Escambia High School

2020-21 Schoolwide Improvement Plan

Table of Contents

Escambia High School

1310 N 65TH AVE, Pensacola, FL 32506

www.escambiaschools.org

Demographics

Principal: Dana Boddy S

Start Date for this Principal: 7/1/2015

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	88%

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	2019-20	2018-19	2017-18	2016-17
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 extracurricular 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 collaborative community of stakeholders who contribute to sustain an equitable educational culture that promotes academic excellence and quality relationships in order to prepare students for global citizenship.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities 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	
Gifford, Alicia	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
Danks, Linda	Teacher, K-12	

Demographic Information

Principal start date
Wednesday 7/1/2015, Dana Boddy S

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

102

Demographic Data

2020-21 Status (per MSID File)	Active
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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.	

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	599	502	429	319	1849
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	185	107	85	46	423
One or more suspensions	0	0	0	0	0	0	0	0	0	154	96	74	25	349
Course failure in ELA	0	0	0	0	0	0	0	0	0	57	96	81	42	276
Course failure in Math	0	0	0	0	0	0	0	0	0	45	77	67	29	218
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	237	155	102	81	575
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	223	135	4	1	363

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	98	101	100	49	348

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	75	72	69	7	223
Students retained two or more times	0	0	0	0	0	0	0	0	0	48	66	56	12	182

Date this data was collected or last updated
Wednesday 7/29/2020

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	
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

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

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

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**	
	(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	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

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
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
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%	1
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%	2
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%	0
Asian Students	
Federal Index - Asian Students	62
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	1
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
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%	0
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%	0

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?

1. Students scoring a Level 1 on the 2019 statewide ELA assessment
2. Attendance - 22.8% of students have attendance below 90%

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

1. ELA Achievement for ELL students
2. ELA Achievement for BLK students
3. Math Achievement for BLK students

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	ELA Acheivement for ELL students is a critical area of focus for Escambia High School. EHS has experienced 2 years of ELA Achievement scores for ELL students below the Federal Index.
Measurable Outcome:	The percentage of ELL students demonstrating proficiency on the 2021 FSA ELA assessment will increase by 10 percentage points. Formative assessment data will show 50% of ELL students performing at or above proficiency in ELA standards.
Person responsible for monitoring outcome:	Frank Murphy (fmurphy@ecsdfl.us)
Evidence-based Strategy:	1. Providing professional development for teachers in ELL instruction. 2. Incorporating WIDA 'Can Do' standards for ELL students across the curriculum. 3. Incorporating UDL strategies in instruction.
Rationale for Evidence-based Strategy:	1. Providing professional development for teachers of ELL students is an essential part of improving the educational experience for ELL students. Stanford researchers explain - "While supporting access to content, teachers of ELLs are called upon to accelerate English language development and literacy and, in bilingual classrooms, native language and literacy development. Thus teachers need to know how to create classrooms that are supportive of using and learning language. Such classrooms benefit all students and are essential for ELLs." 2. WIDA (World-class Instructional Design and Assessment) provides 'Can Do' standards that allow teachers to differentiate for ELL students. Teachers will be able to more readily discuss ELL instruction, analyze principles of language development, and sort students by proficiency level using the Can Dos to plan for instruction. 3. UDL (Universal Design for Learning) strategies are instructional methods and tools deigned to remove barriers in instruction and used by teachers to ensure that ALL students have an equal opportunity to learn.

Action Steps to Implement

Professional Development - Teachers will be provided access to Solution Tree's Global PD platform.
1.Teachers will be guided through a series of informational videos and instructional texts designed to accelerate the acquisition of knowledge regarding ELL support strategies.
2. Teachers will receive PD on WIDA standards and Can Do strategies for ELL support.
3. The EHS Instructional Coach will provide teachers with a platform for reflection and collaboration of ELL best practices.

Person Responsible	Frank Murphy (fmurphy@ecsdfl.us)

Identification of ELL students - Teachers will be provided with a list of ELL students and their LEP plans of support.
1. The EHS Instructional Coach will ensure that all teachers have properly identified their ELL students in Focus and have accessed their LEP plan for accommodations.

Person Responsible	Frank Murphy (fmurphy@ecsdfl.us)

Implementation of ELL plans - Teachers will use a lesson plan template that provides strategic planning of the incorporation of WIDA standards and UDL strategies in their instruction.

1. The EHS Instructional Coach will provide a lesson plan template that accommodates ELL support strategies.
2. Teachers will be provided with support for effectively incorporating WIDA Can Do's for ELL support.
3. Teachers will have access to resources for incorporating UDL strategies for ELL instruction.

Person Responsible Frank Murphy (fmurphy@ecsdfl.us)

Formative Assessment - Teachers will use formative assessments to inform instruction of ELL students.
1. Teachers will use district designed, standards aligned formative assessments to allow ELL students to self-assess progress towards standard proficiency.
2. Teachers will use data from formative assessments to inform instruction for remediation or enrichment of content.

Person Responsible Frank Murphy (fmurphy@ecsdfl.us)

No description entered

Person Responsible [no one identified]

#2. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale:	ELA Acheivement for African-American students is a critical area of focus for Escambia High School. EHS AA students score at least 25 percentage points below all other racial/ ethnic subgroups in FSA ELA Achievement.
Measurable Outcome:	FSA ELA Achievement scores for AA students will increase a minimum of 17 percentage points to rise above the 31% Federal Index threshold.
Person responsible for monitoring outcome:	Frank Murphy (fmurphy@ecsdfl.us)
Evidence-based Strategy:	EHS teachers and staff will 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. Students will self-monitor their progress through standards-based formative assessment in order to effectively work toward standard proficiency and increased personal efficacy.
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 African-American 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 Steps to Implement

Professional Development - Teachers will be provided access to Solution Tree's Global PD platform.
1.Teachers will be guided through a series of informational videos and instructional texts designed to accelerate the acquisition of knowledge regarding equitable instruction for traditional and remote students.
2. Teachers will be provided with a platform for reflection and collaboration regarding equitable instruction.
3. Teachers will collaborate to share UDL strategies and best practices for traditional and remote learners.

Person Responsible	Frank Murphy (fmurphy@ecsdfl.us)

Curriculum - Actively Learn /Achieve 3000
1. Teachers will implement the Actively Learn curriculum; a digital reading platform that drives engagement and ensures equity for traditional and remote students.

Person Responsible	Frank Murphy (fmurphy@ecsdfl.us)

Promoting Student Ownership
1. Teachers will posts instructional learning targets that provide students with tangible goals they can understand and work towards.
2. Students will self-assess through standards-based formative assessment and perpetuate planned improvement that will promote self-efficacy.

Person Responsible	Frank Murphy (fmurphy@ecsdfl.us)

Formative Assessment
1. Teachers will use district designed, standards aligned formative assessments to allow students to self-

assess progress towards standard proficiency.

2. Teachers will use data from formative assessments to inform instruction for remediation or enrichment of content.

Person Responsible Frank Murphy (fmurphy@ecsdfl.us)

Promoting Identity & Agency

1. Teachers will reinforce self-efficacy and promote high expectations of achievement by ensuring equal representation of all subgroups in all educational resources.

2.Teachers will create a classroom environment where all students feel safe to participate; where minor failures are seen as stepping stones to success and student mindsets are cemented in growth.

Person Responsible Frank Murphy (fmurphy@ecsdfl.us)

#3. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale:	Math Acheivement for African-American students is a critical area of focus for Escambia High School. EHS AA students score at least 25 percentage points below all other racial/ethnic subgroups in Math Achievement.
Measurable Outcome:	Math Achievement scores for AA students will increase a minimum of 16 percentage points to rise above the 31% Federal Index threshold.
Person responsible for monitoring outcome:	Frank Murphy (fmurphy@ecsdfl.us)
Evidence-based Strategy:	EHS teachers and staff will 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. Students will monitor their progress through standards-based formative assessment in order to effectively work toward standard proficiency and increased personal efficacy.
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 African-American 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 Steps to Implement

Professional Development - Teachers will be provided access to Solution Tree's Global PD platform.
1.Teachers will be guided through a series of informational videos and instructional texts designed to accelerate the acquisition of knowledge regarding equitable instruction for traditional and remote students.
2. Teachers will be provided with a platform for reflection and collaboration regarding equitable instruction.
3. Teachers will collaborate to share UDL strategies and best practices for traditional and remote learners.

Person Responsible	Frank Murphy (fmurphy@ecsdfl.us)

Curriculum Enrichment
1. Teachers will implement a planned remediation time using Khan Academy/Learn Storm that drives tech-enabled engagement and ensures equity for traditional and remote students.
2. Students will be able to get personalized learning for remediation of standards they have not yet mastered.

Person Responsible	Frank Murphy (fmurphy@ecsdfl.us)

Promoting Student Ownership
1. Teachers will posts instructional learning targets that provide students with tangible goals they can understand and work towards.
2. Students will self-assess through standards-based formative assessment and perpetuate planned improvement that will promote self-efficacy.

Person Responsible	Frank Murphy (fmurphy@ecsdfl.us)

Formative Assessment
1. Teachers will use district designed, standards aligned formative assessments probes that allow students to self-assess progress towards standards proficiency.
2. Teachers will use data from formative assessments to inform instruction for remediation or enrichment of content.

Person Responsible Frank Murphy (fmurphy@ecsdfl.us)

Promoting Identity & Agency
1. Teachers will reinforce self-efficacy and promote high expectations of achievement by ensuring equal representation of all subgroups in all educational resources.
2.Teachers will create a classroom environment where all students feel safe to participate; where minor failures are seen as stepping stones to success and student mindsets are cemented in growth.

Person Responsible Frank Murphy (fmurphy@ecsdfl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Attendance/Safety
22.8% of EHS students have attendance below 90%. Covid19 may impact student health and negatively impact this already important attendance issue.
EHS is committed to ensuring the health and safety of all faculty, staff and students.
1. EHS will follow all CDC and district policies regarding social distancing, the wearing of PPE and viral spread prevention.
2. EHS will regularly communicate with all stakeholders to keep them informed of any concerns that may arise and impact students.
3. EHS will use Canvas, a learning management system, to provide absentees with the ability to maintain educational progress.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				$416,195.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0281 - Escambia High School	Title, I Part A	1000.0	$12,000.00
			Notes: Newslea Pro- Provides reading support within our Intensive Reading classes			
	5100	369-Technology-Related Rentals	0281 - Escambia High School	Title, I Part A	1200.0	$5,849.00
			Notes: Turnit - Provides reading support within our Intensive Reading classes and ELA classes.			
	5100	520-Textbooks	0281 - Escambia High School	Title, I Part A	1200.0	$16,500.00
			Notes: Everglades- Provides resources for Algebra, Geometry, and Biology to increase proficiency on the EOCs.			
	5100	529-Technology-Related Textbooks	0281 - Escambia High School	Title, I Part A	450.0	$5,000.00
			Notes: US Workbook- Provides support to our 11th graders to prepare for them for their US History EOC.			
	5100	530-Periodicals	0281 - Escambia High School	Title, I Part A	800.0	$600.00
			Notes: Social Studies Current Events Magazine- provide additional support to our struggling readers in the 11th and 12th grade that is still trying to pass the FSA.			
	5100	120-Classroom Teachers	0281 - Escambia High School	Title, I Part A	1200.0	$170,081.00
			Notes: Tutoring and Remediation Services- provides additional support to our students outside the school day to support their academic needs in areas they are struggling.			
	5100	369-Technology-Related Rentals	0281 - Escambia High School	Title, I Part A	1850.0	$15,000.00

			Notes: Canvas- this is a Learning Management System that allows us to create a virtual platform for our teachers, students and parents so they can stay connected with up to date assignments, assessments, communication and much more.			
	6300	130-Other Certified Instructional Personnel	0281 - Escambia High School	Title, I Part A	1850.0	$61,303.00
			Notes: Behavior Management Coach- provides support and guidance to our entire school community to improve behavior throughout our building.			
	6300	130-Other Certified Instructional Personnel	0281 - Escambia High School	Title, I Part A	50.0	$63,499.00
			Notes: Instructional Coach- provides support to our faculty and staff so to provide the highest level of instruction and support to our students and social, emotional, and academic growth.			
	5100	130-Other Certified Instructional Personnel	0281 - Escambia High School	Title, I Part A	1850.0	$66,363.00
			Notes: Graduation Coach- provides support to all of our active cohorts so to meet their needs and assist with graduating on time. The coach will work with students and parents to provide strategies for improvement in areas where needed.			
2	**III.A.**	**Areas of Focus: ESSA Subgroup: African-American**				**$46,902.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0281 - Escambia High School	Title, I Part A	1000.0	$12,000.00
			Notes: Provide reading support within our Intensive Reading classes			
			0281 - Escambia High School			$0.00
	5100	369-Technology-Related Rentals	0281 - Escambia High School	Title, I Part A	1000.0	$12,000.00
			Notes: Newslea Pro- Provides reading support within our Intensive Reading classes			
	5100	369-Technology-Related Rentals	0281 - Escambia High School	Title, I Part A	1200.0	$5,894.00
			Notes: Turnit - Provides reading support within our Intensive Reading classes and ELA classes.			
	5100	100-Salaries	0281 - Escambia High School	Title, I Part A	800.0	$17,008.00
			Notes: Tutoring and Remediation Services- provides additional support to our students outside the school day to support their academic needs in areas they are struggling.			
3	**III.A.**	**Areas of Focus: ESSA Subgroup: African-American**				**$33,508.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	520-Textbooks	0281 - Escambia High School	Title, I Part A	1200.0	$16,500.00
			Notes: Everglades- Provides resources for Algebra, Geometry, and Biology to increase proficiency on the EOCs.			
	5100	120-Classroom Teachers	0281 - Escambia High School	Title, I Part A	800.0	$17,008.00
			Notes: Tutoring and Remediation Services- provides additional support to our students outside the school day to support their academic needs in areas they are struggling.			
					Total:	**$496,605.00**