

Escambia High School



2014-15 School Improvement Plan

Escambia High School

1310 N 65TH AVE, Pensacola, FL 32506

www.escambia.k12.fl.us

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

59%

Alternative/ESE Center

No

Charter School

No

Minority

51%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	C

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	31
Goals Summary	31
Goals Detail	31
Action Plan for Improvement	34
Appendix 1: Implementation Timeline	37
Appendix 2: Professional Development and Technical Assistance Outlines	38
Professional Development Opportunities	39
Technical Assistance Items	41
Appendix 3: Budget to Support Goals	42

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Escambia High School exists to provide all students with a rich and challenging (RIGOR) academic, vocational, technical and social education that connects students' lives (RELEVANCE) to their futures in an environment that is safe and nurturing (RELATIONSHIPS) so that they may achieve their full potential as they progress into responsible and productive adulthood.

Provide the school's vision statement

Escambia High School will challenge students of all abilities to achieve excellence in a wide range of academic, cultural and sporting activities. It will equip children for the demands and opportunities of the twenty-first century by offering a differentiated, effective and rigorous curriculum as an entitlement to all. A professional and highly motivated staff, in partnership with parents, will encourage each child to achieve his full potential. In a disciplined and caring environment, based on mutual respect, each child will be valued as an individual in his/her own right and his/her moral development encouraged.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Individual teachers have methods of learning about their students, via activities and questionnaires that touch on student interests, best learning styles and pertinent information that students want their teachers to know about them. An example of a questionnaire used by some of the faculty members is the following:

STUDENT INFO SHEET

NAME CLASS

- What class are you most excited about this year?
- Where in the classroom do you like to sit? Front, middle, back, no preference?
- How do you prefer to work? Alone, with a partner, in a group, doesn't matter?
- Do you like to listen to music while you work?
- What can I do to help you be successful in our class?
- What else should I know about you?

GOALS

- What are your career goals?
- What are your educational goals after high school?
- What college would you like to attend?
- What do you see yourself doing in the next 5-10 years?
- How do you plan to get to where you want to be 5-10 years from now?

FAMILY AND HOME ENVIRONMENT

- How many brothers and sisters do you have?
- Do you take the bus to school?
- Do you bring your own lunch to school?
- What language do you speak at home?
- Who do you know, other than a teacher, who has gone to college?

PERSONAL INFORMATION

- Who are your friends in this class?
- What are you are most proud of?

- What do you enjoy doing in your free time?
- What extracurricular activities are you involved in?
- What are your hobbies?

ATTITUDES TOWARDS SCHOOL

- What is your favorite thing about school?
- What is your least favorite thing about school?
- How can you turn your least favorite into a favorite?
- What was your favorite class last year? Why?
- Why did you enroll in this class?
- What school clubs and organizations do you belong to?
- What school sports are you involved with?

EDUCATIONAL BACKGROUND

- What was your most recent mathematics course?
- List your class schedule. Please include teachers' last names

1st

2nd

3rd

4th

5th

6th

- List the science courses you have taken.

Writing ability (writing prompts) pick three of the following prompts, write a five sentence paragraph on each prompt that you chose. Use notebook paper and staple this sheet to your notebook paper, when finished.

- If I could go anywhere, I would...
- I learn the most when the teacher...
- I learn the most when I...
- After high school, I will probably...
- My ideal job would be...
- Three adjectives others might use to describe me are...and here's why...
- My definition of (type in name of subject here) is...

Describe how the school creates an environment where students feel safe and respected before, during and after school

EHS counselors listen to student concerns and refer to other school personnel when necessary (ie Deans). The counselors let their students know that it's ok to come to their office when they are afraid or having anxiety. They can also go to any teacher, Dean, or SRO to ask for help. The counselors make a concerted effort to be visible in all areas of campus- by being out in the front lobby, watching the cafeteria, watching the halls- all those high traffic/high visibility areas. The deans do a great job with their Rights and Responsibilities presentation along with their Bully investigations. The PBS system guides and rewards students for being "respectful, responsible, safe and proud. A detailed description of the program is in the upcoming section.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

EHS has a positive behavioral system in place, guiding students to "be respectful, responsible, safe and proud" as we guide and assist students in becoming a "better you". The program aims to reward students for good behaviors rather than focusing all the attention on a student when he or she acts out. Posters advertising the appropriate and expected behaviors are visible in the classrooms, hallways, cafeteria, restrooms, bus ramps and athletic fields. The program, now in its second year,

avails students of the opportunity to receive "swamp swag" tickets for appropriate behavior. These tickets are redeemable on Fridays in the Swamp Swag Store for goodies, treats and extras. The program's goals were built by analyzing the school's behavior referral data to look for trends, as well as feedback from 700 students surveys returned in an effort to find out what students themselves wanted to change about their school. The result is four guiding principles -- Being respectful, responsible, safe and proud. In the fall of 2012, before the PBS program was instituted, the top five things for which students were issued referrals were: disrespect, 228 referrals; improper dress, 291; disruption, 315; tardies, 336; cell phones, 355. In the fall of 2013, after PBS was instituted, referrals were as follows: disrespect, 70; dress code, 128; disruption, 135; cell phones, 155; missed detentions, 230; tardies, 375.

EHS has quarterly challenges, for example- being Tardy Free. These are proving to be a great success. We were able to reach 74% of our students and the challenge and data led us to see how big an issue our "Check-in" tardies are. As part of looking at ways to counter that issue for this new year, a new policy is in place for late check-ins and tardies.

In the spring of 2014 we held a Gator Bash. This was a school-wide initiative designed to reward students for their positive behaviors and to provide redirection for those who received a discipline referral between April 7 - April 24. Gator Bash allowed us to reach 100% of our student population. We had a grade level challenge for the smallest % of referrals. It was decided to go with percentage since each grade level has a different amount of students.

At the end of each semester, EHS had a silent auction. We used a book fair at Barnes & Noble Booksellers to raise money- initially we raised enough to buy four HD, color Nook ereaders which were auctioned. This was followed by additional book fairs at Barnes and Noble to try to double the amount raised to try to buy double the number of Nooks.

EHS believes that behavior data also ties into academic data- if students can be kept in class, they can be helped, as instructors build rapport with them and as students can see the benefit of what their education can bring them.

Students receive a Rights and Responsibility Handbook, published by the district, to inform students and parents of the students' rights as well as responsibilities. There is a student quiz touching on the rules, regulations and rights as well as issues/concerns/behaviors/consequences as well as a signature portion in which students acknowledge receiving the book and understanding their rights as well as their responsibilities. The completed quizzes are then kept by the deans' office, which ensures that all students have taken the quiz and signed for receiving the R and R booklet.

When teachers and staff notice inappropriate behaviors they are noted on a Behavior Tracking Form and the proper interventions (i.e., teacher/student conference, parent phone call, etc...) assigned. Should a student continue to exhibit those inappropriate behaviors faculty/staff submits the completed Tracking Form with a discipline referral. Faculty/staff have a behavior management chart delineating which behaviors are minor offense/classroom managed and/or major offense/

The following behaviors/violations are deemed as a Major Offense and will be Office Managed:

Referrals will be processed without a Classroom Behavior Report: Alcohol, Weapons, Combustibles, Forgery, Theft. Drugs, Arson, Skipping/Truancy, Bomb Threat/False Pulling of Fire Alarm, Tobacco, Fighting/Physical Aggression and/or Possession of Pornographic Content.

Behavioral Management Chart

Disruption

Minor Offense/ Classroom Managed: Student engages in any behavior that stops the learning process; such as talking out of turn, out of seat, excessive noise

Major Offense/ Office Managed: Student engages in any behavior that threatens the safety of themselves or others.

Dress Code

Minor Offense/ Classroom Managed: Student wears clothing that is near but not within the dress code which can immediately be corrected such as revealing tops that can be covered or adjusted, sagging pants that can be pulled up

Major Offense/ Office Managed: Student wears clothing that does not fit within the dress code which cannot be immediately corrected; such as short skirts or shorts, torn clothing

Lying/Cheating

Minor Offense/ Classroom Managed: Student delivers a message that misrepresents the truth; such as copying work, looking at another student's test, making untrue statements

Major Offense/ Office Managed: Student delivers a message such that the nature of which would be against the law; such as cheating on a state exam, plagiarism

Harassment/Bullying

Minor Offense/ Classroom Managed: Student engages in low-intensity instances of harassment; such as non-derogatory name calling, insensitive comments that hurt others' feelings, pestering others

Major Offense/ Office Managed: Student engages in high-intensity instances of harassment such as derogatory, sustained or intense verbal/gestural attacks based on ethnic origin, disability, race, religion, gender, age or other personal matters.

Property Misuse/Property Damage or Vandalism

Minor Offense/ Classroom Managed: Student engages in low-intensity misuse of property; such as writing on desks, breaking pencils, tearing papers off wall, unintentional tearing of book; as well as the unauthorized use of property

Major Offense/ Office Managed: Student deliberately impairs the usefulness of property

Abusive Language/Inappropriate Language/Profanity

Minor Offense/ Classroom Managed: Student engages in low-intensity instances of inappropriate language; such as profanity in conversation with peers, or other non-threatening inappropriate language and conversations

Major Offense/ Office Managed: Student engages in instances of abusive or inappropriate language or conversation that is directed at another person

Defiance/Disrespect

Minor Offense/ Classroom Managed: Student engages in non-threatening, low-intensity failure to respond to adult requests; such as sleeping, tone of voice, volume level, body language, ignoring a request or failing to comply with a request within an acceptable amount of time

Major Offense/ Office Managed: DOES NOT INCLUDE REFUSAL TO COMPLETE CLASSWORK OR ASSIGNMENTS. Student engages in a prolonged refusal to follow directions; such as yelling, arguing, obscene gestures

Physical Contact/ Display of Affection

Minor Offense/ Classroom Managed: Student engages in non-serious but inappropriate physical contact; such as hand holding, hugging, kissing, unintentional/accidental bodily contact, horseplay without injury

Major Offense/ Office Managed: Student engages in inappropriate, consensual, verbal and/or physical gestures/ contact of a sexual nature to another student or adult such as real or simulated vulgar/sexual activity, obscene gestures, physical contact resulting in injury

Gang Affiliation Display

Minor Offense/ Classroom Managed: Student displays gang affiliation which can immediately be corrected

Major Offense/ Office Managed: Student displays gang affiliations which cannot immediately be corrected

Technology Misuse (to include cell phones)

Minor Offense/ Classroom Managed: Student engages in low-intensity misuse of technology which does not result in damage; such as phone makes noise in class or unauthorized use of a cell phone

Major Offense/ Office Managed: Student engages in an inappropriate misuse of technology such as visiting sites with explicit content, attempts to access teacher controlled files (ie: gradebook and attendance), or refusing to comply with school technology policy after a verbal warning

Inappropriate Location or Unauthorized Location

Minor Offense/ Classroom Managed: Student is found in or found to have been in any area other than that which they were expressly given permission Unauthorized Area:

Major Offense/ Office Managed: Student is found in or found to have been in any area not designated for that student

The EHS tardy/check-in policy is as follows:

Tardy to class

If a student is not in the room by the end of the tardy bell, they are tardy to class and the teacher will write a tardy referral. If a class syllabus defines a tardy differently than the teacher will document the class rules violation on a Tracking Form and assign the necessary interventions prior to submitting a referral to a dean. If a student is excessively tardy to class please be sure to list the exact time in which the student came to class (i.e. tardy - student arrived at 10:26).

Check-In Policy

Due to the number of early morning check-ins we have each day, EHS continues to allow students the first five minutes to get to 1st period without a pass. Students are allowed 3 unexcused check-ins per semester. From 8:30 - 8:35 students may enter their room without a pass and they are recorded as tardy. On the 4th, and each subsequent tardy, the teacher will write a tardy referral.

This policy does not apply to late buses for which we will make an announcement or bus riders that are tardy to class. Nor does it apply to students seen on campus before school and were simply late getting to class.

This provision is to prevent students missing an excessive amount of class due to long check-in lines. This is NOT an extra (5) minutes for all students to abuse.

Absences

Teachers will mark attendance in Focus every day by 4 p.m. As the year progresses, approximately 3 weeks of attendance is visible for each student while taking the current day's attendance. Teachers look over the attendance carefully and when they notice 3 consecutive days of absences or a pattern of absences for a student, they should contact the appropriate Guidance Counselor or Dean with their concern.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Student's emotional needs are addressed by a School Counselor, or a district Mental Health Counselor who visits and sees students on a weekly basis. Referrals can also be made by the administration or counselors to outside counseling services and offered for free up to 7 visits by the school district.

When counselors are made aware of a student's difficulties, they will talk with the student, the family if necessary, and see the student on a regular bases for a while until the situation passes.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

As the year progresses, approximately 3 weeks of attendance is visible for each student while taking the current day's attendance. Teachers look over the attendance carefully and when they notice 3 consecutive days of absences or a pattern of absences for a student, they contact the appropriate Guidance Counselor or Dean with their concern.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	103	29	32	15	179
Course failure in ELA or Math	102	63	96	55	316
Level 1 on statewide assessment	219	65	89	0	373

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	151	52	69	18	290

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

During pre-planning days for teachers/staff as well as faculty meetings throughout the year, EHS is focusing upon student increases in reading proficiency, writing proficiency, reading learning gains and reading gains for the lowest quartile. To that end, student engagement is a major educational priority at EHS, which is certainly an intervention strategy. Each subject area has been tasked with at least one reading/writing in every class, every week. A text marking criteria is displayed in each classroom, with students marking concrete items/ideas with a C, and abstract items/ideas with an A, positive statements with a P or +, and negative statements with an N or -. Students also mark personification with a P, and imagery with an I, and lastly, mark nouns in the definition with an * astirick. Each department comprises a PLC (Professional Learning Community) which meets at least three times a month.

To reach our school goal of increasing reading learning gains and reading proficiency, each teacher determines the percentages of students in various courses that have an FCAT Reading Achievement Level of Level 1 or 2.

Using FCAT-STAR databases, teachers print out their class rolls, so that they have the data backgrounds on each of their students. Using data from FCAT Star showing the FCAT Reading Achievement Level (level 1, 2, 3, 4, 5) of each of their classes, the PLC team leader provides directions on to calculate the percentages.

This past spring, EHS teachers created SMART goals and actions plans on how each PLC Team will work to reach our school wide goal of 50% of our students reaching proficiency in reading (currently 43%).

In both Honors and General Education Courses, commonality of grading policies is in place, as follows:

- Same Course will have the same categories and grade weighting of those categories
- Categories should be weighted equitably. A category should not be weighted so that 2-3 grades in one category determine the grade for the entire semester.
- The semester exam counts as 20% in all courses (EOC Courses, EOC exam is 30%.)
- No more than 25% of a course semester grade should come from compliance grades (ex: turn in an assignment, you get a 100%, no matter the quality of the work.)

Current Reality - Current Sophomore/Junior Academic Standing
Sophomore

- SY 14 – Failed 1 course (16%; ESE 18%)
- SY 14 – Failed 2 courses (11%; ESE 11%)
- SY 14 – Failed 3 courses (9%; ESE 13%)
- SY 14 – Failed 4 courses (15%; ESE 22%)

- SY 14 – Less than 2.0 GPA (41%; ESE 61%)

Junior

- SY 13- Failed 2 courses (12%; ESE 12%)
- SY 13 Failed 3 Courses (9%; ESE 8%)
- SY 13 Failed 4 Courses (30%; ESE 41%)

The literacy coach identifies systematic patterns of the students' needs while working with instructional personnel to identify appropriate evidence-based interventions and strategies, assist with whole school screening programs that provide early intervening services for children considered "at risk", assist with monitoring "at risk" students, data collection and analysis, and provides support for assessment and implementation monitoring. The coach conducts school-based workshops for the faculty throughout the year to enhance instructional strategies, covering Edmodo, Digital Textbooks, iPads/ Apps, SchoolLoop website, Remind101 and SmartBoards.

The coach, along with the Leadership Team, presents the strategies and methodologies, thus, encouraging and facilitating implementation. Follow-up with all teachers takes place to ensure that all content areas are using literacy strategies. The coach meets monthly with all departments to share ideas, answer questions, and review lesson plans that contain reading strategies. The administration enforces and oversees that the strategies are being taught by conducting frequent classroom walk-throughs and observations.

The Literacy Team, which is made up of administrators, literacy coach and department heads of all disciplines, serves as a resource for those teachers who are unsure of how to utilize the strategies within his/her content area. The Literacy Team will help to provide the instructors with helpful materials that may be modified and utilized within their classes. The Literacy Team and Positive Behavior Team will also promote literacy throughout the school with various activities, challenges and prizes to involve the student body, parents as well as the faculty and staff.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The targets are to:

1. Increase student scores on standardized testing, using Literacy Night, ACT Night, Senior Night, guidance call outs to parents of at-risk students
2. Decrease tardies, absences, suspensions through increased parental assistance.

Various tools are utilized to communicate with students and parents- the school's website and marquee in front of the school, the parent call-out to inform them of the aforementioned events as well as upcoming standardized tests. Parents can access the FOCUS Gradebook portal to monitor their child's academic and attendance standing.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The military has a large presence at EHS, with JROTC's very successful program, which generates very enthusiastic parent/community involvement. Active duty military personnel provide many volunteer hours at various school functions and sporting events, and, in the past, student pilots tutored students in core subject areas.

The office of the Supervisor of Elections brings voting booths on campus for student elections to provide students with real-life experiences in "making their voices heard". Each year the Supervisor of Elections provides personnel that facilitates eligible students in becoming registered voters while still at EHS. Military facilities in the area and graduates from EHS, such as Emmitt Smith, have made donations for instructional purposes, from technical/electronic equipment to new machines for the weight/workout room. These items have a "whole student body" benefit, as numerous classes, across a broad spectrum of courses utilize these donations.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Sherrill, Michael	Principal
Shannon, Esi	Assistant Principal
Cramer, Erin	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership Team as well as the Common Core Standards Task Force meet twice monthly to engage in the following activities:

Review screening data and link that data to instructional decisions.

Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at risk for not meeting benchmarks. Based upon that information, as well as faculty surveys, the team identifies professional development and resources. The team collaborates regularly, problem solves, shares effective practices, evaluates implementation, makes decisions, practices new processes and skills and makes decisions about implementation. Small group meetings are scheduled for each month.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Michael Sherrill, the Principal, provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of the staff, and communicates with parents regarding school-based RtI plans and activities. Rigorous Professional Development and common Core Standards Strategy Implementation are closely aligned and focus upon creation of and requirements related to Data Notebooks by instructional staff and further Danielson Framework training to engage the instructional community at EHS in improved teaching practices and engaged, higher level learning in classrooms, as well as utilization of

Sunshine Connections. The general education teachers provide information about the core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier II interventions, and integrate Tier I materials/instruction with Tier II/III activities.

EHS teachers participate in the Tier process to provide support and offer strategies to the general education teacher. The reading coach identifies systematic patterns of the students' needs while working with district personnel to identify appropriate evidence-based interventions and strategies, assist with whole school screening programs that provide early intervening services for children considered "at risk", assist with monitoring "at risk" students, data collection, and data analysis, and provides support for assessment and implementation monitoring.

The school psychologist (district assigned) participates in the collection, interpretation and data analysis of data, facilitates development of intervention plans and provides support for intervention fidelity and documentation.

The speech pathologist educates the team in the role that language plays in curriculum, assessment and instruction, as a basis for appropriate program design and helps identify systematic patterns of the student's needs with respect to language.

Title I, Part A

For the last three years, Escambia High School has been a Title I school. The monies are used for additional instructor/aide/technology units.

Title I, Part C Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are two Migrant students at Escambia High School. We are providing the following services to these students:

Nutritional Support

Residential Support

Dental Support

Medical Support

All of the aforementioned are provided at the District level.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II

Title II funds are provided at the district level.

Title III

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center and we serve zero ELL students in grades 9-12. In addition, if needed, an Itinerant ESOL teacher, funded through Title III monies, is assigned to the students at our school. This teacher assists both the classroom teacher and the ELL student.

Title VI, Part B

Not applicable

Title X, Homeless

Our school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I office. At Escambia High School we have identified eighteen homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

No monies.

Violence Prevention Programs

The school offers a non-violence, anti-bullying and anti-drug program to students that incorporates guest speakers, counseling and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we provide training for faculty, staff and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2011-2012 school year, our district launched the "bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continuing to offer nutritional choices in its cafeteria. This includes salad bar, a la carte items, and self-serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

This program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title I Pre-kindergarten Office.

Adult Education

The district has several on-site community school programs, with a separate principal. Diploma programs for adults are offered, as well as enrichment classes for members of the community. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education

Escambia High School is a school of choice for students interested in one of five career paths- aeronautics, engineering, culinary arts, childhood education and internet marketing. Escambia High School has five academies, the Engineering Academy, the Flight Academy, Culinary Arts Academy, Early Childhood Education Academy and the Internet Marketing Academy. Through these academic programs, students receive direct professional/post-secondary applicable instruction.

Escambia High School is the home of the National Flight Academy-Aviation Classroom Experience (NFA-ACE) Flight Academy, which provides students with an opportunity to gain knowledge and understanding in the field of aviation. Students follow the development of flight with non-powered flight and finish with powered flight and rocketry. They use flight simulators based upon the National Flight Academy (NFA) and TEQGames Aviation Classroom Experience (ACE) curriculum to get a feeling for what it is like to be a pilot and see how math and science principles are used in flight. They also visit the National Naval Aviation Museum and participate in the National Flight Academy that is currently being built. This four-course, project-based program provides students with a foundation of knowledge and technically oriented experiences in the study of aerospace technologies, their effect upon lives, and the nature of aerospace engineering, design, and problem-solving techniques and methodologies. The content and activities also support building safety, teamwork, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes, and systems in the aviation and aerospace industries. Course progression during the four years at the Academy include Aerospace Technologies I, II, III (Honors) and Advanced Applications in Technology (Honors) with targeted cohort scheduling of English I-IV, Physical Science, Technology Studies I, Biology, Geometry, World History, Chemistry and Physics. By providing an immersive, goal-based context, students are challenged to solve authentic problems and led to reflect upon their decision-making and critical-thinking strategies. Constant feedback aids students in honing their skills by providing immediate information about the effectiveness of their actions.

Escambia High School is the district site for students interested in Science, Technology, Engineering and Mathematics (STEM) through our Engineering Academy. The mission of the Engineering Academy at Escambia High School is to prepare students for employment or continuation of their

education in a college or university in the field of engineering or engineering technology. The engineering academies utilize the nationally recognized Project Lead the Way (PLTW <http://www.pltw.org>) high school engineering curriculum. The engineering academies engage students in a four-year sequence of courses that introduce students to the scope, rigor and field of engineering. Students explore various engineering technology systems and learn how engineers use math, science and technology in processes and solutions that benefit people. The use of state of the art design and 3D modeling software provide students with a mechanism to put into practice their engineering knowledge to create, test, analyze and communicate their ideas. Students have the opportunity to specialize in different fields of engineering. Biotechnical Engineering is a specialization course focusing on relevant projects from the diverse fields of bio-engineering, bio-medical engineering and bio-molecular engineering. Students will develop advanced skills in biology, physics, technology, and mathematics and apply them to real-world biotech fields. Civil Engineering and Architecture is a specialization course focusing on an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state-of-the-art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the roles of engineers and architects, project planning, site planning, building design, documentation and presentation. The Engineering Academy students will be able to understand technology as a tool for problem solving, understand the scientific process, engineering, problem solving and the application of technology. These Academy students will then be prepared for the rigor of college level engineering or engineering technology programs, understand technological systems as they interface with other systems, use the principles of mathematics in their application to problem-solving, communicate effectively using reading, writing, listening and speaking; and demonstrate the ability to work in teams. The Project Lead the Way Engineering Academy curriculum prepares students to enter into a career path within the Science, Technology, Engineering and Mathematics (STEM) career cluster and an opportunity to earn related industry certifications or continuation of their education in a college or university. Students who successfully complete the program may be eligible for Gold Seal/Bright Futures scholarships.

The Culinary Arts Academy covers the history of the food service industry and careers in that industry. Also covered are state mandated guidelines for food service and how to attain food handler training certification, safety in the workplace, employability skills, leadership/teamwork skills, care and use of commercial culinary equipment, basic food science, basic nutrition and following recipes in food preparation labs. Second year students learn and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively, demonstrate safe, sanitary work procedures, understand food science principles related to cooking and baking, and utilize nutrition concepts when planning meals/menus. Third year students research career opportunities in professional cooking/baking, follow guidelines on food selection, purchasing, and storage and use communication skills. Students will prepare and present a variety of advanced food products, create centerpieces and research laws specific to the hospitality industry (including handling of alcohol). Also covered are management skills, how to develop a business plan and utilization of technology in the workplace. Students will be knowledgeable about food safety, manager training/certification training programs that are acceptable in Florida. Fourth year students will prepare various meals and food products including those for individuals with various nutritional needs and/or dietary restrictions. The relationship between nutrition and wellness will be examined. Cost control techniques and profitability will be covered as well as analysis of food establishment menus. Students will demonstrate basic financial literacy skills.

Escambia High School is the home of the new Internet Marketing Academy. This program provides students with the opportunity to learn the basics of business, marketing fundamentals, marketing strategies specific to the internet, and web design. The students begin learning the Microsoft Office Suite with basic business concepts incorporated into their lessons. They then move into learning about web design through Adobe Dreamweaver along with the basics of marketing. In their third year of the program, the students learn more about design by using Adobe Photoshop and marketing strategies and plans that are specific to the internet. This program is project based, and gives the

students the chance to work hands-on with the software and business concepts that are currently being used in the industry. Outside of the classroom the students are provided with opportunities to shadow current business people working in the industry they are interested in, compete in business related competitions, and develop their leadership skills through Future Business Leaders of America. When the students complete the Internet Marketing Academy program, they leave with real world skills that will help them gain employment and an Industry certification as a Microsoft Specialist as well as an industry certification in Adobe Dreamweaver and Photoshop.

Students interested in early childhood education careers matriculate in a course of study that consists of 600 hours (120 hours of classroom instruction and 480 hours of direct work with children) with four occupational completion points which results in the issuance of a Florida Department of Education Early Childhood Professional Certificate (ECPC). The Early Childhood Education Program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Early Childhood industry: planning, management, finance, technical and production skills, underlying principles of technology, labor, community, health, safety and environmental issues, and developmentally appropriate practices for children from birth through age eight. The course ECE covers the competencies in the 30 hours of DCF mandated training, the 10 hour preschool appropriate practices course, literacy training, and general competencies for initial employment. ECE2/3, which is a blocked course, prepares students to become preschool teachers. Students will acquire competence in activities and development of infants, toddlers, preschoolers, school age children to age eight, and special needs children. Students will acquire competence in the area of child development theories, current trends and issues, legislation, heredity, classroom management, developmentally appropriate curriculum and environments, multiculturalism and resource files. ECE 4 prepares students to be a child development specialist. Students will acquire competence in the area of mentoring, workshop development, team building advocacy, brain research and professional development.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Michael Sherrill	Principal
Esi Shannon	Principal
Erin Cramer	Principal
Jessica Canales	Teacher
Keith Rich	Education Support Employee
Lisa Fournier	Parent
Cynthia Dils	Parent
Arabihah Ali	Student
Alicia Knute	Student
Denarious Britt	Student
Savannah Cox	Student
Alyssa Hubbert	Student
Alyssa Walker	Parent
Lisa Toquohty	Parent
Nick Yonke	Business/Community
Tanya Lockett	Parent
Bull Toquohty	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Members of SAC, comprised of school-based leaders as well as parents and community leaders, played a central role in crafting and evaluating the School Improvement Plan and all parts therein. SAC reviews data that is under the purview of School Improvement, acting in a supporting/ implementing capacity with manpower and approving the distribution of available funding, developing parental-involvement activities.

Development of this school improvement plan

The SAC has played an integral role in determining the goals for the year, discussing the barriers, selecting one barrier as well as formulating professional development for the school year.

Preparation of the school's annual budget and plan

Any funds that are allocated to the SAC- applicable portions of the annual budget are, and will be, used to impact student learning and to improve Escambia High School and its curriculum.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Literacy Night (\$3,000.00), ACT Night (\$500.00), Senior Night (\$500.00)

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Sherrill, Michael	Principal
Shannon, Esi	Assistant Principal
Cramer, Erin	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Driven by testing data as well as faculty surveys and walk-throughs/observations, the Literacy Leadership Team has been and will continue to present evidenced-based training in whole-faculty meetings as well as small learning groups, with team members in the role of facilitators. Training topics are targeted upon C.R.I.S.S., Kagan Strategies, Marzano's Strategies, Project-Based Learning, Service Learning- all with a focus upon increasing literacy levels in all EHS students. The aforementioned summer training in June and July is an example of the efficacy-based strategy focus that EHS is committed to utilizing in all subject areas.

The two areas that we are going to focus on for PD this year are: Text-Dependent Questions and Academic Vocabulary - both of these are 'shifts' of the common core state standards

The Literacy Team is shifting to the common core implementation team, whose members are:

Ruth McCauliffe, Bob Rainey, Jessica Canales, Cindy Knowlton, Angie Caroline, Martha Hugus, Patricia Andrews, Michael Sherrill, Erin Cramer, Esi Shannon. Please note these additional names are also applicable to subsection a of Literacy Leadership Team.

Staff Development will be the second and fourth Tuesday of each month, attendance is required for all faculty.

The PD schedule is:

October: Intro to the CCSS shifts

November: Text Dependent Questions in reading and writing

December: Academic Vocabulary

January: Text Dependent Questions in reading and writing

February: Academic Vocabulary

March: Text Dependent Questions in reading and writing

April: Academic Vocabulary

These align with the SIP goals for increasing reading achievement

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Each department comprises a PLC (Professional Learning Community) which meets at least three times a month.

To reach our school goal of increasing reading learning gains and reading proficiency, each teacher determines the percentages of students in various courses that have an FCAT Reading Achievement Level of Level 1 or 2.

Using FCAT-STAR databases, teachers print out their class rolls, so that they have the data

backgrounds on each of their students. Using data from FCAT Star showing the FCAT Reading Achievement Level (level 1, 2, 3, 4, 5) of each of their classes, the PLC team leader provides directions on to calculate the percentages.

This past spring, EHS teachers created SMART goals and actions plans on how each PLC Team will work to reach our school wide goal of 50% of our students reaching proficiency in reading (currently 43%).

In both Honors and General Education Courses, commonality of grading policies is in place, as follows:

- Same Course will have the same categories and grade weighting of those categories
- Categories should be weighted equitably. A category should not be weighted so that 2-3 grades in one category determine the grade for the entire semester.
- The semester exam counts as 20% in all courses (EOC Courses, EOC exam is 30%.)
- No more than 25% of a course semester grade should come from compliance grades (ex: turn in an assignment, you get a 100%, no matter the quality of the work.)

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

One of the main strategies for recruitment/retention of high quality teachers at Escambia High School is to make new teachers aware of the benefits and applicable programs available through the district and state. All new teachers participate in the district New Beginnings program. This program provides information about our district's benefits package and different incentives offered by community organizations. New teachers also learn about state-sponsored programs supported by the district including the DROP program and the School Recognition Program. Escambia High School has a strong support system for beginning teachers under the auspices of the mentoring program.

For more experienced teachers, Escambia High School makes teachers aware of the National Board Certification. This certification offers public recognition of the accomplishments of experienced teachers, as well as additional salary benefits, when funded by the Florida Legislature. Escambia High School currently has two teachers with National Board certification, Susan Butler and Jewel Cannada-Wynn. These two teachers have completed the National Board Certification mentoring training program and guide National Board candidates through the portfolio and assessment processes.

Teachers at EHS are encouraged to take the Clinical Educator workshop so that they will be able to have a student teacher. This allows the administrators and faculty to identify potentially good teachers. To facilitate their first year on campus, newly hired teachers are paired up with the department chair or a veteran, experienced teacher within the same department. The veteran guides the new faculty member in acclimating to their new school, providing any needed classroom management tools, as well as encouragement and constructive guidance throughout the year. Pedagogical support and assistance in modeling of effective instruction techniques, developing lessons and pacing, goals and behavior management plans are the veteran teacher's forte. He/she provides the new member with real-world opportunities through classroom observations to help the new staff member as he/she incorporates best practices into the instructional process, all with the goal of optimizing student engagement and learning gains. School-based professional development opportunities abound, both department- and school-wide, thus providing new faculty members with a plethora of opportunities to learn as well as share.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Newly hired teachers are paired up with the department chair or a veteran, experienced teacher within the same department. The veteran guides the new faculty member in acclimating to their new school, providing any needed classroom management tools, as well as encouragement and constructive guidance throughout the year. Pedagogical support and assistance in modeling of effective instruction techniques, developing lessons and pacing, goals and behavior management plans are the veteran teacher's forte. He/she provides the new member with real-world opportunities through classroom observations to help the new staff member as he/she incorporates best practices into the instructional process, all with the goal of optimizing student engagement and learning gains. School-based

professional development opportunities abound, both department- and school-wide, thus providing new faculty members with a plethora of opportunities to learn as well as share.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Instructors work within departments on common curriculum and pacing, all under the umbrella of the Florida Standards. School and district based workshops provide teachers with strategies for compliance as well as materials and resources, online and otherwise, to enhance their instructional programs.

Each department comprises a PLC (Professional Learning Community) which meets at least three times a month.

To reach our school goal of increasing reading learning gains and reading proficiency, each teacher determines the percentages of students in various courses that have an FCAT Reading Achievement Level of Level 1 or 2.

Using FCAT-STAR databases, teachers print out their class rolls, so that they have the data backgrounds on each of their students. Using data from FCAT Star showing the FCAT Reading Achievement Level (level 1, 2, 3, 4, 5) of each of their classes, the PLC team leader provides directions on to calculate the percentages.

This past spring, EHS teachers created SMART goals and actions plans on how each PLC Team will work to reach our school wide goal of 50% of our students reaching proficiency in reading (currently 43%).

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

This past June and July, summer instructional training was conducted for faculty and focused upon efficacy-driven strategies for students' academic success. Teachers are currently meeting and developing tools and pedagogically-sound instructional strategies as they meet in their PLC teams. These department-centered groups will convene throughout 2014-2015- all integral to our two goals and strategies for success. The training topics this summer were as follows:

Building assessments to align with the Common Core

Understanding the difference between formative and summative assessments

Understanding why, when, and how to use formative and summative assessments

High achieving data collection and data conversations

High yield collaboration strategies

Each department comprises a PLC (Professional Learning Community) which meets at least three times a month.

To reach our school goal of increasing reading learning gains and reading proficiency, each teacher determines the percentages of students in various courses that have an FCAT Reading Achievement Level of Level 1 or 2.

Using FCAT-STAR databases, teachers print out their class rolls, so that they have the data backgrounds on each of their students. Using data from FCAT Star showing the FCAT Reading Achievement Level (level 1, 2, 3, 4, 5) of each of their classes, the PLC team leader provides directions on to calculate the percentages.

This past spring, EHS teachers created SMART goals and actions plans on how each PLC Team will

work to reach our school wide goal of 50% of our students reaching proficiency in reading (currently 43%).

In both Honors and General Education Courses, commonality of grading policies is in place, as follows:

- Same Course will have the same categories and grade weighting of those categories
- Categories should be weighted equitably. A category should not be weighted so that 2-3 grades in one category determine the grade for the entire semester.
- The semester exam counts as 20% in all courses (EOC Courses, EOC exam is 30%.)
- No more than 25% of a course semester grade should come from compliance grades (ex: turn in an assignment, you get a 100%, no matter the quality of the work.)

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 360

Departments and volunteering teachers provide subject specific tutoring, after school, for students in need. Honors students provide additional manpower, which helps them in obtaining needed service hours.

Strategy Rationale

EHS is focused upon improving proficiency in reading and math, as well as increasing our graduation rate. This opportunity fulfills those needs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Shannon, Esi, eshannon1@escambia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Sign in sheets and student assessment scores, as well as anecdotal feedback.

Strategy: Summer Program

Minutes added to school year: 960

The training covers the next steps of the tasks that PLC teams will be working toward during 2014-2015. The training topics are as follows:

- Building assessments to align with the Common Core
- Understanding the difference between formative and summative assessments
- Understanding why, when, and how to use formative and summative assessments
- High achieving data collection and data conversations
- High yield collaboration strategies

Strategy Rationale

Provide teachers with the tools to improve their instructional strategies in alignment with Common Core and improving student achievement and proficiency in courses as well as standardized assessments.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Shannon, Esi, eshannon1@escambia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Strategy: Weekend Program

Minutes added to school year: 1,000

Departments and volunteering teachers provide subject specific tutoring, on Saturdays, for students in need. Honors students provide additional manpower, which helps them in obtaining needed service hours.

Strategy Rationale

EHS is focused upon improving proficiency in reading and math, as well as our graduation rate. This opportunity fulfills that need.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Shannon, Esi, eshannon1@escambia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Sign in sheets and student assessment scores, as well as anecdotal feedback.

Strategy: Summer Program

Minutes added to school year: 2,400

Summer sessions for incoming ninth graders as well as grade recovery programs for currently enrolled students

Strategy Rationale

EHS is focused upon ninth graders becoming acclimated to the rigor and responsibilities of high school and enhancing their opportunities for successful transition. EHS SIP goals are directly related to improving proficiency in reading/math, as well as our graduation rate. This opportunity fulfills that need.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Shannon, Esi, eshannon1@escambia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Increased number of students with 2.0 GPA and increased graduation percentage. Reduced number of students who have failed one or more courses. Student assessment scores, as well as anecdotal feedback, are additional measures of efficacy.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

EHS recognizes the need to help incoming ninth graders become acclimated to the rigor and responsibilities of high school and we provide a "Student Transition Program" to enhance their opportunities for successful transition. Incoming freshmen attend a two week summer transition session to enhance their academic and social experience as well as help them make the adjustment to their next four years of high school. EHS SIP goals are directly related to improving proficiency in reading/math, as well as our graduation rate. This opportunity fulfills those needs.

The guidance department sponsors the S2S (Student to Student) mentoring program, in which new students are paired with vetted student members of the organization, in an effort to ease the stress of being part of a new school environment. Transitioning to a new school is a daunting exercise and the goal is to minimize this as much as possible so that these students can focus upon academic and social success in high school.

EHS has been hoping to cohort Engineering and Flight academy students in their ELA and Science classes but the realities of scheduling issues have not allowed that to happen at any statistically meaningful level.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The Escambia High School counselors make classroom visits to see their assigned students each year. During that time, they inform students about graduation requirements, the process for college application, scholarship (Florida Bright Futures), and that they are available to meet one-on-one to give more personal attention with regard to students' goals. The counselors also meet one-on-one with each student assigned to them advise them about registration for next year. During this time the counselor and student review graduation requirements and future goals to help advise them on what classes they may want to take and/or need to take. Counselors have the state website for Choices available for students to use to help them with guide them when choosing a possible career, college, and scholarships and during the 10th grade year all students take the PLAN test which is a career interest inventory. The results of the PLAN are presented to each student. This report is personalized with their strengths and weakness along with suggested careers that may be of interest to the student. Counselors have access to, and utilize, the web site of Florida Virtual Campus (FLVS.org) which has a career and academic exploration and college or university profiles and degree offerings. It also provides students with access to their high school transcript and Bright Futures Scholarship eligibility.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Escambia High School is a school of choice for students interested in one of five career paths- aeronautics, engineering, culinary arts, childhood education and internet marketing. Escambia High School has five academies, the Engineering Academy, the Flight Academy, Culinary Arts Academy, Early Childhood Education Academy and the Internet Marketing Academy. Through these academic programs, students receive direct professional/post-secondary applicable instruction.

Escambia High School is the home of the National Flight Academy-Aviation Classroom Experience (NFA-ACE) Flight Academy, which provides students with an opportunity to gain knowledge and understanding in the field of aviation. Students follow the development of flight with non-powered flight and finish with powered flight and rocketry. They use flight simulators based upon the National Flight Academy (NFA) and TEQGames Aviation Classroom Experience (ACE) curriculum to get a feeling for what it is like to be a pilot and see how math and science principles are used in flight. They also visit the National Naval Aviation Museum and participate in the National Flight Academy that is currently being built. This four-course, project-based program provides students with a foundation of knowledge and technically oriented experiences in the study of aerospace technologies, their effect upon lives, and the nature of aerospace engineering, design, and problem-solving techniques and methodologies. The content and activities also support building safety, teamwork, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes, and systems in the aviation and aerospace industries. Course progression during the four years at the Academy include Aerospace Technologies I, II, III (Honors) and Advanced Applications in Technology (Honors) with targeted cohort scheduling of English I-IV, Physical Science, Technology Studies I, Biology, Geometry, World History, Chemistry and Physics. By providing an immersive, goal-based context, students are challenged to solve authentic problems and led to reflect upon their decision-making and critical-thinking strategies. Constant feedback aids students in honing their skills by providing immediate information about the effectiveness of their actions.

Escambia High School is the district site for students interested in Science, Technology, Engineering and Mathematics (STEM) through our Engineering Academy. The mission of the Engineering Academy at Escambia High School is to prepare students for employment or continuation of their education in a college or university in the field of engineering or engineering technology. The engineering academies utilize the nationally recognized Project Lead the Way (PLTW <http://www.pltw.org>) high school engineering curriculum.

The engineering academies engage students in a four-year sequence of courses that introduce students to the scope, rigor and field of engineering. Students explore various engineering technology systems and learn how engineers use math, science and technology in processes and solutions that benefit people. The use of state of the art design and 3D modeling software provide students with a

mechanism to put into practice their engineering knowledge to create, test, analyze and communicate their ideas. Students have the opportunity to specialize in different fields of engineering. Biotechnical Engineering is a specialization course focusing on relevant projects from the diverse fields of bio-engineering, bio-medical engineering and bio-molecular engineering. Students will develop advanced skills in biology, physics, technology, and mathematics and apply them to real-world biotech fields. Civil Engineering and Architecture is a specialization course focusing on an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state-of-the-art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the roles of engineers and architects, project planning, site planning, building design, documentation and presentation. The Engineering Academy students will be able to understand technology as a tool for problem solving, understand the scientific process, engineering, problem solving and the application of technology. These Academy students will then be prepared for the rigor of college level engineering or engineering technology programs, understand technological systems as they interface with other systems, use the principles of mathematics in their application to problem-solving, communicate effectively using reading, writing, listening and speaking; and demonstrate the ability to work in teams. The Project Lead the Way Engineering Academy curriculum prepares students to enter into a career path within the Science, Technology, Engineering and Mathematics (STEM) career cluster and an opportunity to earn related industry certifications or continuation of their education in a college or university. Students who successfully complete the program may be eligible for Gold Seal/Bright Futures scholarships.

The Culinary Arts Academy covers the history of the food service industry and careers in that industry. Also covered are state mandated guidelines for food service and how to attain food handler training certification, safety in the workplace, employability skills, leadership/teamwork skills, care and use of commercial culinary equipment, basic food science, basic nutrition and following recipes in food preparation labs. Second year students learn and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively, demonstrate safe, sanitary work procedures, understand food science principles related to cooking and baking, and utilize nutrition concepts when planning meals/menus. Third year students research career opportunities in professional cooking/baking, follow guidelines on food selection, purchasing, and storage and use communication skills. Students will prepare and present a variety of advanced food products, create centerpieces and research laws specific to the hospitality industry (including handling of alcohol). Also covered are management skills, how to develop a business plan and utilization of technology in the workplace. Students will be knowledgeable about food safety, manager training/certification training programs that are acceptable in Florida. Fourth year students will prepare various meals and food products including those for individuals with various nutritional needs and/or dietary restrictions. The relationship between nutrition and wellness will be examined. Cost control techniques and profitability will be covered as well as analysis of food establishment menus. Students will demonstrate basic financial literacy skills.

Escambia High School is the home of the new Internet Marketing Academy. This program provides students with the opportunity to learn the basics of business, marketing fundamentals, marketing strategies specific to the internet, and web design. The students begin learning the Microsoft Office Suite with basic business concepts incorporated into their lessons. They then move into learning about web design through Adobe Dreamweaver along with the basics of marketing. In their third year of the program, the students learn more about design by using Adobe Photoshop and marketing strategies and plans that are specific to the internet. This program is project based, and gives the students the chance to work hands-on with the software and business concepts that are currently being used in the industry. Outside of the classroom the students are provided with opportunities to shadow current business people working in the industry they are interested in, compete in business related competitions, and develop their leadership skills through Future Business Leaders of America. When the students complete the Internet Marketing Academy program, they leave with real world skills that will help them gain employment and an Industry certification as a Microsoft Specialist as well as an industry certification in Adobe Dreamweaver and Photoshop.

Students interested in early childhood education careers matriculate in a course of study that consists of 600 hours (120 hours of classroom instruction and 480 hours of direct work with children) with four occupational completion points which results in the issuance of a Florida Department of Education Early Childhood Professional Certificate (ECPC). The Early Childhood Education Program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Early Childhood industry: planning, management, finance, technical and production skills, underlying principles of technology, labor, community, health, safety and environmental issues, and developmentally appropriate practices for children from birth through age eight. The course ECE covers the competencies in the 30 hours of DCF mandated training, the 10 hour preschool appropriate practices course, literacy training, and general competencies for initial employment. ECE2/3, which is a blocked course, prepares students to become preschool teachers. Students will acquire competence in activities and development of infants, toddlers, preschoolers, school age children to age eight, and special needs children. Students will acquire competence in the area of child development theories, current trends and issues, legislation, heredity, classroom management, developmentally appropriate curriculum and environments, multiculturalism and resource files. ECE 4 prepares students to be a child development specialist. Students will acquire competence in the area of mentoring, workshop development, team building advocacy, brain research and professional development.

The Escambia County Youth Orchestra recently held our All-County auditions. Strings students from all the seven high schools in the Escambia County school district auditioned. Our students performed very well with 40% of the entire All-County Orchestra being comprised of Escambia High School strings students. Also, the top 5 violins, top 2 cellos and bass in the entire county came from EHS.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The High School Feedback Report documents the many successes achieved by Escambia High School stakeholders in their focus upon increasing student learning gains while in high school through strategies put into place during grades 9-12. The strategies have proven long-term efficacy, as indicated by the numerous improvements indicated by the students' pre- and post-secondary readiness. In the most recent reporting years, there have been increases in the percent of graduates who scored at level 3 or better on the 10th grade FCAT- in both Reading and Math. The percent of graduates who completed at least one AP, IB, AICE or Dual Enrollment course has increased ten percent. Additional improvements are documented in the percent of graduates enrolled in Algebra I or equivalent in a FL public school prior to 9th grade, the percent of graduates who completed at least one level 3 high school math course, the percent of graduates who completed at least one level 3 high school science course, the percent of students who took PLAN two years prior to graduation year, the percent of graduates who took the ACT, the percent of graduates:at a state university in Florida during Fall, the percent of graduates enrolled in college credit courses at a FL public postsecondary institution earning a GPA above 2.0, and 100% of EHS graduates enrolled in college credit courses at Independent Colleges and Universities of Florida (ICUF) are earning a GPA above 2.0. Of the graduates enrolled in a Math course in Florida in Fall, the percent who successfully completed Intermediate Algebra (for elective credit only) as well as Entry-level Math (for Math credit and Advanced Math has increased. Of the graduates enrolled in an English course in Florida in Fall, the percent who successfully completed Freshman Comp I or II and other College-level English has increased.

As aforementioned, Escambia High School is a school of choice for students interested in one of five career paths- aeronautics, engineering, culinary arts, childhood education and internet marketing. Escambia High School has five academies, the Engineering Academy, the Flight Academy, Culinary Arts Academy, Early Childhood Education Academy and the Internet Marketing Academy. Through these academic programs, students receive direct professional/post-secondary applicable instruction.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Students' testing data provides predictors that indicate the potential to have difficulty with the college entrance placement test in mathematics and, thus, are placed in a "Math for College Success" class. The same data-driven analysis applies to students who might have difficulties with the college entrance placement test in English are placed in a "College Prep English IV" class. Students are placed in Compass Learning for grade recovery and initial credit in various core and elective classes. Students may also take classes from Escambia Virtual Academy. Students who need to improve standardized test scores for college admission are offered a "Test Prep" class in the spring.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Use data to drive instruction in all subject areas.

G2. Increase student engagement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Use data to drive instruction in all subject areas. 1a

G042023

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	15.4

Resources Available to Support the Goal 2

- Administrators, reading coach and department chairs, subject area specialists, teacher collaboration, national, state, district and school level professional development, online professional development resources, school-wide behavior management plan, state, district and school based data sources,

Targeted Barriers to Achieving the Goal 3

- Time to collaborate and plan; pacing; differentiation; behavior management; lack of training/ knowledge in understanding data and its analysis, as well as best practices that can be incorporated into instruction, funding for training.

Plan to Monitor Progress Toward G1. 8

Professional development opportunities in increasing students' proficiency in reading.

Person Responsible

Esi Shannon

Schedule

On 6/2/2015

Evidence of Completion

In-service sign-in sheets, class-room walk-throughs, faculty/department share fairs in which successful strategies are discussed amongst staff, student-teacher feedback, monitor data notebooks, surveys, email/put effective lesson plans on K Drive, student data regarding learning gains on formative assessments and EWS percentile deduction.

G2. Increase student engagement. 1a

G042024

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	15.4

Resources Available to Support the Goal 2

- Supportive administrators and colleagues, reading coach, district specialists, common planning time, professional development opportunities, PLC collaboration opportunities, strong teacher content knowledge, web sources with high efficacy feedback on best practices.

Targeted Barriers to Achieving the Goal 3

- Time to collaborate and plan; pacing; differentiation; classroom behavior management challenges; students' tardy/absence/suspension history, budgetary constraints, lack of training/knowledge in understanding data and its analysis, as well as best practices that can be incorporated into instruction, fidelity of implementation of instructional programs/practices, too many assessments, lack of resources, lack of time to implement processes, lack of parental involvement.

Plan to Monitor Progress Toward G2. 8

At regular intervals, instructional stakeholders will evaluate efficacy of strategies, modify/eliminate as needed. Ongoing data analysis will drive modification.

Person Responsible

Esi Shannon

Schedule

Monthly, from 6/23/2014 to 6/2/2015

Evidence of Completion

Testing data, attendance/suspension data, share fairs, examples of best practices utilized in classroom instruction to be submitted to department chairs on a regular basis, with the purpose of sharing via faculty meetings and saved on the common D drive.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Use data to drive instruction in all subject areas. **1**

 G042023

G1.B1 Time to collaborate and plan; pacing; differentiation; behavior management; lack of training/knowledge in understanding data and its analysis, as well as best practices that can be incorporated into instruction, funding for training. **2**

 B102274

G1.B1.S1 Professional development for teachers to infuse strategies regarding formative assessments and aligning assessments to CCSS (Florida Standards) that will allow students to gain conceptual understanding in the course content, increase student interaction in class lessons- close reading/ complex text, strategy use, small groups and Kagan-based instruction. **4**

 S113451

Strategy Rationale

Limited time and resources dictate that efficacious strategies are the logical first step in incorporating new instructional designs into the classroom- this will build the teachers' confidence in that methodology while at the same time students will make learning gains.

Action Step 1 **5**

Professional development

Person Responsible

Esi Shannon

Schedule

Weekly, from 6/23/2014 to 6/2/2015

Evidence of Completion

Sign- in sheets, classroom walk-throughs, E3 evaluations, faculty/department share fairs in which successful strategies are discussed amongst staff, student-teacher feedback, monitor data notebooks, surveys, email and uploading efficacious lesson plans onto K drive, student data regarding learning gains on formative assessments and EWS percentile deduction.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Professional development activities

Person Responsible

Esi Shannon

Schedule

Monthly, from 6/23/2014 to 6/2/2015

Evidence of Completion

Classroom walk-throughs, E3 evaluations, faculty/department share fair participation, data notebooks, surveys, efficacious lesson sharing on common K drive.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Professional development

Person Responsible

Esi Shannon

Schedule

Monthly, from 6/23/2014 to 6/2/2015

Evidence of Completion

Classroom walk-throughs, E3 evaluations, faculty/department share fair participation, data notebooks, surveys, efficacious lesson sharing on common K drive.

G2. Increase student engagement. 1

G042024

G2.B1 Time to collaborate and plan; pacing; differentiation; classroom behavior management challenges; students' tardy/absence/suspension history, budgetary constraints, lack of training/knowledge in understanding data and its analysis, as well as best practices that can be incorporated into instruction, fidelity of implementation of instructional programs/practices, too many assessments, lack of resources, lack of time to implement processes, lack of parental involvement. 2

B102275

G2.B1.S1 Professional development training that emphasizes increasing student interaction in classroom lesson- close reading/complex text, strategy use, small groups, Kagan training. We will also Increase teachers' use of best practices via whole faculty and PLS training/knowledge/share fairs 4

S113454

Strategy Rationale

Limited time and resources dictate that efficacious strategies are the logical first step in incorporating new instructional designs into the classroom-this will build the teachers' confidence in that methodology while at the same time learning gains are being made by students.

Action Step 1 5

Increase professional development opportunities, PLS collaborative opportunities that focus upon efficacy-based strategies that will increase student engagement, emphasizing increased student interaction in classroom lesson- close reading/complex text, strategy use, small groups, Kagan training. We will also Increase teachers' use of best practices via whole faculty and PLS training/knowledge/share fairs.

Person Responsible

Esi Shannon

Schedule

Weekly, from 6/23/2014 to 6/2/2015

Evidence of Completion

In-service sign in sheets, classroom walk-throughs, faculty share fairs, student/teacher feedback, formative assessment data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Examples of best practices utilized in classroom instruction to be submitted to department chairs on a regular basis, with the purpose of sharing via faculty meetings, share fairs and emails from faculty leaders. These best practices will be saved on the common K drive.

Person Responsible

Esi Shannon

Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Sign- in sheets, classroom walk throughs, examples of successful strategies that faculty members share on K drive, testing data, school grade

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Examples of best practices utilized in classroom instruction to be submitted to department chairs on a regular basis, with the purpose of sharing via faculty meetings, share fairs and emails from faculty leaders. These best practices will be saved on the common K drive.

Person Responsible

Esi Shannon

Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Testing data, attendance/suspension data, share fairs.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional development	Shannon, Esi	6/23/2014	Sign- in sheets, classroom walk-throughs, E3 evaluations, faculty/ department share fairs in which successful strategies are discussed amongst staff, student-teacher feedback, monitor data notebooks, surveys, email and uploading efficacious lesson plans onto K drive, student data regarding learning gains on formative assessments and EWS percentile deduction.	6/2/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Increase professional development opportunities, PLS collaborative opportunities that focus upon efficacy-based strategies that will increase student engagement, emphasizing increased student interaction in classroom lesson- close reading/ complex text, strategy use, small groups, Kagan training. We will also Increase teachers' use of best practices via whole faculty and PLS training/ knowledge/share fairs.	Shannon, Esi	6/23/2014	In-service sign in sheets, classroom walk-throughs, faculty share fairs, student/teacher feedback, formative assessment data	6/2/2015 weekly
G1.MA1	Professional development opportunities in increasing students' proficiency in reading.	Shannon, Esi	6/23/2014	In-service sign-in sheets, class-room walk-throughs, faculty/department share fairs in which successful strategies are discussed amongst staff, student-teacher feedback, monitor data notebooks, surveys, email/put effective lesson plans on K Drive, student data regarding learning gains on formative assessments and EWS percentile deduction.	6/2/2015 one-time
G1.B1.S1.MA1	Professional development	Shannon, Esi	6/23/2014	Classroom walk-throughs, E3 evaluations, faculty/department share fair participation, data notebooks, surveys, efficacious lesson sharing on common K drive.	6/2/2015 monthly
G1.B1.S1.MA1	Professional development activities	Shannon, Esi	6/23/2014	Classroom walk-throughs, E3 evaluations, faculty/department share fair participation, data notebooks, surveys, efficacious lesson sharing on common K drive.	6/2/2015 monthly
G2.MA1	At regular intervals, instructional stakeholders will evaluate efficacy of strategies, modify/eliminate as needed. Ongoing data analysis will drive modification.	Shannon, Esi	6/23/2014	Testing data, attendance/suspension data, share fairs, examples of best practices utilized in classroom instruction to be submitted to department chairs on a regular basis, with the purpose of sharing via faculty meetings and saved on the common D drive.	6/2/2015 monthly
G2.B1.S1.MA1	Examples of best practices utilized in classroom instruction to be submitted to department chairs on a regular basis, with the purpose of sharing via faculty meetings, share fairs and emails from faculty leaders. These best practices will be saved on the common K drive.	Shannon, Esi	8/18/2014	Testing data, attendance/suspension data, share fairs.	6/2/2015 monthly
G2.B1.S1.MA1	Examples of best practices utilized in classroom instruction to be submitted to department chairs on a regular basis, with the purpose of sharing via faculty meetings, share fairs and emails from faculty leaders. These best practices will be saved on the common K drive.	Shannon, Esi	8/18/2014	Sign- in sheets, classroom walk throughs, examples of successful strategies that faculty members share on K drive, testing data, school grade	6/2/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Use data to drive instruction in all subject areas.

G1.B1 Time to collaborate and plan; pacing; differentiation; behavior management; lack of training/ knowledge in understanding data and its analysis, as well as best practices that can be incorporated into instruction, funding for training.

G1.B1.S1 Professional development for teachers to infuse strategies regarding formative assessments and aligning assessments to CCSS (Florida Standards) that will allow students to gain conceptual understanding in the course content, increase student interaction in class lessons- close reading/ complex text, strategy use, small groups and Kagan-based instruction.

PD Opportunity 1

Professional development

Facilitator

Administrators and instructional coach

Participants

All faculty, administrators and instructional coach

Schedule

Weekly, from 6/23/2014 to 6/2/2015

G2. Increase student engagement.

G2.B1 Time to collaborate and plan; pacing; differentiation; classroom behavior management challenges; students' tardy/absence/suspension history, budgetary constraints, lack of training/knowledge in understanding data and its analysis, as well as best practices that can be incorporated into instruction, fidelity of implementation of instructional programs/practices, too many assessments, lack of resources, lack of time to implement processes, lack of parental involvement.

G2.B1.S1 Professional development training that emphasizes increasing student interaction in classroom lesson- close reading/complex text, strategy use, small groups, Kagan training. We will also Increase teachers' use of best practices via whole faculty and PLS training/knowledge/share fairs

PD Opportunity 1

Increase professional development opportunities, PLS collaborative opportunities that focus upon efficacy-based strategies that will increase student engagement, emphasizing increased student interaction in classroom lesson- close reading/complex text, strategy use, small groups, Kagan training. We will also Increase teachers' use of best practices via whole faculty and PLS training/knowledge/share fairs.

Facilitator

Administrators, instructional coach, district specialists, and volunteer teachers

Participants

All faculty, administrators, instructional coach

Schedule

Weekly, from 6/23/2014 to 6/2/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0