

Escambia County School District

Ernest Ward Middle School

8-Step problem solving step zero school improvement needs assessment resources effective leadership strategies ambitious supportive environment instructional family and community involvement public and collaborative teaching mission vision



students strategic goals college and career

2017-18 Schoolwide Improvement Plan

Ernest Ward Middle School

7650 HIGHWAY 97, Walnut Hill, FL 32568

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	A

*Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- **Implementing** - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Ernest Ward Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

EWMS strives to prepare every student for success today and tomorrow, while providing the opportunity for a quality education in a safe and caring environment. In conjunction with the family and community, the ultimate goal of Ernest Ward Middle School is to assist in the development of self-confident, self-disciplined learners who can be productive citizens in a global community.

b. Provide the school's vision statement.

We at Ernest Ward Middle School believe 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 middle school environment with meaningful educational opportunities that motivate students at all levels to achieve at their highest potential. However, we recognize that middle school 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 Ernest Ward Middle School is to assist in the development of self-confident, self-disciplined, 21st Century learners who can be productive citizens in a global community.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

At Ernest Ward Middle School we make building relationships a clear priority. We identify and engage all stakeholders: students, parents, community members, teachers, school counselors, administrators, and educational support personnel, assessing the current state of the cultural awareness and student-teacher relationships. We assure all faculty and staff participate in the process of discussing climate guidelines along with their behavioral expectations on a regular basis. We provide professional development to faculty and staff that is culturally relevant to our students and staff to help raise awareness about the various cultures around us. Diverse members of our community are also present as mentors for students and provide information to faculty to help understand cultural differences among our students and staff.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Every member of Ernest Ward's faculty and staff is committed to maintaining a safe environment where students feel secure as well as respected. Faculty and staff help with before and after drop off until the last student is picked up. Students are introduced to various adjunct social services that are available to them. A "Suggestion Box" offers students a confidential way to voice their concerns and/or make requests for personal help. Drills (tornado, Fire, Intruder, Lock down) are conducted to maintain safety for all faculty and staff. Students are also able to come to teachers, administrators, and support staff to express their concern for their safety. Members of our faculty know to handle these concerns with promptness and discretion to protect our students.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Ernest Ward is a Positive Behavior Support (PBS) school. As a PBS school we have school-wide expectations and rules for every area of the school facility. School-wide expectations are posted in classrooms, hallways, and common areas. Students were also given an individual Behavioral Expectations Matrix to keep in their binders when the Dean went around visiting each Social Studies classroom the second week of school. During this time these Expectations and Rules were reviewed, as well as, the Escambia County Rights and Responsibilities Handbook. This was done to focus on small group review of the expectations of Ernest Ward Middle School and allowed students to ask questions of the Dean and to spark conversation on expectations and rules. By doing these small group presentations the goal was to clear up misunderstanding of school wide expectations and give students the knowledge of how to successfully behave at school. The students are no aware of the expectations and the discipline process. During pre-school teachers were given a presentation on the new Expectation Matrix and the new Behavior Intervention Process. The Behavior Intervention Process is a 4 part process which involves the reteaching of the school's expectations, contact home, suggested interventions, and a minor incident report being filled out in RtIB before any Office Discipline Referral (ODR) can be written. This process should also minimize distractions in the classroom and time spent on discipline as the process is laid out with the steps that need to be followed (redirect, reteach, and move on). Our disciplinary goal is to be fair, firm, and consistent in all parts of the Ernest Ward discipline process.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Ernest Ward Middle School ensures that the social-emotional needs of students are met by providing individual counseling based on teacher and student self-referrals as well as discipline referrals; small group counseling based on average daily attendance (ADA) records, new student enrollment records, and end of term grades; and classroom guidance lessons where topics are chosen based on data from the school counseling needs assessment completed by faculty and students each school year. Social-emotional needs are also met through referrals for outside resources and counseling services. Counseling and mentoring are provided to students who are referred by teachers, parents, and students. Faculty and staff at EWMS contact the guidance counselor if it is believed a student has a need-- physical, mental, or social.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(ii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The Ernest Ward Middle Early Warning System includes Teacher Teams and the Response to Intervention (RTI) Team. The Teachers review data to identify at-risk students in team meetings. Students who need Interventions are referred to the RTI team for more in-depth interventions and data collection. Team members use data to identify students who are struggling to meet academic goals or who are at-risk for dropping out of school. The early warning indicators are related to attendance, course failures, and behavior. The data is reviewed on a regular basis—after the first 30 days of school, and after every grading period. When a child exhibits two or more early warning indicators, the team meets to determine the appropriate interventions. If the team determines that the child should go through the RTI process, parents are invited to attend and participate in meetings, with at least 10 days' written notice of this meeting.

Early Warning Indicator:

Attendance Missed 10% or more of instructional time

Referrals and Suspensions Two or more behavior referrals AND/OR One or more referrals with suspension

Course Failures - Failed in a Math course, Failed a Language Arts course, Failed two or more core courses. and/or failed two or more classes in any subject including electives and reading.

Retention - Retained in 1 or more grade levels Test Scores - Level 1 FSA Score Reading or Math

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	13	17	22	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	10	12	11	0	0	0	0	33
Course failure in ELA or Math	0	0	0	0	0	0	16	25	28	0	0	0	0	69
Level 1 on statewide assessment	0	0	0	0	0	0	20	47	39	0	0	0	0	106

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	10	26	31	0	0	0	0	67

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Once a student has been identified using our EWS, the teachers will implement the next step in the MTSS. Teachers will meet with the leadership team and parents to develop a more focused, targeted instruction/intervention and supplemental support system in addition to and aligned with the core academic and behavior curriculum and instruction. After the interventions are being applied, minimum of 6 weeks, the team will meet to discuss the student progress or lack of progress. At this point the decision will be made as to whether Tier 2 interventions are sufficient or if the student will need intensive individualized interventions. This is the most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports. After 6 weeks of data collection, the team will meet again to determine the success of Tier 3. At this point, the decision to proceed with more testing can be made. The tiers describe the level and intensity of the instruction/interventions provided across the continuum

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/414644>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The School Leadership Team at EWMS determines how a partnership could enhance the school and student experience. The team identifies unmet/underfunded needs of students and schools and identifies potential partners. Research local businesses or schools; look for a good fit. EWMS reaches out to parents and community members for ideas and connections.

The leadership team contacts and discusses the values, goals, and needs.

They develop an understanding of each partner's desired level of involvement and collaborate with partner to identify partnership activities. They align all activities with education goals of school/district. All activities are integrated into the school and business culture and provide opportunities for students, teachers, and business employees to interact with each other and the community. Training is provided for all involved parties when necessary. Partners are publicly and privately recognized each year through a luncheon provided by the school and the school district. Regular monitoring and evaluations are conducted to ensure success.

School's administration team will work with partners in the community and will attend events sponsored by those partners. Partners are also acknowledged for every event they help to sponsor. Those who support sporting events are acknowledged through signage posted at the appropriate site.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Perry, Nancy	Principal
Bridges, Somer	Teacher, ESE
Hicks, Kenneth	Dean
Dozier, Amy	School Counselor
Hendrix, Dee	Teacher, K-12
Levins, Seth	Teacher, K-12
Cassevah, Robert	Teacher, K-12
Gindl, Lacie	Teacher, ESE
Palmer, Virkeisha	Assistant Principal
Gurganus, Jason	Teacher, K-12
Long, Ashley	SAC Member

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal/Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing RtI, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

General Education Teachers (Reading, Math, and Science teachers) will provide: quality core instruction, collect student data, deliver Tier 1 instruction/ intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. Will follow progress monitoring plans and individual education plans (IEP) to ensure student academic and social growth and success.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers to provide information that can improve the quality of student learning.

The Leadership Team will develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening and progress monitoring that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding database instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Guidance counselor will share information with the leadership team that is received from student services providers. These providers include, but are not limited to, school psychologist, speech language pathologist, the speech teacher, physical therapist, and school nurse. The guidance counselor will provide relevant information that ensure we are compliant to student needs regarding issues that affect students' personal and academic lives. The guidance counselor is also the school's assessment coordinator and will communicate with the leadership team information regarding assessments and assessment schedules.

Technology coordinator will communicate technology concerns and enhancements that affect the school. The technology coordinator will also provide professional development to teachers as the need arises.

Grade level and department leaders: ensure they communicate issues to and from their departments and grade level peers. If they are not the designated team leader they will communicate with that person to ensure that leader is informed on changes relative to their team/department.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. The leadership team, as a whole, will follow the MTSS 8 step problem-solving process to identify our school goals.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Principal/Assistant Principal/Guidance Counselor: Provide data training and a common vision for the use of data-based decision making, ensures that the school based team is implementing RtI, assists in scheduling students in RtI classes and communicates with parents regarding school-based RtI plans and activities.

General Education Teacher: Provides information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

ESE Teachers: Participates in the Tier process to provide support and offer strategies to the general education teachers as EWMS is full inclusion school with all ESE students. CIM and Data Power Team: Identify systematic patterns of the student's needs while working with district personnel to identify appropriate evidence-based interventions and strategies; assists with whole school screening programs that provide early intervening services for children considered "at risk"; assists with monitoring "at risk" students, data collection, and data analysis; and provides support for assessment and implementation monitoring. School Psychologist: Participates in the collection, interpretation, and data analysis of data; facilities development of intervention plans; and provides support for intervention fidelity and documentation.

Title I, Part A

Title I money for the 2017-2018 school year has been budgeted for the following areas here at Ernest Ward Middle School.

- 1) Paying half of the salary for our technology coordinator.
- 2) Paying extra-pay time for staff development of teachers.
- 3) Parent Involvement activities for students and parents.

Each of the listed items above has been made possible by the close examination of our school's needs. The above mentioned items will have a direct impact both for our students and parents by enhancing the quality of instruction provided here at Ernest Ward Middle School. In addition, the funds that have been budgeted for the items listed above will provide an array of resources and services that will strengthen home educational opportunities parents can provide for their children.

The Ernest Ward's School Advisory Council plays a vital role in appropriating Title I funds for the school year.

It is our goal at Ernest Ward Middle School always to be good stewards and fiscal managers of county, state, and federal funds while at the same time providing the highest level of programs for our students. We also recognize the importance of providing quality support and resources for our parents.

Ernest Ward Middle School is a Title I School. Title I funds are used to help support technology support and advancement at the school. Our technology coordinator is key with the implementation of one to one devices, state computer-based testing, implementing Google classroom successfully, school-based technology support and supports our Graphic Arts Academy.

Title I, Part C-Migrant

Services for migrant students and their families are provided through the District Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are no migrant children at Ernest Ward Middle School.

Title I, Part D

Services for neglected and delinquent students are provided by special programs throughout the district. The services are overseen by the Title I Office. Our School does not serve Title I, Part D students.

Title II

Professional development is offered at both the school and district level and we have used Title II funds to help pay teachers to prepare professional development, attend training, and professional development planning days.

At Ernest Ward Middle School, funds are used to provide an In-School Suspension Program for those students that will be housed within Ernest Ward Middle School to help keep student in school and continue providing instruction.

Title III

Services for English-Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our schools not an ESOL Center, we have "0" zero ELL students. Students who require ELL services

Receive instruction through a teacher who has ESOL endorsement on their teaching certificate. Ernest Ward Middle School has no ELL students.

Title X-Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Ernest Ward Middle School we have five (5) homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI monies were used to purchase a Teacher Assistant to help with the computer lab, assist in the students in the classrooms, before and after school programs, and Discovery Ed.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's School wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand Up for All Student Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2011-12 School Year, our district launched the "Bullying" reporting website where bullies may be reported anonymously.

Ernest Ward Middle's Behavior Management Program faculty and staff, along with the students, were trained to identify bullying practices at our school. In addition, a new positive behavior management plan has been addressed any school-wide discipline issues.

Nutrition Programs

Our School is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self-serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites.

Additional Programs and staff will address the obesity issue, especially in elementary age children. Ernest Ward Middle School, through their culinary arts program provides leadership in nutrition programs to the school. In addition, healthy choices are offered in the school cafeteria for all students and staff. Students with dangerously high BMI figures are identified by the school nurse and are provided confidential nutrition advisement.

Housing Programs

Housing assistance for children and their families throughout Escambia County are provided through services in the Title I office. This program is not applicable to our school.

Head Start

Head Start programs are overseen by the Title I office and Pre-K department. Many of our elementary schools provide space or Head Start programs in portables. Bratt Elementary, a feeder school to Ernest Ward, houses an onsite Head Start program.

Adult Education

Services for adult education programs are offered by both school district and community programs. Currently adults at the north end of the district may attend adult education courses through Tate High School and the local correctional facility.

Career and Technical Education

Ernest Ward Middle School offers the following career and technical academies: pre-engineering, agriculture, culinary arts, and business. Because most of our students go to Northview High School or West Florida Technical High School, EWMS has followed both schools career and technical offerings. This provides the student with a level of competency in the different areas making life long learning experiences to the students in the north end of the county.

Job Training

Not applicable to Ernest Ward Middle School.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Nancy Perry	Principal
William Reynolds	Business/Community
Virkeisha Palmer	Teacher
Neely Baggett	Education Support Employee
Catadro North	Parent
Kimberly North	Parent
Sherri Stallworth	Teacher
Officer Ronnie Gill	Business/Community
Ashley Long	Teacher
	Business/Community
Alexia Robinson	Parent
Amanda Gibbs	Parent
Eric Gilmore	Parent
Jamie Brown	Parent
Robyn Borelli	Parent
Tonya Lambert	Parent
Tracy Bottiger	Student
Kacy Knable	Student
Anna Spence	Student
Aloysia Dorch	Student
Lexie Leger	Parent
Drake Jordan	Student
Joshua Zisa	Student
Jaylon North	Student
Kylie Walker	Student
Summer Waters	Student
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Last year's SIP goals were to improve course rigor and to increase student engagement. This year, Ernest Ward, has decided to use our SAI monies for intensive training within our school. We feel our teachers/district personnel are high performers with a wealth of knowledge within our own school and district to bring rigor and best practices. Ernest Ward Ours scores on the FSA were up from the previous year but not where we want to be. EWMS Science +13, Math -3, ELA +5 points from the previous year. Our Alg. 1 EOC increased by 6 points. Our Civics EOC increased by 5 percentage points. Our Industry Certification also was down from the previous year. We continue to make progress by increasing attendance and reducing referrals.

Overall, EWMS school grade went from a Dp in 2012-13 to an A for the 2013-14 school year, a B in 2014-15, a C in 2015-16, and a high C in 16-17. The SAC would like to see all students to at least make learning gains or to be proficient on the FSA.

b. Development of this school improvement plan

The role of a School Advisory Council is to assist in the preparation of the annual budget, and in the development and evaluation of the School Improvement Plan. The SAC is the school committee that deals with issues relating to school improvement. The General Appropriations Act provides a portion of funds for use by the SAC that is to be used for implementing the School Improvement Plan.

c. Preparation of the school's annual budget and plan

The School advisory council participated in the discussion of the school's annual budget including Title 1 and SAI funds.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

We envision our School Improvement Dollars to be focused on improving reading and writing, specifically among our lowest quartile students.

\$1,000 - Programming for students

\$1,000 - professional development for that student programming (includes subs)

\$100.00 - materials to support student program and teacher training.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Perry, Nancy	Principal
Bridges, Somer	Teacher, ESE
Stallworth, Sherri	Teacher, K-12
Gindl, Lacie	Teacher, ESE
Dozier, Amy	School Counselor
Hicks, Kenneth	Dean
Palmer, Virkeisha	Assistant Principal
Cassevah, Robert	Teacher, K-12
Gurganus, Jason	Teacher, K-12
Hendrix, Dee	Teacher, K-12
Levins, Seth	Teacher, K-12
Long, Ashley	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

To increase the number of students in reading and math at or on or above grade level of the Florida State Test.

To ensure that all students have the ability to make a learning gain (a year's worth of growth) in both reading and math.

To ensure that at least 50% of lower quartile students in Math making a learning gain on the FCAT Help struggling readers by offering intensive reading courses, software programs to help with reading, and reading across the curriculum, and offering critical thinking to those that need extra help.

Encourage students to use the before/after school tutoring program.

All teachers are encouraged to attend the CRISS training for their subject which includes reading techniques for each subject area.

PBS coaching will be provided to our faculty in 2016. A team was trained in summer of 2015. Due to our First year in PBS we learned from our mistakes and what did and did not work. The team worked in the summer of 2017 to update and provide more meaning to Ernest Ward's School Wide PBS. The entire faculty, staff, and students were re-trained during pre-school and the first week of school.

Therefore, all teachers will implement PBS strategies across the campus.

Ernest Ward will be using MAPS testing to help determine classroom needs and individual students needs to help increase their performance in the classroom and on the FAS and to infuse common core in all subjects. MDC and Cooperative Learning will be used in all classrooms this year to help increase performance in the classroom and on the FSA and to infuse common core in all subjects thought out the curriculum.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers have a before school planning time for common planning and s planning during the school day which are essential components to building a positive collegial environment. Groupwise is outstanding for individual communication, selected group communication Google Crome calendars equip teachers to

schedule time from faculty meetings, department head meetings, School Leadership meetings, IEP meetings, and meetings

with parents and keeping a school-wide calendar Teacher planning days offer time for professional development, collaborative planning and small group breakout sessions. Community Partners have connected with faculty and staff to offer services and lunches that build goodwill, networking and inclusion of new faculty and staff.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Rounding and Classroom Observations Principal, and District Level Support Staff (Area Specialist)
On-going throughout the 2017-2018 school year

2. Monthly meetings of new teachers both new to EWMS and to the education field with Principal, Assistant Principal, Start Teacher, and Mentor - On-going

3. Training for teachers on Google Classroom, Google Docs, and Cooperative Learning

4. Hire Highly Effective/In-field Teachers Principal On-going

5. Assign mentor teacher for first year teachers. Utilize START teachers On-going

6. Assign veteran teachers to experienced teachers new the school work site.

8 Cooperative - ongoing.

9 Danielson Framework Training, PD360, E3 training

10. School based MDC model training with Math teachers August 2014 - ongoing. All new teachers of math department are trained each year using MDC model..

11. HMH series - All ELA, and Reading On-going

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The mentor and mentee are meeting monthly in a professional learning community to discuss evidence-based strategies. The mentor will conduct classroom walkthroughs.

Somer Bridges- Lee Barron , Mr. Barron is a new hire and will be the Band and Choral teacher. Mrs, Bridges is the Language Arts Department Chair. The mentor will help the mentee learn the procedures and daily routines of our school.

Ashley Long-Sarah Craig - Ms. Craig is a new hire and will be the ESE teacher in the inclusion classroom. Mrs. Long is an LA and an former ESE teacher. The mentor will help the mentee learn the procedures and daily routines of our school.

Math Hire -School based "buddy" mentor for

Karen Longoria - Seth Levins. Ms. Longoria is a new hire to EWMS and will be the 6th grade math teacher. Mr. Levins is the 8th grade Algebra and Pre Algebra. The mentor will help the mentee learn the procedures and daily routines of our school.

The START program will provide a consulting, veteran teacher to the beginning teacher throughout the first

year. This program will provided observations, guidance, curriculum support, and other assistance as needed.

The mentor will help the mentee learn the procedures and daily routines of our school. The mentor and mentee are meeting monthly in a professional learning community to discuss evidence-based strategies. The mentor will conduct classroom walk through.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

An adoption committee comprised of representatives from several schools including Ernest Ward studied the new Florida Standards as well as the technology requirements necessary to fully implement the new standards. Particular attention was paid to student's tutorials, means to differentiate and rigorous problems to support the standards. In addition to the selection process, the school participated in the development of the new alignment specifically written for the new standards and each of EWMS teachers follow this guide. Reflection at the end of each nine weeks will be done to determine any adjustments.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

At Ernest Ward teachers will dig into 2 years of FSA data and use FSA benchmarks and develop lesson plans targeted at skills that students perform low in. Each student is also taught how to read their data results and an individualized instructional plan is developed between student and teacher using various reteaching methods. Students are also educated on how close they are to either going up a level or dropping a level. This type of information is highly motivating when students realize that sometimes they are only one question away from advancing a level or scoring proficient.

Each teacher is responsible for analyzing what each specific class is struggling with according to DE data and reteaching where necessary. Often times in our ISF classes we will have to reteach several times in order for students to be completely re-mediated.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 0

Peer to Peer coaching to improve instructional strategies in the classroom and tutoring provided by teachers to students who request extra help or study sessions.

Strategy Rationale

To increase rigor in the classroom

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Perry, Nancy, ngindl-perry@ecsdfl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

E3, Logs, and sign in sheets

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

EWMS holds registration for all incoming 6th graders and new students is held at night in February for students and parents with dinner provided. Registration for 7th and 8th graders is held during the school day.

Orientation for incoming 6th graders and all new students was held on the Monday morning or pre-school. Open House is held before end of September. Parents and students follow student's schedule to meet teachers and develop an understanding of the class. EWMS participates in the Annual Show Case Academy held by the district. My Career Shines provides a speaker/presenter by the district speaks to 8th grade students about academies during the day at EWMS.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Registration process held at night where parents can come to talk to teachers and other staff members about courses offered. Ernest Ward Middle School offers the following career and technical academies: pre-engineering, agriculture, culinary arts, and business. Students in the sixth grade are introduced to career and technical education offerings through an "instructional wheel." Because most of our students matriculate to West Florida Technical High School or Northview High School, career and technical studies are important to these students. This provides life-long learning experiences to the students in the north end of the county.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Ernest Ward Middle School offers the following career and technical academies: pre-engineering, agriculture, culinary arts, and business. Students in the sixth grade are introduced to career and technical education offerings through an "instructional wheel." Because most of our students matriculate to West Florida Technical High School or Northview High School, career and technical studies are important to these students. This provides life-long learning experiences to the students in the north end of the county. Culinary Arts- safe staff certification Next Generation Content Area Reading Professional DevelopmentStudents will use a variety of texts related to Culinary Arts, Employment, Personal Development and Family and Consumer Science to reinforce reading and language arts strategies. As of the 2016-2017 school year, Orientation to Career and Technical Occupations and Career Planning offers middle school students at EWMS the opportunity to research career choices, make useful gains in job skills with hands on training based on agriculture, horticulture and greenhouse operations. This training provides the student with a job skills background that enables them to earn industry certifications at the high school level.

Microsoft Office 2013 Specialist

Microsoft Office 2013 Expert The use of projects that require students to calculate percentages before creating graphs to represent the data. Students are also required to do projects that require writing. For example, each week students are given a writing prompt and have to make a weekly blog post.

Technical Education

1. Exploring Aerospace Technology

-----No industry certifications are available

Fundamentals of Manufacturing

Certified Solidworks Associate Academic (CSWA) _Certified

From a science perspective, we discuss Newton's three laws relating to aerospace. Several lessons are dedicated to developing an understanding of gravity, energy (potential, kinetic, etc.), acceleration, heat transfer, buoyancy and density. We use the scientific method to identify problems and develop ideas, solutions, research, and testing.

From a mathematics perspective, students are expected to manipulate Newton's Second Law to solve for force, mass, and acceleration. Students are expected to do costs analysis for various projects to determine the amount of money need for completion. Students also are required to add/ subtract fractions while using a measuring tape. Students might also be required to use static equations to solve for certain variables. Students are also required to add/subtract in order to find unknown dimensions on drawings in order to construct 3D objects. Students utilize proportions in various projects when making cement, paper mache, etc.

From a language arts perspective, students are required to write how to? essays for each project that is completed. From time to time, students read articles and are required to write a brief synopsis.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Career and technical teachers participated in a Florida Standards and CTE Workshop. The focus of the workshop is incorporating English Language Arts, Mathematics, and Technical Literacy into the career and technical course frameworks. EWMS CTE teacher participated in the school-based Common Core Training Team that attended several workshops with the intention to bring the training back to faculty. CTE teachers participated in a Florida Standards and CTE Workshop on August 8 and 9 hosted by the Workforce Education Department.

Technical Education

1. Exploring Aerospace Technology

-----No industry certifications are available

Fundamentals of Manufacturing

Certified Solidworks Associate Academic (CSWA) _Certified

From a science perspective, we discuss Newton's three laws relating to aerospace. Several lessons are dedicated to developing an understanding of gravity, energy (potential, kinetic, etc.), acceleration, heat transfer, buoyancy and density. We use the scientific method to identify problems and develop ideas, solutions, research, and testing.

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From a language arts perspective, students are required to write how to? essays for each project that is completed. From time to time, students read articles and are required to write a brief synopsis.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the end of the year, there will be a decrease in office discipline referrals written.
- G2.** By the end of this year, teachers will improve instructional practices by focusing on the class time management in Math.
- G3.** By the end of the year, there will be an increase in text-based writing; with evidence from all content-areas.
- G4.** By the end of this school year, teachers will implement several strategies to increase course rigor.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the end of the year, there will be a decrease in office discipline referrals written. 1a

 G098980

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Targeted Barriers to Achieving the Goal 3

- Teacher buy in to discipline process

Resources Available to Help Reduce or Eliminate the Barriers 2

- Ernest Ward Discipline Process handout
- RtI:B website
- Review of R&R Handbook and school wide expectations in classrooms
-

Plan to Monitor Progress Toward G1. 8

Discipline referral data from Focus

Person Responsible

Kenneth Hicks

Schedule

Monthly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Mr. Hicks will provide a monthly report displaying discipline data for the school for that month and compare it to previous months. Mr. Hicks will also get any other evidence and data from the district coordinator, Jeremy Tompkins, who provides the discipline data for all schools across the district.

G2. By the end of this year, teachers will improve instructional practices by focusing on the class time management in Math. 1a

 G098981

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	90.0

Targeted Barriers to Achieving the Goal 3

- Structure of Math Classes

Resources Available to Help Reduce or Eliminate the Barriers 2

- Step-up to Math
- District Math Specialists
- SAI Funding
- Kagan Structures
- TPR (Total Physical Response)
- MDC
- Chromebooks
- Model Classroom
- Math Nation
- Kahn Academy
- Star 360
- Math Stars
- MathShell.org

Plan to Monitor Progress Toward G2. 8

Classroom walk-through data and feedback.

Person Responsible

Nancy Perry

Schedule

Monthly, from 8/28/2017 to 2/19/2018

Evidence of Completion

Classroom walk-through tally sheets.

G3. By the end of the year, there will be an increase in text-based writing; with evidence from all content-areas. 1a

 G098982

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	90.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge (Unfamiliar with state rubric requirements and how to assess student writing.)

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA teachers
- PEEL Writing Strategy
- District Content Area Specialists
- SAI funds
- State FSA Writing Rubric
- Model Classrooms
- Chromebooks

Plan to Monitor Progress Toward G3. 8

Student writing responses will be monitored.

Person Responsible

Virkeisha Palmer

Schedule

Quarterly, from 10/16/2017 to 2/19/2018

Evidence of Completion

Student writing responses.

G4. By the end of this school year, teachers will implement several strategies to increase course rigor. 1a

 G098983

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	90.0
FSA Mathematics Achievement	90.0

Targeted Barriers to Achieving the Goal 3

- Implementing rigor with fidelity

Resources Available to Help Reduce or Eliminate the Barriers 2

- Peer to peer professional development
- Common Planning at beginning of work day
- Classroom Walk Through by administration at both school and district level

Plan to Monitor Progress Toward G4. 8

Administrators and teachers will monitor progress monitoring data and classroom assessments.

Person Responsible

Nancy Perry

Schedule

Monthly, from 9/11/2017 to 5/11/2018

Evidence of Completion

Classroom assessments and Star360

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By the end of the year, there will be a decrease in office discipline referrals written. 1

 G098980

G1.B1 Teacher buy in to discipline process 2

 B266495

G1.B1.S1 Mr. Hicks, Ernest Ward Dean, will meet with faculty prior to school to share schools discipline process and meet with students first week of school during Social Studies classes to explain school's behavior expectations. 4

 S282397

Strategy Rationale

Making sure faculty and students are aware of behavior expectations will contribute to reduction of office discipline referrals.

Action Step 1 5

Behavior team will meet monthly to discuss and plan professional development opportunities for faculty/staff/community that is specific to the school wide behavior and disseminate information to faculty, staff, and community stakeholders at a minimum of each nine weeks.

Person Responsible

Kenneth Hicks

Schedule

Quarterly, from 8/2/2017 to 5/29/2018

Evidence of Completion

The professional development offered by teachers will be documented by agenda, attendance roster, and handouts.

Action Step 2 5

Based on discipline data that is observed or documented, training will be provided on site.

Person Responsible

Kenneth Hicks

Schedule

Quarterly, from 9/1/2017 to 4/30/2018

Evidence of Completion

Number of reported incidents, administrative walkthroughs, and teacher surveys after completion of PD.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

School behavior team will review data monthly during meetings to see what behavior areas need to be targeted.

Person Responsible

Kenneth Hicks

Schedule

Monthly, from 8/2/2017 to 5/29/2018

Evidence of Completion

Behavior data reports and meeting notes will be printed monthly.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

PBS, RTI, ILR, Inschool parental supervisor, ISS

Person Responsible

Kenneth Hicks

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

SWMBP

G2. By the end of this year, teachers will improve instructional practices by focusing on the class time management in Math. 1

 G098981

G2.B8 Structure of Math Classes 2

 B266507

G2.B8.S1 Math teachers will meet regularly to discuss class structure. 4

 S282398

Strategy Rationale

To support one another and to collaboratively plan.

Action Step 1 5

Math teachers will meet to create a common class structure and plan for future meetings.

Person Responsible

Nancy Perry

Schedule

On 8/2/2017

Evidence of Completion

Documentation of the common class structure template.

Action Step 2 5

Based on instructional practices that is observed or documented, training will be provided on site training.

Person Responsible

Nancy Perry

Schedule

Quarterly, from 9/1/2017 to 4/30/2018

Evidence of Completion

The instructional practices in the not only in the math classrooms but also in other classrooms will be positively enhanced after the PD opportunities offered by teachers.

Plan to Monitor Fidelity of Implementation of G2.B8.S1 6

During classroom walk-throughs and monthly math meetings, administrators will monitor class structure.

Person Responsible

Nancy Perry

Schedule

Monthly, from 8/28/2017 to 2/19/2018

Evidence of Completion

Teacher feedback and teacher lesson plans as posted on teacher web pages.

Plan to Monitor Effectiveness of Implementation of G2.B8.S1 7

During monthly meetings, data and feedback will be analyzed to determine effectiveness.

Person Responsible

Nancy Perry

Schedule

Monthly, from 8/28/2017 to 2/19/2018

Evidence of Completion

Classroom walk-through data and teacher feedback.

G3. By the end of the year, there will be an increase in text-based writing; with evidence from all content-areas.

1

 G098982

G3.B1 Lack of teacher knowledge (Unfamiliar with state rubric requirements and how to assess student writing.) 2

 B266508

G3.B1.S1 PEEL Writing Strategy training for Social Studies, Science, and elective teachers. 4

 S282399

Strategy Rationale

To provide teachers with the tools that will help them incorporate the constructing of text-based paragraphs into their curriculum.

Action Step 1 5

Social Studies, Science, and elective teachers will be provided training on the PEEL strategy, specific to their content area, and will have supported planning time to ensure they are correctly incorporating writing into their content area.

Person Responsible

Virkeisha Palmer

Schedule

Monthly, from 8/2/2017 to 8/2/2017

Evidence of Completion

Teachers will submit a sample assignment using the Peel Writing Strategy in their classroom.

Action Step 2 5

Social Studies, ELA, and Reading teachers will be provided additional training for LBQ, DBQ, and State writing. Teachers will be trained and given the opportunity to incorporate these strategies in their lessons.

Person Responsible

Virkeisha Palmer

Schedule

Monthly, from 9/11/2017 to 4/30/2018

Evidence of Completion

Teacher lesson plans, increase in student writing skills; as observed by ELA teachers, and observations.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administrators will monitor the implementation of the PEEL Writing Strategy during classroom walk-throughs and through the monitoring of the teacher's lesson plans as posted on teachers web pages.

Person Responsible

Virkeisha Palmer

Schedule

Monthly, from 8/28/2017 to 4/27/2018

Evidence of Completion

Student work samples and teacher lesson plans.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom walk-throughs will demonstrate increase in teacher knowledge of the PEEL Strategy.

Person Responsible

Virkeisha Palmer

Schedule

On 2/19/2018

Evidence of Completion

Classroom walk-through tally data.

G4. By the end of this school year, teachers will implement several strategies to increase course rigor. 1

 G098983

G4.B1 Implementing rigor with fidelity 2

 B266513

G4.B1.S1 Provide teachers opportunities to observe peers in their classrooms during planning periods.

4

 S282400

Strategy Rationale

So teachers can see modeled instruction from peers.

Action Step 1 5

Provide teachers the opportunity to observe highly effective peers in the classrooms.

Person Responsible

Nancy Perry

Schedule

Monthly, from 9/11/2017 to 5/18/2018

Evidence of Completion

Classroom walk-through observation data

Action Step 2 5

After observing peers, teachers will be able to attend PD based on the observed strategies they would like to implement in their own classroom.

Person Responsible

Nancy Perry

Schedule

Quarterly, from 9/1/2017 to 5/18/2018

Evidence of Completion

The instructional practices in the not only in the classrooms will be positively enhanced after the PD opportunities offered by teachers.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Provide teachers opportunities to observe peers in the classrooms during planning periods.

Person Responsible

Nancy Perry

Schedule

Quarterly, from 9/11/2017 to 5/11/2018

Evidence of Completion

Classroom Walk-throughs

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Will provide teachers with peer modeling of rigor in the classroom.

Person Responsible

Nancy Perry

Schedule

Quarterly, from 9/11/2017 to 5/11/2018

Evidence of Completion

Classroom Walk-through Tally Sheets.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B8.S1.A1  A381085	Math teachers will meet to create a common class structure and plan for future meetings.	Perry, Nancy	8/2/2017	Documentation of the common class structure template.	8/2/2017 one-time
G3.B1.S1.A1  A381087	Social Studies, Science, and elective teachers will be provided training on the PEEL strategy,...	Palmer, Virkeisha	8/2/2017	Teachers will submit a sample assignment using the Peel Writing Strategy in their classroom.	8/2/2017 monthly
G2.MA1  M413747	Classroom walk-through data and feedback.	Perry, Nancy	8/28/2017	Classroom walk-through tally sheets.	2/19/2018 monthly
G3.MA1  M413750	Student writing responses will be monitored.	Palmer, Virkeisha	10/16/2017	Student writing responses.	2/19/2018 quarterly
G2.B8.S1.MA1  M413745	During monthly meetings, data and feedback will be analyzed to determine effectiveness.	Perry, Nancy	8/28/2017	Classroom walk-through data and teacher feedback.	2/19/2018 monthly
G2.B8.S1.MA1  M413746	During classroom walk-throughs and monthly math meetings, administrators will monitor class...	Perry, Nancy	8/28/2017	Teacher feedback and teacher lesson plans as posted on teacher web pages.	2/19/2018 monthly
G3.B1.S1.MA1  M413748	Classroom walk-throughs will demonstrate increase in teacher knowledge of the PEEL Strategy.	Palmer, Virkeisha	10/16/2017	Classroom walk-through tally data.	2/19/2018 one-time
G3.B1.S1.MA1  M413749	Administrators will monitor the implementation of the PEEL Writing Strategy during classroom...	Palmer, Virkeisha	8/28/2017	Student work samples and teacher lesson plans.	4/27/2018 monthly
G1.B1.S1.A2  A381084	Based on discipline data that is observed or documented, training will be provided on site.	Hicks, Kenneth	9/1/2017	Number of reported incidents, administrative walkthroughs, and teacher surveys after completion of PD.	4/30/2018 quarterly
G2.B8.S1.A2  A381086	Based on instructional practices that is observed or documented, training will be provided on site....	Perry, Nancy	9/1/2017	The instructional practices in the not only in the math classrooms but also in other classrooms will be positively enhanced after the PD opportunities offered by teachers.	4/30/2018 quarterly
G3.B1.S1.A2  A381088	Social Studies, ELA, and Reading teachers will be provided additional training for LBQ, DBQ, and...	Palmer, Virkeisha	9/11/2017	Teacher lesson plans, increase in student writing skills; as observed by ELA teachers, and observations.	4/30/2018 monthly
G4.MA1  M413753	Administrators and teachers will monitor progress monitoring data and classroom assessments.	Perry, Nancy	9/11/2017	Classroom assessments and Star360	5/11/2018 monthly
G4.B1.S1.MA1  M413751	Will provide teachers with peer modeling of rigor in the classroom.	Perry, Nancy	9/11/2017	Classroom Walk-through Tally Sheets.	5/11/2018 quarterly
G4.B1.S1.MA1  M413752	Provide teachers opportunities to observe peers in the classrooms during planning periods.	Perry, Nancy	9/11/2017	Classroom Walk-throughs	5/11/2018 quarterly
G4.B1.S1.A1  A381089	Provide teachers the opportunity to observe highly effective peers in the classrooms.	Perry, Nancy	9/11/2017	Classroom walk-through observation data	5/18/2018 monthly
G4.B1.S1.A2  A381090	After observing peers, teachers will be able to attend PD based on the observed strategies they...	Perry, Nancy	9/1/2017	The instructional practices in the not only in the classrooms will be positively enhanced after the PD opportunities offered by teachers.	5/18/2018 quarterly
G1.B1.S1.MA1  M413742	PBS, RTI, ILR, Inschool parental supervisor, ISS	Hicks, Kenneth	8/10/2017	SWMBP	5/25/2018 monthly
G1.B1.S1.MA1  M413743	School behavior team will review data monthly during meetings to see what behavior areas need to be...	Hicks, Kenneth	8/2/2017	Behavior data reports and meeting notes will be printed monthly.	5/29/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1  A381083	Behavior team will meet monthly to discuss and plan professional development opportunities for...	Hicks, Kenneth	8/2/2017	The professional development offered by teachers will be documented by agenda, attendance roster, and handouts.	5/29/2018 quarterly
G1.MA1  M413744	Discipline referral data from Focus	Hicks, Kenneth	9/4/2017	Mr. Hicks will provide a monthly report displaying discipline data for the school for that month and compare it to previous months. Mr. Hicks will also get any other evidence and data from the district coordinator, Jeremy Tompkins, who provides the discipline data for all schools across the district.	6/1/2018 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the end of the year, there will be a decrease in office discipline referrals written.

G1.B1 Teacher buy in to discipline process

G1.B1.S1 Mr. Hicks, Ernest Ward Dean, will meet with faculty prior to school to share schools discipline process and meet with students first week of school during Social Studies classes to explain school's behavior expectations.

PD Opportunity 1

Behavior team will meet monthly to discuss and plan professional development opportunities for faculty/staff/community that is specific to the school wide behavior and disseminate information to faculty, staff, and community stakeholders at a minimum of each nine weeks.

Facilitator

Kenneth Hicks

Participants

School faculty and staff

Schedule

Quarterly, from 8/2/2017 to 5/29/2018

PD Opportunity 2

Based on discipline data that is observed or documented, training will be provided on site.

Facilitator

Kenneth Hicks

Participants

Faculty and Staff

Schedule

Quarterly, from 9/1/2017 to 4/30/2018

G2. By the end of this year, teachers will improve instructional practices by focusing on the class time management in Math.

G2.B8 Structure of Math Classes

G2.B8.S1 Math teachers will meet regularly to discuss class structure.

PD Opportunity 1

Math teachers will meet to create a common class structure and plan for future meetings.

Facilitator

Seth Levins

Participants

Math Teachers

Schedule

On 8/2/2017

PD Opportunity 2

Based on instructional practices that is observed or documented, training will be provided on site training.

Facilitator

Teachers

Participants

Faculty and Staff

Schedule

Quarterly, from 9/1/2017 to 4/30/2018

G3. By the end of the year, there will be an increase in text-based writing; with evidence from all content-areas.

G3.B1 Lack of teacher knowledge (Unfamiliar with state rubric requirements and how to assess student writing.)

G3.B1.S1 PEEL Writing Strategy training for Social Studies, Science, and elective teachers.

PD Opportunity 1

Social Studies, Science, and elective teachers will be provided training on the PEEL strategy, specific to their content area, and will have supported planning time to ensure they are correctly incorporating writing into their content area.

Facilitator

Somer Bridges and ELA/Reading Teachers

Participants

Social Studies, Science, and Elective teachers

Schedule

Monthly, from 8/2/2017 to 8/2/2017

PD Opportunity 2

Social Studies, ELA, and Reading teachers will be provided additional training for LBQ, DBQ, and State writing. Teachers will be trained and given the opportunity to incorporate these strategies in their lessons.

Facilitator

Social Studies, ELA, Reading, and District Teachers

Participants

Social Studies, ELA, and Reading teachers

Schedule

Monthly, from 9/11/2017 to 4/30/2018

G4. By the end of this school year, teachers will implement several strategies to increase course rigor.

G4.B1 Implementing rigor with fidelity

G4.B1.S1 Provide teachers opportunities to observe peers in their classrooms during planning periods.

PD Opportunity 1

Provide teachers the opportunity to observe highly effective peers in the classrooms.

Facilitator

Teacher Leaders

Participants

Provide teachers to observe peers in the classrooms during planning periods.

Schedule

Monthly, from 9/11/2017 to 5/18/2018

PD Opportunity 2

After observing peers, teachers will be able to attend PD based on the observed strategies they would like to implement in their own classroom.

Facilitator

Teacher Leaders

Participants

Faculty and staff

Schedule

Quarterly, from 9/1/2017 to 5/18/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Behavior team will meet monthly to discuss and plan professional development opportunities for faculty/staff/community that is specific to the school wide behavior and disseminate information to faculty, staff, and community stakeholders at a minimum of each nine weeks.				\$0.00
2	G1.B1.S1.A2	Based on discipline data that is observed or documented, training will be provided on site.				\$1,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3374	140-Substitute Teachers	0541 - Ernest Ward Middle School	Other		\$1,000.00
	3374	120-Classroom Teachers	0541 - Ernest Ward Middle School	Other		\$300.00
3	G2.B8.S1.A1	Math teachers will meet to create a common class structure and plan for future meetings.				\$0.00
4	G2.B8.S1.A2	Based on instructional practices that is observed or documented, training will be provided on site training.				\$2,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3374	120-Classroom Teachers	0541 - Ernest Ward Middle School	Other		\$500.00
	3374	140-Substitute Teachers	0541 - Ernest Ward Middle School	Other		\$2,000.00
	3374	510-Supplies	0541 - Ernest Ward Middle School	Other		\$300.00
		Notes: Supplies PD				
5	G3.B1.S1.A1	Social Studies, Science, and elective teachers will be provided training on the PEEL strategy, specific to their content area, and will have supported planning time to ensure they are correctly incorporating writing into their content area.				\$2,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3374	120-Classroom Teachers	0541 - Ernest Ward Middle School			\$500.00
	3374	510-Supplies	0541 - Ernest Ward Middle School			\$300.00
	3374	140-Substitute Teachers	0541 - Ernest Ward Middle School	Other		\$2,000.00
6	G3.B1.S1.A2	Social Studies, ELA, and Reading teachers will be provided additional training for LBQ, DBQ, and State writing. Teachers will be trained and given the opportunity to incorporate these strategies in their lessons.				\$900.00

Escambia - 0541 - Ernest Ward Middle School - 2017-18 SIP
Ernest Ward Middle School

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3374	120-Classroom Teachers	0541 - Ernest Ward Middle School	Other		\$300.00
	3374	140-Substitute Teachers	0541 - Ernest Ward Middle School	Other		\$500.00
	3374	510-Supplies	0541 - Ernest Ward Middle School	Other		\$100.00
7	G4.B1.S1.A1	Provide teachers the opportunity to observe highly effective peers in the classrooms.				\$0.00
8	G4.B1.S1.A2	After observing peers, teachers will be able to attend PD based on the observed strategies they would like to implement in their own classroom.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3374	120-Classroom Teachers	0541 - Ernest Ward Middle School	Other		\$500.00
	3374	140-Substitute Teachers	0541 - Ernest Ward Middle School	Other		\$2,000.00
	3374	510-Supplies	0541 - Ernest Ward Middle School	Other		\$500.00
			<i>Notes: Supplies for Professional Developent</i>			
					Total:	\$10,800.00