

Escambia County School District

Washington Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

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Washington Senior High School

6000 COLLEGE PKWY, Pensacola, FL 32504

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.

The mission of Booker T. Washington High School is to provide quality education in a safe, supportive environment so all students can achieve success.

Provide the school's vision statement.

Because learning is a valuable and lifelong process, the administration, faculty, staff and students of Booker T. Washington High School believe:

- Students should be provided a challenging, comprehensive curriculum and a variety of extracurricular activities.
- Students should be provided with competent and professional instructors who are committed to excellence.
- Students should be provide learning experiences that prepare them to be mature, responsible citizens who make positive contributions to society.
- Students, administrators, faculty, and staff are entitled to mutual respect.
- Family and community should be involved in the educational process.

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
Shackle, Richard	Principal	
Gordon, Amy	Assistant Principal	
Forney, Sherita	Assistant Principal	
McGowan, Anne	Instructional Coach	
Harris, Christopher	Dean	
Spears, Barbie	Teacher, K-12	

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.

Our school leadership met and collectively reviewed our ESSA data, identifying the subgroups in need of immediate attention. Once our subgroups were identified, we brainstormed strategies to strategically target the subgroups in order to improve in those areas.

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))

Our SIP plan will be regularly monitored by our school leadership team. Specifically, we will utilize our instructional coach to work with our teachers in identifying our students within the subgroups in which we are focusing. This will allow us to strategically target those students for improvement and narrowing the achievement gap. Professional Learning Communities will also be utilized in order to track student progress monitoring data and implement strategies for improvement.

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	59%
2022-23 Economically Disadvantaged (FRL) Rate	83%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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	

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*	37	40	50	42	42	51	40		
ELA Learning Gains				51			37		
ELA Lowest 25th Percentile				40			35		
Math Achievement*	28	37	38	30	33	38	25		
Math Learning Gains				44			22		
Math Lowest 25th Percentile				38			25		
Science Achievement*	68	58	64	66	33	40	67		
Social Studies Achievement*	60	56	66	61	47	48	54		
Middle School Acceleration					44	44			
Graduation Rate	80	79	89	85	57	61	86		
College and Career Acceleration	53	63	65	44	59	67	48		
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)	ATSI
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	326
Total Components for the Federal Index	6

2021-22 ESSA Federal Index

Percent Tested	97
Graduation Rate	80

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	501
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	85

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	28	Yes	4	2
ELL	18	Yes	2	1
AMI				
ASN	60			
BLK	37	Yes	4	
HSP	52			
MUL	62			
PAC				
WHT	68			
FRL	44			

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	31	Yes	3	1
ELL	38	Yes	1	
AMI				
ASN	64			
BLK	40	Yes	3	
HSP	45			
MUL	58			
PAC				
WHT	60			
FRL	42			

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	37			28			68	60		80	53	
SWD	12			10			27	34		11	6	
ELL	18										1	
AMI												
ASN	37			63				80			3	
BLK	19			10			44	40		34	6	
HSP	27			20			78	71		43	6	
MUL	52			43			89	73		33	6	
PAC												
WHT	53			43			84	73		68	6	
FRL	27			19			60	50		44	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	42	51	40	30	44	38	66	61		85	44	
SWD	19	40	38	12	33	31	24	29		81	3	
ELL	17	58										
AMI												
ASN	50	57		40	42			83		92	82	
BLK	20	43	39	16	41	41	43	42		85	25	
HSP	45	55	60	17	12	17	62	57		84	43	
MUL	57	56		29	46		81	63		72	56	
PAC												
WHT	59	56	35	47	54	39	83	79		88	55	
FRL	30	45	37	22	39	38	51	48		80	32	

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	40	37	35	25	22	25	67	54		86	48	
SWD	14	31	33	16	25	33	45	32		74	8	
ELL	8	18								91	30	
AMI												
ASN	47	39		40	45		76			95	58	
BLK	23	31	29	11	20	31	47	33		85	27	
HSP	43	41	43	30	12	9	65	55		94	58	
MUL	45	29		26	16		62	60		84	31	
PAC												
WHT	56	45	49	39	26	17	83	72		84	68	
FRL	27	31	29	15	19	23	53	34		80	37	

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	40%	40%	0%	50%	-10%
09	2023 - Spring	36%	38%	-2%	48%	-12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	23%	38%	-15%	50%	-27%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	33%	48%	-15%	48%	-15%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	56%	12%	63%	5%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	54%	5%	63%	-4%

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.

The lowest performing subgroups for the FAST and BEST results are SWD in Alg/Geometry with 5% Achievement, and African American students in Alg/Geometry with 6.3% Achievement. Contributing factors to those performances included a change from FAST to BEST standards, newly implemented progress monitoring, and instructional gaps from middle school to high school due to teacher shortages and turnover.

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

From 2022 to 2023, the following areas with the greatest declines occurred:

SWD - Decline by 12.2%

Hispanic - Decline by 17.7%

Contributing factors to those performances included a change from FAST to BEST standards, newly implemented progress monitoring, and instructional gaps from middle school to high school due to teacher shortages and turnover.

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.

Geometry and 9th grade ELA have the greatest gap from the state:

Geometry: Performance gap of -12.0%

9th grade ELA: Performance gap of -12.8%

Contributing factors to those performances included a change from FAST to BEST standards, newly implemented progress monitoring, and instructional gaps from middle school to high school due to teacher shortages and turnover.

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

Our ELL subgroup increased by 1.5% from 2022-2023. We provided teachers across all content areas with differentiation strategies to support our ELL students in the classroom. e.g. utilizing text-to-speech, flashcards, and pictograms.

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

Black subgroup - Office discipline referrals over 50% across quarters and grade levels

SWD subgroup - Attendance greater than 5 per quarter are between 11% (quarter 4) and 17% (quarter 1) of total population.

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

Our highest priority in moving out of ATSI in our SWD and Black subgroups is to focus on gaining acceleration points.

Historical data for our Black subgroup within the Acceleration component is 30%, 30%, then 25% for the 2021-2022 SY.

Historical data for the SWD subgroup within the Acceleration component is 13%, 4%, then 3% for the 2021-2022 SY.

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.

Attendance in our two lowest-performing subgroups has not been under 18% based on our quarterly attendance date from the 2022/2023 school year:

Attendance (percentage of students with 5 or more absences) based on 2022-2023 PMDR:
 SWD - Quarter 1 - 25.1%, Quarter 2 - 36.48%, Quarter 3 - 31.8% and Quarter 4 - 35.33%
 Black - Quarter 1 - 18.25%, Quarter 2 - 34.56, Quarter 3 - 30.59%, and Quarter 4 - 33.9%

Measurable Outcome:

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

Using our school PMDR data 2022-2023 as a baseline, the percentage of students with 5 or more absences will drop below 18% for each identified subgroup overall for the 2023-2024 school year. Our goal is to have no greater than 15% of each subgroup miss 5 or more absences per quarter for the 2023/2024 school year.

Monitoring:

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

The data metrics that will be utilized to monitor this goal will be our EWS report and Average Daily Attendance Report in Focus.

Our Attendance Child Study Team will conduct weekly meetings to review student attendance data and follow-up with families of students with three or more absences per week through phone calls and Attendance Child Study letters.

We will call the parents/guardians of students with two or more absences in a single week, as well as utilize our social worker to conduct home visits as needed.

Students with 10 or more absences within a 90-day period will be referred to the DMV.

Person responsible for monitoring outcome:

Amy Gordon (agordon3@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.)

Our Attendance Child Study Team will conduct weekly meetings to review student attendance data and follow-up with families of students with three or more absences per week through phone calls and Attendance Child Study letters.

We will call the parents/guardians of students with two or more absences in a single week, as well as utilize our social worker to conduct home visits as needed.

Students with 10 or more absences within a 90-day period will be referred to the DMV.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Preventing Dropout in Secondary Schools - <https://ies.ed.gov/ncee/wwc/PracticeGuide/24>

Attendance Works - <https://www.attendanceworks.org/research/evidence-based-solutions/>

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 leadership will establish school-wide protocols for attendance. The protocols will be monitored by weekly data review at our Attendance Child Study team meetings. Teachers and students will receive feedback about attendance and behavior on a monthly basis via our Rtl Coordinator and school-wide newscast.

Person Responsible: Anne McGowan (amcgowan@ecsdfl.us)

By When: Attendance protocols will be established by the end of the first month of school.

Our Attendance Child Study Team will conduct weekly meetings to review student attendance data and follow-up with families of students with three or more absences per week through phone calls and Attendance Child Study letters.

Person Responsible: Amy Gordon (agordon3@ecsdfl.us)

By When:

#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.

The targeted area of focus is to increase math learning gains and the overall improvement of the student body in all subgroups in math towards 41%. This was identified as a critical need due to our ESSA High School Math Proficiency Data: Econ Dis. (20.7%), ELL (20%), SWD (5%), African American (11.5%), Hispanic (27.5%), Multiracial (44.4%), and White (46%).

Measurable Outcome:

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

The school plans to meet or exceed the district's average in learning gains and achievement levels in math. During the 2021-2022 school year we were able to increase learning gains by 22%, the lowest quartile by 7%, and achievement levels by 5%. Continued progress would ensure that we achieve the goal of exceeding or meeting district and state standards. As we work to specifically improve our subgroup data, the following goals are in place:

SWD - For 21/22 ESSA results, math learning gains were 33%. We look to improve this score by 4 percentage points. There are 63 students in the Math Learning Gains category. Currently, 21 made learning gains. We need to increase by 3 students in order for LG to go from 33% to 37%.

ELL - For 21/22 ESSA results, we did not have math learning gains scores as we did not have enough students to report for this category.

BLK - For 21/22 ESSA results, math learning gains were 41%. We look to improve this score by 4 percentage points. There are 195 students in the Math Learning Gains category. Currently, 80 made learning gains. We need to increase by 8 students in order for LG to go from 41% to 45%.

Monitoring:

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

1. Semester Area Exams (SAE) in Geometry and Algebra
2. Common Formative Assessment Data gathered by teachers in PLCs
3. ACT/SAT NCR
4. Quarterly Assessments in SchoolNet

Person responsible for monitoring outcome:

Amy Gordon (agordon3@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.)

The targeted evidence-based strategy of Organizing Instruction and Study to Improve Student Learning will impact student learning across curricula. "This study includes a set of concrete actions relating to the use of instructional and study time that is applicable to subjects that demand a great deal of content learning, including social studies, science, and mathematics", as stated in the Organizing instruction and study to improve student learning research. PLCs will be used to instill the following components of the study: space learning over time, Interleave worked example solutions with problem-solving exercises, Combine graphics with verbal descriptions, connect and integrate abstract and concrete representations of concepts, use quizzing to promote learning. Use pre-questions to introduce a new topic, Help students allocate study time efficiently. Teach students how to use delayed judgments of learning to identify content that needs further study, and ask deep explanatory questions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The targeted area of focus is to increase math learning gains and the overall improvement of the student body in all subgroups in math towards 41%. This was identified as a critical need due to our ESSA High School Math Proficiency Data: Econ Dis. (20.7%), ELL (20%), SWD (5%), African American (11.5%), Hispanic (27.5%), Multiracial (44.4%), and White (46%). The targeted evidence-based strategy of Organizing Instruction and Study to Improve Student Learning will impact learning across curricula. Research conducted on this strategy states that it's applicable to subjects that demand a great deal of content learning including social studies, science, and ELA. The strategy also focuses on helping students allocate study time efficiently and teaching students how to study.

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.

Monthly PLC with Common Formative Assessment Data

Person Responsible: Anne McGowan (amcgowan@ecsdfi.us)

By When: Each PLC meeting will occur monthly in the first week of the month

Math teacher instruction in the Mathematical for Thinking and Reasoning Standards along with modeling and practicing student engagement routines in the classroom. We will monitor the implementation of MTRs through weekly classroom walkthroughs. Feedback will be provided via our monthly Algebra and Geometry PLC meetings.

Person Responsible: Anne McGowan (amcgowan@ecsdfi.us)

By When: Professional Development in these strategies will occur within the first nine weeks of school. Additional coaching and modeling will occur on an as-needed basis.

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**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.

An area of focus analyzed from the subgroup data would be the acceleration component within our SWD and Black/ African American Students subgroups.

The data displays the following points within the acceleration component over three years:

2017/2018 - SWD - 13; Black - 30

2018/2019 - SWD - 4; Black - 30

2021/2022 - SWD - 3; Black - 25

Measurable Outcome:

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

Acceleration: 144 students in our Black subgroup and 35 students in our SWD subgroup.

We want to increase enrollment in acceleration in each subgroup by 2% (Goal of 29 additional students in Black subgroup and 7 additional students in the SWD subgroup).

We want to increase our points by 20 points in each subgroup (Goal of 45 points in Black subgroup and 23 points in SWD subgroup).

Monitoring:

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

The data metrics that will be utilized to monitor the acceleration goal will be PLC common formative assessment data obtained at our monthly PLC meetings. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation to the students in our Black and SWD subgroup who are taking AP and/or CTE courses. 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:

Amy Gordon (agordon3@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.)

Analyzing the current data displays a vivid need to focus on improving the SWD and Black/African-American subgroups in our acceleration component. One way to assist student performance in this area is the implementation of reading strategies in order to assist students with comprehension in AP and CTE courses. In accordance with Assisting Students Struggling with Reading, the goal should be to cover how to screen students for reading problems, design a multi-tier intervention program, adjust instruction to help struggling readers, and monitor student progress. Even though the article gives a basis for reading, the strategy can be instilled in each discipline for each subgroup. The success of this group of students begins with targeting the problem/issue and creating a plan to monitor and increase their success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Bringing together all aspects of the school's team to help increase student achievement and learning gains. The school's EWS team will help identify students who would benefit from extra resources to help them achieve. The full-time instructional coach will also provide resources to help instructors drive instruction for this student demographic.

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 CTE teacher identifies all SWD who will be testing for Industry Certifications Teacher provides list of students to ESE Department Chair who provides list of students and accommodations to Testing Coordinator.

Person Responsible: Charlotte Watts (cwatts2@ecsdfl.us)

By When: By end of first month of school

Review CTE and AP testing results to find deficiencies in students results from previous year's testing.

Using identified deficiencies, evaluate course pacing and content to ensure content is thoroughly covered in current or prerequisite courses.

Modify testing or prerequisite course(s) to ensure full and complete coverage of testing expectations.

Person Responsible: Amy Gordon (agordon3@ecsdfl.us)

By When: By the end of the first quarter, student grades in acceleration courses (AP and CTE) will be analyzed and students with grades below 60% will be referred to our Rtl Coordinator for progress monitoring.

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.

Links to the school's SIP are posted on the school's homepage as well as the school's Our Title I Family page.: <https://www.escambiaschools.org/whs>

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 23-24 school year, multiple academic Family Nights are scheduled to build the capacity for involvement and building relationships to improve student academic achievement:

July and August - Senior Parent Night

September and October - FAFSA Financial Aid Parent Nights

January - Academic Showcase/Curriculum Fair

March - "Paving the Way to Success" 9th and 10th grade Parent Nights

The Parent & Family Engagement Plan is shared with families during the Title I Annual Meeting, posted on our website, and messaged directly to families through the student information system FOCUS.

The Parent & Family Engagement Plan is accessible from our school's website - <https://www.escambiaschools.org/whs>

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)

The acceleration component is addressed as one of our areas of focus for our two lowest performing subgroups (SWD and Black subgroups). The following programs and steps are taken to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

All 9th grade students with a FAST reading score of 3 or higher are scheduled in Advanced Placement coursework.

All students in 9th and 10th grade complete Pre-AP coursework in English and World History

Increased industry certification access and opportunities through identification of students and scheduling.

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))

Title IV, Part A: Provides students with a well-rounded education, supports safe and healthy students, and supports the effective use of technology. Schools benefit through the services of the secondary school's guidance TSA.

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.

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: Math	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00

Total:	\$0.00
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Budget Approval

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

Yes