

Escambia County School District

Escambia High School



2023-24

Schoolwide Improvement Plan (SIP)

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Escambia High School

1310 N 65TH AVE, Pensacola, FL 32506

www.escambiaschools.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 sustaining an equitable educational culture that promotes academic excellence and quality relationships in order to prepare students for global citizenship.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Boddy, Dana	Principal	Curriculum and Instruction Leadership School Improvement School Advisory Council Professional Development and Professional Learning Communities Budgeting/Finance Booster Clubs Faculty and Staff Evaluations and Assignments
Teasley, Shanae	Assistant Principal	Discipline Facilities & Maintenance RTIB/PBIB/FBA's Athletics, School Activities, and Clubs Clinic Custodial Services Transportation Summer School & Community School School Calendar Subs and Classroom Coverage Textbooks
Culp, Alan	Assistant Principal	Curriculum Child Study Team & Attendance MTSS/RTI Master Schedule Student Scheduling Student Records/Transcripts Testing Guidance Mental Health School Data Graduation ESE Services
Mangum, Jeanell	Other	Graduation Title I Parent Involvement Coordinator Student Services Academic Advising
Peacock, Jonathan	Instructional Coach	Instructional Support and Coaching Literacy Plan and Implementation
Fisher, Jennifer	Teacher, Adult	
Heinrich, Christine	Teacher, ESE	ESE Department Chair

Name	Position Title	Job Duties and Responsibilities
Boyd, Derrick	Teacher, Adult	Academic Advisor Child Study Team Attendance

Seals, Shannon Math Coach Math Instructional Support and Coaching

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Parents, Teachers, and the School Advisory Council have all provided input during the 2022-2023 school year that was used to develop the School Improvement Plan for the 2023-2024 school year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Meetings will be held quarterly to evaluate the progress of our School Improvement Goals. The midyear reflection will be used to evaluate where we are on our goals.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	61%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP)

	Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	1755
One or more suspensions	0	0	0	0	0	0	0	0	0	0	455
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	388
Course failure in Math	0	0	0	0	0	0	0	0	0	0	425
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	631
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	185
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	757

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	282
Students retained two or more times	0	0	0	0	0	0	0	0	0	115

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	28	40	50	28	42	51	28		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains				35			30		
ELA Lowest 25th Percentile				32			33		
Math Achievement*	28	37	38	27	33	38	18		
Math Learning Gains				52			20		
Math Lowest 25th Percentile				60			26		
Science Achievement*	41	58	64	44	33	40	43		
Social Studies Achievement*	40	56	66	43	47	48	48		
Middle School Acceleration					44	44			
Graduation Rate	73	79	89	83	57	61	90		
College and Career Acceleration	48	63	65	43	59	67	45		
ELP Progress		47	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	258
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	73

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No

2021-22 ESSA Federal Index	
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	447
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	83

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	4	3
ELL				
AMI				
ASN	79			
BLK	26	Yes	4	1
HSP	48			
MUL	50			
PAC				
WHT	53			
FRL	37	Yes	3	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	2
ELL	35	Yes	3	
AMI				
ASN	70			
BLK	33	Yes	3	
HSP	47			
MUL	50			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
PAC				
WHT	52			
FRL	38	Yes	2	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	28			28			41	40		73	48	
SWD	15			15			15	29		21	6	
ELL												
AMI												
ASN								79			1	
BLK	14			12			18	22		28	6	
HSP	29			35			65	33		55	6	
MUL	32			33			52	47		52	6	
PAC												
WHT	38			38			54	51		56	6	
FRL	24			23			33	33		41	6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	28	35	32	27	52	60	44	43		83	43	
SWD	15	33	28	23	39	39	20	23		70	10	
ELL	7	63										
AMI												
ASN	56	53						70		100	70	
BLK	12	28	31	13	43	55	23	23		78	20	

2021-22 ACCOUNTABILITY 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	ELP Progress
HSP	22	34	42	29	54		46	57		82	61	
MUL	36	37	54	34	51		53	43		95	49	
PAC												
WHT	39	40	26	38	59	62	59	55		82	55	
FRL	21	30	30	22	51	56	31	35		76	29	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	28	30	33	18	20	26	43	48		90	45	
SWD	16	26	28	10	16	19	23	31		89	21	
ELL	13	17		33								
AMI												
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	
PAC												
WHT	39	31	33	22	20	23	56	65		91	53	
FRL	21	29	35	14	20	28	36	38		86	38	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	28%	40%	-12%	50%	-22%
09	2023 - Spring	27%	38%	-11%	48%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	17%	38%	-21%	50%	-33%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	48%	-7%	48%	-7%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	56%	-16%	63%	-23%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	54%	-15%	63%	-24%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our students with disabilities showed the lowest performance in the following areas: ELA 15%, Math Achievement 23%, Biology 20%, Acceleration 10%. Additionally, the number of students who achieved algebra proficiency was extremely low. 18.7% of the students showed proficiency which is 14.3% below the state proficiency level.

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

The following data components show the greatest declines from the prior year: Students with disabilities had a decline in ELA of -7.1%, in Math of -12.5%, in Science of -8.1%, and in Social Studies of -1.5%. Student attendance contributed to this decline.

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

Biology (-22.6) & US History (-22.2%): Both of these courses experienced inconsistencies in instruction. ELA proficiency impacts performance in both of these courses, and our ELA scores are also areas of concern.

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

ELL students showed a 26.8% improvement in mathematics proficiency. The teachers worked with ELL students during EXCEL to address learning deficiencies.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

After reviewing the EWS data, tardiness and attendance are the most concerning. Total tardies for the most recent year were 46,089. Total absences for the most recent year were 30,235.

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

The highest priorities for school improvement in the upcoming school year are to:

Reduce the number of tardies and absences

Enhance support for inclusion for students with disabilities

Increase the percentage of students scoring proficient in Algebra

Enhance curriculum design in Biology and US History

Increase the number of students meeting the requirements for acceleration points

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

After reviewing the EWS data, tardiness and attendance are the most concerning. Total tardies for the most recent year were 46,089. Total absences for the most recent year were 30,235. Reviewing subgroups the following data was shown for the previous school year: Students with disabilities had 7,492 tardies and 4,978 absences, economically disadvantaged students had 33,149 tardies and 20,144 absences, ELL students had 590 tardies and 609 absences.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

EHS students will improve their attendance and punctuality by 33% overall. Students with disabilities will increase their daily attendance in the 23-24 school year by going from 7,492 tardies and 4,978 absences to less than 5,019 tardies and 3,335. Economically disadvantaged students will increase their daily attendance in the 23-24 school year by going from 33,149 tardies and 20,144 absences to less than 22,309 tardies and 13,496 absences. ELL students will increase their daily attendance in the 23-24 school year by going from 590 tardies and 609 absences to less than 395 tardies and 408 absences.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored monthly using our focus attendance system. Students with multiple absences will receive parent contact and home visits as needed. Students will also be encouraged to be involved with school activities through various programs in order to further improve their likelihood of attending school.

Person responsible for monitoring outcome:

Derrick Boyd (dboyd2@ecsdfi.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

What Works Clearinghouse recommends we will establish school-wide protocols for attendance. The academic advisor will track attendance and start a child study team for students with chronic absenteeism. Families will be involved in the child study team to identify strategies that will improve attendance for each student.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Monitor the progress of all students, and proactively intervene when students show early signs of attendance problems. What Works Clearinghouse recommends that schools monitor this data for all students and intervene when students show signs of being at risk as a preventative measure. By monitoring all students, we can intervene proactively and increase the likelihood these students will graduate. Regular monitoring of data also enables school staff to address school-level issues contributing to dropout rates, such as courses with high failure rates, low attendance during particular periods, or suspension policies that increase absences.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

We will use a multitiered system to monitor attendance and tardies from the school-wide to the individual level. School decisions will be guided by school-wide attendance and tardy data. Using the data each month student success will be rewarded through the PBIS system and students with multiple tardy offenses and excessive absences will have their parents contacted and a plan of action for improvement created.

Person Responsible: Shanae Teasley (steasley@ecsdfi.us)

By When: The system will be in place by the start of school and monitored on an individual level on a weekly basis but on a school level on a monthly basis.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Achievement in Algebra was 18.7% which is 14.3% below the state proficiency level. Based on the 2022-23 FAST Mathematics Achievement data the ESSA subgroups' achievement levels were as follows: Students with disabilities (10.3%), Economically Disadvantaged (24%), African American/Black (11.3%), Hispanic (33.3%), Asian. (%) and ELL (28.6%).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Algebra proficiency* will go from 18.7% on the 2023 FAST to 41% or higher on the 2024 FAST Algebra EOC. ESSA subgroups include SWD, African American/Black, Asian, ELL, Economically Disadvantaged, Hispanic, Asians, and ELL. 50% of all students in every subgroup will make learning gains.

*Proficiency based on levels set as of July 2023

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Mathematics Instructional Coach will work with the Algebra Professional Learning Community (PLC) to create common formative assessments and monitor data by each standard. The PLC will review data weekly to make decisions and adjust instruction as needed. District quarterly assessments will be used to evaluate effectively.

Person responsible for monitoring outcome:

Dana Boddy (dboddy@ecsdf.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The PLC will develop lessons based on state standards that engage students in analyzing algebraic reasoning and strategies while teaching students to use algebraic representations. They will use Kagan structures to facilitate learning mathematics and reasoning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

What Works Clearing House recommends these strategies in the guide teaching strategies for improving algebra knowledge in middle and high school students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The Algebra Professional Learning Community will create standards-based common formative assessments and collect and analyze data from the assessments on a bi-monthly basis.

Person Responsible: Shannon Seals (sseals@ecsdf.us)

By When: Bi-monthly

The teachers will participate in Kagan during the summer of 2023. Additionally, the teachers will work with the Mathematics Instructional Coach to plan lessons that integrate Kagan activities to engage students in mathematics instruction.

Person Responsible: Shannon Seals (sseals@ecsdfi.us)

By When: Monthly

The Mathematics Instructional Coach and/or the Principal will do classroom walkthroughs to monitor professional development and PLC implementation.

Person Responsible: Dana Boddy (dboddy@ecsdfi.us)

By When: Monthly

#3. Instructional Practice specifically relating to Career & Technical Education**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Achievement in Acceleration has not exceeded 43% for the past 3 years and shows deficiencies in the following subgroups: Students with Disabilities (8%), Economically Disadvantaged (31.6%), African American/Black (21%). Though the State has not provided a target for acceleration, this area has been chosen as a crucial need because Escambia High School's average of 41% for students earning acceleration points lags behind the average of all high schools in the county, 56.6% (52% if West Florida Technical is excluded).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

75% of students will earn at least one acceleration point while enrolled at Escambia High School. This goal will be met by the end of the 25-26 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team and guidance counselors will track all students who have and have not earned at least one acceleration point. This list will be updated quarterly. During the school year the administration will conduct walkthroughs to ensure instruction is provided that will prepare students for certification tests or exams.

Person responsible for monitoring outcome:

Dana Boddy (dboddy@ecsdfi.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The leadership team will ensure that all students who have not earned at least one acceleration point during their freshman year will be placed in a class where they are able to do so.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ensuring students are provided with at least one opportunity to earn an acceleration point, combined with quality instruction and a well designed program for assessment, will facilitate Escambia High School meeting or exceeding our goal of having 75% of students earn one or more acceleration points.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Analyzing data for needs assessment

Person Responsible: Dana Boddy (dboddy@ecsdfi.us)

By When: During the summer

Creation of Professional Learning Communities

Person Responsible: Dana Boddy (dboddy@ecsdfl.us)

By When: Start of School

Monitoring and analyzing industry certification data for all students with a focus on ESSA subgroups

Person Responsible: [no one identified]

By When: At the beginning of each quarter.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, SIP progress is regularly shared and discussed through the School Advisory Council. Regardless of membership status, all stakeholders are invited to attend School Advisory Council meetings.

The School Improvement Plan and goals are discussed and reviewed on a regular basis in faculty meetings and leadership team meetings.

Escambia High School homepage <https://www.escambiaschools.org/ehs>
Escambia High School Title I page <https://www.escambiaschools.org/domain/151>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

During the 2023-24 school year, there are two academic Family Nights scheduled to build capacity for involvement and building relationships to improve student academic achievement. The Parent & Family Engagement Plan is shared with families during the Title I Annual Meeting and posted on our website.

Escambia High School Title I page <https://www.escambiaschools.org/domain/151>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

All Instructional Faculty are being trained by Kagan to use Kagan structures to engage students in learning. Additionally, Instructional Coaches are working with Professional Learning Communities to plan for differentiation which will include remediation and enrichment for students. The bell schedule includes thirty minutes of time Monday through Thursday which is for remediation and enrichment.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

EHS provides students with School Counselors, a Mental Health Counselor, a Military and Family Life Counselor, a Navigator to help students in crisis situations. Additionally, we have Instructional Coaches and a Graduation Coach to provide academic support for struggling students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students are provided the opportunity to take Advanced Placement courses, Dual enrollment courses, and Career and Technical Education classes.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The Guidance Counselors, Graduation Coach, and Administration Team will monitor data closes and will initiate a Child Study Team for students who are struggling to meet academic and attendance goals. The team will work together to develop a plan to support the student and improve academic achievement and attendance.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

All teachers received Kagan training on the first day of pre-planning. Instructional Coaches will provide ongoing support and professional development opportunities for teachers throughout the year.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA