Escambia County School District

Pensacola High School

2019-20 Schoolwide Improvement Plan

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Pensacola High School

500 W MAXWELL ST, Pensacola, FL 32501

www.escambiaschools.org

Demographics

Principal: Saraya Miller D

Start Date for this Principal: 8/2/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (52%) 2017-18: C (53%) 2016-17: C (50%) 2015-16: C (48%) 2014-15: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	77%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Pensacola High School is to inspire and prepare all students for post-secondary and career readiness to meet the demands of an ever-changing world.
• Graduation within four years of entering high school
• Post Secondary Readiness
• Career Preparedness

Provide the school's vision statement.

The faculty and staff of Pensacola High School recognize our responsibilities to a student body within a wide range of abilities and to a community that has provided resources.

We strive to provide an educational program to meet the present and future needs of students whether they plan to continue formal education in a college or in a vocational program or intend to enter the work force directly after graduation.

We believe the school should provide an atmosphere which recognizes that each individual student has something of value to contribute; which is conducive to good study, work, and attendance habits; which stimulates the learning process; which contributes to the understanding of the democratic process and to an appreciation of our nation’s heritage; and which develops a commitment to promote, enrich, and perpetuate the American way of life.

We encourage students to participate in a wide range of school activities, including student government, academic honors, service organizations, athletics, cultural and social events, all designed to enhance all students’ experiences.

Our goal is to prepare a well adjusted citizen able to contribute to home, school, and community.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Cain, Andrea	Teacher, K-12	
Williams, David	Principal	
Aultman, Justin	Teacher, Career/Technical	
Bobbitt, Jim	Teacher, K-12	
Washington, Stephanie	Teacher, K-12	
Yonker, Kim	Instructional Media	
Calloway, Olivia	School Counselor	
Canales, Jessica	Assistant Principal	
Daniels, Yolanda	Teacher, K-12	
Garrett, Greg	Teacher, ESE	
Gully, Tracy	School Counselor	
Howard, Elizabeth	Dean	
Jones, Michael	Teacher, K-12	
Touchstone, Melanie	Teacher, K-12	
Walker, Frank	School Counselor	
Thiele, Casey	Dean	
Brewer, Dale	Teacher, K-12	
Demilly-Machado, Summer	Dean	
Dickerson, Rebba	Teacher, K-12	
Lehman, Aaron	Teacher, K-12	
Arnold, Peggy	Teacher, K-12	
Cunningham, Jane	Teacher, K-12	
Regina, Marsha	Dean	
Powers, Emma	Teacher, K-12	
Freeman, Bryan	Assistant Principal	
Ryals, Suzanne	Teacher, K-12	
Watkins, Ivy	Teacher, K-12	
Evans, Alexsondra	Teacher, K-12	
Boesel, Tanya	Teacher, K-12	
Pennington, Thomas	Teacher, K-12	
Eligio, Gloria	School Counselor	
Haley, Barbara	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	389	393	348	249	1379
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	93	52	53	28	226
One or more suspensions	0	0	0	0	0	0	0	0	0	87	72	65	36	260
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	33	111	78	34	256
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	148	142	121	65	476

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	103	113	95	43	354

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	29	35	24	0	88
Students retained two or more times	0	0	0	0	0	0	0	0	0	26	31	27	5	89

FTE units allocated to school (total number of teacher units)

88

Date this data was collected or last updated

Thursday 8/22/2019

Prior Year - 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	18	10	11	2	41
One or more suspensions	0	0	0	0	0	0	0	0	0	111	97	66	31	305
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	52	104	58	48	262
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	168	160	112	77	517

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	105	112	70	38	325

Prior Year - 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	18	10	11	2	41
One or more suspensions	0	0	0	0	0	0	0	0	0	111	97	66	31	305
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	52	104	58	48	262
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	168	160	112	77	517

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	105	112	70	38	325

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	53%	49%	56%	51%	48%	53%
ELA Learning Gains	48%	47%	51%	50%	45%	49%
ELA Lowest 25th Percentile	27%	33%	42%	31%	33%	41%
Math Achievement	43%	42%	51%	51%	43%	49%
Math Learning Gains	59%	48%	48%	48%	41%	44%
Math Lowest 25th Percentile	45%	41%	45%	29%	33%	39%
Science Achievement	53%	59%	68%	57%	60%	65%
Social Studies Achievement	62%	62%	73%	57%	62%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	389 (0)	393 (0)	348 (0)	249 (0)	1379 (0)
Attendance below 90 percent	93 (18)	52 (10)	53 (11)	28 (2)	226 (41)
One or more suspensions	87 (111)	72 (97)	65 (66)	36 (31)	260 (305)
Course failure in ELA or Math	33 (52)	111 (104)	78 (58)	34 (48)	256 (262)
Level 1 on statewide assessment	148 (168)	142 (160)	121 (112)	65 (77)	476 (517)

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

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
09	2019	53%	48%	5%	55%	-2%
	2018	53%	49%	4%	53%	0%
Same Grade Comparison		0%				
Cohort Comparison						
10	2019	52%	48%	4%	53%	-1%
	2018	54%	49%	5%	53%	1%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				

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**
2019	53%	58%	-5%	67%	-14%
2018	62%	57%	5%	65%	-3%
Compare		-9%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	62%	62%	0%	70%	-8%
2018	65%	65%	0%	68%	-3%
Compare		-3%			

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	29%	52%	-23%	61%	-32%
2018	15%	51%	-36%	62%	-47%
Compare		14%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	47%	6%	57%	-4%
2018	48%	48%	0%	56%	-8%
Compare		5%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	23	24	14	48	36	11	8		49	6
ELL	13	30	19	33	80		7	29		82	39
ASN	92	67		80	68		94	85		93	67
BLK	21	30	27	16	42	39	20	30		77	15
HSP	55	60	24	39	33		44	63		81	48
MUL	77	68		73	72		85	70		80	69
WHT	81	66	25	80	74	69	84	91		86	82
FRL	26	33	27	25	44	41	28	33		75	25

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	14	28	25	18	30		24	35		68	4
ELL	13	58	42	18	43		23			80	
ASN	87	81		81	71		92	92		95	83
BLK	25	40	33	17	28	25	33	37		73	23
HSP	57	46	30	41	57		57	68		84	50
MUL	68	54		29	35		80	72		72	54
WHT	86	70	36	77	74	79	90	92		93	75
FRL	29	41	31	21	33	30	39	43		75	27

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	1	19	22	10	31	19	6	4		29	20
ELL	5	30	25	29	38	23		27		92	64
ASN	79	65		81	71		87	59		100	75
BLK	18	33	33	19	33	29	24	35		60	14
HSP	59	55		44	39		78	69		100	64
MUL	67	55		59	61		71	72		81	47
WHT	84	68		80	56	33	86	88		87	81
FRL	27	34	31	30	37	29	36	39		65	28

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	565
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA learning gains of the lowest 25% showed the lowest performance at 27%. The contributing factors to last year's low performance is a decrease in performance of the following subgroups: Black 33% to 27%, Hispanic 30% to 24%, White 36% to 25%, Econ Dis 31% to27% and ELL from 42% to 19%. Although this component has been our weakest performer, we had consistently been making improvements each year. The 6 percent decrease in the ELA learning gains of the lowest 25 percentile can be contributed to following changes in our faculty: Reading Coach, 9th grade reading, 10th grade reading, and ESOL teachers.

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

Science achievement showed the greatest decline from 65% to 53%, a decrease of 12%. The contributing factors to last year's low performance is a decrease in performance of the following subgroups: SWD 35% to 8%, Asian 92% to 85%, Black 33% to 30% and Economically Dis. 39% to 28%. The overall number of students taking Biology changed slightly from 369 to 359, but the number of students taking regular Biology increased 20% or 30 students and the pass rate dropped 8.6%. Students taking Honors Biology decreased from 72 to 54 (25%) and the pass rate dropped by almost 10%.

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

ELA learning gains of the lowest 25% had the greatest gap at 15% when compared to the state average, 27% vs 42%. The contributing factors to last year's low performance is a decrease in performance of the following subgroups: Black 33% to 27%, Hispanic 30% to 24%, White 36% to 25%, Econ Dis 31% to27% and ELL from 42% to 19%. Although this component has been our weakest performer, we had consistently been making improvements each year. The 6 percent decrease in the ELA learning gains of the lowest 25 percentile can be contributed to following changes in our faculty: Reading Coach, 9th grade reading, 10th grade reading, and ESOL teachers.

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

Math learning gains of the lowest 25% showed the most improvement from 35% to 45%, an increase of 10%. The school established a full time math coach position.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Students with disabilities federal index has been below 32% for the previous 2 years.

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

1. Increase the students with disabilities subgroup federal index data from 23% to 33%.
2. Increase ELA learning gains of the lowest 25% from 27% to the state average of 42%.
3. Increase Science achievement from 53% to the state average of 68%.
4. Increase the Math achievement from 43% to the state average of 51%.
5. Increase social studies achievement from 62% to the state average of 73%.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To exceed the ESSA federal index of 31% for the Students with Disabilities subgroup.
Rationale	The federal index for students with disabilities subgroup has been below 32% for the previous two years. The students with disabilities index for 2018 was at 27% and 23% for 2019.
State the measurable outcome the school plans to achieve	The ESSA Federal Index for the students with disabilities subgroup will increase nine percent from 23% to 32%.
Person responsible for monitoring outcome	Jessica Canales (jcanales@ecsdfl.us)
Evidence-based Strategy	The Escambia County School District utilizes Star 360 assessments for literacy, math, and reading to help determine the best instruction to meet the needs of all students.
Rationale for Evidence-based Strategy	Star 360 provides real-time data in skills that students are proficient/not proficient and gives feedback to teachers for planning of small group instruction. Star 360 gives examples of skills students can do independently and what skills are needed to be learned to be on grade level.
Action Step	
Description	1. Continue PLC meetings for all tested subjects. 2. Expand grade level MTSS/RTI meetings to increase teacher collaboration and student achievement. 3. Improve the School Wide Literacy Plan to support “PHS 5 Key Pillars of Literacy Based Instruction” in all content areas 4. Enforce the School Wide Discipline Plan in order to reduce referrals and increase school safety. 5. Utilize K-12 Everglades resources for intervention and reteaching during small group instruction.
Person Responsible	David Williams (dwilliams3@ecsdfl.us)

#2	
Title	To ensure progress towards increased ELA learning gains and ELA learning gains of the lowest 25 percentile.
Rationale	ELA learning gains showed a 5% decrease from the previous school year and is currently 3 points below the state average. ELA learning gains of the lowest 25 percentile showed a 6% decrease from the previous school year and is 15 points below the state average.
State the measurable outcome the school plans to achieve	Increase ELA learning gains by 3 percentage points Increase ELA learning gains of the lowest 25 percentile by 15 percentage points.
Person responsible for monitoring outcome	Jessica Canales (jcanales@ecsdfl.us)
Evidence-based Strategy	The Escambia County School District utilizes Star 360 assessments for literacy, math, and reading to help determine the best instruction to meet the needs of all students.
Rationale for Evidence-based Strategy	Star 360 provides real-time data in skills that students are proficient/not proficient and gives feedback to teachers for planning of small group instruction. Star 360 gives examples of skills students can do independently and what skills are needed to be learned to be on grade level.
Action Step	
Description	1. Identify teachers whose STAR AP1 reading data reflect less than 41% of their students are proficient in the area of ELA. Collaborate with the ELA department to provide coaching support 2. Utilize the literacy leadership team to create a schoolwide literacy plan to determine a focused area for professional development, schoolwide model for small group routine for Tier II students, and develop reading strategies to be used across all curricula. 3. Pilot “PRE-AP” for all English and world history students to provide rigorous grade-level focused instruction. 4. Continue Media Center extended hours for peer student tutoring. 5. Encourage teachers to pursue Reading Endorsement courses to strengthen their knowledge of how to provide interventions to students with reading difficulties.
Person Responsible	David Williams (dwilliams3@ecsdfl.us)

#3	
Title	To ensure progress towards increased achievement within ELA, Math, Biology and Social Studies instruction.
Rationale	ELA achievement showed a 2% decrease from the previous school year and is currently 3 points below the state average. Math achievement showed a 3% increase from the previous school year and is currently 8 points below the state average. Science achievement showed a 12% decrease from the previous school year and is currently 15 points below the state average. Social Studies achievement showed a 6% decrease from the previous school year and is currently 11 points below the state average.
State the measurable outcome the school plans to achieve	Increase ELA achievement by 3 percentage points Increase Math achievement by 8 percentage points Increase ELA achievement by 15 percentage points Increase ELA achievement by 11 percentage points
Person responsible for monitoring outcome	Jessica Canales (jcanales@ecsdfl.us)
Evidence-based Strategy	The Escambia County School District utilizes Star 360 assessments for literacy, math, and reading to help determine the best instruction to meet the needs of all students.
Rationale for Evidence-based Strategy	Star 360 provides real-time data in skills that students are proficient/not proficient and gives feedback to teachers for planning of small group instruction. Star 360 gives examples of skills students can do independently and what skills are needed to be learned to be on grade level.
Action Step	
Description	1. Identify teachers whose STAR AP1 reading data reflect less than 41% of their students are proficient in the area of ELA. Collaborate with the ELA department to provide coaching support 2. Utilize the literacy leadership team to create a schoolwide literacy plan to determine a focused area for professional development, schoolwide model for small group routine for Tier II students, and develop reading strategies to be used across all curricula. 3. Pilot “PRE-AP” for all English and world history students to provide rigorous grade-level focused instruction. 4. Continue Media Center extended hours for peer student tutoring. 5. Encourage teachers to pursue Reading Endorsement courses to strengthen their knowledge of how to provide interventions to students with reading difficulties.
Person Responsible	David Williams (dwilliams3@ecsdfl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Pensacola High school strives to build positive relationships with families to increase involvement in school, to promote the school's vision and mission, and to keep parents informed of their child's progress. PHS promotes positive relationships with families through communication and opportunities to become involved. Communication is maintained through the PHS website, our new Facebook page, school marquee, the district communication liaison person, and the School Messenger Notification Service phone system. We also provide the following involvement opportunities: Family Literacy Night, Senior Parent Night, Pathways to Success Curriculum Fair, parent meetings, booster clubs, PTSA and School Advisory Council. Parents can check their child's progress daily through the districts online gradebook called FOCUS.

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.

The School District provides "Middle School Transition" in the summer for students below a 2.0 GPA from middle school. Pensacola High School provides an in depth two day/all day orientation called " Tiger Camp" for incoming freshmen. To prepare students for post secondary opportunities PHS provides: an ESOL Counselor,a College Counselor, a District Graduation Coach, College and Career Fair, and College, Trade School and Military on site informational visits.

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

Title I, Part A
Academic support is provided to ensure students requiring additional remediation are assisted through: Full-time Literacy and Math Coaches, professional services, computer hardware and software, substitutes, staff development, equipment, supplies.

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 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. Our school is an ESOL center that serves 68 children in grades 9-12 with additional services provided by an onsite ESOL Counselor.

Title X- Homeless
The 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.

Supplemental Academic Instruction (SAI)
SAI Funds will be spent on the following: 4/5 salary for a Testing Coordinator, and supplies

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.

Several weeks before the teachers return for the upcoming school year, the school leadership teams meets to address the following:

Analyze student achievement data
Analyze student behavioral data
Assess student, teacher, parent, and community engagement/involvement
Determine how our students are transitioning from middle to high school
Plan extra learning opportunities to help low achieving students
Plan our staff development for the year

During pre-planning week the leadership team provides the faculty with the following: breakdown of student achievement and behavioral data, School Improvement Plan overview, goals and expectations for the upcoming school year, Early Warning Systems training, FOCUS training, school based staff development calendar, and plans for Tiger Camp.

The leadership teams meets afterschool on Tuesdays to coordinate the following committees: Morale, Safety, Project Graduation, Literacy, Hospitality and Partners in Education.

PHS has a forty minute common planning period built into the daily schedule. This time is used for parent conferences, faculty meetings, PLCs, Dept. meetings, grade level meetings, and International Baccalaureate meetings.

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

Guidance counselors meet one-on-one with students to determine career interests and help choose courses to support that path. Teachers help the students with academic and career planning as well. Representatives from various colleges and other career groups (military) provide onsite informational

career assistance. Students are encouraged to attend several college fairs both on and off site throughout the year. Students also attend Pensacola State College medical career based field trips as well as others. Team members from George Stone Technical Center present options and programs for students who are not college bound. We will also continue to offer the following:
1. FAFSA training and support on campus
2. College application day with Pensacola State College - Admissions officer comes and helps students complete applications (we did this twice this year)
3. IB farewell - acknowledges and celebrates IB student commitment/acceptance into their College or University-younger IB students attend to promote college awareness
4. Traditional Student Signing Day/ Commitment Ceremony - acknowledges and celebrates acceptance or commitment to military, career, technical school, college, or university.

Part V: Budget

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

1	**III.A.**	**Areas of Focus: To exceed the ESSA federal index of 31% for the Students with Disabilities subgroup.**	**$0.00**
2	**III.A.**	**Areas of Focus: To ensure progress towards increased ELA learning gains and ELA learning gains of the lowest 25 percentile.**	**$0.00**
3	**III.A.**	**Areas of Focus: To ensure progress towards increased achievement within ELA, Math, Biology and Social Studies instruction.**	**$0.00**
		Total:	**$0.00**