

Escambia County School District

Success Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Success Academy

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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.

At Success Academy we believe that all students can be successful and that the first step in achieving success is believing that you are capable of success. Our purpose is to create an environment where students can work at their own pace in rigorous and relevant coursework to develop a sense of ownership over their own learning.

Provide the school's vision statement.

Success Academy believes that we have the responsibility to our students to accept them as individuals, to assess their needs and interests, and to provide a varied well-organized curriculum which will promote positive academic, social, physical, and emotional growth. We strive to create a safe environment with meaningful educational opportunities that motivate students at all levels to achieve at their highest potential. We recognize that adolescents are experiencing a transition marked by rapid changes in physical growth, relationships with peers and adults, perception of themselves, and formation of values. In conjunction with the family and community, the ultimate goal of Success Academy is to help students to become responsible and empowered citizens.

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
Gibbs, Dawn	Principal	Oversee the preparation and implementation of the plan. To provide access to school resources in order to achieve goals determined by the leadership team. Develop and schedule opportunities for the team to meet and plan for implementation.
Joiner, David	Assistant Principal	
Roberts, Allison	Teacher, K-12	
Scott, Carla	Teacher, K-12	
Watts, Felicia	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.

The School Leadership Team provides all incoming families the opportunity to attend SAC meetings by providing all incoming students with the meeting dates for the school year in August. These are advertised multiple times to families and community members via our website, call outs, and social media. Families are provided with an opportunity to determine meeting times based on a survey provided at the orientation for new students and beginning of the year paperwork for returning students.

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))

The School Leadership Team will meet with the SAC committee four times per year to review SIP data and to address proper implementation of strategies and the evidence available. These will provide opportunities for input and possible revision of the plan as needed.

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 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	64%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* Black/African American Students (BLK)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING

	2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
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	2	16	11	29	
One or more suspensions	0	0	0	0	0	0	0	10	13	23	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	0	1	
Course failure in Math	0	0	0	0	0	0	0	0	1	1	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	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		

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	10	7	17

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	5	12	30	157	
One or more suspensions	0	0	0	0	0	0	3	15	21	114	
Course failure in ELA	0	0	0	0	0	0	2	9	7	73	
Course failure in Math	0	0	0	0	0	0	3	9	7	66	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	13	30	131	
Level 1 on statewide Math assessment	0	0	0	0	0	0	4	14	27	58	
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		

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	5	20	31	169	

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	4	7	8	60
Students retained two or more times	0	0	0	0	0	0	3	9	17	65

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	5	12	30	47	
One or more suspensions	0	0	0	0	0	0	3	15	21	39	
Course failure in ELA	0	0	0	0	0	0	2	9	7	18	
Course failure in Math	0	0	0	0	0	0	3	9	7	19	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	13	30	47	
Level 1 on statewide Math assessment	0	0	0	0	0	0	4	14	27	45	
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		

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	5	20	31	56	

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	4	7	8	19
Students retained two or more times	0	0	0	0	0	0	3	9	17	29

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*	9	40	50	8	42	51	13		
ELA Learning Gains				16			20		
ELA Lowest 25th Percentile				15					
Math Achievement*	10	37	38	6	33	38	3		
Math Learning Gains				32			13		
Math Lowest 25th Percentile				73					
Science Achievement*	13	58	64	9	33	40	11		
Social Studies Achievement*	20	56	66	9	47	48	5		
Middle School Acceleration					44	44			
Graduation Rate	62	79	89	72	57	61	57		
College and Career Acceleration	11	63	65	19	59	67	23		
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)	CSI
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	125
Total Components for the Federal Index	6
Percent Tested	90
Graduation Rate	62

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	26
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	259
Total Components for the Federal Index	10
Percent Tested	88
Graduation Rate	72

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	18	Yes	4	4
ELL				
AMI				
ASN				
BLK	13	Yes	4	4
HSP				
MUL	18	Yes	1	1
PAC				
WHT	28	Yes	4	3

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%
FRL	19	Yes	4	4

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	19	Yes	3	3
ELL				
AMI				
ASN				
BLK	18	Yes	3	3
HSP				
MUL				
PAC				
WHT	29	Yes	3	2
FRL	20	Yes	3	3

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	9			10			13	20		62	11	
SWD	6			3			0	11		5	6	
ELL												
AMI												
ASN												
BLK	4			10			3	5		0	6	
HSP												
MUL				18							1	

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
PAC												
WHT	24			5			16	33		21	6	
FRL	9			13			12	15		6	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	8	16	15	6	32	73	9	9		72	19	
SWD	0	6		9	42		0			77	0	
ELL												
AMI												
ASN												
BLK	0	15		0	31		4	8		69	17	
HSP												
MUL												
PAC												
WHT	19	14		21	46		21	15		73	26	
FRL	5	17		7	33		6	14		70	11	

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	13	20		3	13		11	5		57	23	
SWD	0	35		0	25		0	0				
ELL												
AMI												
ASN												
BLK	0	31		0	17		0			59	12	
HSP												
MUL												
PAC												
WHT	19	14		4	8		20			53		
FRL	15	17		4	16		13	7		55	27	

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	17%	40%	-23%	50%	-33%
07	2023 - Spring	28%	37%	-9%	47%	-19%
08	2023 - Spring	*	38%	*	47%	*
09	2023 - Spring	8%	38%	-30%	48%	-40%
06	2023 - Spring	*	37%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	41%	*	54%	*
07	2023 - Spring	16%	48%	-32%	48%	-32%
08	2023 - Spring	15%	31%	-16%	55%	-40%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	10%	36%	-26%	44%	-34%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	38%	-34%	50%	-46%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	5%	48%	-43%	48%	-43%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	18%	56%	-38%	63%	-45%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	29%	55%	-26%	66%	-37%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	23%	54%	-31%	63%	-40%

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 area was for the BEST math 6-8, Algebra, and Geometry proficiency for students with fewer than 10% of students achieving proficiency on any math test. Contributing factors include high absenteeism and population fluctuations.

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

White students showed the greatest decline in math with a 14.8% decline from 21-22 to 22-23. Contributing factors included high absenteeism and population fluctuations.

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.

The ELA for 6th grade students had the greatest gap from the state at -47% for proficiency. Some of the greatest contributing factors include the small number of students within this subgroup, absenteeism, and new testing environments.

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

The proficiency of black students taking the Social Studies tests of Civics and US History showed the greatest improvement with a 34.9% increase from 21-22 to 22-23. A greater focus on improving student engagement and questioning techniques were new actions taken in this area.

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

Attendance, 73% of students have an attendance rate below 90%.

Suspensions, 43% of students have missed school due to being suspended from school at least once during the year.

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

Attendance

Math instruction

Reading- Vocabulary development

Acceleration courses

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.

During the 22-23 school year average daily attendance for students was 74%.

Measurable Outcome:

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

Average daily attendance will go from 74% to 85% or higher.

Monitoring:

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

We will monitor the ADA weekly in Focus. Looking for patterns of behaviors from specific students and have a team (Knight Lights) that will mentor and monitor individual students making contact with families and assisting in providing supports to alleviate barriers

Person responsible for monitoring outcome:

David Joiner (djoiner@escambia.k12.fl.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. Monitor students who are chronically absent.
2. Pair students with a school-based mentor that makes contact with student and family on a weekly basis to monitor attendance and behaviors.
3. Provide information regarding community supports for families.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Preventing Dropout in Secondary Schools, providing intensive, individualized support to students who have fallen off track and face significant challenges to success 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.

Knight Lights team will create a Google form that allows teachers to recommend specific students that are missing more than 3 days consecutively without notification and/or students who are struggling in classes due to behaviors.

Person Responsible: David Joiner (djoiner@escambia.k12.fl.us)

By When: Twice monthly the Knight Lights team will meet to review student information and record specific actions for each student and/or progress.

Staff will receive professional development in attendance and motivating students. Using Motivating Students 25 Strategies to Light the Fire of Engagement as a book study to better understand the connection between engagement and attendance/behavior.

Person Responsible: Dawn Gibbs (dgibbs@ecsdf.fl.us)

By When: During the first semester we will meet during early release days.

We will communicate these efforts to teachers during pre-planning and throughout the year as necessary. Parents and students will be informed during student orientations and be notified individually as necessary during the school year including daily absence notification phone messages, letters when students have reached limits, and regular phone calls from staff members.

Person Responsible: David Joiner (djoiner@escambia.k12.fl.us)

By When: Throughout 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.

Learning gains in ELA has not reached 41% proficiency for the past 3 years and shows deficiencies in the following subgroups based on the 2021-2022 FSA assessment: Students with Disabilities (6%), Economically Disadvantaged (17%), African American/Black (15%), White (14%).

Measurable Outcome:

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

ELA learning gains will go from 16% on the 2022 FSA to 32% or higher on the 2024 FAST PM3 school-wide. ESSA subgroups include SWD, African American/Black, White, and Economically Disadvantaged. ELA learning gains for ESSA subgroups will increase by 50%.

Monitoring:

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

The data metrics that will be utilized to monitor the ELA learning gains goal will be the FAST PM1 and PM 2. The administrative team will meet monthly with teacher teams to review the data for their students. 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:

Dawn Gibbs (dgibbs@ecsdf.us)

Evidence-based Intervention:

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

1. Provide explicit vocabulary instruction.
2. Provide opportunities for extended discussion of word meaning and interpretation.
3. Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

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?

Yes

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 leadership team will meet with teachers to discuss FSA/FAST data for overall population and specific subgroups. The teachers will analyze data metrics from PM1 & PM2 as well as Edgenuity. Admin. team will meet with teachers once a month and teachers will conduct data chats with students.

Person Responsible: Dawn Gibbs (dgibbs@ecsdfi.us)

By When: Scheduled by beginning of the year and then monthly thereafter.

The leadership team will be conducting a book student with teachers utilizing the book Teaching Vocabulary in All Classrooms and Bringing Words to Life to identify Vocabulary strategies to embed in lessons.

During planning teachers will develop lessons in all contents that will incorporate these vocabulary strategies. UniSIG funds will be used to purchase the professional learning materials.

Person Responsible: Dawn Gibbs (dgibbs@ecsdfi.us)

By When: End of the first semester.

School-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards. Teachers will have planning daily to focus on creating benchmark aligned lessons incorporating vocabulary and engagement strategies. Within the planning time teachers will also develop note-taking guides and utilize guides from the Edgenuity platform to enhance student learning. The note-taking guides will be printed for all students so they can use them as they learn and review content through out the lessons and UniSIG funds will be utilized to ensure that these materials are available. UniSIG funds will also be used to purchase Florida United States History EOC Success: Master the Key Vocabulary workbooks so that history teachers can ensure specific academic vocabulary is integrated into the US History courses that align to the benchmarks and EOC test.

Person Responsible: Dawn Gibbs (dgibbs@ecsdfi.us)

By When: End of the school year.

In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, SIP evidence-based strategies, and instructional practices. The coaching will be monitored by the School Leadership Team and District Content Specialist to determine the on-going coaching cycle.

Person Responsible: Dawn Gibbs (dgibbs@ecsdfi.us)

By When: End of the school year.

The leadership team will conduct classroom walks on a bi-weekly basis in the core content areas to monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and classwalks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Person Responsible: Dawn Gibbs (dgibbs@ecsdfi.us)

By When: End of the school year

UniSIG funds will be used to purchase additional chromebooks to help support the online curriculum students need to do course recovery to get them caught up to their cohort and graduate on time. The additional chromebooks will allow students to engage in the lessons even if they forgot to bring their chromebook or come with an uncharged chromebook to school.

Person Responsible: Dawn Gibbs (dgibbs@ecsdfi.us)

By When: November 2023

UniSIG funds will be used for the school to enter into a contract with Sylvan Learning Center to provide tutoring before and after school for students needing to pass the SAT/ACT test with a concordant score that will enable the students to meet the ELA and Math graduation requirements. The Sylvan Learning Center aligns their tutoring to the requirements of the SAT/ACT test. Historically Sylvan Learning has shown to have a high impact on preparing students for the SAT/ACT test.

Person Responsible: Dawn Gibbs (dgibbs@ecsdfi.us)

By When: Tutoring will take place 6 week prior to the administration of the ACT testing.

#3. 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.

Learning gains in Math has not reached 41% learning gains for the past 3 years and shows deficiencies in the following subgroups based on the 2021-2022 FSA assessment and EOCs: Students with Disabilities (42%), Economically Disadvantaged (33%), African American/Black (31%), White (46%).

Measurable Outcome:

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

Math learning gains will go from 32% on the 2022 FSA to 60% or higher on the 2024 FAST PM3 school-wide. ESSA subgroups include SWD, African American/Black, White, and Economically Disadvantaged. ELA learning gains for ESSA subgroups will increase by 100%.

Monitoring:

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

The data metrics that will be utilized to monitor the math learning gains goal will be the BEST PM1 and PM 2. The administrative team will meet monthly with teacher teams to review the data for their students. 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:

Dawn Gibbs (dgibbs@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. Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.
2. Teach students how to use visual representations.
3. Expose students to multiple problem-solving strategies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

According to Improving Mathematical Problem Solving in Grades 4 Through 8 found on What Works Clearinghouse found on What Works Clearinghouse, explicit mathematical representation proved to have a strong positive effect size on student performance.

According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades found on What Works Clearinghouse, explicit mathematical language proved to have a strong positive effect size on student performance.

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?

Yes

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 team will meet with teachers to discuss EOC/BEST data for overall population and specific subgroups. The teachers will analyze data metrics from PM1 & PM2 as well as Edgenuity. Admin. team will meet with teachers once a month and teachers will conduct data chats with students. Based on the benchmark-aligned data review, teachers will utilize Everglades Math workbooks for Algebra and Geometry and EOC Success Strategies Study Guide for remediation and reteach lessons within small groups. Uni-SIG funds will be used to purchase the Everglades Math workbooks as well as the EOC Success Strategies Study Guide that will be utilized by the teachers within instruction.

Person Responsible: Dawn Gibbs (dgibbs@ecsdfi.us)

By When: Monthly through the end of the year

The leadership team and math specialist will provide professional development on the usage of math manipulatives, pictorial representations and the connection to the abstract application in order to single and multi-step problems. UniSIG funds will be used to purchase math manipulatives for grades 6th -12th. During planning teachers will develop lessons utilizing the manipulatives aligned to the content and how students will develop the connection between the visual representation and abstract application.

Math teachers will also participate in a book study using Building Powerful Numeracy to learn strategies supporting mathematical understanding. UniSIG funds will be used to purchase the professional learning materials. The planning will also incorporate strategies from Building Powerful Numeracy, mathematical vocabulary development and opportunities for students to utilize precise math language in articulating their understanding both written and verbal.

Person Responsible: Dawn Gibbs (dgibbs@ecsdfi.us)

By When: Throughout the year on a weekly basis.

The leadership team will walk math classrooms on a weekly basis to monitor the implementation of the instructional strategies and implementation of the benchmark-aligned planning. The leadership team will provide feedback to teachers based on the walks. Along with feedback, the leadership team will identify teachers in need of in-depth coaching. In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, SIP evidence-based strategies, and instructional practices. The coaching will be monitored by the School Leadership Team and District Content Specialist to determine the on-going coaching cycle.

Person Responsible: Dawn Gibbs (dgibbs@ecsdfi.us)

By When: Through out the year.

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 information is offered during each student orientation during the beginning 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, Parent's Right to Know (as 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. SIP is also discussed with staff during PD opportunities and department meeting that take place on a monthly basis.

Links to the school's SIP are posted on the school's homepage (<https://www.escambiaschools.org/sa>) as well as the schools Our Title I Family page (<https://www.escambiaschools.org/domain/1947>).

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 we will continue to have a school representative to meet personally with every family that will be entering our school. These meetings provide an opportunity for each family to learn more about the unique opportunities available through our school. Teachers will communicate with families a minimum of once a month and log that communication in our Focus system under "Contact Log". Family Nights are scheduled to build the capacity for involvement and building relationships to improve student academic achievement. A Path to Graduation Night for junior and senior students/families is scheduled for the beginning of the year to ensure that families are aware of where students stand on the path to graduation and what steps remain to be taken. During the first 9 weeks parents will have the opportunity to attend an Edgenuity training night where they will see what their child experiences within Edgenuity as they work through their coursework and how to encourage and monitor student progression as a parent. During the end of the year we provide families with a "What's Next" event that encourages students to consider their post secondary plans and how CTE courses both in high school and/or dual enrollment can help them achieve those goals.

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/domain/1947>).

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)

1. Increase average daily attendance and reduce the amount of instruction missed by students due to adverse behaviors.
2. Focus on ELA learning gains through the use of specific targeted vocabulary instruction.
3. Increase math learning gains through intense interventions based on student specific data.

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

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 Capturing Kids' Hearts training and the services of the secondary schools guidance TSA.

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.

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))

A LMHC is available on campus 5 days a week in addition to our school counselor. Each parent is provided information concerning the process for enrolling their student in these services during the orientation process as well as an initial permission form. Group services for students dealing with specific needs are offered including Dealing with Loss, Conflict Resolution, and Anger Management and other social skills interventions as necessary. Teachers also provide requests for specific students to receive additional supports from our Knight Lights team that provides more intense supports to students and families in need.

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

Students begin career exploration activities as early as 6th grade and expand upon them yearly through our Social Personal Skills course for our SWD and Personal Career School Development courses for all other students. Dual enrollment with George Stone Technical College is encouraged through twice yearly field trips to the neighboring school and visits from their counselors. A yearly Career Fair is provided for students including local businesses, post secondary programs, and military recruitment. Vocational Rehabilitation services are provided for SWD students in high school.

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).

As part of our new student orientation process, school staff review student transcripts, behavior history, and IEP/504/PBIP related documents to determine which services/interventions might best meet each student's needs. School-based training is provided throughout the school year to assist teachers in identifying student needs, communicating those needs with parents and appropriate school staff, and effectively monitoring student progress. Preventive/intervention services are provided by utilizing our full time guidance counselor, LMHC, dean, ESE specialist, and transition teacher. These services are available to ALL students on our campus, but are frequently adapted to specific student needs (by way of frequency, intensity, and level of monitoring). School staff are able to direct parents and students to outside services/resources when needed.

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))

During pre-planning we will review the Essential 25 Teaching the Vocabulary That Makes or Breaks Student Understanding book that we used as a book study for 22-23 and provide new teachers with their own copy while setting forth the calendar for using these strategies school wide for 23-24. During the Early Release professional development days in the first semester we will perform a book study of Motivating Students 25 Strategies to Light the Fire of Engagement and review these strategies via bi-monthly team meetings and classroom walkthroughs.

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				\$44,506.64
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	510	0866 - Success Academy	UniSIG		\$2,739.00
			Notes: Success Academy UniSIG: Focus 2-3 PD books Teaching Vocabulary in All Classrooms and Bringing Words to Life Vocabulary Instruction to support explicit vocabulary instruction. 30 teachers X \$83 = \$2490 + Shipping 10% = \$249			
	5100	510	0866 - Success Academy	UniSIG		\$1,985.29
			Notes: Success Academy UniSIG: Focus 2-3 Office supplies to support benchmark-aligned instruction (Chart paper, paper, pencils, notebooks, staplers, staples, composition books, clipboards, sticky notes, paper fasteners, sticky flags, manual hole punch, post-it notes, binders, binder clips)			
	5100	519	0866 - Success Academy	UniSIG		\$6,400.00
			Notes: Success Academy UniSIG: Focus 2-3 Ink/toner to support benchmark-aligned instruction			
	5100	648	0866 - Success Academy	UniSIG		\$9,773.00
			Notes: Success Academy UniSIG: Focus 2-3 Technology-related copier for student use and instructional materials used in the classroom to support benchmark-aligned instruction, such as the ELA student-guided notes, must be copied per course since they cannot be purchased from the company. Sharp Model copier x \$ 9,558 (amount includes \$40.00 center exit tray) + Kit \$175 = \$9733			
	5100	520	0866 - Success Academy	UniSIG		\$1,483.92
			Notes: Success Academy UniSIG: Focus 2-3 Florida United States History EOC Success: Master the key vocabulary workbooks 75 students x \$17.99 = \$1349 + 10% shipping \$134			
	5100	644	0866 - Success Academy	UniSIG		\$7,125.43
			Notes: Success Academy UniSIG: Focus 2-3 Chromebooks for student (Grade 6-8) use in the classroom to support benchmark-aligned instruction. 18 Chromebooks x \$359.87 = \$6,477.66 + 10% shipping - \$647.77 = \$7,125.43			
	5100	310	0866 - Success Academy	UniSIG		\$15,000.00
			Notes: Success Academy UniSIG: Focus 2-3 Sylvan Learning of Pensacola will provide a 24-hour ACT Test Prep Program (12 hours of Reading/English, 12 hours of Math) for 25 students. 25 students @ \$600.00 = \$15,000. Books (2) and the online SylvanPrep.com portal are included in the total cost.			
3	III.B.	Area of Focus: Instructional Practice: Math				\$25,246.60
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0866 - Success Academy	UniSIG		\$3,509.60
			Notes: Success Academy UniSIG: SIP Focus 3 Math manipulatives for 6-12 (Tangrams, attribute blocks, fraction bars, GEO boards, color counters, Judy clocks, number cards, addition table, 3D figures, blank pictograph, connecting cubes, fractions of circles, rulers, centimeter grid, multiplication table, measuring cups, play bills, play coins, blank clock faces, math charts)			
	5100	510	0866 - Success Academy	UniSIG		\$3,949.00

			Notes: Success Academy UniSIG: SIP Focus 3 BEST Everglades practice books: Geometry and Algebra 1 - 100 students x \$18.95 = \$1895 100 students (Grades 6-8) x \$16.95 = \$1695 10% Shipping = \$359 Total cost: \$1895 + \$1695 + \$359 (shipping) = \$3949			
	5100	510	0866 - Success Academy	UniSIG		\$6,765.00
			Notes: Success Academy UniSIG: SIP Focus 3 Florida Algebra 1 EOC Success Strategies Study Guide: Test Review Course Exams - test prep pack for students to support benchmark-aligned instruction 75 students x \$82 = 6150 + 10% shipping \$ 615 = \$6765			
	6400	510	0866 - Success Academy	UniSIG		\$1,250.00
			Notes: Success Academy UniSIG: SIP Focus 3 PD books for Math teachers: Building Powerful Numeracy Bundle: Lessons & Activities, Middle & High School, and Facilitators Guide. 10 teachers x 98.50 (set of 10 each) x \$125 (shipping included) = \$1250			
	5100	648	0866 - Success Academy	UniSIG		\$9,773.00
			Notes: Success Academy UniSIG: SIP Focus 3 Technology-related copier for student use, data chats, and instructional materials used in classroom instruction to support benchmark-aligned instruction. Sharp Model copier x \$ 9,558 (amount includes \$40.00 center exit tray) + Kit \$175 = \$9733			
Total:						\$69,753.24

Budget Approval

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

No