Escambia High School

2019-20 Schoolwide Improvement Plan

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Escambia High School

1310 N 65TH AVE, Pensacola, FL 32506

www.escambiaschools.org

Demographics

Principal: Dana Boddy S

Start Date for this Principal: 8/19/2019

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)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (45%) 2017-18: C (49%) 2016-17: C (41%) 2015-16: C (42%) 2014-15: C (47%)
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	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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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 is a school of excellence where all stakeholders contribute to create a culture for learning in an environment that practices empathy, and provides highly-effective engagement strategies for ALL students in all aspects of the educational experience.

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
Murphy, Frank	Principal	
Shannon, Esi	Assistant Principal	
McElhaney, Melanie	Assistant Principal	
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	
Johnson, Janet	Instructional Coach	Professional Development Training

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	576	442	416	348	1782
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	158	79	61	56	354
One or more suspensions	0	0	0	0	0	0	0	0	0	124	85	79	30	318
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	76	146	146	108	476
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	271	176	155	135	737
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	187	152	136	97	572

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	58	59	40	3	160
Students retained two or more times	0	0	0	0	0	0	0	0	0	48	43	37	12	140

FTE units allocated to school (total number of teacher units)
108

Date this data was collected or last updated
Thursday 8/15/2019

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	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 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	44	42	43	3	132

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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 with two or more early warning indicators:

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

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	35%	49%	56%	36%	48%	53%
ELA Learning Gains	41%	47%	51%	39%	45%	49%
ELA Lowest 25th Percentile	34%	33%	42%	29%	33%	41%
Math Achievement	35%	42%	51%	36%	43%	49%
Math Learning Gains	48%	48%	48%	36%	41%	44%
Math Lowest 25th Percentile	38%	41%	45%	31%	33%	39%
Science Achievement	47%	59%	68%	49%	60%	65%
Social Studies Achievement	58%	62%	73%	45%	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	576 (0)	442 (0)	416 (0)	348 (0)	1782 (0)
Attendance below 90 percent	158 (21)	79 (16)	61 (9)	56 (9)	354 (55)
One or more suspensions	124 (141)	85 (75)	79 (57)	30 (33)	318 (306)
Course failure in ELA or Math	76 (121)	146 (202)	146 (170)	108 (126)	476 (619)
Level 1 on statewide assessment	271 (223)	176 (179)	155 (164)	135 (84)	737 (650)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	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.

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	37%	48%	-11%	55%	-18%
	2018	40%	49%	-9%	53%	-13%
Same Grade Comparison	-3%					
Cohort Comparison						
10	2019	35%	48%	-13%	53%	-18%
	2018	42%	49%	-7%	53%	-11%
Same Grade Comparison	-7%					
Cohort Comparison	-5%					

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	44%	58%	-14%	67%	-23%
2018	48%	57%	-9%	65%	-17%
Compare	-4%				
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	57%	62%	-5%	70%	-13%
2018	54%	65%	-11%	68%	-14%
Compare	3%				

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	29%	52%	-23%	61%	-32%
2018	39%	51%	-12%	62%	-23%
Compare		-10%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	38%	47%	-9%	57%	-19%
2018	46%	48%	-2%	56%	-10%
Compare		-8%			

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	16	34	29	22	25	21	24	55		68	4
ELL	14	33		31	33						
ASN	69	50		53	30		58	77		92	64
BLK	15	28	27	16	35	23	29	30		77	22
HSP	41	49	50	41	49		55	61		83	37
MUL	53	43		45	53		56	82		77	43
WHT	46	48	45	47	55	53	58	76		83	46
FRL	27	35	32	29	45	38	36	49		75	32
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
MUL	44	33	17	41	40	38	55	57		85	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
WHT	47	46	34	48	43	38	62	64		76	41
FRL	28	35	29	30	34	31	42	37		67	22

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	45
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	
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	28
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	62
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	30
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	52
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	57
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	56
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	40
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.

Federal Index - English Language Learners 28%
School Grade Subgroup - English Language Learners - ELA Ach - 14%
During the 2018-19 assessment year the ELL students performed below all other subgroups in ELA Achievement. This is the 2nd year that ELL learners have fallen below the Federal Index of 31%. Factors that may be contributing to this area of concern are:
1. EHS feeder schools average 83.3% of ELL students at ELA achievement level 1 or 2.
2. EHS does not have the resources as that of an ESOL Center (with more directed assistance) housed at other schools in the district.
3. Students are assigned to teachers with ESOL certification, but these teachers may not be implementing ESOL strategies designed to meet the individual needs of the students.
4. Teachers may not be aware of the resources available to assist them in teaching ESOL students.
5. Students may be unable to access additional resources to assist them in learning ELA.
6. Some of these students may be experiencing a social-emotional disconnect to the curriculum and the school.

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

Algebra EOC - 29%
During the 2018-19 assessment year, 29% of tested students passed the Algebra EOC. This was a 10% decline from the 2017-18 assessment year. Factors that may have contributed to this decline are:
1. EHS feeder schools average 68% of students with a math achievement level of 1 or 2.
2. Inconsistent attendance may contribute to gaps in learning.
3. EHS teachers may not be implementing targeted intervention strategies for students who need remediation.
4. 87% of EHS students are classified as economically disadvantaged. EHS teachers may be unaware of how stress factors can alter the brain's ability to learn, and/or not utilizing instructional strategies to help these students overcome this physical disadvantage.
5. Some of the lowest performing subgroups may be experiencing a social-emotional disconnect to the curriculum and the school.

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 Achievement - EHS 35% - State 56%
Science Achievement - EHS 47% - State 68%
During the 2018-19 assessment year, both of these components were 21 percentage points below the state average. During the 2017-18 assessment year, both of these components were 15 percentage points below the state average.
1. EHS feeder schools average 66.23% of students with an ELA achievement level of 1 or 2.
2. Inconsistent attendance may contribute to gaps in learning.
3. EHS teachers may not be implementing targeted intervention strategies for students who need remediation.
4. 87% of EHS students are classified as economically disadvantaged. EHS teachers may be unaware of how stress factors can alter the brain's ability to learn, and/or not utilizing instructional strategies to help these students overcome this physical disadvantage.
5. Science teachers may not be utilizing enrichment strategies or more rigorous instruction with higher achieving students.
6. Some of the lowest performing subgroups may be experiencing a social-emotional disconnect to the curriculum and the school.

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

2019 US History Achievement - 58%
2018 US History Achievement - 55%
1. The US History teachers included literacy strategies in their instruction. This especially helped the SWD (19 pts) and Asian (27pts) subgroups make gains in their achievement scores.

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

Attendance

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

1. Environment - Safety
2. Empathy - Relationships
3. Engagement - Relevant Instruction
4. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Environment - Safety
Rationale	Escambia High School considers the safety of its students the most important factor contributing to the mission of the school. Teachers and students cannot focus on learning when they feel unsafe in the school environment. The events that occurred at Stoneman-Douglas High School in Florida has necessitated a change in the way all high schools approach safety and security measures and emergency response systems.

State the measurable outcome the school plans to achieve	Escambia High School will provide a safe and secure environment for all educational stakeholders.
Person responsible for monitoring outcome	Frank Murphy (fmurphy@ecsdfl.us)
Evidence-based Strategy	The EHS administrative team will educate all stakeholders, with regard to their role, in the safety measures and security protocols adopted by the State of Florida, Escambia County School District, and Escambia High School. EHS stakeholders will practice all safety and security protocols in order to effectively respond to concerns with confidence and insure the safety of our students.
Rationale for Evidence-based Strategy	Educating our stakeholders about safety and security will make them aware of the necessary measures that must be practiced in order to prevent and respond to safety and security issues. All stakeholders should be confident that EHS is a safe place to work and learn.

Action Step	
Description	1. The principal will attend district safety meetings. 2. The school will form and meet with a safety team once a month (or as needed) to discuss concerns and strategies. 3. The principal will educate the faculty and staff regarding all security measures and safety procedures. 4. EHS will conduct unannounced safety drills in order to ensure that all students and staff are aware of and can implement proper procedures necessary to ensure the safety of all in an actual emergency. 5. EHS will house two fulltime ECSO School Resource Officers. 5. EHS faculty and staff will wear ECSD badges at all times for proper identification. 6. EHS students will be issued an EHS ID badge to be worn while on school campus and/or to gain entry at school-related events. 7. All school gates will remained locked at all times during the school day. 8. All school visitors must report to the front office for admittance approval before being allowed to enter the main building. 9. School personnel will use a secure app to communicate during security lockdowns. 10. School personnel and the ECSO will conduct random searches in order to protect all stakeholders from security risks. 11. Teachers will be trained to reconize student behaviors that may signal safety risk factors and how to begin the intervention process.

Person Responsible Frank Murphy (fmurphy@ecsdfl.us)

#2	
Title	Empathy - Social/Emotional Learning
Rationale	87% of Escambia High School's diverse population is classified as economically disadvantaged. Children who live in poverty are at risk for being exposed to adverse conditions that have an impact on their ability to learn.

State the measurable outcome the school plans to achieve	Escambia High School will foster an environment of learning for all students that includes cognitive, social, and emotional aspects in order to improve attendance, reduce the number of suspensions and expulsions, and increase learning gains across the curriculum.
Person responsible for monitoring outcome	Frank Murphy (fmurphy@ecsdfl.us)
Evidence-based Strategy	Teachers will participate in professional development through the Association for Supervision and Curriculum Development, increasing their ability to improve student identity and agency, and foster improved cognitive regulation, regulation of emotional processes, and social/interpersonal skills through intentional instruction and intervention. With the guidance of ASCD faculty, EHS faculty and staff will learn strategies for improving how students relate to their school, the curriculum, and each other in order to create a positive school climate.
Rationale for Evidence-based Strategy	"Repeated exposures to adverse childhood experiences, or ACEs, remake the architecture of a child's developing brain, particularly in the prefrontal cortex, which is in charge of executive function and differentiating between good and bad, and the hippocampus, which handles memories and learning. However, research shows that given the proper support children can recover from toxic stress. Responsive and high-quality learning environments can act to buffer against adverse experiences. The brain is a very adaptable organ." (Unequal Stress: How Poverty Is Toxic for Children's Brains, Child and Adolescent Health May 10, 2016) Administrators who focus on social emotional learning (SEL) observe students performing better academically with improved behavior, creating an overall positive school environment. (All Learning Is Social and Emotional, Frey, Fisher & Smith 2019)

Action Step	
Description	1. Teachers will participate in a book study on social and emotional learning. 2. Teachers will participate in professional development activities facilitated by the Association for Supervision and Curriculum Development. 3. EHS stakeholders will adopt the Escambia Pillars of Excellence, designed to enrich school culture and climate. 4. EHS faculty and staff will participate in Kognito training, designed to help teachers identify social/emotional risk factors and communicate with students who may require interventions. 5. EHS faculty and staff will be educated in implementing intervention strategies already in place in the school and district. 6. Teachers will incorporate SEL strategies in all aspects of instructional design and classroom managment.
Person Responsible	Frank Murphy (fmurphy@ecsdfl.us)

#3	
Title	Engagement - Equitable Instruction
Rationale	The SWD, ELL, BLK, and FRL subgroups continue to perform well below all others in all areas of academic achievement. These subgroups may be experiencing a social-emotional disconnect to the curriculum and the school.
State the measurable outcome the school plans to achieve	The SWD, ELL, BLK, and FRL subgroups will build identity and agency in order to increase academic achievement in all areas of the curriculum.
Person responsible for monitoring outcome	Frank Murphy (fmurphy@ecsdfl.us)
Evidence-based Strategy	EHS teachers and staff will intentionally incorporate relevant cultural constructs in their subject area lesson plans, artifacts, and classroom environments. These constructs will promote identity and agency for all students and encourage our lowest performing subgroups to believe in their ability to engage in more rigorous tasks.
Rationale for Evidence-based Strategy	The dual influence of early achievement and socioeconomic resources contribute much to what a child brings to school. (Visible Learning, Hattie 2009) Many of our economically disadvantaged students have not been exposed to environments where academic achievement is probable and higher education is an expectation. Self-concept has a .43 effect size on student achievement and is formed in part by these past experiences. Teachers must create environments where our lowest performing subgroups see themselves as having the tools and ability to be successful at high levels.

Action Step	
Description	1. Teachers will use student identifiers to differentiate instruction and create opportunities for all students to be successful. 2. Teachers will engage all students in rigorous learning opportunities that allow students to communicate and build relationships across all ability levels. 3. Teachers will ensure representations of all subgroups in all educational resources used in instruction. 4. Teachers will create a classroom environment where all students feel safe to participate and failure is not an option. 5. Teachers will use data to determine what students need intervention in mastering standards and plan appropriate intervention strategies that will allow students a measure of success.
Person Responsible	Frank Murphy (fmurphy@ecsdfl.us)

#4	
Title	Attendance
Rationale	19.8% of Escambia High School students are considered chronic absentees. A recent report from the U.S. Department of Education revealed chronically absent students are at a greater academic risk for missing early learning milestones, failing courses, and not graduating on time. Chronically absent students are also at a greater risk for a number of negative long-term consequences such as being more likely to experience poverty, diminished mental and physical health, and involvement in the criminal justice system as an adult.
State the measurable outcome the school plans to achieve	Escambia High School will decrease the number of chronic absentees in all grade levels in order to improve student capacity for academic achievement across the curriculum.
Person responsible for monitoring outcome	Frank Murphy (fmurphy@ecsdfl.us)
Evidence-based Strategy	Escambia High School will educate and inform all stakeholders on the impact of chronic absenteeism. EHS will work with community stakeholders and families to promote school attendance.
Rationale for Evidence-based Strategy	Research from Attendance Works indicates that not only can schools and districts impact student absenteeism rates, but that students can actually reverse their academic difficulties if attendance improves. These initiatives strive to make an impact on chronic absenteeism rates by educating and informing school communities on how everyone can take action and get involved. (Edmentum, "How Chronic Absenteeism Affects Student Achievement", Friday, June 23, 2017

Action Step	
Description	1. Student attendance and tardies will be tracked each day by the EHS attendance clerk. 2. EHS will notify parents/guardians of absences and tardies each day. 3. EHS will practice SEL strategies to connect students with the school environment and improve school culture. 4. EHS will celebrate students with no absences.
Person Responsible	Frank Murphy (fmurphy@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.

Escambia High School will foster quality relationships with all stakeholders within our school community. The school will assemble a School Advisory Committee that includes administrators, teachers, students, parents/guardians, and community stakeholders. This committee will meet each quarter to address current goals and events of the school, and any concerns brought forth by the members.
The school sponsors several events throughout the year where parents/guardians are invited to attend and learn about different aspects of their child's academic experience and how they can support that process. These include Freshmen and New Student Orientation, Open House, Parent Literacy Night, Senior Parent Night, ACT Night, ROTC Parent Night, Report Card Night, and EOC Night. Parents are encouraged to attend success celebrations such as Underclassmen Awards, Superlative Night, and Senior Honor's Night.
Parents, families, and community stakeholders can access school information through a variety of different formats including CANVAS, FOCUS, and social media (Facebook, Instagram, Twitter, Youtube), and the Escambia High School website. Mr. Murphy will post a weekly podcast available through the school website.
Parents/guardians are encouraged to contact their child's guidance counselor to discuss graduation requirements and academic progression. Parents may also be contacted about special events or concerns through the school district callout system and/or by mail. Parents are encourage to contact the Guidance Dept. to schedule teacher conferences and monitor their child's progress on a regular basis.

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.

Providing mental health counseling - EHS Faculty are trained in the procedure for notifying counselors of student social/emotional needs. The counselors meet with the students, ensuring that students are referred to the appropriate mental health services. Administration meets with students in an opening assembly and introduces the mental health counselor to each grade level, reminding students that the counselor is available for services.
Faculty Social/Emotional Environment Training - EHS Faculty receive scheduled training for potential symptoms of identifying students that need mental health support. Faculty have completed Kognito Training and Capturing Kids Hearts training to ensure social/emotional support is embedded into their Classroom Environments.
Faculty Social/Emotional Learning Training - EHS Administration has contracted with the Association of Curriculum and Supervision Development (ACSD) to provide quarterly training on implementation of Social/Emotional Learning. An ACSD consultant meets with the faculty and offers instructional strategies to promote Social Emotional Learning in all content curriculum areas.

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

Incoming
Leadership Camps - NJROTC, Military Grant

Freshmen Orientation
Freshman Assembly
Classroom Counselor visits

Outgoing
Classroom Visits-Colleges, Technical Centers
College Corner
FAFSA Parent workshops/application completion
College Decision Day

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.

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.

1. Business partnerships with career academies (Navy Federal internships, Career Academy OJT positions
2. Talent Search/Trio (Trio comes to complete application process with students at all grade levels at EHS annually)
3. College/Career Fair
EHS will plan a College and Career Fair that will allow parents and students an opportunity to learn about different colleges and universities and admission requirements. This night will also include EHS alumni who students can learn from and make connections with regarding all aspects of their professional careers. This will be an opportunity for students to build identity and form relationships with others who share their interest and cultural values.