

Escambia County School District

Pensacola High School



2023-24

Schoolwide Improvement Plan (SIP)

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Pensacola High School

500 W MAXWELL ST, Pensacola, FL 32501

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.

Our public schools provide equal access to quality education that embraces the uniqueness and potential of each student.

Provide the school's vision statement.

United for every student to succeed.

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
Miller, Saraya	Principal	The Principal is responsible for all aspects of the day to day operations of the school
Canales, Jessica	Assistant Principal	Assistant Principal of curriculum and instruction is responsible for master schedule, grades, graduation and testing
Roby, Sean	Assistant Principal	Assistant Principal of facilities and student activities is responsible for schoolwide discipline, summer school, safety, and SAC management
Aultman, Justin	Graduation Coach	Graduation Coach: bright futures, college application help and at risk student supports
Guttery, Lisette	Reading Coach	Reading Coach and Title I Parent Involvement Chairperson
Boesel, Tanya	Teacher, K-12	Department Chair for English and SAC member
Cain, Andrea	Teacher, K-12	Fine arts department chair, school improvement chair, and SAC member
Boyette, Colleen	Magnet Coordinator	International Baccalaureate Coordinator
Lora, Fairhurst	Teacher, ESE	ESE Department Chair
Milowe, Sean	Dean	
Jenkins, Jacquita	Dean	
Murphy, Amelia	Behavior Specialist	

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.

Various stakeholders are involved in the SIP process. The School Advisory Council meets a minimum of 4 times a year. Council membership includes: teachers, staff, administration, students, parents and community members. Meeting notifications are posted on the school marquee and ED connect phone system. Stakeholders can view the SIP on our PHS website.

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))

SIP strategies are monitored throughout the year. Data is collected quarterly to verify if the strategies are being used effectively to increase the achievement of our students. PLC groups meet weekly to: plan instruction, set goals for student success and review data. PLC quarterly reports are provided to the leadership team for review.

Administrators do classroom walk-throughs to monitor compliance.

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	72%
2022-23 Economically Disadvantaged (FRL) Rate	88%
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: B 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	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	0
Students retained two or more times	0	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	346
One or more suspensions	0	0	0	0	0	0	0	0	0	249
Course failure in ELA	0	0	0	0	0	0	0	0	0	140
Course failure in Math	0	0	0	0	0	0	0	0	0	130
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	420
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	122
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	419

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	404
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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	174
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Students retained two or more times	0	0	0	0	0	0	0	0	0	105
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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
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One or more suspensions	0	0	0	0	0	0	0	0	0	0
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Course failure in ELA	0	0	0	0	0	0	0	0	0	0
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Course failure in Math	0	0	0	0	0	0	0	0	0	0
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Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
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Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
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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
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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	0
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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	0
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0
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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*	40	40	50	47	42	51	52		
ELA Learning Gains				52			47		
ELA Lowest 25th Percentile				44			36		
Math Achievement*	27	37	38	40	33	38	29		
Math Learning Gains				54			32		
Math Lowest 25th Percentile				35			36		
Science Achievement*	51	58	64	57	33	40	64		
Social Studies Achievement*	58	56	66	66	47	48	67		
Middle School Acceleration					44	44			
Graduation Rate	79	79	89	91	57	61	87		
College and Career Acceleration	64	63	65	53	59	67	51		
ELP Progress	33	47	45	50			52		

** 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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	96
Graduation Rate	79

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	589
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	91

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	26	Yes	4	4
ELL	28	Yes	3	1
AMI				
ASN	84			
BLK	30	Yes	4	1
HSP	44			
MUL	70			
PAC				
WHT	78			
FRL	38	Yes	1	

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	3
ELL	37	Yes	2	
AMI				
ASN	81			
BLK	38	Yes	3	
HSP	51			
MUL	65			
PAC				
WHT	81			
FRL	44			

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	40			27			51	58		79	64	33
SWD	14			18			19	20		14	6	
ELL	9			10			25	7		41	7	33
AMI												
ASN	82			67			86	84		89	6	
BLK	17			12			26	34		26	6	
HSP	29			25			39	52		57	7	35
MUL	61			40			70	65		95	6	
PAC												
WHT	71			51			84	90		85	6	
FRL	26			15			33	43		45	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	47	52	44	40	54	35	57	66		91	53	50
SWD	10	32	34	25	33		17	38		74	3	
ELL	13	37	17	10	65	69	0	26		80	38	50
AMI												
ASN	79	74		86	77		84	88		97	80	60
BLK	23	42	46	22	33	26	31	43		89	26	
HSP	51	45	14	31	56	67	65	53		91	52	41
MUL	61	54		57	53		65	85		86	58	
PAC												
WHT	76	68	80	71	80		84	92		95	80	
FRL	28	44	47	26	41	32	44	50		86	28	62

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	52	47	36	29	32	36	64	67		87	51	52
SWD	15	35	37	11	35	48	24	18		68	4	
ELL	35	67		19	18		31	50		100	7	52
AMI												
ASN	92	79		63	55		82	90		100	83	67
BLK	21	32	37	8	26	42	40	40		81	17	
HSP	54	58		40	28		64	61		94	33	48
MUL	58	48		32	26		85	79		93	92	
PAC												
WHT	78	58	25	65	45		90	91		91	85	
FRL	29	35	35	13	24	37	43	50		79	25	50

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	42%	40%	2%	50%	-8%
09	2023 - Spring	33%	38%	-5%	48%	-15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	15%	38%	-23%	50%	-35%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	48%	-2%	48%	-2%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	56%	-7%	63%	-14%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	54%	3%	63%	-6%

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.

We notice across all grade levels and content areas a significant proficiency gap between our SWD and their non-disabled peers, Black Students and other races, and ELL Students with primarily English speaking peers.

Contributing factors:

- Absenteeism (Student and Teacher)
- Teacher turnover
- Transient student population

- Limited focused targeted instruction
- Authentic student engagement vs. compliance
- Staff development opportunities on effective teaching strategies
- Newly implemented ELA and Math BEST Standards

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

The data component with the greatest decline from the previous year is our Students with Disabilities across all subject areas. Factors that contributed to the decline are:

Lack of support staff
Lack of Teacher understanding teaching SWD
ELL (Reading)

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.

Two areas had significant gaps when compared to state data: Algebra -20.5% and 9th grade ELA -14.1%.

Contributing factors in both areas include:
Teacher shortage/turnover
Lack of consistent instruction
Newly implemented Math and ELA BEST Standards
High absenteeism

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

The data components that showed the most improvement were acceleration and graduation.

Actions taken in these areas were:

Full time graduation coach
Increased certification offerings

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

Two potential areas of concern are: absences and tardies within the Economically Disadvantaged and African American populations - especially in 9th grade.

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

Our academic priorities are: ELA and Math achievement, Science, Social Studies and acceleration for SWD students. Other priorities include tardiness and absenteeism.

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.

Based on the included data, we identify tardies, student behavior incidences, and absences as indicators of a need for increased awareness of our culture and environment.

Tardies: 8397 average per quarter - all students
 African American Students: 1166 average per quarter - 13.8% of total
 SWD: 1348 average per quarter - 16%
 ELL Students: 431 average per quarter - 5.1%

Office Discipline Referrals: 479 average per quarter
 African American Students: 52 average per quarter - 10.8% of total
 SWD: 90 average per quarter - 18.7% of total
 ELL Students: 20.5 average per quarter - 4.2% of total

Absences: 5669 average per quarter
 African American Students: 1458 average per quarter - 25.7% of total
 SWD: 419 average per quarter - 7.3% of total
 ELL Students: 533 average per quarter - 9.4% of total

Measurable Outcome:

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

We will decrease total average per quarter tardies, discipline referrals, and absences by 15%. A decrease of the total incidences will benefit our targeted subgroups of African American students, students with disabilities, and ELL students.

Monitoring:

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

The discipline team will meet quarterly and review data from FOCUS reports - data will drive subsequent professional development.

Person responsible for monitoring outcome:

Sean Roby (sroby@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.)

1. Schools have a multitiered system in place that supports the behavioral practices—from the school wide to the individualized levels (10 Keys to Behavior- Tier 1)
2. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems. Preventing Dropout in Secondary Schools- Tier 2)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. According to 10 Keys to Behavior Practice Guide from The Meadow Center, having a multitiered system in place that supports the behavior practices from the school wide to the individualized levels shows a positive impact on student achievement, behavior, and attendance. (Tier 1)
2. According to Preventing Dropout in Secondary Schools, monitoring the progress of all students, and

proactively intervening when students show early signs of attendance, behavior, or academic problems has a positive impact on student achievement, behavior, and attendance. (Tier 2)

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.

1. The behavior team will analyze quarterly PMDR data, PBIPS, ese PBIPS, and other behavior data. The team will meet with teachers quarterly to discuss student behavior and data directly tied to student disabilities pertaining to data. The team will meet with teachers routinely to discuss data and to inform next steps.
2. The leadership will establish a school-wide protocol for attendance and behavior. The protocols will be monitored quarterly by data review and weekly class walks. Teachers and students will receive immediate feedback about attendance and behavior accordingly through the classroom walk tool.
3. The school navigator will help support behaviors by removing barriers that impede positive behavior and attendance.

Person Responsible: Sean Roby (srobby@ecsdfi.us)

By When: By the end of the school year

#2. Instructional Practice specifically relating to ELA

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 ELA did not reach 41% proficiency for the 2022-2023 school year.

FAST PM 3 progress monitoring assessment proficiency data shows: Students with Disabilities (8.2%), Economically Disadvantaged (25.1%), African American/Black (17.2%), Hispanic (29.5%), and ELL(9.4)

ELA Lower Quartile Learning Gains from 2021-2022 School Year was 44% (for the 2021 testing year- 36%, and for the 2019 testing year - 27%)

Measurable Outcome:

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

Students in the ELA Lower Quartile Learning Gains 11 percentile points to 55%

Students with disabilities will increase 16 points or more in the ELA lower quartile cell going from 34% ELA lower quartile learning gains on the 21-22 FSA to 50% or higher on the 23-24 PM 3 FAST. Students with disabilities will increase 18 points or more in the ELA learning gain cell going from 32% ELA learning gains on the 21-22 FSA to 50% or higher on the 23-24 PM 3 FAST.

African American students will increase 4 points or more in the ELA lower quartile cell going from 46% ELA lower quartile learning gains on the 21-22 FSA to 50% or higher on the 23-24 PM 3 FAST. African American students will increase 8 points or more in the ELA learning gain cell going from 42% ELA learning gains on the 21-22 FSA to 50% or higher on the 23-24 PM 3 FAST.

ELL students will increase 33 points or more in the ELA lower quartile cell going from 17% ELA lower quartile learning gains on the 21-22 FSA to 50% or higher on the 23-24 PM 3 FAST. ELL students will increase 13 points or more in the ELA learning gain cell going from 37% ELA learning gains on the 21-22 FSA to 50% or higher on the 23-24 PM 3 FAST.

Monitoring:

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

Administration and instructional coaches will support the teacher in building their content capacity in efforts to increase student achievement. Teachers will be encouraged to attend and participate in professional development. Teachers will be regularly monitored by administration to confirm the application of actionable feedback from instructional coaches and administration with their classrooms. Teachers will follow BEST standards. Teachers will administer and analyze data from district progress monitoring assessments.

Person responsible for monitoring outcome:

Jessica Canales (jcanales@ecsdf1.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.)

1. Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing.
2. School leadership ensures that teachers have a shared understanding of the curriculum and standards across the grades.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.
2. According to 10 Key Practices for Assessment in Schools, when school leadership focuses on teacher capacity on understanding curriculum and standards, students' academic performance increases.

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.

Ongoing explicit vocabulary instruction, academic language, and content knowledge professional development and support will be given to teachers in PLCs by the school's instructional coach and Leadership Team quarterly.

Person Responsible: Jessica Canales (jcanales@ecsdfi.us)

By When: Ongoing throughout the school year.

The leadership team and instructional coach will conduct weekly learning walks to monitor the implementation of professional development and planning outcomes.

Person Responsible: Jessica Canales (jcanales@ecsdfi.us)

By When: Ongoing throughout the school year.

The leadership team and instructional coach will utilize a walkthrough form to provide immediate feedback to teachers during their weekly classroom walks.

Person Responsible: Jessica Canales (jcanales@ecsdfi.us)

By When: Ongoing throughout the school year.

#3. 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 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.

The federal Index for students with disabilities subgroup has been below 32% for the previous four years. based on 2021 -2022 data, the following categories need to be addressed: Science (17%), Social Studies (38%), Acceleration (4%)

Measurable Outcome:

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

We will increase our proficiency in Science by 10 pts raising it to 19%

We will increase our proficiency in Social Studies by 10 pts raising it to 25%

We will increase our proficiency in Acceleration by 10 pts.

Monitoring:

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

We will monitor our progress in the three groups under SWD with ongoing progress monitoring by our PLC's The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

[no one identified]

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.)

1. Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing.
2. Strengthen the multi-tiered system of supports for all students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.
2. According to 10 Key Practices for All Schools, when school leadership develops a multi-tiered system of supports, students' academic performance increases.

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.

Accommodation binders will be provided to each teacher identifying SWD classroom and assessment accommodations for student by period. The ESE chair will meet with teachers once a quarter in staff faculty meetings and during PLC's. The ESE chair will provide training to the Learning Strategies teacher ESE inclusion teachers on utilizing Snap and Read.

Person Responsible: Sean Roby (sroby@ecsdfi.us)

By When: Ongoing throughout the year

The leadership team will conduct quarterly data chats with teachers identifying progress of SWD students on district created quarterly Schoolnet assessments. During PLC's data chats teachers will discuss classroom formative assessments. Based on the data chats teachers will develop action plans for remediation and reteaching.

Person Responsible: Sean Roby (sroby@ecsdfi.us)

By When: Ongoing throughout the year

Implementation of all recently purchased Don Johnston learning tools (Snap&Read, Co:Writer, uPAR, etc.). The leadership team will monitor the implementation during their weekly classroom walks utilizing the walkthrough form.

Person Responsible: Sean Roby (sroby@ecsdfi.us)

By When: Ongoing throughout the year

#4. 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 Math did not reach 41% proficiency for the 2022-2023 school year. FAST PM 3 progress monitoring assessment: Students with Disabilities (6.8%), Economically Disadvantaged (15.4%), African American/Black (12.0%), Hispanic (27.5%), and ELL (9.5%)

Measurable Outcome:

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

Overall and ESSA subgroup math proficiency* will increase by 6% points or more. Overall math proficiency will increase to 34% or higher, Students with Disabilities math proficiency will increase to 14% or higher, ELL math proficiency will increase to 16% or higher, and African American math proficiency will increase to 18% or higher on the 2024 PM 3 FAST.

** Proficiency levels indicated for 2023 are based on levels set as of July 2023

Monitoring:

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

Administration and instructional coaches will support the teachers in building their content capacity in efforts to increase student achievement. Teachers will be encouraged to attend and participate in professional development focused on the implementation of proven teaching strategies, standards-based lesson planning and resources. Teachers will be regularly monitored by administration to confirm the application of actionable feedback from instructional coaches and administration with their classrooms. Students will be monitored by district Quarter assessments for EOC courses, student grades.

Person responsible for monitoring outcome:

Saraya Miller (smiller8@ecsdfl.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.)

Teachers will differentiate mathematics instruction for diverse learners

- Teachers will verbalize (think aloud, describe steps for a strategy) explanations of concepts and steps for solving problems
- Teachers will spiral content identified as needing remediation
- Utilize the BIG M to identify instructional strategies to support benchmark aligned instruction and tiered strategies to support differentiation.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The math teachers struggled with scaffolding the content, implementation of close reading strategies with math word problems and teaching to the rigor of the math standards. PHS administration and instructional coaches will continue to support the math teachers in building their content capacity in efforts to increase student achievement.

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.

Utilize the BIG M to identify instructional strategies to support benchmark aligned instruction and tiered strategies to support differentiation.

Person Responsible: Saraya Miller (smiller8@ecsdfl.us)

By When: Ongoing throughout the school year beginning with pre-planning.

Utilize the MTR's (Mathematical Thinking and Reasoning) to engage students in discussing mathematical thinking and reasoning

Person Responsible: Saraya Miller (smiller8@ecsdfl.us)

By When: Ongoing throughout the school year beginning with pre-planning.

Provide professional development quarterly through the mathematics department focused on the shifts of the benchmarks and the implementation of instructional practices to allow students to learn the content of the benchmark. The professional development will be followed up with weekly classroom walks with the administration and/or the math department to identify the shifts and implementation with feedback given to the teachers.

Person Responsible: Saraya Miller (smiller8@ecsdfl.us)

By When: Ongoing throughout the school year beginning with pre-planning.

Coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, word problems and student discourse. Coaching will be monitored by the School Leadership Team and District Content Specialist to determine the on-going coaching cycle.

Person Responsible: Saraya Miller (smiller8@ecsdfl.us)

By When: Ongoing throughout the school year beginning with pre-planning.

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.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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 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 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Monitoring

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 impact student achievement outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

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?

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

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.

Dissemination of the SIP will be through our School website - <https://www.escambiaschools.org/phs> School’s SAC committee. 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. Links to the school’s SIP are posted on the school’s homepage as well as the schools Our Title I Family. The SIP will also be discussed in faculty meetings, leadership team meetings, and department meetings. The Title 1 Family page can be viewed at this address: <https://www.escambiaschools.org/domain/1943>.

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))

We plan to build a positive relationship with parents, families, and other community stakeholders in order to fulfill our school's mission through the promotion of our school website and live parent calendar, the ongoing encouragement of parents/guardians to use Focus and Cavas to track their student's progress, and schoolwide Title 1 Family Events. During the 23-24 school year, multiple academic Family Nights are scheduled to build the capacity for involvement and building relationships to improve student academic achievement: We will host a Data Chat event with parents and at risk seniors, a fall homecoming data rally, and spring homecoming data rally, just to name a few events. The Title 1 page can be viewed at this address: <https://www.escambiaschools.org/domain/1943>.

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)

We will strengthen our academic programs within our school by requiring all departments to participate in ongoing professional development on Tier 1 instruction, weekly participation in professional learning committees, providing students with the opportunity to participate in the accelerated curriculum (Pre AP English 1 & 2), and direct targeted instruction in ELA and Math. Students are also encouraged to take one of our CTE vocational courses to also participate in accelerated curriculum and opportunities. The Title 1 page can be viewed at this address: <https://www.escambiaschools.org/domain/1943>.

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))

Carl Perkins Career and Technical Education Act: Provides funds to increase the quality of career and technical education.

Title IX, Part A: Provides hygiene items, school supplies, enrollment assistance, social work, and advocacy.

Assistance for housing, food, clothing, and other emergency support are available for families referred under Title IX.

IDEA: Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

Title I, Part D: Resources are provided for parents whose children are enrolled in Neglected & Delinquent programs.

ESOL-Title III: Provides supplemental resources for English Language Learners (ELL) such as services

and
paraprofessionals.

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))

We have a full time mental health coordinator, a full time social work- navigator, a full time SWD coordinator, a part-time military families counselor, a full time graduation coach, and a full-time instructional coach.

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))

We have a college and career night, we offer a Tiger Showcase to increase awareness of our on-campus programs that earn articulation to collegiate programs. We provide field trip opportunities for students to visit business, technical programs, trade schools, and post-secondary institutions. We utilize online career aptitude assessments to aide students in determining possible postsecondary opportunities. We offer initiatives in our AP Courses, IB program, Dual Enrollment program, Industry certifications, career academies, and graduation coach activities.

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).

We have a concise and detailed discipline plan that is closely aligned with Escambia Public Schools discipline matrix. The plan is disseminated to all staff and new staff is trained in its use. The discipline team meets quarterly to analyze data and discuss interventions.

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))

Teachers participate in professional learning communities and meet weekly to share best practices, analyze student progress monitoring data, and plan direct targeted instruction based on data. Quarterly professional development is provided to teachers based on Ruby Payne's framework.

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))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes