

Escambia County School District

Escambia High School



2018-19 Schoolwide Improvement Plan

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Escambia High School

1310 N 65TH AVE, Pensacola, FL 32506

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Escambia High School will foster quality relationships with all stakeholders within our school community. We will provide rigorous and relevant instruction through academic, social, and athletic experiences as we prepare students for post-secondary opportunities to meet the needs of the 21st century.

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 Leadership Team

Membership

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

Name	Title
Murphy, Frank	Principal
Shannon, Esi	Assistant Principal
McElhaney, Melanie	Assistant Principal
	Instructional Coach
Bonal Smith, Wendy	School Counselor
Cannada-Wynn, Jewell	Dean
Brown, Keitha	Teacher, K-12
Danks, Linda	Teacher, K-12
Gifford, Alicia	Teacher, K-12
Haugan, Amanda	Teacher, K-12
Holsworth, Doug	Teacher, K-12
Hornick, Amy	Teacher, K-12
Hugus, Martha	Teacher, K-12
James, Ryan	Teacher, K-12
Knowlton, Cynthia	Teacher, K-12
Bookout, Zachary	Teacher, Career/Technical
Roberts, LaTonya	Teacher, K-12
Thompson, Eddie	Teacher, K-12

Duties

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

The leadership team works to develop the yearly goals as described in this plan that addresses our school wide needs. In addition, the leadership team trains and leads their departments on the various task that are critical to the overall operation of Escambia High School.

Members of the team are made up of administrators, department leaders, and behavioral/attendance specialist. The team meets monthly to discuss the progress of our school and the reviews data using our progress monitoring system and other platforms that are used to track data.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	21	16	9	9	55
One or more suspensions	0	0	0	0	0	0	0	0	0	141	75	57	33	306
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	121	202	170	126	619
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	223	179	164	84	650
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	44	42	43	132

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	80	70	48	4	202
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Sunday 8/12/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	82	70	64	28	244
One or more suspensions	0	0	0	0	0	0	0	0	0	102	97	91	48	338
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	169	256	264	178	867
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	217	213	214	122	766

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	181	211	214	121	727

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	82	70	64	28	244
One or more suspensions	0	0	0	0	0	0	0	0	0	102	97	91	48	338
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	169	256	264	178	867
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	217	213	214	122	766

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	181	211	214	121	727

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

During the 2017-18 assessment year Black Non Hispanic students performed well below other subgroups at Escambia in the areas of proficiency in ELA, Math, US History, and Biology.

ELA Proficiency

All other subgroups 55%

Black Non Hispanic 17%

Math Proficiency

All other subgroups 57%
Black Non Hispanic 23%

US History Proficiency
All other subgroups 62%
Black Non Hispanic 29%

Biology
All other subgroups 57%
Black Non Hispanic 25%

Which data component showed the greatest decline from prior year?

Reading Lowest Quartile points dropped 2% from the previous year, During the 2016-17 Reading Lowest Quartile scored 29% and during the 2017-18 school year scored 27%.

Which data component had the biggest gap when compared to the state average?

Biology and US History both show the largest gap when compared to the state average. 2018 data shows a 17% difference and US History shows a 16% difference.

Which data component showed the most improvement? Is this a trend?

Mathematics achievement and learning gains both equally showed the most improvement during the 2017-18 school year. There was a 12% improvement in achievement and a 15% improvement in learning gains.

Describe the actions or changes that led to the improvement in this area.

During the 2017-18 school year professional learning groups were organized by content area so that teachers could share best practices. These learning groups met twice a month. Our district facilitator for high school math Shauna Peadae worked exclusively with these two teams of teachers during their learning community meetings. Teachers gave formative assessments throughout the year to gauge student progress. In addition, students were exposed to EOC Algebra and EOC Geometry questions provided through Everglades Resources. The tremendous effort and dedication that our Mathematics Department through the collegial work and planning also played a significant role in the improvement.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	41%	52%	56%	30%	46%	52%
ELA Learning Gains	44%	51%	53%	35%	45%	46%
ELA Lowest 25th Percentile	30%	40%	44%	32%	33%	38%
Math Achievement	49%	44%	51%	35%	36%	43%
Math Learning Gains	52%	51%	48%	38%	38%	39%
Math Lowest 25th Percentile	46%	40%	45%	41%	37%	38%
Science Achievement	52%	60%	67%	51%	64%	65%
Social Studies Achievement	55%	69%	71%	59%	63%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	21 (82)	16 (70)	9 (64)	9 (28)	55 (244)
One or more suspensions	141 (102)	75 (97)	57 (91)	33 (48)	306 (338)
Course failure in ELA or Math	121 (169)	202 (256)	170 (264)	126 (178)	619 (867)
Level 1 on statewide assessment	223 (217)	179 (213)	164 (214)	84 (122)	650 (766)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	40%	49%	-9%	53%	-13%
	2017	39%	46%	-7%	52%	-13%
Same Grade Comparison		1%				
Cohort Comparison						
10	2018	42%	49%	-7%	53%	-11%
	2017	34%	47%	-13%	50%	-16%
Same Grade Comparison		8%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	48%	57%	-9%	65%	-17%
2017	47%	58%	-11%	63%	-16%
Compare		1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	54%	65%	-11%	68%	-14%
2017	44%	59%	-15%	67%	-23%
Compare		10%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	39%	51%	-12%	62%	-23%
2017	37%	51%	-14%	60%	-23%
Compare		2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	46%	48%	-2%	56%	-10%
2017	33%	43%	-10%	53%	-20%
Compare		13%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	29	15	39	49		39	34		48	10
AMI	50	50									
ASN	54	48		62			50	50		80	
BLK	18	34	26	25	33	29	27	31		73	24
HSP	54	42	23	58	60		64	76		67	22
MUL	58	47	42	50	53	55	52	50		85	46
WHT	51	50	33	62	61	61	66	71		80	54
FRL	33	42	26	38	41	35	46	42		72	31
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	33	27	20	34	36	20	21		40	12
AMI	50	60									
ASN	42	38		52	43		58			94	53
BLK	18	31	28	17	28	27	31	25		66	21
HSP	45	44	17	40	25	27	48	50		89	25

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	44	33	17	41	40	38	55	57		85	25
WHT	47	46	34	48	43	38	62	64		76	41
FRL	28	35	29	30	34	31	42	37		67	22

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	<p>Improve proficiency within the Black non Hispanic sub group for both male and female students.</p> <p>2017-18 Data clearly reveals a significant performance gap in all four assessment areas between our Black Non Hispanic subgroup verses all other subgroups that are served at Escambia High School.</p>
Rationale	<p>ELA there is a 39% difference</p> <p>Math there is a 34% difference</p> <p>US History there is a 33% difference</p> <p>Biology there is a 32% difference.</p>
Intended Outcome	Escambia High School will close the learning gap between our Black Non Hispanic learners compared to all other subgroups by 10% for the 2018-19 assessment year.
Point Person	Frank Murphy (fmurphy@ecsdfi.us)
Action Step	
	Students in all subgroups will be exposed to a variety of resources that will support classroom instruction specifically in identified areas of concern. These areas will be determined based on pre assessment data that will be collected at the start of the 2018-19 school year.
Description	<p>Black Non Hispanic learners will have the opportunity to participate in our new mentor program "Gator Guilds" that will be supported by a local organization.</p> <p>Close monitoring of the students will be conducted by our leadership team, PBS Coordinator, and administration to determine the best plan of action. We do anticipate changes throughout the year to improve student growth for this targeted subgroup.</p>
Person Responsible	Frank Murphy (fmurphy@ecsdfi.us)
Plan to Monitor Effectiveness	
	Data review meetings are in place throughout the school year. Professional Learning Communities will meet twice a month to discuss the progress of all subgroups with a specific emphasis on our Black Non Hispanic students.
Description	<p>The leadership team will also review data to provide unique input into the curriculum development and delivery with our Black Non Hispanic subgroup.</p> <p>Saturday school will be offered throughout the year to assist students with assistance by certified teachers that work in the content areas of concern.</p>
Person Responsible	Esi Shannon (eshannon1@ecsdfi.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

A written Parent and Family Engagement Plan (PFEP) in collaboration with parents, community stakeholders, and school personnel responsible for implementing the plan. The PFEP will assess the previous year's PFEP results and current needs. The plan will outline goals, strategies and activities to better communicate with families and will focus on building the capacity of parents to address the needs of all students, in particular those most at-risk of not meeting challenging State academic standards. The PFEP will be reviewed by the district Title I office and the approved plan will be disseminated to parents and stakeholders. A Family-School Compact will also be developed jointly with parents and other stakeholders. The school's Title I budget will directly support the PFEP.

PFEP Link

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

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. Referalls 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.

At Escambia High School approximately 15% of the students receive Exceptional Education Services. Inclusion for ESE students is provided for low achieving students by Support facilitation Teachers in general education classes for core academic areas. Specialized instruction is provided through small group instruction with ESE teacher using on-going assessments and flexible groups. In class data is reviewed by teachers to determine need for re-teaching and to provide accommodations from Individual Education Plans. Students not progressing toward proficiency goals are targeted for remediation. Teachers receive training from FDLRS for providing inclusion lessons to work together to incorporate flexible grouping within the regular education classroom. Common planning time is provided for ESE teachers and regular education teachers to collaborate and work together to implement instructional strategies.

Two groups of students with significant cognitive disabilities receive modified curriculum through access points. About half of the students are scheduled into inclusion classrooms with a support facilitation teachers to modify the curriculum and half of the students with significant cognitive disabilities are in a self-contained classroom. Self-contained teachers receive on-going training to incorporate regular education curriculum and materials. Para-professionals implement strategies for small-group instruction within the classroom.

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.

A new and innovative program that EHS is continuing this year is "Gator Time". One hour long, each day, students use it for lunch as well as for club/organization meetings, tutoring, informative workshops for students that enhance their academic lives at EHS. The goal is to generate students' excitement in their school life, which, in turn, will improve attendance and increase student participation in campus-based clubs and organizations. If students are excited about their opportunities at school, their outlook will improve, thus benefiting their attendance and academics.

EHS is expanding it's virtual lab presence on campus to serve the academic needs/graduation requirements of students. This lab is manned by an experienced instructor with Escambia Virtual Academy, who functions as the facilitator. Students are enrolled in online elective and core subject classes as well as courses from local state colleges. Not only does this new learning platform provide for current academic needs, but it also addresses post graduation realities of college and career-based learning programs, thus acclimating students now to their future challenges.

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.

Title I, Part A

Academic support is provided to ensure students requiring additional remediation are assisted through (ADD SCHOOL SPECIFIC DETAILS BASED ON HOW YOU ARE SPENDING TITLE I FUNDS).

Title I, Part C Migrant

All migrant students will be provided support services by the district Title I office. Our local student information system (FOCUS) is used to track student data and is used to indicate the specific Title I services each migrant student will be provided (attendance, guidance, psychology services, dental and health services, nutrition assistance, outreach, advocacy, social services, transportation, and/or needs assessment services). The district Migrant Coordinator will monitor services and student needs.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs as needed. These services are overseen by the Alternative Education Department and focus on offering programs to students who are most at-risk of leaving school prior to graduation.

Title II

Professional learning opportunities are offered both at the school level and the district level. Please see each individual goal area for specific professional learning opportunities (in-service education).

Title III-ELL

Services for English Language Learners (ELL) 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.

Title IX- Homeless

The school works with the district's Homeless Coordinator to provide transportation and 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 Title I office.

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. Cognizant of the superintendent's alignment with Vision 2020, our campus is focused upon all applicable strategies and resources we can bring to bear for our students.

Part V: Budget

Total:

\$0.00