

Escambia County School District

Escambia High School



2021-22 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: 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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Escambia High School

1310 N 65TH AVE, Pensacola, FL 32506

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	95%
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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Escambia High School will foster quality relationships with all stakeholders within our school community. We will provide rigorous and relevant instruction through academic, social, and 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	Position Title	Job Duties and Responsibilities
Murphy, Frank	Principal	
Boddy, Dana	Assistant Principal	Student Services
Teasley, Shanae	Assistant Principal	Operations
Kirchharr, Rebecca	Assistant Principal	Instruction
Johnson, Janet	Instructional Coach	
Mangum, Jeanell	Graduation Coach	

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.*

6

Total number of teacher positions allocated to the school

104

Total number of students enrolled at the school

1,818

Identify the number of instructional staff who left the school during the 2020-21 school year.

30

Identify the number of instructional staff who joined the school during the 2021-22 school year.

36

Demographic Data**Early Warning Systems****2021-22****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	508	504	448	353	1813	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	153	177	136	117	583	
One or more suspensions	0	0	0	0	0	0	0	0	0	85	82	48	44	259	
Course failure in ELA	0	0	0	0	0	0	0	0	0	14	222	125	103	464	
Course failure in Math	0	0	0	0	0	0	0	0	0	13	224	146	142	525	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	206	211	185	29	631	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	234	32	12	3	281	
Number of students with a substantial reading deficiency	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		
	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	49	166	121	454	790	

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	3	5	1	16	25	
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	20	26	23	87	

Date this data was collected or last updated

Thursday 8/19/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				35%	49%	56%	41%	52%	56%
ELA Learning Gains				41%	47%	51%	44%	51%	53%
ELA Lowest 25th Percentile				34%	33%	42%	30%	40%	44%
Math Achievement				35%	42%	51%	49%	44%	51%
Math Learning Gains				48%	48%	48%	52%	51%	48%
Math Lowest 25th Percentile				38%	41%	45%	46%	40%	45%
Science Achievement				47%	59%	68%	52%	60%	67%
Social Studies Achievement				58%	62%	73%	55%	69%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	37%	48%	-11%	55%	-18%
Cohort Comparison						
10	2021					
	2019	35%	48%	-13%	53%	-18%
Cohort Comparison		-37%				

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
2021					
2019	44%	58%	-14%	67%	-23%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	62%	-5%	70%	-13%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	29%	52%	-23%	61%	-32%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	38%	47%	-9%	57%	-19%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR was utilized for Fall, Winter, and Spring ELA progress monitoring for 9th and 10th graders. USA Test Prep was utilized for Fall, Winter, and Spring ELA progress monitoring for 11th and 12th graders that did not meet the ELA requirement. The district quarterly assessments were used for math, science, and social studies progress monitoring. The numbers reflect the membership, students tied to the school during both survey 2 and 3.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.1	13.2	11.6
	Economically Disadvantaged	8.1	7.4	6.7
	Students With Disabilities	4.3	2.4	1.4
	English Language Learners	9.1	8.3	12.5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.4	18.4	3.8
	Economically Disadvantaged	23.6	9.4	4.8
	Students With Disabilities	11.8	0	0
	English Language Learners	33.3	16.7	50
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	46.3	48.4	46.7
	Economically Disadvantaged	27.8	34.5	30.4
	Students With Disabilities	0	0	0
	English Language Learners	100	100	100
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	0	0
	Economically Disadvantaged	n/a	0	0
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.4	16.4	17.5
	Economically Disadvantaged	9.9	15.2	14
	Students With Disabilities	2.6	0	0
	English Language Learners	0	11.1	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19.2	13.5	5.1
	Economically Disadvantaged	16.1	11.2	3.7
	Students With Disabilities	5.9	4.7	0
	English Language Learners	16.7	14.3	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.3	27.8	18.9
	Economically Disadvantaged	21.7	22	22.5
	Students With Disabilities	12.5	10	3.3
	English Language Learners	16.7	12.5	40
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.4	17.9	12.5
	Economically Disadvantaged	25	10	0
	Students With Disabilities	30	10	16.7
	English Language Learners	n/a	n/a	n/a

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.9	39.8	37.3
	Economically Disadvantaged	28.3	33.5	29.7
	Students With Disabilities	9.5	11.8	19
	English Language Learners	0	0	25
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12.6	4.4	3.6
	Economically Disadvantaged	8.6	2.1	5.6
	Students With Disabilities	11.8	0	6.7
	English Language Learners	50	33.3	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	9.1	20
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	n/a	0	n/a
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	57.7	24.2	25.3
	Economically Disadvantaged	59	21.7	22.8
	Students With Disabilities	33.3	15.2	14.3
	English Language Learners	33.3	33.3	33.3

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	10	0
	Economically Disadvantaged	0	11.1	0
	Students With Disabilities	0	0	0
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9.1	13.8	5.6
	Economically Disadvantaged	6.3	18.2	7.7
	Students With Disabilities	0	0	0
	English Language Learners	n/a	n/a	n/a
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	60	20
	Economically Disadvantaged	n/a	100	50
	Students With Disabilities	n/a	50	0
	English Language Learners	n/a	n/a	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	100	n/a	50
	Economically Disadvantaged	n/a	n/a	0
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	100

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	16	26	28	10	16	19	23	31		89	21
ELL	13	17		33							
ASN	57	36					100			93	57
BLK	14	30	36	9	20	28	25	26		86	31
HSP	27	25	25	23	19		47	46		90	50

2021 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 2019-20	C & C Accel 2019-20
MUL	33	32	25	29	22	27	38	50		97	48
WHT	39	31	33	22	20	23	56	65		91	53
FRL	21	29	35	14	20	28	36	38		86	38
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	28
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	21
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	69
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	31
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	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	43
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	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

There was a significant decrease in proficiency across content areas and grade levels.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off of 2019 and 2021 state assessment scores, the greatest area of need is in math. Math proficiency dropped 16 percentage points, learning gains dropped 27, and lowest quartile dropped 11 percentage points.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students need regular school attendance and an opportunity to engage in remediation on a regular basis during the school day. Along with greater student attendance, teachers need the opportunity to work collaboratively and plan for student remediation. We are implementing common planning and PLC meetings for teachers to address student deficiencies in a collaborative setting. Scaffolding and differentiation will occur during EXCEL remediation periods 4 days a week. Non-teaching staff such as the graduation coach, academic advisor, mental health counselor, School Navigator, and attendance clerk work address root causes of low student attendance.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Although Biology and ELA proficiency had the lowest percentage drops at 5 and 8 percent when comparing 2019 and 2021 state assessments, no data components reflected an increase in any measured category.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Although our school implemented professional development opportunities for skills development with progress monitoring and formative assessment, these monitoring pieces were challenging to implement with fidelity. The remote and hybrid instructional environments did not permit accurate data

collection with all students. The challenges of conducting meaningful instruction with limited attendance in these two environments may have restricted the capacity for improvement.

What strategies will need to be implemented in order to accelerate learning?

Attendance - Many of our students experience a social/emotional disconnect with school and this is manifested in poor attendance. Strategies that address social/emotional issues, combined with increased communication with families, will need to be an area of focus for student improvement.

Remediation - The low scores reported across all measured content areas reflects an immediate need for academic remediation in basic skills. Staffing highly qualified teachers, organizing a common planning schedule for teacher collaboration, and providing a dedicated remediation time during the school day will be important strategies for an improvement in student academic growth.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities include a school-wide book study and school-based professional development on early-release days and on teacher professional development days. The school-wide selected title, "Motivating Black Males to Achieve in School and in Life" by Baruti Kafele was presented to each teacher during pre-school with follow-up activities to follow. Other school-based initiatives include common-board configuration and administrative walk-throughs. The administrative team will use a structured observation tool to collect data that includes student engagement (rigorous learning activities) and learning environment metrics. School-based professional development will be based off of teacher needs from data collected in walk-throughs. School administrators and instructional leaders are also assigned to PLC groups to open communication and provide support to small groups of teachers as needed.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Escambia High School utilizes Canvas, a learning management system designed to provide students and staff with a consistent means of delivering course expectations, instructional strategies, assignments, and assessments. This platform allows parents/guardians to observe the daily progression of each course a student is enrolled in.

In order to support the comprehensive needs of all students, Escambia High School employs a professional on-site staff with various supporting roles. These include, but are not limited to, a licensed mental health counselor, a social services navigator, a graduation coach, an underclassmen academic advisor, an attendance communications specialist, and a military life counselor.

In order to provide students with additional opportunities for academic growth, Escambia High School utilizes the Enriching Students platform. This allows students and teachers to effectively schedule standards remediation and enrichment opportunities.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	According to the 2020-2021 Federal Index, Students with Disabilities at Escambia High School continue to score below the 31% threshold. Escambia High Schools serves over 325 ESE students with support accommodations. SWD have a diverse set of special needs that require a wide range of support strategies that requires definitive strategies for improvement.
Measurable Outcome:	<p>Our 'Students with Disabilities' will demonstrate a minimal increase of 10 percentage points in ELA and Math proficiency from 2019. In addition, the number of SWD who make learning gains in ELA and Math will increase by 50% from 2019.</p> <p>ELA (*4.9%) 16% - 26% proficiency (*22.2%) 34% - 51% LG Math (*2.7%) 22% - 32% proficiency (*13.6%) 25% - 38% LG *2021</p>
Monitoring:	<p>All ELA students will be required to participate in Star360 progress monitoring assessments each quarter. In addition, students will be given formative assessments each week to measure growth toward proficiency of the ELA spotlight standards being addressed during instruction. Regular summative assessments will also be used to measure mastery of standards at the end of an instructional unit. Students will be provided accommodations according to their IEPs for all assessments.</p> <p>All Math students will be required to participate in district-wide quarter exams. In addition, students will be given district designed math probes to monitor progress toward proficiency of identified math standards being addressed during instruction. Regular summative assessments will also be used to measure mastery of standards at the end of an instructional unit. Students will be provided accommodations according to their IEPs for all assessments.</p>
Person responsible for monitoring outcome:	Frank Murphy (fmurphy@ecsdfl.us)
Evidence-based Strategy:	<p>1. Professional Development - Teachers will be provided with professional development opportunities designed to give ALL students equitable instruction in the classroom. PD emphasizing Universal Design for Learning (UDL) strategies will be implemented throughout the year. All teachers will become proficient in accessing IEPs for their ESE students, making accommodations at appropriate levels, and practicing inclusion techniques in the general education classroom.</p> <p>2. Progress Monitoring - The data collected from formative assessments will be used to direct instruction and drive the remediation process. Students will participate in Excel, a scheduled intervention and enrichment period built in to the regular school day. This scheduled intervention time will allow students, who might normally be unable to attend tutoring sessions after school, to receive the additional support they need in order to be successful.</p> <p>3. Literacy Plan - Escambia High School will implement a schoolwide literacy plan to encourage reading and writing across the curriculum.</p>
Rationale for Evidence-based Strategy:	<p>1. Professional Development - The idea of "Universal Design" is a method of designing course materials, content, and instruction to benefit all learners. Universal Design emphasizes environments that are accessible to everyone regardless of ability. By focusing on these design principles when crafting instruction, you are more easily able to accommodate all students. (Hodge & Preston-Sabin, 1997)</p> <p>2. Progress Monitoring through Formative Assessment - "Formative assessment improves teaching, learning, classroom climate, professional development of teachers, and school</p>

performance" (Popham, 2008).

3. Literacy Plan - Children from low-income families are less likely to be immersed in the spoken and written language. To help low-income children close the literacy gap, teachers must immerse their students in language (Lynch, 2019).

Action Steps to Implement

Professional Development -

- a. Instruct teachers on PEER access and the information found in an IEP
- b. Provide teachers with an organized format for documenting their students accommodations and supports.
- c. Provide instruction on UDL strategies.

Person Responsible Jeanell Mangum (jmangum@ecsdfi.us)

2. Progress Monitoring

- a. Develop Criteria for Data - Teachers will determine proficiency levels for each standard of instruction and share this criteria with students.
- b. Gather Data - Teachers will gather student growth data through the use of district or teacher designed formative assessments. Teachers will share this data with students.
- c. Teachers will collaboratively analyze data during PLC meetings and make plans for remediation and/or enrichment.

Person Responsible Rebecca Kirchharr (rkirchharr@ecsdfi.us)

3. Literacy Plan

- a. Create a schoolwide literacy program.
- b. Professional Development of Teachers - Share the importance of the literacy program and help teachers organize instruction to incorporate the literacy plan.
- c. Familiarize students with the literacy program: share tracking and rewards system

Person Responsible Rebecca Kirchharr (rkirchharr@ecsdfi.us)

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	According to the 2020-2021 Federal Index, English Language Learners at Escambia High School have scored below the 31% threshold for two consecutive years.
Measurable Outcome:	Our English Language Learners (ELL) will demonstrate a minimal increase of 10 percentage points in ELA and Math proficiency from 2019. In addition, the number of ELL students who make learning gains in ELA and Math will increase by 50% from 2019. ELA (*11.8%) 14% - 24% proficiency (*16.7%) 33% - 50% LG Math (*31%) 31% - 41% proficiency (*34%) 33% - 50% LG *2021
Monitoring:	All ELA students will be required to participate in Star360 progress monitoring assessments each quarter. In addition, students will be given formative assessments each week to measure growth toward proficiency of the ELA spotlight standards being addressed during instruction. Regular summative assessments will also be used to measure mastery of standards at the end of an instructional unit. All Math students will be required to participate in district-wide quarter exams. In addition, students will be given district designed math probes to monitor progress toward proficiency of identified math standards being addressed during instruction. Regular summative assessments will also be used to measure mastery of standards at the end of an instructional unit.
Person responsible for monitoring outcome:	Frank Murphy (fmurphy@ecsdfl.us)
Evidence-based Strategy:	1. Providing professional development for teachers in ELL instructional strategies. 2. Incorporating WIDA 'Can Do' standards for ELL students across the curriculum. 3. Incorporating UDL instructional strategies across the curriculum.
Rationale for Evidence-based Strategy:	1. Providing professional development for teachers of ELL students is an essential part of improving their educational experience. 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 provides 'Can Do' descriptors that allow teachers to differentiate specifically for ELL students. 3. The idea of "Universal Design" is a method of designing course materials, content, and instruction to benefit all learners. Universal Design emphasizes environments that are accessible to everyone regardless of ability. By focusing on these design principles when crafting instruction, you are more easily able to accommodate all students. (Hodge & Preston-Sabin, 1997)

Action Steps to Implement

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.

Person Responsible Rebecca Kirchharr (rkirchharr@ecsdfl.us)

2. Teachers will receive instruction on WIDA standards and 'Can Do' descriptors for ELL support.

Person Responsible Rebecca Kirchharr (rkirchharr@ecsdfl.us)

3. Identification of ELL students - Teachers will receive instruction on identifying ELL students and accessing the LEP plans of support.

Person Responsible Rebecca Kirchharr (rkirchharr@ecsdfl.us)

4. Teachers will be provided with a lesson plan template that accommodates ELL support strategies, including UDL principles.

Person Responsible Rebecca Kirchharr (rkirchharr@ecsdfl.us)

#3. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	The ESSA data for Black/African American students is significantly lower than the general population of students in all testing categories. This gap in achievement across all subjects clearly suggests the need for a multi-dimensional plan that includes academic, social/emotional, and disciplinary interventions.
Measurable Outcome:	Our Black/African American students will demonstrate a minimal increase of 10 percentage points in ELA and Math proficiency from 2019. In addition, the number of AA students who make learning gains in ELA and Math will increase by 50% from 2019. ELA (*11.7%) 15% - 25% proficiency (*27%) 28% - 42% LG Math (*7.1%) 16% - 26% proficiency (*20.5%) 35% - 52% LG *2021
Monitoring:	All ELA students will be required to participate in Star360 progress monitoring assessments each quarter. In addition, students will be given formative assessments each week to measure growth toward proficiency of the ELA spotlight standards being addressed during instruction. Regular summative assessments will also be used to measure mastery of standards at the end of an instructional unit. All Math students will be required to participate in district-wide quarter exams. In addition, students will be given district designed math probes to monitor progress toward proficiency of identified math standards being addressed during instruction. Regular summative assessments will also be used to measure mastery of standards at the end of an instructional unit.
Person responsible for monitoring outcome:	Frank Murphy (fmurphy@ecsdfl.us)
Evidence-based Strategy:	"Progress monitoring is paramount in determining if students are benefitting appropriately from the typical instructional program, identifying students who are not making adequate progress and guiding the construction of effective intervention programs for students who are not profiting from typical instruction" (Fuchs, Compton, Fuchs et al., 2008). The results of the PM assessments will be used to provide students with appropriate intervention during a scheduled intervention and enrichment period built in to the regular school day. This scheduled intervention time will allow students, who might normally be unable to attend tutoring sessions after school, to receive the additional support they need in order to be successful. ELA progress will be monitored through quarterly Star360 assessments. Although teachers may use smaller CFA's to monitor understanding of individual concepts, such as grammar and vocabulary, progression of reading comprehension skills must be monitored over longer periods of time. "For areas such as reading comprehension and composition, there is less research support for specific kinds of probes because these domains demonstrate less rapid change and require methods for assessing progress over longer periods of time" (Fletcher et al., 2007; McMaster & Wagner, 2007). Teachers will participate in a book study designed to increase awareness of proven strategies used to motivate African American students.
Rationale for Evidence-based Strategy:	Progress monitoring is a form of student feedback utilized to direct instruction and student remediation. Students are aware of the learning goals (stated as standards/benchmarks) and understand the level of performance required to obtain proficiency. Progress monitoring of scaffolded instruction allows the students to measure their performance of each learning target and track their growth toward proficiency. Appropriate, challenging,

and specific goals inform individuals "as to what type or level of performance is to be attained so that they can direct and evaluate their actions and efforts accordingly. Feedback allows them to set reasonable goals and to track their performance in relation to their goals so that adjustments in effort, direction, and even strategy can be made as needed" (Locke & Latham).

In 'Influences on Student Learning', John Hattie explains the importance of student feedback and progress monitoring: "They (feedback and goals) direct attention to relevant tasks or outcomes, they energize task performance, they motivate individuals to persist in their activities through time, they convey normative information by suggesting or specifying what level of performance the student could be expected to attain, and they have dramatic effects on the development of self-efficacy, which in turn affects the choice of difficulty of goals. Feedback without goal setting is less effective, and goal setting without feedback is ineffective."

Book Study - Baruti Kafele is a leading expert of 'motivating black males to achieve'.

Teachers who better understand the cultural mentality of African American males will be better prepared to teach them effectively.

Action Steps to Implement

Progress Monitoring

- a. Develop Criteria for Data - Teachers will determine proficiency levels for each standard of instruction and share this criteria with students.
- b. Gather Data - Teachers will gather student growth data through the use of district or teacher designed formative assessments. Teachers will share this data with students.
- c. Teachers will collaboratively analyze data during PLC meetings and make plans for remediation and/or enrichment.

Person Responsible Frank Murphy (fmurphy@ecsdfl.us)

Book Study

- a. Teachers will be provided with a copy of 'Motivating Black Male to Achieve', by Baruti Kafele.
- b. Teachers will participate in an in depth study of this book throughout the year.
- c. Teachers will reflect on how the information presented in this book will be manifested in their classroom environment and instructional strategies.

Person Responsible Frank Murphy (fmurphy@ecsdfl.us)

#4. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:	Escambia High School is a Title I school with a majority of students classified as Economically Disadvantage. The 2019 ESSA data for this subgroup reported a Federal Index below 41%. This reflects the need for schoolwide interventions that will support the special needs of low SES students.
Measurable Outcome:	EHS's economically disadvantaged (FRL) students will demonstrate a minimal increase of 10 percentage points in ELA and Math proficiency from 2019. In addition, the number of FRL students who make learning gains in ELA and Math will increase by 50% from 2019. ELA (*20.2%) 27% - 37% proficiency (*29%) 35% - 53% LG Math (*12.4%) 29% - 39% proficiency (*19.1%) 45% - 68% LG *2021
Monitoring:	All ELA students will be required to participate in Star360 progress monitoring assessments each quarter. In addition, students will be given formative assessments each week to measure growth toward proficiency of the ELA spotlight standards being addressed during instruction. Regular summative assessments will also be used to measure mastery of standards at the end of an instructional unit. All Math students will be required to participate in district-wide quarter exams. In addition, students will be given district designed math probes to monitor progress toward proficiency of identified math standards being addressed during instruction. Regular summative assessments will also be used to measure mastery of standards at the end of an instructional unit.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	1. Supporting the Whole Child - In order to reduce the effects of stress associated with poverty, Escambia High School endeavors to support the whole child. In addition to a highly qualified teacher staff, EHS employs the services of a licensed mental health counselor, a social services navigator, an academic advisor, a graduation coach, and a military family-life counselor. 2. Progress Monitoring - The data collected from formative assessments will be used to direct instruction and drive the remediation process. Students will participate in Excel, a scheduled intervention and enrichment period built in to the regular school day. This scheduled intervention time will allow students, who might normally be unable to attend tutoring sessions after school, to receive the additional support they need in order to be successful. 3. Literacy Plan - Escambia High School will implement a schoolwide literacy plan to encourage reading and writing across the curriculum.
Rationale for Evidence-based Strategy:	1. Supporting the Whole Child - Low-SES students experience significantly higher stress levels. "Chronic stress resulting in high cortisol levels can impair brain functioning and suppress the immune system, causing long-term damage" (Terada, 2018). "Schools that successfully educate low-SES students commonly incorporate a 360-degree wrap-around student support system" (Jensen, 2009). 2. Progress Monitoring through Formative Assessment - "Formative assessment improves teaching, learning, classroom climate, professional development of teachers, and school performance" (Popham, 2008).

3. Literacy Plan - Children from low-income families are less likely to be immersed in the spoken and written language. To help low-income children close the literacy gap, teachers must immerse their students in language (Lynch, 2019).

Action Steps to Implement

1. Supporting the Whole Child

- a. Analyze student needs - Academic remediation through Excel, Social services referrals, Mental health referrals
- b. Build strong relationships with stakeholders - provide parents with access and understanding of student academic progress, offer social services for families
- c. Develop partnerships - mentoring programs, school advisory committee membership

Person Responsible Frank Murphy (fmurphy@ecsdfi.us)

2. Progress Monitoring

- a. Develop Criteria for Data - Teachers will determine proficiency levels for each standard of instruction and share this criteria with students.
- b. Gather Data - Teachers will gather student growth data through the use of district or teacher designed formative assessments. Teachers will share this data with students.
- c. Teachers will collaboratively analyze data during PLC meetings and make plans for remediation and/or enrichment.

Person Responsible Frank Murphy (fmurphy@ecsdfi.us)

3. Literacy Plan

- a. Create a schoolwide literacy program.
- b. Professional Development of Teachers - Share the importance of the literacy program and help teachers organize instruction to incorporate the literacy plan.
- c. Familiarize students with the literacy program: share tracking and rewards system

Person Responsible Rebecca Kirchharr (rkirchharr@ecsdfi.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Escambia High School has reported 7.3 incidents per 100 students. When compared to all high schools statewide, it falls into the very high category. This rating is based primarily on violent incidents and drug/public order incidents. More specifically, violent incidents (statewide rank #420/505) includes physical attack, fighting, threats, and harassment. Drug/public order incidents (statewide rank #484/505) includes tobacco, and drug use or possession.

The school culture and environment will be monitored by studying data trends in our discipline data. The Discipline Team (Dean's and Behavior Coaches) will have bi-weekly meetings to plan and implement discipline procedures to reduce violent incidents and drug incidents based on data trends. Administrators, Deans, and Behavior Coaches will meet with the Court Liaison, Jeremy Tompkins, each semester to study discipline data, compare Escambia High School's data to the other 7 high schools in Escambia County School District, and create policies and procedures to improve behavior practices.

Discipline Team members will support teachers by attending PLC data meetings and discussing best practices for classroom management. Together, we will study minor discipline referral data, and determine ways to improve student behavior.

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.

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, events of the school, and any concerns brought forth by the committee 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 formats including CANVAS, FOCUS, 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 encouraged to contact the Guidance Dept. to schedule teacher conferences and monitor their child's progress on a regular basis.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Frank Murphy- Principal
 Dr. Dana Boddy- Asst. Principal
 Rebecca Kirchharr- Asst. Principal
 Shanae Teasley- Asst. Principal
 Parent- Ronnie Rivera
 Parent-Adrian Betts
 Parent-Derek Simmons
 Student-Olivia Mills
 Student-Abbie McNair
 Student-Chaurie'I Black
 Teacher- Yohana Durango
 Teacher- Elizabeth Cook
 Teacher- Cheryl Ziegler
 Community Member- Dr. Jeanae Burkett

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged	\$0.00
Total:			\$0.00