Escambia Westgate Center School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Escambia Westgate Center

10050 ASHTON BROSNAHAM RD, Pensacola, FL 32534

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 Escambia Westgate School is to work as a community to see and foster the potential in every child to grow academically, socially, and emotionally.

Provide the school's vision statement.

The vision of Escambia Westgate School is the same as the vision for the district: we are united for every child to succeed.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Rudd, Catherine	Principal	Mrs. Rudd is responsible for developing and monitoring school-wide goals and data to ensure student achievement and improvement. Mrs. Rudd is primarily responsible for the instructional leadership of the school.
Robinson, Karen	Assistant Principal	Mrs. Robinson analyzes data and monitors student progress. She assists with setting instructional standards and monitors classroom results.
Chivers, Gina	Other	Gina Chivers works with families to ensure they have their social, physical and emotional needs met. She collaborates with teachers and families to identify needs, such as food insecurity, housing or abuse that have negative impact on student performance. Gina Chivers will closely monitor student attendance by contacting parents and facilitating child study meeting to support parents and students to improve attendance.
Goulet, Nadia	Instructional Coach	Nadia Goulet will support and facilitate teacher instruction in lesson planning, creating appropriate assessments, and analyzing data to inform future instruction.
Aldridge, Diana	Teacher, ESE	Diana Aldridge facilitates IEPs and reevaluations and organizes and provides training for curriculum for all teachers.

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.

Stakeholder input was gained through School Advisory Council meetings, Title I Annual Meeting, faculty meetings, and leadership meetings. Stakeholders' input was used to determine appropriate professional development, times of parent and family meetings, and family and parental academical development needs.

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 SIP will be monitored on a monthly basis through leadership meetings, classroom walk-throughs, and child study attendance meetings. A mid-year reflection will be completed to ensure our continuous improvement.

School attendance will be monitored daily by Ms. Chivers in order to close the attendance gaps.
As data becomes available, adjustments will be made by Ms. Robinson and Ms. Rudd 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)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	52%
2022-23 Economically Disadvantaged (FRL) Rate	86%
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
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	1	1	2	2	2	4	1	2	10	25
One or more suspensions	0	0	0	0	0	0	0	0	1	1
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	1	0	1
Level 1 on statewide ELA assessment	0	0	0	2	3	0	0	9	3	17
Level 1 on statewide Math assessment	0	0	0	2	3	0	2	13	3	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	2	5	5	4	5	4	16	5	48

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	1	0	1

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	1	0	0	1
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	1	3	3	2	2	1	4	6	3	74
One or more suspensions	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	5	1	4	15
Level 1 on statewide Math assessment	0	0	0	0	0	0	6	2	3	11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	4	6	3	4	1	5	15	4	134

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

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

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) 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	1	3	3	2	2	1	4	6	3	25
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	5	1	4	10
Level 1 on statewide Math assessment	0	0	0	0	0	0	6	2	3	11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	4	6	3	4	1	5	15	4	44

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

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

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
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	

The header "Grade Level" spans K–8.

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 School	2023 District	2023 State	2022 School	2022 District	2022 State	2021 School	2021 District	2021 State
ELA Achievement*	9	23	53	16	22	55	26		
ELA Learning Gains				31			43		
ELA Lowest 25th Percentile				67			62		
Math Achievement*	8	17	55	30	23	42	20		
Math Learning Gains				30			43		
Math Lowest 25th Percentile				54			69		
Science Achievement*		23	52	7	18	54	15		
Social Studies Achievement*	10	23	68		32	59	10		
Middle School Acceleration		47	70		33	51			
Graduation Rate	86	69	74	77	22	50	94		
College and Career Acceleration	0	22	53	0	37	70	0		
ELP Progress			55		57	70			

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	23
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	113
Total Components for the Federal Index	5
Percent Tested	96
Graduation Rate	86

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	312
Total Components for the Federal Index	9
Percent Tested	94
Graduation Rate	77

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	23	Yes	2	1
ELL				
AMI				
ASN				
BLK	11	Yes	4	4
HSP				
MUL				
PAC				
WHT	4	Yes	2	2

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	31	Yes	4	2

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	35	Yes	1	
ELL				
AMI				
ASN				
BLK	18	Yes	3	3
HSP				
MUL				
PAC				
WHT	25	Yes	1	1
FRL	19	Yes	3	1

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			8				10		86	0	
SWD	9			8				10		0	5	
ELL												
AMI												
ASN												
BLK	11			13				8			3	
HSP												
MUL												

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	4			0				8			3	
FRL	12			14				17			4	

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	16	31	67	30	30	54	7			77	0	
SWD	16	31	67	30	30	54	8			77	0	
ELL												
AMI												
ASN												
BLK	11	21		29	28		0					
HSP												
MUL												
PAC												
WHT	19	40		29	27		9					
FRL	15	20		32	19		7					

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	26	43	62	20	43	69	15	10		94	0	
SWD	26	43	62	20	43	69	15	10		94	0	
ELL												
AMI												
ASN												
BLK	25	57		24	43		22					
HSP												
MUL												
PAC												
WHT	27	36		17	44		15			100	0	
FRL	27	42		27	46		24					

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.

III. Planning for Improvement

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

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

Our lowest performance data component is Math. Of the 45 students tested, only three demonstrated proficiency.

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

Our greatest data component decline from the prior year is White students. In 21-22 SY, 19% of white students demonstrated proficiency and that decreased to 3.8% in 22-23 SY.

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.

At this time, we do not have access to state data regarding the Florida Standards Alternate Assessment.

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

Our most improvement data component is proficiency in African American students. In 21-22 SY, 11% demonstrated proficiency and that increased to 13.6% in 22-23 SY.

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

Based on EWS data, attendance is a potential area of concern. We need to increase regular school attendance and stress the importance of punctuality each day. Based on ESSA subgroups, our African American students have the highest percentage of chronic absenteeism at 44.4% and all of our students are Students with Disabilities.

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

1) Increase attendance by 20% across all ESSA subgroups
2) Increase proficiency in ELA to 20%
3) Increase proficiency in Math to 20%

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 has been declining over the past 3 years, specifically in the ESSA subgroups of Students with Disabilities and African American/Black students. Based on 2021-2022 data, African American/Black students had a chronic absenteeism rate of 44.4%

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

Based on last year's weekly metrics, our overall daily attendance will increase from an average of 87% to an average of 95%.

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

The data metrics that will be utilized to monitor the Attendance goal will be district reports that highlight excessive and consecutive absences. Gina Chivers, the social worker, will make contact with parents when students are absent and will schedule attendance meetings and home visits as needed.

Person responsible for monitoring outcome:

Gina Chivers (gchivers@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.)

Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems. (Preventing Dropout in Secondary Schools - Tier 2)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to Preventing Dropout in Secondary Schools, monitoring the progress of all students and proactively intervening when students show early signs of attendance problems shows a positive impact on 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 2 - Moderate 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 team will meet once a month to review attendance. The purpose of these meetings will be to identify students for attendance child studies.
Students missing more than 5 days in a 30 day period or 15 days in a 90 day period will generate an attendance meeting and/or home visit.
Parents of students who had 30 or more absences in the 2022-2023 school year will be contacted at the start of the 23-24 school year to discuss the importance of attendance.
Funds will be used to promote the importance of attendance and to communicate attendance percentages

to parents. We will do this by mailing letters home, inviting parents to the school to volunteer or participate in student activities, and explaining the necessity for attendance in order for students to graduate.

Person Responsible: Gina Chivers (gchivers@ecsdfl.us)

By When: Monthly

The social worker will make contact with parents whose children missed 30 or more absences in the 2022-2023 school year.

Person Responsible: Gina Chivers (gchivers@ecsdfl.us)

By When: August 22, 2023

Attendance child study meetings and home visits (as needed) will be scheduled for students who miss more than 5 days in a 30 day period or 15 days in a 90 day period.

Person Responsible: Gina Chivers (gchivers@ecsdfl.us)

By When: As needed

Parents will be kept informed of lack of attendance and any impact it will have on graduation, particularly high school students.

Person Responsible: Catherine Rudd (crudd2@ecsdfl.us)

By When: As needed.

#2. Instructional Practice specifically relating to ELA

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

Achievement in ELA has not reached 41% proficiency for the past 3 years and shows deficiencies in the following subgroups based on the 2021-2022 Florida Standards Alternate Assessment scores: Students with Disabilities (16%), Economically Disadvantaged (15%), African American/Black (11%), and White (19%).

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

Based on the Florida Alternate Assessment scores, ELA learning gains will increase from 31% (21-22) to 41% (23-24) on the Florida Alternate Assessment. ESSA groups include SWD, Economically Disadvantaged, African American/Black, and White students. ELA learning gains for ESSA subgroups will increase by 10%.

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 goal will be school created probes and rubrics to gauge benchmark mastery. The leadership team will conduct walk-throughs twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities. The Instructional Coach will work with teachers not meeting benchmarks to assist with instructional or planning deficiencies.

Person responsible for monitoring outcome:

Catherine Rudd (crudd2@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.)

1) Provide systemically designed instruction toward a specific goal (Tier 1)
2) Provide scaffolded supports (Tier 1)
3) Use explicit instruction (Tier 1)
4) Provide intensive instruction (Tier 1)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to High-Leverage Practices in Special Education, providing systemically designed instruction, scaffolded supports, explicit and intensive instruction shows 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?

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.

Classroom Walks/Feedback: The leadership team will conduct classroom walks once every two weeks in all classrooms to monitor the implementation of these strategies. The leadership team will provide feedback to teachers and determine if additional coaching if needed.

Person Responsible: Karen Robinson (krobinson@ecsdfl.us)

By When: Every two weeks

Data: The leadership team will meet with teachers to discuss current and prior years' FSAA data. Teachers will analyze each students' data and will know which ESSA subgroup each student is a part of.

Person Responsible: Karen Robinson (krobinson@ecsdfl.us)

By When: August 25, 2023

Teachers will receive training in Assistive Technology to better enable students to communicate and communicate what they have learned to the teacher. ESSE funds will be used to purchase additional AT to increase the ability of our students to receive and respond to educational interventions.

Person Responsible: Catherine Rudd (crudd2@ecsdfl.us)

By When: 09/30/23

Teachers and ESPs will receive sensory training to help them identify each student's sensory needs. They will also receive Snoezelen Center training, and students will utilize the center at least once a week. By addressing sensory needs in the classroom, students are better able to attend and retain information.

Person Responsible: Catherine Rudd (crudd2@ecsdfl.us)

By When: 9/15/30

#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.

Achievement in Math has not reached 41% proficiency for the past 3 years and shows deficiencies in the following subgroups based on the 2021-2022 Florida Standards Alternate Assessment scores: Students with Disabilities (30%), Economically Disadvantaged (19%), African American/Black (28%), and White (27%).

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

Based on the Florida Alternate Assessment scores, Math learning gains will increase from 30% (21-22) to 41% (23-24).ELA learning gains for ESSA subgroups will increase by 10%: Economically Disadvantaged from 19% to 29%, SWD from 30% to 40%, African American/Black from 28% to 38%, and White from 27% to 37%.

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 goal will be school created probes and rubrics to gauge benchmark mastery. The leadership team will conduct walk-throughs twice a month. 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:

Catherine Rudd (crudd2@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.)

1) Provide systemically design instruction toward a specific goal (Tier 1)
2) Provide scaffolded supports (Tier 1)
3) Use explicit instruction (Tier 1)
4) Provide intensive instruction (Tier 1)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to High-Leverage Practices in Special Education, providing systemically designed instruction, scaffolded supports, explicit and intensive instruction shows 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?

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.

Classroom Walks/Feedback: The leadership team will conduct classroom walks once every two weeks in all classrooms to monitor the implementation of these strategies. The leadership team will provide feedback to teachers and determine if additional coaching if needed.

Person Responsible: Karen Robinson (krobinson@ecsdfl.us)

By When: Every two weeks

Data: The leadership team will meet with teachers to discuss current and prior years' FSAA data. Teachers will analyze each students' data and will know which ESSA subgroup each student is a part of.

Person Responsible: Karen Robinson (krobinson@ecsdfl.us)

By When: August 25, 2023

Teachers will assess benchmarks through teacher and staff created assessments based on the FAA blueprints. This data will be tracked and reviewed after each assessment.

Person Responsible: Nadia Goulet (ngoulet@ecsdfl.us)

By When: Throughout 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 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://fl50010989.schoolwires.net/domain/1937
https://www.floridacims.org/districts/escambia/schools/0922

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))

A "Family Writing Night" is scheduled to build the capacity of families in ELA. Teachers will share strategies which can be used at home. Teachers send daily information home to parents regarding their child's social and independent functioning progress.

The Parent & Family Engagement Plan is shared with families during the Title 1 Annual Meeting, posted on our website, and messaged to families through the student information system-FOCUS.

The Parent & Family Engagement Plan is accessible from our school's website.
https://www.escambiaschools.org/Page/2369

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))

Escambia Westgate will strengthen our academic program by providing bell to bell instruction, using Essential Understandings during planning and teaching, and developing/suing appropriate assessments and rubric to monitor mastery.

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))

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))

Our social worker works closely with the students and their families to provide services for them through other community agencies.
Our school navigator will work with families that require additional assistance with housing, utilities, clothing and food.

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))

Every Transition IEP address a student's transition from school to work, college, or agency. At every Transition IEP, parents are provided with information regarding their child's transition after high school. Parents are also encouraged to visit community agencies in which their children may attend.

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).

Many of our students have behavioral issues due to the nature of their disabilities. Our school employs a Behavior Analyst as well as a Behavior Coach and team to work with both students and teachers. Functional Behavior Assessments and PBIPs are used. Teachers receive coaching on deescalating behaviors and ways to avoid behaviors from occurring.

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))

Professional Development:
1) Unique Learning Systems - face to face training
2) Readtopia- face to face training
3) Improving Communication for Students with Significant Cognitive Disabilities- book study and school wide training sessions

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))

Parents are given information including strategies that make transitions smoother and help them work with their children at parent/teacher conferences, in newsletters, and at school events. Teachers also share VPK assessment results with parents after each administration so that parents know their students' progress and where they fall in the expectation of being Kindergarten Ready.

Staff are provided with training opportunities, at the individual schools, and at the district level. Training topics include procedural information, required parent involvement elements, curriculum & instruction, standards, safety, best practices, using assessments, and behavior.

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**				**$52,428.97**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	100	0922 - Escambia Westgate Center	UniSIG		$18,711.00
			Notes: Escambia Westgate UniSIG: SIP Focus 2 and 3 Planning for teachers to support benchmark-aligned instruction (FSAA) (27 teachers x 1.5 day x 2 weeks x7 months x 33 =			
	6300	210	0922 - Escambia Westgate Center	UniSIG		$2,539.09
			Notes: Escambia Westgate UniSIG: SIP Focus 2 and 3 Retirement for Planning for teachers to support instruction (27 teachers x 1.5 per day x 2 weeks x 7 months x 33 =			
	6300	220	0922 - Escambia Westgate Center	UniSIG		$1,431.40
			Notes: Escambia Westgate UniSIG: SIP Focus 2 and 3 Social Security for Planning for teachers to support instruction (24 teachers x 1.5 per day x 2 weeks x 6 months x 33 =			
	6300	240	0922 - Escambia Westgate Center	UniSIG		$224.54
			Notes: Escambia Westgate UniSIG: SIP Focus 2 and 3 Workers' Comp for Planning for teachers to support instruction (24 teachers x 1.5 per day x 2 weeks x 6 months x 33 =			
	6300	100	0922 - Escambia Westgate Center	UniSIG		$10,000.00
			Notes: Escambia Westgate UniSIG: SIP Focus 2 and 3 Substitutes for peer observations (Teachers will plan and observe another classroom and meet with admin/instructional coach for growth and feedback), FSAA testing (Elementary, Middle, and High School) to support benchmark-aligned instruction.			
	6300	220	0922 - Escambia Westgate Center	UniSIG		$765.00
			Notes: Escambia Westgate UniSIG: SIP Focus 2 and 3 Social Security for substitutes to support instruction			

	6300	240		0922 - Escambia Westgate Center	UniSIG		$120.00
				Notes: Escambia Westgate UniSIG: SIP Focus 2 and 3 Workers' Comp Substitutes to support instruction			
	6400	100		0922 - Escambia Westgate Center	UniSIG		$7,590.00
				Notes: Escambia Westgate UniSIG: SIP Focus 2 and 3 PD Communication for students with Autism to increase instructional practices in the classroom. 46 teachers x 1 hour x 5 sessions x 33			
	6400	210		0922 - Escambia Westgate Center	UniSIG		$1,029.97
				Notes: Escambia Westgate UniSIG: SIP Focus 2 and 3 Retirement for PD Communication for students with Autism 46 teachers x 1 hour x 5 sessions x 33			
	6400	220		0922 - Escambia Westgate Center	UniSIG		$580.64
				Notes: Escambia Westgate UniSIG: SIP Focus 2 and 3 Social Security - PD Communication for students with Autism 40 teachers x 1 hour x 5 sessions x 33			
	6400	240		0922 - Escambia Westgate Center	UniSIG		$91.08
				Notes: Escambia Westgate UniSIG: SIP Focus 2 and 3 Worker' Comp for PD Communication for students with Autism 46 teachers x 1 hour x 5 sessions x 33			
	6400	510		0922 - Escambia Westgate Center	UniSIG		$2,497.50
				Notes: Escambia Westgate UniSIG: SIP Focus 2 and 3 PD Communication for Students with Autism 50 books x 49.95 + 10% shipping			
	6400	100		0922 - Escambia Westgate Center	UniSIG		$1,386.00
				Notes: Escambia Westgate UniSIG: SIP Focus 2 and 3 Book Creator Professional Development for teachers and staff. Teachers are able to create study guides or introduce new content information to support benchmarked aligned instruction. Also, students are able to create books on content topics such as science, other content, safety, and physical fitness. Students at Escambia Westgate are not able to take notes due to limited modalities but they can type words under illustrations. 28 teachers x $33 x 1.5 hours = $1,386.00			
	6400	210		0922 - Escambia Westgate Center	UniSIG		$188.08
				Notes: Escambia Westgate UniSIG: SIP Focus 1-3 Retirement for Book Creator PD 28 teachers x $33 x 1.5 hours = $1,386.00 x .1357 = $188.08			
	6400	220		0922 - Escambia Westgate Center	UniSIG		$106.03
				Notes: Escambia Westgate UniSIG: SIP Focus 2 and 3 Social Security for Book Creator PD 28 teachers x $33 x 1.5 hours = $1,386.00 x .0765 = 106.03			
	6400	240		0922 - Escambia Westgate Center	UniSIG		$16.64
				Notes: Escambia Westgate UniSIG: SIP Focus 2 and 3 Workers' Comp for Book Creator PD 28 teachers x $33 x 1.5 hours = $1,386.00 x .012 = $16.64			
	6400	510		0922 - Escambia Westgate Center	UniSIG		$360.00
				Notes: Escambia Westgate UniSIG: SIP Focus 2 and 3 PD for Book Creator			
	5200	510		0922 - Escambia Westgate Center	UniSIG		$4,792.00

			Notes: Escambia Westgate UniSIG: SIP Focus 2 and 3 Sensory manipulatives to support benchmark-aligned instruction (wavy tactile tray, gyrobi, tac-tiles panel, looped, flaghouse vibrating tube, flag house vibrating pillow, gel floor tile)			
3	**III.B.**	**Area of Focus: Instructional Practice: Math**				**$15,215.58**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5200	510	0922 - Escambia Westgate Center	UniSIG		$3,381.27
			Notes: Escambia Westgate UniSIG: Focus 2 and 3 Office supplies to support benchmark-aligned instruction (FSAA) (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)			
	5200	519	0922 - Escambia Westgate Center	UniSIG		$2,455.00
			Notes: Escambia Westgate UniSIG: Focus 2 and 3 Ink/toner to support benchmark-aligned instruction (FSAA)			
	5200	519	0922 - Escambia Westgate Center	UniSIG		$5,673.74
			Notes: Escambia Westgate UniSIG: Focus 2 and 3 Assistive technology devices to support benchmark-aligned instruction (FSAA). (QuickTalker FeatherTouch 12, Big Candy Corn switch, QuickTalker Feather Touch 23, Hitch 2)			
	5200	510	0922 - Escambia Westgate Center	UniSIG		$3,705.57
			Notes: Escambia Westgate UniSIG: Focus 3 Math manipulatives to support benchmark-aligned instruction (FSAA) (jumbo calculators, jumbo locking cubes, counting mats, large foam dice, see and solve math sets, large counters, jumbo buttons, jumbo geometric shapes, jumbo fraction sets, number balanced, floor graphing mats)			
					Total:	$67,644.55

Budget Approval

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

No