



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Ernest Ward Middle School

7650 HIGHWAY 97

Walnut Hill, FL 32568

850-327-4283

[www.escambia.k12.fl.us](http://www.escambia.k12.fl.us)

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 66%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 23%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> A
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## SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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.

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### **Part I: Current School Status**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

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### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

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### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

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### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

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### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Ernest Ward Middle School

##### Principal

Nancy Perry

##### School Advisory Council chair

Melaine Dees

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Nancy Perry	Principal
Wimberly Murphy	Assistant Principal
Renee' Wilkins	ELA Teacher
Robin McCall	Math Teacher
Dee Hendrix	Reading Teacher
Sherri Stallworth	Media Specialist

#### District-Level Information

##### District

Escambia

##### Superintendent

Mr. Malcolm Thomas

##### Date of school board approval of SIP

10/15/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Melanie Dees - Chair Person

Charity -Co-Chair Person

Charity - Secretary

Donna McCall - Treasurer

William Reynold - Community Relations

Teacher 1 Elected by teachers

Teacher 2 elected by teachers

**Involvement of the SAC in the development of the SIP**

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.

**Activities of the SAC for the upcoming school year**

Review of 2012 - 2013 School Grade and AYP data;  
Review of SAC committee roles and responsibilities;  
Review of School Improvement Plan for 2013 - 2014 school year;  
Review of Title 1 budget and how it aligns with the School Improvement Plan;  
Review of Parent Involvement Plan;  
School Needs Assessment and helping in planning the upcoming new Ernest Ward Middle School.

**Projected use of school improvement funds, including the amount allocated to each project**

No funds

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

N/A

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**



**Instructional Coach Information:****Kelly Aeppli-Campbell**

Part-time / District-based

Years as Coach: 1

Years at Current School: 1

**Areas**

Reading/Literacy

**Credentials**

District Reading and Language Arts Specialist

**Performance Record**

N/A

**Classroom Teachers****# of classroom teachers**

27

**# receiving effective rating or higher**

23, 85%

**# Highly Qualified Teachers**

100%

**# certified in-field**

27, 100%

**# ESOL endorsed**

6, 22%

**# reading endorsed**

8, 30%

**# with advanced degrees**

10, 37%

**# National Board Certified**

0, 0%

**# first-year teachers**

1, 4%

**# with 1-5 years of experience**

12, 44%

**# with 6-14 years of experience**

6, 22%

**# with 15 or more years of experience**

8, 30%

**Education Paraprofessionals****# of paraprofessionals**

5

**# Highly Qualified**

5, 100%

## Other Instructional Personnel

### # of instructional personnel not captured in the sections above

0

### # receiving effective rating or higher

(not entered because basis is < 10)

## Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Rounding and Classroom Observations Principal, and District Level Support Staff (Area Specialist) On-going throughout the 2012-2013 school year
- 2 Monthly meetings of new teachers with Principal -Principal On-going N/A 3
3. 30-and 90-Day Meetings with new staff members to gauge their school year and assist with issues that might have arisen during the start of the school year Principal The first 30 and 90 days
- 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. TBA August 14, 2013 & ongoing as needed
7. Fred Jones Tools for Teaching Implemented by all teachers Gayle Hanks/Wimberly Murphy Trained Ongoing
- 8 Kagan Training for all teacher Kagan April 2012 & ongoing.
- 9 Danielson Framework Training, PD360, E3 training Nancy Perry, Principal Wimberly Murphy, Assistant Principal Renee' Wilkins, teacher, Dee Hendrix, teacher August 2013 & ongoing

## Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Somer Bridges -Holly McMorris Mrs. McMorris is transferring from another school and will teach Math which is the same subjects she taught at her previous school. Mrs. Bridges is the 8th Grade team leader and is next door to Mrs. McMorris 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 walkthroughs. Glenda Bell Mrs. Bell is a Reading teacher with excellent discipline and FCAT results. 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 walkthroughs. Mrs. Grant was hired in January 2012 and is science department will mentor Abby DeSa. Teacher Mrs. McCall -Schoolbased "buddy" mentor -Start Program Teacher Robin McCall -Schoolbased "buddy" mentor Abby DeSa as a beginning teacher in Science. She entered and will continue the START program this year. She is provided a START teacher by the district that pairs a veteran teacher with a beginning teacher.

Mrs. McCall has been teaching Math for 18 years at Ernest Ward Middle School.

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

year. This program will provide 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 walkthroughs.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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; facilitates development of intervention plans; and provides support for intervention fidelity and documentation.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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. Select General Education Teachers (Reading, Math, and Science teachers) Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

General Education Teachers (Reading, Math, and Science teachers) Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Progress monitoring plans are created for individual students by Reading, Math, Science, and ESE Teachers.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers CIM team develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention

approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides 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. School

Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community.

Speech Teacher: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of the student’s needs with respect to language.

Grade level leaders: ensure completion of online progress monitoring forms. Teachers of identified students ensure that strategies noted on progress monitoring plans are carried out. Progress in each class is noted on online PMP forms at the end of each nine weeks.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

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 Rtl, assists in scheduling students in Rtl classes and communicates with parents regarding school-based Rtl 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; facilitates development of intervention plans; and provides support for intervention fidelity and documentation.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline data: Discovery Ed data and bench mark assessment, Assessment and Information Management System (AIMS web), Florida Comprehensive Assessment Test (FCAT) Progress Monitoring: PMRN, AIMS web Midyear: Discovery Ed data and bench mark assessment, Diagnostic Assessment for Reading (DAR), SREB (MDC and LDC).

End of year: Discovery Ed data and bench mark assessment, Diagnostic Assessment for Reading (DAR), SREB (MDC and LDC), AIMS web, FCAT Midyear: 9 week/semester exams Civics, Algebra, and Information Technology classes.

Frequency of Data Days: Once a month of data analysis, quarterly data discussions using Discovery Ed and MDC and LDC. Lower quartile reviewed monthly by each teacher/team/department

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The school literacy leadership team (LLT) will do training through grade level meetings, department meetings, faculty meetings, Discovery Ed, Common Core Training, MDC, LDC, and other small group training sessions. The goal of the LLT is for every teacher at Ernest Ward Middle School to take part in teaching Reading, Writing, Math, and Science. The LLT will also conduct at least two parent involvement after school activities. .

## **Literacy Leadership Team (LLT)**

### **Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Nancy Perry	Principal
Wimberly Murphy	Assistant Principal
Robin McCall	Teacher (Math)
Dee Hendrix	Teacher (ESE and Reading)
Renee Wilkins	Teacher (ELA)
Sherri Stallworth	Media Specialist
Kelly Aeppli-Campbell	Specialist K-12 ELA and Instruction Coach for Ernest Ward

### **How the school-based LLT functions**

The Literacy Leadership Team is a collaborative system that promotes and encourages a literate climate to support effective teaching and enhances learning for all students through Common Core training, monthly data discussions, classroom support, and MDC, LDC training.

The Literacy Leadership Team is supported by administration and functions to create capacity of reading knowledge within the school building with collaborate efforts in every subject area. The LLT involves every teacher at the school in the teaching of reading, writing, math, across the curriculum. The LLT will meet with small groups of teachers through grade level meetings, department/subject area meetings, CIM meetings, faculty meetings, Common Core trainings, MDC/LDC training, Discovery Ed data discussions. In the meetings teachers will learn strategies to teach reading and writing through all subjects. The LLT will also conduct at least two parent involvement activities. One of these will be in the fall and the other will be the spring.

### **Major initiatives of the LLT**

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

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

Kagan coaching will be provided to our faculty in 2013. We have done Kagan training and/or coaching for the past two years. Therefore, all teachers will implement Kagan Cooperative Learning strategies across the curriculum.

Discovery Ed used to help determine classroom needs and individual students needs to help increase their performance in the classroom and on the FCAT and to infuse common core in all subjects.

MDC/LDC will be used in all classrooms this year to help increase performance in the classroom and on the FCAT and to infuse common core in all subjects.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

On a monthly basis professional development will be presented that will build the knowledge base for every teacher in every content area. Classroom visits and/or classroom walk throughs to ensure that teachers are utilizing the strategies to strengthen reading skills in all content areas. Instructional focus calendars will be used in reading and social studies that will be aligned with NGSS Florida Sunshine State Standards and Common Core Standards in reading. Discovery Ed will be used to determine the areas in need of improvement and help drive the curriculum and DI. FCAT Achieves will be provided to every student. The Language Arts and Reading teachers will conduct cross-curricular meetings to develop strategies to ensure reading is taught by every teacher. The Reading teachers and other Literacy Team members will do training through grade level meetings, department meetings, faculty meetings, and other small group training sessions. Mrs. Johnson, Reading teacher conducts a school-wide book club for all/any students. All teachers are encouraged to attend the CRISS training for their subject which includes reading techniques for each subject area. Kagan strategies will be used by the faculty and coaching support will be provided. This will be the third year we have provided Kagan training and/or coaching. Therefore, all teachers will implement Kagan Cooperative Learning strategies across the curriculum. Common Core training provided by Kelly Aeppli-Campbell, District Specialist K-12 LEA and Instructional Coach for Ernest Ward to all teachers. The training will consist of using the Common Core in every classroom, close readings, text complexity, academic vocabulary, etc.

Mathematics Design Collaborative (MDC) will provide mathematics teachers with ongoing, high-quality professional development that focuses on both content and process and Literacy Design Collaborative (LDC) will provide all teachers a systematic framework for developing reading, writing, and thinking skills across academic disciplines.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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.

**Strategies for improving student readiness for the public postsecondary level**

N/A

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	51%	No	69%
American Indian				
Asian				
Black/African American	46%	23%	No	51%
Hispanic				
White	71%	58%	No	74%
English language learners				
Students with disabilities	37%	23%	No	43%
Economically disadvantaged	60%	44%	No	64%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	129	23%	25%
Students scoring at or above Achievement Level 4	101	22%	24%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	271	60%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	80	71%	71%

### Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	32	20%	25%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	54	35%	40%

### Area 3: Mathematics

#### Elementary and Middle School Mathematics

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	49%	No	71%
American Indian				
Asian				
Black/African American	47%	50%	Yes	52%
Hispanic				
White	75%	21%	No	78%
English language learners				
Students with disabilities	41%	18%	No	47%
Economically disadvantaged	59%	40%	No	63%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	123	27%	29%
Students scoring at or above Achievement Level 4	92	20%	25%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	227	50%	53%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	48	42%	51%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	42	40%	75%
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		0%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	53%	54%
Students scoring at or above Achievement Level 4	17	45%	50%

**Area 4: Science****Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	33	21%	25%
Students scoring at or above Achievement Level 4	40	25%	27%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	1	100%	2%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	403	88%	89%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	54	14%	15%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	45	11%	12%
Passing rate (%) for students who take CTE industry certification exams		35%	78%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1	100%	100%

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	120	26%	25%
Students who fail a mathematics course	57	12%	10%
Students who fail an English Language Arts course	24	5%	5%
Students who fail two or more courses in any subject	50	11%	10%
Students who receive two or more behavior referrals	58	13%	12%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	53	11%	10%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

To increase the number of parent involvements opportunities at EWMS by one.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Book Fair	1	1%	2%
Registration	1	1%	2%
Food For America	1	1%	2%
FCAT testing proctors	2	2%	3%
Clubs and Sports	10	10%	11%

## Goals Summary

**G1.** Increased student engagement

## Goals Detail

### G1. Increased student engagement

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE

#### Resources Available to Support the Goal

- Professional Development
- Classroom Walk Throughs
- Rounding in classrooms

#### Targeted Barriers to Achieving the Goal

- No time for teacher training

## Plan to Monitor Progress Toward the Goal

Classroom Walk throughs, observations, rounding

**Person or Persons Responsible**

Principal, AP, District Staff

**Target Dates or Schedule:**

After planned learn days, in-service offerings

**Evidence of Completion:**

Increased student engagement observed in classroom, higher Discovery Ed data, higher FCAT scores, increased learning gains in areas of reading and math.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. Increased student engagement

#### G1.B2 No time for teacher training

##### G1.B2.S1 Professional Development alternative times and days of offerings

#### Action Step 1

Professional Development - Visible Learning

#### Person or Persons Responsible

Office of Professional Learning, District level subject area specialist, teacher/faculty leaders

#### Target Dates or Schedule

After school and optional Saturday Professional Development opportunities

#### Evidence of Completion

Rosters of teachers who attended training

#### Facilitator:

Dr. Owen professional learning staff, subject area/district specialist, teacher/faculty leaders

#### Participants:

All Core classroom teachers, Literacy team members, and CTE teachers

## **Action Step 2**

Professional Development - Whole Brain Learning

### **Person or Persons Responsible**

Office of Professional Learning, District level subject area specialist, teacher/faculty leaders

### **Target Dates or Schedule**

After school and optional Saturday Professional Development opportunities

### **Evidence of Completion**

Rosters of teachers who attended training

### **Facilitator:**

Dr. Owen professional learning staff, subject area/district specialist, teacher/faculty leaders

### **Participants:**

Rosters of teachers who attended training

## **Action Step 3**

Professional Development - Discovery Education

### **Person or Persons Responsible**

Office of Professional Learning, District level subject area specialist, teacher/faculty leaders

### **Target Dates or Schedule**

After school and optional Saturday Professional Development opportunities

### **Evidence of Completion**

Rosters of teachers who attended training

### **Facilitator:**

Dr. Owen professional learning staff, subject area/district specialist, teacher/faculty leaders

### **Participants:**

Rosters of teachers who attended training

#### **Action Step 4**

Mathematics Design Collaborative (MDC) and Literacy Design Collaborative

##### **Person or Persons Responsible**

SREB (Southern Region Education Board)

##### **Target Dates or Schedule**

before and after school Professional Development opportunities.

##### **Evidence of Completion**

Rosters of teachers who attend training.

##### **Facilitator:**

SREB (Southern Region Education Board)

##### **Participants:**

All teachers (Rosters of teachers who attend training)

#### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Attendance at training, confirm staff development points

##### **Person or Persons Responsible**

Principal/AP

##### **Target Dates or Schedule**

After each plan learn day

##### **Evidence of Completion**

Rosters of attendees in True North Logic and points awarded in True North Logic

#### **Plan to Monitor Effectiveness of G1.B2.S1**

Classroom Walk throughs, observations, rounding

##### **Person or Persons Responsible**

Principal, AP, District Staff

##### **Target Dates or Schedule**

After planned learn days, in-service offerings

##### **Evidence of Completion**

Increased student engagement observed in classroom, higher Discovery Ed data, higher FCAT scores, increased learning gains in areas of reading and math.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

Title I money (46,903.00) for the 2013-2014 school year has been budgeted for the following areas here at Ernest Ward Middle School.

- 1) Hiring of one additional instructional staff members ISS/ILO teacher.
- 2) MDC and LDC training with SREB.
- 3) Planning and implementation of a FCAT Chat for parents.
- 4) Providing professional development (Kagan) for instructional staff

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. We are encouraged by our 2013-2014 Title I budget and invite you to join us for our upcoming Parent Awareness Nights and to volunteer in our school.

Ernest Ward Middle School is a Title I School. Title I funds are used for improving basic education programs for students who have met the criteria for expulsion and who will be given due process. Funds at Ernest Ward Middle School are used to provide an In-School Suspension Program for those students that will be housed within Ernest Ward Middle School.

#### 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. Please see each goal for specific professional development activities (inservice education). Please see each goal for specific professional development activities (inservice education).

District receives supplemental funds for improving basic education programs for students who have met the criteria for out of school suspension and who will be given due process. Funds at Ernest Ward Middle School 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, 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 provide 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. 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.

#### Job Training

Not applicable to Ernest Ward Middle School.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

### G1. Increased student engagement

#### G1.B2 No time for teacher training

##### G1.B2.S1 Professional Development alternative times and days of offerings

###### PD Opportunity 1

Professional Development - Visible Learning

###### Facilitator

Dr. Owen professional learning staff, subject area/district specialist, teacher/faculty leaders

###### Participants

All Core classroom teachers, Literacy team members, and CTE teachers

###### Target Dates or Schedule

After school and optional Saturday Professional Development opportunities

###### Evidence of Completion

Rosters of teachers who attended training

###### PD Opportunity 2

Professional Development - Whole Brain Learning

###### Facilitator

Dr. Owen professional learning staff, subject area/district specialist, teacher/faculty leaders

###### Participants

Rosters of teachers who attended training

###### Target Dates or Schedule

After school and optional Saturday Professional Development opportunities

###### Evidence of Completion

Rosters of teachers who attended training

### **PD Opportunity 3**

Professional Development - Discovery Education

#### **Facilitator**

Dr. Owen professional learning staff, subject area/district specialist, teacher/faculty leaders

#### **Participants**

Rosters of teachers who attended training

#### **Target Dates or Schedule**

After school and optional Saturday Professional Development opportunities

#### **Evidence of Completion**

Rosters of teachers who attended training

### **PD Opportunity 4**

Mathematics Design Collaborative (MDC) and Literacy Design Collaborative

#### **Facilitator**

SREB (Southern Region Education Board)

#### **Participants**

All teachers (Rosters of teachers who attend training)

#### **Target Dates or Schedule**

before and after school Professional Development opportunities.

#### **Evidence of Completion**

Rosters of teachers who attend training.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increased student engagement	\$15,000
Total		\$15,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title 1		\$15,000
Total		\$15,000

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G1. Increased student engagement

##### G1.B2 No time for teacher training

##### G1.B2.S1 Professional Development alternative times and days of offerings

#### Action Step 4

Mathematics Design Collaborative (MDC) and Literacy Design Collaborative

#### Resource Type

Evidence-Based Program

#### Resource

Professional Development (SREB MDC/LDC)

#### Funding Source

Title 1

#### Amount Needed

\$15,000