

Escambia County School District

Ransom Middle School



2017-18 Schoolwide Improvement Plan

Ransom Middle School

1000 W KINGSFIELD RD, Cantonment, FL 32533

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File) Middle School 6-8	2016-17 Title I School Yes	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 50%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 26%

School Grades History

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

**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 Ransom 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.

The mission of Ransom Middle School is to lead students to their fullest social, emotional, and academic potential by using a Multi-Tiered System of Supports to educate, guide, inspire, and prepare each and every student to become a productive, engaged, and cooperative member of society.

b. Provide the school's vision statement.

To create a school environment where parents want to send their children, students want to learn, teachers want to teach and employees want to work.

2. School Environment

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

At Ransom Middle School we make building relationships a clear priority. We identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. We assure all teachers participate in the process of discussing climate guidelines along with their behavioral expectations on a regular basis.

At Ransom the start of the day is called Advisory. This is a 16 minute period designed to build relationships with students and families. The student will have the same advisory teacher all three years at middle school.

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

Every member of Ransom's faculty and staff is committed to maintaining a safe environment where students feel secure as well as respected. Before and after drop off and pick up is attended by adequate adult staff until the last student is picked up. All students meet their school counselor and or full time Military Life counselor during the first few weeks of school. Students are introduced to various adjunct social services that are available to them. A "Strong Box" program throughout the school offers students a confidential avenue to submit written concerns and make requests for personal help. Regular drills are conducted to maintain protocol for school-wide safety concerns. The district web site has an anonymous reporting tool that all students are made aware of.

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.

Ransom Middle School is a Positive Behavior Support school and we track referrals through FOCUS and RTI B. This allows us to track the types of incidents that are occurring. The dean inputs each referral into both programs and is able print the data for each school-wide behavior meeting. At each meeting the behavior team analyzes the data and develops ways to improve on student behavior and discipline. The data is shared with the faculty and staff through emails and faculty meetings. Our PBS Handbook details the procedures for our behavioral expectations and procedures for disciplinary

incidents. The behavior expectations are reviewed every morning during homeroom through student led skits made using our multi-media class during research. The dean has made a video discussing the Student's Right and Responsibilities handbook, as well as, Ransom's school-wide expectations to be aired regularly. This video is also shown to new students who register throughout the year. Ransom Middle School has purchased The Journal of Positive Behavior, print and electronic, which offers sound researched-based principles of positive behavior.

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.

Students at Ransom Middle receive services from school counselors that loop with them throughout their middle school years. Additionally, students can be seen by the District School Psychologist, counselors from Lakeview Center, Children's Home Society, Currie House, Department of Children and Families, and MFLC (Military Family Life Counselor). Ransom also works with the Resiliency Increasing Skills and Education (RISE) program which provides individual, group, and family support as well as academic assistance. Ransom students have a peer program to support new students, we have in place a student led anti-bullying program through Informed Families, and peer mentoring for homework help through SLT. Students can apply for scholarships through Pensacola State College and Take Stock in Children. Ransom also offers a wide variety of clubs, activities, and sports that foster healthy emotional, physical and social development in a safe age appropriate environment.

(From BPIE) All special education teachers are collaborative members of the gen. ed. curriculum team.

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)(iii)(III).

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

Ransom's Early Warning System (EWS) relies on readily available data to predict which students are at risk for retention or have a high risk of dropping out. The school leadership team meets regularly to review student data to ensure that the students are on track according to the district's middle school progression plan.

The goal of the leadership team is to identify students who exhibit and of the following early warning indicators:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	50	61	51	0	0	0	0	162
One or more suspensions	0	0	0	0	0	0	10	32	54	0	0	0	0	96
Course failure in ELA or Math	0	0	0	0	0	0	46	65	98	0	0	0	0	209
Level 1 on statewide assessment	0	0	0	0	0	0	123	130	143	0	0	0	0	396

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	42	73	88	0	0	0	0	203

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?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

We have strong parental involvement with our student clubs and organizations. Parents actively support and chaperon various activities and functions at Ransom Middle School. We have a diverse population of parent and grandparent volunteers whose participation is essential to many of our student activities. We are actively facilitating collaboration between our volunteers and our groups using digital media. All parents and members of the community have access to the SIP and our school's mission and vision statements.

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.

Ransom Middle school is viewed as an asset to our local community. We have adopted a posture of branding all communications, activities and media with a consistent logo, format and message that reiterates our Mission and Vision. As we look at local business, that are used, supported and locally owned by Ransom families, partnerships have been a natural outflow.

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
Brummet, Brent	Principal
Ames, Sandra	Assistant Principal
Baxter, Barbara	Teacher, K-12
Brown, Terry	Teacher, K-12
Kendrick, Holly	Teacher, K-12
McCants, Felicia	Instructional Coach
O'Neal, Nancy	Teacher, K-12
Bechtel, Carmela	School Counselor
Bonnor, Sarah	School Counselor
Potter, Karen	Teacher, K-12
Jackson, Josh	Dean
McConnell, Cathy	Teacher, K-12
Imhof, Kristy	Teacher, K-12

b. Duties

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

The Principal and Assistant Principals will facilitate and coordinate the decision-making to ensure that the school is properly implementing the MTSS and determining the needs of the staff and students. The principal will also communicate with the parents and community. The School Counselors, Department Chairs, and Intervention Specialist will work with regular education and special education teachers to help adjust the classroom setting demands and provide interventions to increase success. They will also collaborate, problem solve, share effective strategies, evaluate and make decisions about implementation of interventions. The School Psychologist will participate in the collection and interpretation of Tier 3 data and make suggestions of additional strategies before formal evaluation.

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.

The Principal and Assistant Principals will serve as the facilitators of the MTSS team and will meet monthly with the team members, or more frequently if needed, to address specific student needs. Each of the team members will meet with the department chairs for each core subject at least one time a month and discuss progress, problems, and interventions utilized. The Principal and Assistant Principals will also meet monthly with the instructional team members to discuss how the teams are performing and what instructional issues are arising from their weekly team planning sessions. These meetings will focus on continuing staff development needs designed to meet student academic needs. The School Counselors and Intervention Specialist will meet with the teams to discuss individual students and the progress or lack of progress of the students.

Ransom MS is not a Title 1 school. Services provided for Migrant children are provided by the district level Title 1 office. Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title 1 office. Professional development is offered at both the school and district level. Services for English Language Learners 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 the teaching certificate. 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 free and appropriate education. The program is overseen by the District Title 1 office. The school offers a non-violence and anti-drug programs 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 schools behavior program, we provide training for faculty, staff, and students regarding bullying. The Jeffery Johnson Stand Up for All Students Act, required our school district to adopt an official policy prohibiting bully and harassment of students and staff on school grounds, at school sponsored events, and through school computer networks. In addition, beginning the 2012-2013 School Year, our district launched the "Bullying Reporting" website where bullies may be reported anonymously.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Brent Brummet	Principal
Sarah Bonner	Teacher
Barb Baxter	Teacher
Lori Jonson	Parent
Christine Mills	Parent
Theresa Mosley	Teacher
James Bryan	Parent
Melissa Hollowy	Teacher
April Coleman	Parent
Barry Rodger	Business/Community
Tina Ross	Parent
Annabella Pittman	Teacher
Tina Melder	Parent
Tina Ross	Parent
	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

The SAC reviews the data and instructional goals at the end of each school year. The majority of their development input is for the Parent Involvement piece of the SIP.

b. Development of this school improvement plan

Initially, the SAC is presented with a rough draft of the SIP and the SAC is asked to give input on goals and initiatives for the upcoming year. The principal will review the input and discuss with the SAC.

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

N/A

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

N/A

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
Brummet, Brent	Principal
Ames, Sandra	Assistant Principal
Potter, Karen	Teacher, K-12
Kendrick, Holly	Teacher, K-12
Jackson, Josh	Assistant Principal
Bonnor, Sarah	School Counselor
Bechtel, Carmela	School Counselor
Johnsom, Lori	

b. Duties

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

The Reading Leadership Team will:

- Engage in regular, ongoing, literacy professional development
- Participate in Professional Learning Communities and Study Groups
- Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs
- Implement the Comprehensive Core Reading Programs or Comprehensive Intensive Reading Programs and scientifically based reading instruction and strategies with fidelity
- Participate in ongoing literacy dialogues with peers
- Create and share activities designed to promote literacy
- Support and participate in classroom research
- Support and participate in classroom demonstrations and modeling of research-based reading strategies
- Mentor other teachers and present staff development
- Reflect on practice to improve instruction

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 and an additional planning during the school day which are essential components to building a positive collegial environment. Groupwise is outstanding for individual communication, selected group communication and keeping a school-wide calendar. Our principal sends out a weekly update to all faculty and staff, Groupwise calendars equip teachers to schedule time for faculty meetings, department head meetings, School Leadership meetings, IEP meetings, and meetings with parents. 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. Time is set aside monthly for department to meet , discuss data, and plan for future instruction.

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

1. Our first strategy is to hire in-field teachers. School administration will be responsible.
2. Teachers who are new to the profession are assigned a consulting teacher and are entered into the district START program. District START program will be responsible.
3. Escambia County School District offers all teachers a competitive benefits package that includes health, dental, and vision insurance at a reasonable cost to the employee. Ransom Middle School makes teachers aware of benefits that teachers have available to them. School administration will be responsible.
4. Teachers who are new to Ransom Middle School are assigned a "mentor" to help guide them through the first year. Mentors are highly skilled, veteran teachers from Ransom Middle School. New teachers are given an orientation to the school on the first day that they report to work. School administration will be responsible.

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

The mentor will begin mentoring activities by familiarizing the mentee with the school facility (during pre-school when possible). This will include introducing the beginning teacher with faculty, staff and other school personnel and discuss school policies (dress code, student and teacher absences, procedures for inclement weather/emergency drills). The mentor will demonstrate and discuss the use of FCAT Star and familiarize the beginning teacher with the Florida Standards. The mentor will assist with the location and selection of instructional materials, the creation of a Substitute Teacher Folder, the development of classroom behavior management plans (rules and procedures), and with lesson planning and pacing. The mentor will demonstrate and discuss the use of computerized grading system and all other technology programs used throughout the school. The mentor will assist with the development of the Individual Professional Development Plan (IPDP) and clarify the Escambia Teacher Appraisal System (ETAS) and formal observation procedures. The mentor and mentee will be responsible for ensuring that all ECSD policy and procedures are followed and discuss evidence based strategies to meet the needs of the mentee as they arise. The Mentor and mentee will be assigned by the content area that they teach.

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.

The master schedule has been designed to provide consistent time for teachers to meet by common content. All teachers are certified in their subject area and are updated on their subject area standards during pre-school in-services. Department chairs ensure that resources are available to assist teachers with developing lesson plans that are aligned to Florida's standards. Our school creates ongoing learning opportunities for teachers to discuss and collaborate on the Florida Standards. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

All teachers post the standard (FSA, FCAT or other) and the objective for the day in their classroom. Teachers collaborate by subject area to ensure instruction is standard based.

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.

MTSS integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. Ransom Middle School's MTSS data team reviews student data to ensure all students are making learning gains. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists.

Ongoing student assessment and screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. Ransom Middle School utilizes Discovery Ed, a diagnostic assessment, to ensure each student is receiving appropriate instruction and interventions if needed. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.

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

Teachers collaborate during in-service and professional development meetings on a monthly basis. Department chairs meet monthly to discuss student data and assist in the planning of their content area instruction and curriculum.

Strategy Rationale

To ensure teachers have a scheduled professional development and collaboration time.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Brummet, Brent, bbrummet@ecsdfl.us

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

Student performance data will be used to help determine the effectiveness of curriculum and instruction.

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.

Ransom Middle School counselors visit the elementary schools to help register upcoming 6th graders and offer guidance for class selection. Grades and assessments are analyzed to insure proper core

class placement. We offer orientation during the week prior to the start of school in order to allow new middle school to support a smooth transition. Our guidance department is vigilant in sending, receiving, reviewing, and keeping cumulative folders up to date. The 6th grade counselor visits with sixth grade classroom the first week of school to set expectations and answer questions. The 8th grade counselor does high school registration for our out going students and offers advice on career and academy choices. The Guidance Department arranges on campus meetings for local high schools to highlight offerings such as, the IB programs, Career Academies, and West Florida Tech.

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.

Courses are determined by student test scores, teacher recommendation, and parental input. We offer advanced courses on each grade level and students are given the opportunity to explore career and technical courses throughout their middle school years. We also offer a plan for math acceleration for all students.

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

Our Photoshop class offers certification to students. We are offering a high school level technology course to our 8th grade students. Students can receive industry certification through this course.

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

Electives for students include:

Agriculture
Technology and Shop
Design and Fashion
Photo Shop
TV Production
Health Occupations

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.

NA

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.

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.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase Student Engagement
- G2.** To increase student instructional time during the school day.

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. Increase Student Engagement 1a

G099042

Targets Supported 1b

Indicator	Annual Target
Math Gains	55.0
ELA/Reading Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Student Attendance
- Lack of time/funds for common planning and in services/district training

Resources Available to Help Reduce or Eliminate the Barriers 2

- Stability of Instructional Staff
- Good Parent Support in all areas
- District Curriculum Specialists/Support from Curriculum and Instruction

Plan to Monitor Progress Toward G1. 8

Evidence of active student engagement

Person Responsible

Brent Brummet

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher observation results.

G2. To increase student instructional time during the school day. 1a

G099043

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	8.0
One or More Suspensions	5.0

Targeted Barriers to Achieving the Goal 3

- Truancy, tardies, and suspensions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Ransom MS is a Positive Behavior Support school with a strong leadership team, parental support, stability of staff, and a good parent support system.

Plan to Monitor Progress Toward G2. 8

Weekly absentee reports will be generated by Ransom's data specialist.

Person Responsible

Brent Brummet

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

The percentage of student absences will drop.

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. Increase Student Engagement **1**

 G099042

G1.B1 Student Attendance **2**

 B266659

G1.B1.S1 We are continuing to use an attendance clerk to assist with tracking student attendance. We are contacting parents to encourage student attendance. **4**

 S282554

Strategy Rationale

There is direct correlation between student attendance and student performance.

Action Step 1 **5**

We will hire a 5 hour attendance clerk

Person Responsible

Brent Brummet

Schedule

Evidence of Completion

Student attendance data will improve.

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

We will review individual student attendance and the quality of teacher attendance data

Person Responsible

Brent Brummet

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

We will see an improvement in student attendance.

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

We will view and correct teacher attendance daily.

Person Responsible

Brent Brummet

Schedule

Evidence of Completion

The number of attendance report issues will remain under 10.

G1.B4 Lack of time/funds for common planning and in services/district training **2**

 B266662

G1.B4.S2 Solicit training from the District Professional Development Office. **4**

 S282556

Strategy Rationale

The purpose of Professional Learning is to assess needs and establish procedures, practices and training activities to assure that all employees possess the skills and knowledge to fully achieve the District Aims.

Action Step 1 **5**

Obtain Professional Development offerings in the area of Whole Brain Learning, Kagan strategies, and other evidence based strategies. Teachers need common plan time and content area training during inservice days. Make district workshops more accessible and provide funding for substitute teachers.

Person Responsible

Brent Brummet

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Scheduled teacher training throughout the school year.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 **6**

Scheduled professional development with the districts Professional Learning Department to assess needs and establish procedures, practices and training activities to assure that all employees possess the skills and knowledge to fully achieve the District Aims.

Person Responsible

Brent Brummet

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Increased learning and engagement of students and in-service points and attendance for teachers.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Evidence of student engagement.

Person Responsible

Brent Brummet

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Classroom Walk-throughs and observations.

G2. To increase student instructional time during the school day. 1

G099043

G2.B1 Truancy, tardies, and suspensions. 2

B266663

G2.B1.S1 Provide mentoring and tutoring opportunities for all students, incentives for good attendance and behavior, and collaboration with the districts and community agencies. Schedule regular attendance child study meetings following the district guidelines. Students can earn Tiger Bucks for maintaining good attendance and behavior. 4

S282557

Strategy Rationale

To ensure that all students have opportunities to learn. Students are more likely to succeed in academics when they attend school consistently.

Action Step 1 5

Design and implement increased opportunities for mentoring and tutoring.

Person Responsible

Brent Brummet

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Increased attendance among our middle school students.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Early identification of students who are frequently absent.

Person Responsible

Brent Brummet

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Increased attendance.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Individual student attendance reports.

Person Responsible

Brent Brummet

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Less instructional time will be missed resulting in more academic success among our students.

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					
G1.B1.S1.MA1 M414097	We will view and correct teacher attendance daily.	Brummet, Brent	8/10/2017	The number of attendance report issues will remain under 10.	No End Date daily
G1.B1.S1.A1 A381248	We will hire a 5 hour attendance clerk	Brummet, Brent	8/10/2017	Student attendance data will improve.	No End Date one-time
G1.MA1 M414103	Evidence of active student engagement	Brummet, Brent	8/10/2017	Teacher observation results.	5/23/2018 weekly
G2.MA1 M414106	Weekly absentee reports will be generated by Ransom's data specialist.	Brummet, Brent	8/10/2017	The percentage of student absences will drop.	5/23/2018 weekly
G2.B1.S1.MA1 M414104	Individual student attendance reports.	Brummet, Brent	8/10/2017	Less instructional time will be missed resulting in more academic success among our students.	5/23/2018 weekly
G2.B1.S1.MA1 M414105	Early identification of students who are frequently absent.	Brummet, Brent	8/10/2017	Increased attendance.	5/23/2018 weekly
G2.B1.S1.A1 A381250	Design and implement increased opportunities for mentoring and tutoring.	Brummet, Brent	8/10/2017	Increased attendance among our middle school students.	5/23/2018 weekly
G1.B4.S2.MA1 M414101	Evidence of student engagement.	Brummet, Brent	8/10/2017	Classroom Walk-throughs and observations.	5/23/2018 weekly
G1.B4.S2.MA1 M414102	Scheduled professional development with the districts Professional Learning Department to assess...	Brummet, Brent	8/10/2017	Increased learning and engagement of students and in-service points and attendance for teachers.	5/23/2018 monthly
G1.B1.S1.MA1 M414098	We will review individual student attendance and the quality of teacher attendance data	Brummet, Brent	8/10/2017	We will see an improvement in student attendance.	5/24/2018 daily
G1.B4.S2.A1 A381249	Obtain Professional Development offerings in the area of Whole Brain Learning, Kagan strategies,...	Brummet, Brent	8/10/2017	Scheduled teacher training throughout the school year.	5/24/2018 monthly

V. Professional Development Opportunities

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

G1. Increase Student Engagement

G1.B4 Lack of time/funds for common planning and in services/district training

G1.B4.S2 Solicit training from the District Professional Development Office.

PD Opportunity 1

Obtain Professional Development offerings in the area of Whole Brain Learning, Kagan strategies, and other evidence based strategies. Teachers need common plan time and content area training during inservice days. Make district workshops more accessible and provide funding for substitute teachers.

Facilitator

Office of Professional Learning/Administration/District Level Staff

Participants

All faculty

Schedule

Monthly, from 8/10/2017 to 5/24/2018

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	We will hire a 5 hour attendance clerk				\$22,304.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7300	160-Other Support Personnel	0221 - Ransom Middle School	School Improvement Funds		\$22,304.00
2	G1.B4.S2.A1	Obtain Professional Development offerings in the area of Whole Brain Learning, Kagan strategies, and other evidence based strategies. Teachers need common plan time and content area training during inservice days. Make district workshops more accessible and provide funding for substitute teachers.				\$0.00
3	G2.B1.S1.A1	Design and implement increased opportunities for mentoring and tutoring.				\$0.00
					Total:	\$22,304.00