Escambia High School

2022-23 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: 7/15/2015

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (45%) 2018-19: C (45%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Escambia High School fosters quality relationships with all stakeholders within our school community while providing 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 united 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Murphy, Frank	Principal	
Boddy, Dana	Assistant Principal	Assistant Principal of Student Services
Teasley, Shanae	Assistant Principal	Assistant Principal of Operations
Johnson, Janet	Instructional Coach	
James, Ryan	Other	PBIS, Athletic Director
Mangum, Jeanell	Graduation Coach	
Boyd, Derrick	Other	
Doggett, Jill	Other	
Lipnicky, Kimberly	Dean	
Kirchharr, Rebecca	Assistant Principal	Assistant Principal of Instruction
Heinrich, Christine	Other	

Demographic Information

Principal start date

Wednesday 7/15/2015, Dana Boddy S

Number of teachers with a 2022 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 2022 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.*

11

Total number of teacher positions allocated to the school

101

Total number of students enrolled at the school

1,688

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

45

Identify the number of instructional staff who joined the school during the 2022-23 school year.

32

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	584	452	378	268	1682
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	249	147	1290	69	1755
One or more suspensions	0	0	0	0	0	0	0	0	0	203	140	75	37	455
Course failure in ELA	0	0	0	0	0	0	0	0	0	121	149	78	40	388
Course failure in Math	0	0	0	0	0	0	0	0	0	101	140	103	81	425
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	270	195	122	44	631
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	161	12	7	5	185
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	
	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	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	264	231	161	101	757

Using current year data, complete the table below with the number of students identified as being "retained.":

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	123	88	70	1	282
Students retained two or more times	0	0	0	0	0	0	0	0	0	62	27	21	5	115

Date this data was collected or last updated

Thursday 8/25/2022

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	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

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	508	504	448	353	1813
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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

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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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	28%	42%	51%				35%	49%	56%
ELA Learning Gains	35%						41%	47%	51%
ELA Lowest 25th Percentile	32%						34%	33%	42%
Math Achievement	27%	33%	38%				35%	42%	51%
Math Learning Gains	52%						48%	48%	48%
Math Lowest 25th Percentile	60%						38%	41%	45%
Science Achievement	44%	33%	40%				47%	59%	68%
Social Studies Achievement	43%	47%	48%				58%	62%	73%

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

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
2022					
2019	44%	58%	-14%	67%	-23%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	62%	-5%	70%	-13%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	29%	52%	-23%	61%	-32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	47%	-9%	57%	-19%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	33	28	23	39	39	20	23		70	10
ELL	7	63									
ASN	56	53						70		100	70
BLK	12	28	31	13	43	55	23	23		78	20
HSP	22	34	42	29	54		46	57		82	61
MUL	36	37	54	34	51		53	43		95	49
WHT	39	40	26	38	59	62	59	55		82	55
FRL	21	30	30	22	51	56	31	35		76	29

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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	447
Total Components for the Federal Index	10
Percent Tested	97%

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%	2
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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	70
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
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	50
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 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	52
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

1. ELA Proficiency 28% - Maintained % proficient, but the lowest point since 2016.
2. ELA Learning Gains 35% - Increased 5%; first increase since 2018 (44%).
3. ELA Lowest 25% Learning Gains 32% - Decreased each year by 1% since 2019.
4. Math Proficiency 27% - Increase 9%; First increase since 2018 (49%).
5. Math Learning Gains 52% - Increased 32%; equals highest in 2018.
6. Math Lowest 25% Learning Gains 60% - Highest score since 2016.
7. Science Achievement 43% - downtrend since 2018.
8. Social Studies Achievement 43% downtrend since 2016.
9. SWD - 30; Year 2 below 32% Areas of concern are ELA proficiency, Science, Social Studies
10. ELL - 35; Below 42% threshold, ELA achievement decreased, but Learning Gains increased
11. AA - 33; Below 42% threshold, increase in Math, decrease in ELA, Science, Social Studies
12. ED - 39; Below 42% threshold, increase in Math and ELA, decrease in Science and Social Studies
PMDR components showed the following trends:
Attendance - Average Daily Attendance decreased
13. Average student absent 6 days/qtr, tardy 8x/qtr. (ESSA attendance comparatively equal to average of all students.)

14. 38.6% of students have 5+ absences each quarter
Office Discipline Referrals
15. Total = 3218/yr Avg/qtr = 805
16. 27% of students received an ODR in 2021.22 - Avg no. of students w an ODR/qtr = 407
17. 9th grade students continue to receive the majority of ODRs
18. The number of referrals per grade level is consistent throughout the year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA proficiency across all subgroups with a focus on Students With Disabilities - ELA proficiency = 15%
Science and Social Studies are trending down across all subgroups.
Absences continue to increase. Attendance rate = 87%
Office Discipline Referrals continue to rise across all subgroups.

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

Although EHS made progress in ELA proficiency, this percentage falls well below expected levels of achievement, and therefore, continues to be an area of focus for continued growth. All ESSA subgroups that fall below the 41% threshold (SWD, AA, ELL, and ED) need to see gains in ELA proficiency and/or learning gains. EHS will provide teachers with continued professional development for instructional strategies specifically designed to meet the needs of these students.
EHS student attendance is 87%, with 38.7% of students chronically absent. Attendance is a critical factor contributing to the success of all areas of education. In order to improve attendance, we must continue to oversee established procedures for recording and communicating attendance to parents. Additionally, we must also work to promote and reward good attendance for all students.
EHS must improve student behavior as reflected in the number of Office Discipline Referrals (ODR) being processed each quarter. Teachers will need to receive support with classroom management planning and professional development in behavior modification strategies. With the freshmen being responsible for most of the referrals, this set of students must be targeted for improvement.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The ELL subgroup increased in ELA learning gains from 17% to 60%.
All subgroups demonstrated increases in math achievement, math learning gains, and math lowest 25% learning gains.

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

Teachers identified the ELL students early and were given strategies to assist in their learning, especially vocabulary development.
The improvement in math scores was mainly due to improvement in geometry. The geometry teachers developed as a PLC and used progress monitoring probes to define instructional needs.

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

All teachers will need to implement evidenced-based Kagan practices for effective instructional strategies that improve learning. In additon, teachers will need to continue to develop classroom management skills that provide students with a structured and consistent environment conducive to learning.

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.

All teachers will participate in the following professional development throughout the year:
1. Kagan Cooperative Learning
2. Book Study - Kids These Days
3. Classroom Management - support offered each month by the district behavior specialist.

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

Additional support will be provided to assist in sustaining an environment that promotes a culture for learning.
1. Attendance - Partnerships will be formed between the family and school communicating the importance of attendance and the identified parameters for intervention. Attendance checks will occur daily, each period, with notification to the parents/guardians when a student is absent. A child-study team will initiate an intervention sequence when necessary. Students who have good attendance will be recognized through PBIS celebrations and other positive recognitions.
2. PBIS - Teachers will be instructed on and encouraged to use the PBIS system in Focus. Monthly PBIS celebrations
3. Academic Advising - Students will be instructed on monitoring their progress in each class through Canvas. Teachers will have data chats with students upon release of Progress Monitoring data and quarterly exam scores. Students have access to guidance counselors for academic advisement. Additionally, seniors have access to a graduation coach who monitors their credit history and GPA.
4. Child Study Teams support students who have a variety of identified needs including, academic, mental, physical, emotional, and/or financial needs. Members include an academic advisor, mental health professional, a school navigator, and guidance counselor. The team's purpose is to support the student's/family's needs in order for the student to attend school and focus on academic success.
5. Visibility of Faculty and Staff - All teachers, deans, behavior coaches, and the administrative team are visible during all class changes, encouraging positive behavior and make connections with students.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021/22 state assessment data, EHS Students With Disabilities are deficient in English Language Arts. Although these students made significant improvement in almost all of the other school grade categories, the Federal Index continues to fall below the 31% threshold. This subgroup has had 3 consecutive years below the 41% threshold and 2 consecutive years below the 31% threshold. EHS serves approximately 450 SWD. These students have a diverse set of special needs that require a wide range of support strategies. Teachers must be prepared to meet these needs by differentiating instruction and providing identified IEP supports.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	EHS 'students with disabilities' will demonstrate a 50% increase from 2022 in the following areas: ELA proficiency (15% to 30%) ELA learning gains (33% to 49%) ELA Lowest 25% learning gains (28% to 42%) Science proficiency (20% to 30%) Social Studies proficiency (23 to 35%) EHS 'students with disabilities' will demonstrate a 25% increase from 2022 in the following areas: Math proficiency (23 to 29%) Math learning gains (39 to 49%) Math Lowest 25% learning gains (39% to 49%)
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	All ELA students will be required to participate in Progress Monitoring assessments three times during the year to monitor progress toward standards. ELA teachers will use this data to identify areas of strength and weakness for each student they teach and define instructional practices to meet these needs. Students enrolled in Intensive Language Arts will monitor their reading comprehension progress through MAZE and iLit assessments. All Math, Science and Social Studies students will be required to participate in district-wide quarter exams. In addition, students will be given district designed math probes to monitor their progress toward proficiency of the identified math standards being targeted in instruction. Teachers will give formative assessments to measure student growth toward proficiency of the learning targets being spotlighted in classroom instruction. Regular summative assessments will also be given to measure mastery of the learning targets for each instructional unit.
Person responsible for monitoring outcome:	Frank Murphy (fmurphy@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	1. Professional Development - Teachers will participate in PD designed to enhance the classroom experience. Kagan Cooperative Learning inservice will be implemented throughout the year. All teachers will be provided with student data in order to more easily identify their SWDs, access IEP's, design instruction at appropriate levels, and use an accommodation matrix to track the supports provided. 2. Targeted Instruction - Teachers will provide students with a daily learning target to focus attention on the learning objective. Students will better understand the material being presented and how it relates to other big ideas within and across the curriculum.

for this Area of Focus.	2. Progress Monitoring/Excel - Students will particpate in Excel, a scheduled intervention and enrichment period built into the regular school day. 3. Literacy Plan - EHS will continue to promote the schoolwide literacy plan. This plan includes increased exposure to vocabulary, reading stamina with informational texts, and reading for pleasure.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.** **Describe the resources/ criteria used for selecting this strategy.**	1. Professional Development - Kagan Cooperative Learning allows students at all levels to fully participate in learning acitivities in all classroom settings. Hattie, J. (2009), Visible Learning - Professional Development: d=0.51, Small group learning: d=0.49, Cooperative Learning: d=0.49-0.78 2. Targeted Instruction - If teachers share and encourage goals, and provide steps for achieving the goals, then goals are more likely to be obtained. Hattie, J. (2009), Visible Learning - Goals: d=0.56, Advanced Organizers: d=0.4, Mastery Learning d=0.58 3. Progress Monitoring - A data informed system that allows students to self-monitor and set goals with teacher feedback. Hattie, J. (2009), Visible Learning - Feedback: d=0.73, Self-monitoring: d=0.45 4. Literacy Plan - Students who read well are more informed, better at processing meaning from written information, and more adept at communicating in all areas. Hattie, J. (2009), Visible Learning - Vocabulary: d=0.67, Comprehension: d=0.58

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Kagan Cooperative Learning will be scheduled on district early release PD days. Teachers will have a two full days of Kagan training, including one day of preschool to better prepare for the start of school. In addition, teacher leaders will model Kagan strategies during district half days, with focus on subject related structures. Strategies will be shared regularly in weekly newsletter, Gator View. Teachers are encouraged to share best practices during PLC's each week.

Person Responsible	Rebecca Kirchharr (rkirchharr@ecsdfl.us)

All teachers are expected to display a learning target each day with a guiding agenda. Teachers uitlize specific instructional strategies supported by a set of cohesive activities designed to guide student learning toward the defined goal. Students who know the primary goal of instruction are more likely to deeply engage with the subject matter and master the standard outlined in the learning target. Targets and agendas are part of the Common Board Configuration used in all courses and can be posted in Canvas, the school's learning management system.

Person Responsible	Frank Murphy (fmurphy@ecsdfl.us)

Progress monitoring is completed by a variety of established state and district assessments designed to measured the progress of each student towards proficiency of the standards. In addition, teachers use formative assessments to inform instruction and direct student attention toward the steps of standard mastery.
1. ELA will give a state-wide PM assessment three times during the year. ELA/Reading will also use formative assessments with each unit of study in the Saavas/I-Lit programs.
2. Math, Science, and Social Studies will give district-made formative assessments after each unit of study.
3. Math, Science, and Social Studies will give district-made exams at the end of each quarter.
Teachers will disseminate this data to students via data chats. Students who can identify their learning needs are more likely to move forward toward mastery of the standards.

Person Responsible	Frank Murphy (fmurphy@ecsdfl.us)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	EHS continues to have proficiency scores below the district and state averages for all students in all categories. ELA Proficiency 28% - District 43% Math Proficiency 27% - District 35% Science Achievement 43% - District 58% Social Studies Achievement 43% - District 59% While there are many factors that must be addressed to improve academic acheivement, it has been argued that no manner of school reform will be successful until we first face and resolve the engagement problem. Our teachers must engage in continuous learning through professional development if our students are going to achieve higher levels of performance. This is less about what teachers are doing and more about what teachers can get students to do. It is what learners do that matters. Therefore, our teachers will need to learn and implement teaching strategies that fully engage learners in creative and effective structures.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	EHS will increase proficiency in the following areas by 50%. ELA=42% Math=40% Science=64% Social Studies=64%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	All ELA students will be required to participate in Progress Monitoring assessments three tiems during the year to monitor progress in the BEST standards. Students enrolled in Intensive Language Arts will monitor their reading comprehension progress through MAZE and iLit assessments. All Math, Science and Social Studies students will be required to participate in district-wide quarter exams. In addition, students will be given district designed formative assessment probes to monitor their progress toward proficiency of the identified standards. Teachers will give teacher-created formative assessments to measure student growth toward proficiency of the learning targets being spotlighted in classroom instruction. Regular summative assessments will be given to measure mastery of the learning targets for each instructional unit. All data collected from these assessments will be disseminated to students where they can be guided to set goals and continue progress toward mastery of the standards.
Person responsible for monitoring outcome:	Frank Murphy (fmurphy@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy	Teachers will participate in Kagan Cooperative Learning training throughout the year. Teachers will be provided a book that includes Kagan structures and participate in Kagan lessons facilitated by a Kagan instructor. Teacher leaders will share strategies they are using in the classroom by modeling Kagan structures in PD breakout sessions throughout the year. Teachers will share subject-specific strategies during PLC meetings each week.

being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

In "Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement", Marzano found that cooperative learning has an effect size of 0.78, making it one of the best approaches to boosting achievement. Kagan states, "Cooperative learning boosts achievement at all grades in all academic content areas. It promotes academic gains, especially for minority and low achieving students." Cooperative learning provides circumstances for relationship building that results in better communication skills and peer assisted learning.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Kagan Cooperative Learning will be scheduled on district early release PD days. Teachers will have a two full days of Kagan training, including one day of preschool to better prepare for the start of school. In addition, teacher leaders will model Kagan strategies during district half days, with focus on subject related structures.

Person Responsible | Rebecca Kirchharr (rkirchharr@ecsdfl.us)

Instructional strategies with positive engagement and high results are shared between colleagues during planned PLC's (professional learning communities). Data from formative and other progress monitoring assessments is discussed and used to guide further instruction, as well as remedial and enrichment activities. PLC's are visited by school administrators, who offer support in data analysis and planned interventions.

Person Responsible | Frank Murphy (fmurphy@ecsdfl.us)

Administrators complete classroom walkthroughs, providing teachers with immediate feedback for targeted, observable criteria that includes the use of specific engagement strategies. Metrics including the number of walkthroughs conducted are reported weekly to the district office and shared in the school's weekly newsletter.

Person Responsible | Frank Murphy (fmurphy@ecsdfl.us)

Data from progress monitoring and quarter exams is disseminated to teachers by the administration and action steps discussed.

Person Responsible | Frank Murphy (fmurphy@ecsdfl.us)

#3. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Attendance - Average daily attendance decreased for 2021-2022 from 92% to 87%. The average EHS student is absent 6 days/qtr, and tardy 8x/qtr. (ESSA subgroup attendance is comparatively equal to the average for all students.) 38.6% of EHS students experience chronic absenteeism, having 5+ absences each quarter. According to the US Department of Education, attendance can be a better predictor of whether students will drop out of school before graduation than test scores. Students who live in poverty (EHS=89%), minority students (EHS=57%), and students with disabilities (EHS=30%) all experience disproportionately high absentee rates. The vast majority of Escambia High School students fall into one or more of these categories. Low income students experience high rates of residential mobility, poor health conditions, extended familial responsibilty, and unsafe conditions, all contributing to a higher absentee rate. A detailed 2016 report by the U.S. Department of Education showed that students with disabilities were more likely to be chronically absent than students without disabilities. When students are absent from school, they miss out on consistent instruction that is needed to master the assessed standards of education, contributing to the likelihood of dropping out of school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Escambia High School will increase attendance from 87% to 95%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Attendance is monitored each day through Focus, the school district's student information system. 1. The school attendance clerk is notified of late students each morning as part of the check-in process. 2. The school administration will run attendance completion reports to support instructional staff with strategies to ensure accurate and timely attendance records. 3. Administration will identify students with multiple unexcused absences each week and set forth the established protocol for addressing concerns. 4. Attendance data will be collected through Focus for PBIS participation.
Person responsible for monitoring outcome:	Frank Murphy (fmurphy@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-	Escambia High School has established a prevention-oriented program that includes the formation of "child-study teams," that work to improve school attendance by monitoring attendance data, identifying causes for absenteeism, and coordinating prevention and support strategies. These teams include an administrator, guidance counselor, academic advisor, social worker and teacher(s). Students and parents are educated on the

	importance of, and provided services to help overcome barriers to, consistent attendance.
	Tier I
	1. Parent/school partnership
	2. Accurate attendance records
based **strategy** **being** **implemented** **for this Area** **of Focus.**	3. Parents/guardians contacted for each student who is tardy to school and/or has unexcused absences.
	Tier II
	4. 6-9 absences - academic advisor support
	Tier III
	5. 10+ absences - child study team intervention
	-Professional development designed to engage more students in the learning process - More engagement results in increased motivation to do well, thereby increasing the possibility of consistent attendance.
	-Good attendance will be recognized as part of the PBIS celebrations.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Tier I strategies are aimed at encouraging better attendance for all students and at addressing absenteeism before it affects achievement. This includes improving student engagement for all students and providing positive reinforcement. Tier II interventions target students at greater risk of chronic absenteeism. These students and families need personal attention to help understand the importance of attendance and create a plan to address the barriers they are facing. Tier III approaches provide intensive support to students missing the most school, often involving not just schools but other agencies such as health, housing, and social services, and typically requiring case management customized to individual students' challenges. Attendance Works: School Attendance Team Review 8/2018

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Train new teachers in the process of taking attendance in Focus. Explain the importance of accurate and timely attendance.
Pull attendance reports each week. Follow up with teachers requiring support.

Person Responsible Frank Murphy (fmurphy@ecsdfl.us)

Daily phone calls are made to all families of students checking in tardy. Automated calls are made for each absence in Focus. A phone call will be made to the parents/guardians of the student, communicating any concerns of habitual tardiness and providing support if needed.

Person Responsible Rebecca Kirchharr (rkirchharr@ecsdfl.us)

The parents/guardians of students with 5 unexcused absences will be mailed a letter regarding the student's attendance and offering support for improvement. The student will then be assigned to the appropriate guidance counselor/academic advisor who will follow up with a phone call to the parents/ guardians of the student, communicating any concerns, and providing support and services if needed. Additioinal calls and letters home occur after a total of 10 and 15 absences within a 90-day period. A child study team meeting is also conducted at this time. Additional interventions include a referral to the school's social worker.

Person Responsible   Rebecca Kirchharr (rkirchharr@ecsdfl.us)

Chronic absentees will be discussed among administrators each Monday, and assigned to a child-study team for investigation. Child study teams will meet with the parents/guardians to investigate attendance concerns and discuss the supports and services needed for improvement. A visiting teacher will be requested if a need is determined.

Person Responsible   Frank Murphy (fmurphy@ecsdfl.us)

Kagan Cooperative Learning will be scheduled on district PD days. Teachers will have two full days of Kagan training, including one day during preschool to better prepare for the start of school. In addition, teacher leaders will model Kagan strategies during district half days, with focus on subject related structures.

Person Responsible   Rebecca Kirchharr (rkirchharr@ecsdfl.us)

#4. Positive Culture and Environment specifically relating to Office Discipline Referrals

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Office Discipline Referrals - A student's behavior can affect their ability to learn as well as the other students in the learning environment. A 2010 study published in "American Economic Journal: Applied Economics" found that disruptive students can lower the test scores and academic achievement of an entire classroom. Escambia High School recorded a total of 3,218 office discipline referrals for the 2021-22 academic year; an average of 805 referrals per quarter. 27% of EHS students accounted for these referrals, with the majority concerning 9th grade students. Office discipline referrals usually occur after a series of classroom discipline interventions has been enacted. This could mean that class instructional time is profoundly diminished due to student behavior problems. The greatest number of referrals stem from students who are avoiding the classroom. The second leading cause concerns disruption, disrespect, and/or defiance.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Escambia High School will reduce the number of Office Discipline Referrals by the following percents: 50% reduction - Disruption, Disrespect, Defiance - from 799 to 390 30% reduction - Out of Area, Tardy, Skipping - from 1329 to 930
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Office discipline referrals are submitted in Focus, the district student information system. Focus reports will be pulled each week and submitted to the school's admiistrative team for monitoring and support strategies. The team will look for students who may be repeat offenders, school areas and specific times with elevated concerns, and teachers who may need support in classroom management.
Person responsible for monitoring outcome:	Shanae Teasley (steasley@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	In order to reduce the number of office discipline referrals, Escambia High School teachers and staff will review the PBIS system. Tier I skill-building will include revisiting classroom management plans and engagment strategies. Teachers will be provided assistance in classroom management by the district behavior specialist. Teachers will work to utilize effective instructional strategies that will more fully engage students in learning, decreasing poor behavior choices that result from being off-task. Teachers will also participate in a school book study, "Kids These Days", in order to learn about student connections that will encourage student ownership of the school and their role in it's environment and culture. Tier II interventions will incorporate student counseling with additional academic supports

to ensure student success.
Tier III supports will provide students with needed mental health and/or social services identified by school officials.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	"Positive Behavioral Interventions and Supports (PBIS) is an evidence-based / three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day." (PBIS, USF) In order for PBIS to work effectively, teachers must have a well-designed classroom management plan. Marzano reports that the effect on heightened acheivement from well managed classrooms is d=0.62. Teachers provide students with a school connection that can supercede negative influences on student behavior. The effect of a good teacher/student relationship has an effect size of d=0.72. School climate perception has also been found to affect students' academic achievement (Brookover et al., 1978; Brand et al., 2008). The experience of a positive and enriching environment will motivate student to attend school, participate in learning acitivities, and follow school guidelines.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will review the PBIS system of supports for students. Teachers will report positive behavior using the Focus portal. This report will be monitored by the PBIS coordinator, who will provide rewards and incentives to students.

Person Responsible	Ryan James (rjames@escambia.k12.fl.us)

The district behavior specialist will be available at school for assistance in classroom management and instruction in deescalation skills. Teachers may also request additional support as needed.

Person Responsible	Rebecca Kirchharr (rkirchharr@ecsdfl.us)

All administrative staff, deans, and behavior coaches will support teachers with increased visibility during class changes and lunch. Regular duty assignments will insure a consistent presence during hallway transitions.

Person Responsible	Shanae Teasley (steasley@ecsdfl.us)

Teachers will be provided with the book "Kids These Days" to increase awareness of what kids need and how to assist them in making important connections. Teachers will participate in an online discussion of what they have learned and how this will impact the management of their classroom and students.

Person Responsible	Frank Murphy (fmurphy@ecsdfl.us)

Tier II and Tier III interventions will occur when a request is made by the faculty/staff for additional support(s).

Person Responsible	Frank Murphy (fmurphy@ecsdfl.us)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

n/a

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

n/a

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

EHS United - We are ALL IN! EHS 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, and JROTC Parent 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. Student events that promote culture and enagement includes athletic events, Senior Nights, Homecoming week, Prom and various school dances, and other school sponsored events.
Additional culture measures include: Minute of Music- 1 minute before the tardy bell rings, a minute of uplifting/upbeat music will be played over the intercom to encourage students to get to class before the bell. Preliminary PBIS celebration plans for attendance include: Mr. Softee Ice Cream Truck, popcorn/drinks, doughnuts, etc. for all qualified students, and drawings for other items such as game tickets, gift cards, etc. We also award Student of the Month for 2 students each month. Ongoing teacher recognition includes Gator View shout-outs and scheduled teacher appreciation celebrations. We have Food Truck Friday several Fridays during the school year for faculty and staff. We will also use notes of encouragement and Spotlight Teacher certificates to show our support to teachers. Students will continue to be mentored by community volunteers.

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

Leadership Team will oversee notes of encouragement, and spotlight certificates, and coordination of award ceremonies and parent involvement nights.
Mr. Murphy oversees Student of the Month.
Susan Chambers oversees senior sponsors and school mentors.
Minute of music: List will be created by Mrs. Kirchharr and played by rotation of front office employees. Music suggestions will be solicited from faculty and staff.
Ryan James, PBIS coordinator, will plan regular student celebrations including messaging and advertisement (SGA signage, RiseVision, etc.). Mr. Murphy is working with Dr. Smith for SAC funding approval.
SGA and Senior and Junior Class Sponsor Ms. Tullos and Ms. Davis oversee several student events

throughout the school year including school signs, hallway decorations, PepRally organization, and other student events such as Prom and Homecoming dance.