	-5%	53%	-6%
Ela	9	50%	54%	-4%	53%	-3%
Biology		67%	69%	-2%	67%	0%
Algebra		25%	53%	-28%	50%	-25%
Geometry		51%	52%	-1%	52%	-1%
History		62%	69%	-7%	67%	-5%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		18%	19%	-1%	16%	2%
Geometry		4%	36%	-32%	21%	-17%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		18%	19%	-1%	17%	1%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Graduation rate showed the most improvement. A focus on post-secondary was an area of focus.

Lowest Performance

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

SWD showed the lowest performance. Attendance was the contributing factor.

Greatest Decline

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

ELA for SWD students showed the greatest decline.

Greatest Gap

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.

Algebra 1 had the greatest gap when compared to the state average. Low performing students taking Algebra in high school vs middle school.

EWS Areas of Concern

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

Attendance and SWD achievement are areas of concerns.

Highest Priorities

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

Student attendance, SWD and ELL achievement are areas of concerns.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Instructional practice centered around improving student engagement is critical in improving academic achievement. 2023-2024 Student Achievement Data review supports the need for improving reading and math for students with disabilities through increasing engagement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Students will improve achievement on the Reading FAST scores by 3% compared to 2024 scores of 54%.

Students will improve achievement on the Math EOCs scores by 3% compared to 2024 scores of 47%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Bi-weekly progress monitoring will occur. Classroom assessments, AIMS data, PM1, & PM2 will be monitored regularly to positively impact student achievement outcomes.

Person responsible for monitoring outcome

Daniel Ferguson, Mallory Becker, Kirk Tapley & Fred Ashford

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

On grade level instruction aligned to standards. Tasks aligned to standards. Use of collaborative structures to improve engagement. High level questioning. Teachers will check for understanding.

Students will know and understand what they are learning.

Rationale:

Students need tier 1 instruction on grade level that is aligned to the standards, including task that are to the depth of each standard.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Learning Structures Professional Learning

Person Monitoring:

Mallory Becker

By When/Frequency:

October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will engage in collaborative learning structures professional learning. Administration will conduct weekly look-fors to monitor collaborative engagement in classrooms.

Action Step #2

Look Fors Classroom Walk-throughs

Person Monitoring:

Administration

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will conduct weekly classroom look-fors walk-throughs to monitor teacher instructional practice and student learning.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Students with Disabilities (SWD) are currently performing below all students across the state of Florida. Federal indicators show the need for improvement for SWD in the areas of Math and Reading.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Gainesville High School will raise the percent of achievement based on the FAST to 41% for Students with Disabilities.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor this Area of Focus through looking at ELA FAST, Algebra 1 EOC, and Geometry EOC data. Bi-weekly progress monitoring will also be conducted.

Person responsible for monitoring outcome

The person responsible for monitoring the outcome of this Area of Focus will be Kirk Tapley (Assistant Principal - Student Services)(tapleykb@gm.sbac.edu).

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Gainesville High School (GHS) will implement several evidence-based interventions to achieve the measurable outcomes in each relevant grade level. The first intervention will be on grade level instruction aligned to standards. Second, we will use tasks that are aligned to standards. Thirdly, GHS will make efficient use of collaborative structures. Finally, GHS will use high level questioning so that students know and understand what they are learning.

Rationale:

Students with Disabilities will receive on grade level instruction aligned to instruction. Students with Disabilities will either have Learning Strategies or Support Facilitation. This will improve achievement of this subgroup.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Action Steps - Students with Disabilities (SWD)

Person Monitoring:

By When/Frequency:

Kirk Tapley (Assistant Principal - Student Services)(tapleykb@gm.sbac.edu)

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Gainesville High will take three specific action steps to address this area of focus. First, we will monitor attendance. Secondly, we will offer support for SWD through a variety of methods, e.g. cohort support facilitation classes.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

GHS aims to create a Positive Culture and Environment, where students are excited to come to school, in order to help improve student attendance and achievement. If students are not attendance, then they can't learn.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

This area of focus will be measured through consistent monitoring by the Leadership Team of Gainesville High School. We increase 93% in 2023-2024 to 95% or higher in 2024-2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This Area of Focus will be monitored on a weekly basis through progress monitoring by Mr. Ashford and reviewed by the admin team. We will monitor students using the attendance data in PowerBI and Skyward. We will meet with the county truancy officer and develop strategies to address the chronically absent students.

Person responsible for monitoring outcome

The person responsible for monitoring this outcome is Fred Ashford (Assistant Principal - Administration)(ashfordfl@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The evidence-based intervention utilized by GHS to address this Area of Focus will be attendance recognition for students in need of support that come to school regularly.

Rationale:

By offering recognition and other incentives to support good attendance for students in need of support that come regularly, GHS hopes to create a feeling of belonging in the students that makes them feel like they are a part of something bigger than themselves, and want to come to school.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Student Attendance

Person Monitoring:

Frederic Ashford

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Mr. Ashford has PowerBI scheduled to generate weekly reports each Monday morning. He reviews and shares the information with the attendance clerks. A list of students is created and the information is discussed with the district truancy officer during his weekly visit. Parents of chronically absent students receive phone calls, emails, and letters informing them of the attendance concerns. Mr. Ashford continues to work with the family to resolve the truancy issue until it reaches a point of involving the district truancy team. The school leadership team continually works to develop ideas of getting students to campus.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

All resources need to show evidence of being research-based.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

IXL

Reading Plus

No Red Ink

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00