Escambia County School District

Ransom Middle School

2018-19 Schoolwide Improvement Plan

Table of Contents

Ransom Middle School

1000 W KINGSFIELD RD, Cantonment, FL 32533

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	49%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	C	B*

School Board Approval

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

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

Ransom Middle School believes all students can learn and be successful in middle school. Our purpose is to create a learning environment, which will enable each student to understand that learning is a life long process. The faculty is committed top providing rigorous academic courses that challenge students in order to prepare them for high school, college and the workforce.

Provide the school's vision statement.

The vision of Ransom Middle School is to connect teachers and students with a systematic and comprehensive instructional environment that combines rigorous and relevant curriculum. Innovative instructional practices serve as the catalyst in the transition from traditional learning to a student-centered, problem solving, project-driven approach that will carry students well into the next century.

School Leadership Team

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

Name	Title
Lipnick, Regina	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
	Dean
McConnell, Cathy	Teacher, K-12
Ikner, Jennell	Teacher, K-12
Isphording, Elizabeth	Teacher, K-12

Duties

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

The leadership team is comprised of Ransom administration, guidance counselors and subject area department chairs. The leadership team will use the planning and problem solving process to develop the SIP. The team will review school data to develop instructional strategies. The team will use benchmark data from the FSA, iREADY and STAR360 to monitor school-wide, grade level and

classroom data. The data will be used to identify students who are mastering benchmark assessments and those who are at high risk of not mastering the benchmarks.

Early Warning Systems

Year 2017-18

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	8	8	10	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	17	42	34	0	0	0	0	93
Course failure in ELA or Math	0	0	0	0	0	0	15	12	20	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	0	0	0	79	156	120	0	0	0	0	355

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	19	36	35	0	0	0	0	90

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	2	3	0	0	0	0	8
Retained Students: Previous Year(s)	0	0	0	0	0	0	2	5	5	0	0	0	0	12

Date this data was collected
Monday 8/20/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data components performed the lowest were ELA (46) / Math (44) Lowest 25th percentile.

Which data component showed the greatest decline from prior year?

Civics declined by 3 proficiency points

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average was Civics. School 58%-State 72%.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was ELA Lowest 25th percentile. 2017 36% - 2018 46%.

Describe the actions or changes that led to the improvement in this area.

Implementing standards based lessons.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	54%	46%	53%	53%	45%	52%
ELA Learning Gains	54%	48%	54%	53%	47%	53%
ELA Lowest 25th Percentile	46%	44%	47%	41%	41%	45%
Math Achievement	56%	44%	58%	60%	46%	55%
Math Learning Gains	55%	47%	57%	58%	46%	55%
Math Lowest 25th Percentile	44%	44%	51%	47%	41%	47%
Science Achievement	54%	48%	52%	50%	45%	50%
Social Studies Achievement	58%	55%	72%	68%	54%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	8 (50)	8 (61)	10 (51)	26 (162)
One or more suspensions	17 (10)	42 (32)	34 (54)	93 (96)
Course failure in ELA or Math	15 (46)	12 (65)	20 (98)	47 (209)
Level 1 on statewide assessment	79 (123)	156 (130)	120 (143)	355 (396)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	45%	40%	5%	52%	-7%
	2017	51%	43%	8%	52%	-1%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2018	57%	41%	16%	51%	6%
	2017	45%	40%	5%	52%	-7%
Same Grade Comparison		12%				
Cohort Comparison		6%				
08	2018	62%	51%	11%	58%	4%
	2017	56%	47%	9%	55%	1%
Same Grade Comparison		6%				
Cohort Comparison		17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	47%	36%	11%	52%	-5%
	2017	46%	36%	10%	51%	-5%
Same Grade Comparison		1%				
Cohort Comparison						
07	2018	60%	45%	15%	54%	6%
	2017	56%	44%	12%	53%	3%
Same Grade Comparison		4%				
Cohort Comparison		14%				
08	2018	30%	24%	6%	45%	-15%
	2017	36%	25%	11%	46%	-10%
Same Grade Comparison		-6%				
Cohort Comparison		-26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	53%	45%	8%	50%	3%
	2017					
Cohort Comparison						

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State
2018	59%	51%	8%	71%	-12%
2017	60%	53%	7%	69%	-9%
Compare		-1%			
HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State
2018	85%	51%	34%	62%	23%
2017	87%	51%	36%	60%	27%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	48%	-48%	56%	-56%
2017	0%	43%	-43%	53%	-53%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	40	35	24	44	42	35	33	69		
ASN	81	67		89	88			83			
BLK	34	50	47	34	45	38	31	44	90		
HSP	46	47	36	51	56		50	27			
MUL	56	55	47	49	54	32	37	67			
WHT	58	54	45	60	57	48	59	61	81		
FRL	45	50	45	46	49	44	42	49	75		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	34	29	19	36	35	17	40	30		
AMI	18	18		9	9						
ASN	76	79		81	46						
BLK	32	42	35	35	41	37	35	40	75		
HSP	48	39	30	42	48	60	50	50			
MUL	45	40	37	39	55	59	29	48	80		
WHT	55	51	36	62	55	41	61	66	85		
FRL	42	44	35	45	46	41	42	49	73		

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase academic achievement in the area of math.
Rationale	The 2017 - 2018 FSA Math scores are as follows: Math Proficiency 56% - No increase State Average 58% Math Learning Gains 55% - Increase 3% State Average 57% Math Lowest 25th percentile 44% - Increase 3% State Average 51% Even though the FSA math scores are trending up they are still below the state averages.
Intended Outcome	Increase FSA Math proficiency, learning gains and lowest 25th percentile scores.
Point Person	Regina Lipnick (rlipnick@ecsdfl.us)
Action Step	
Description	Math • Provide faculty and staff with professional development for STAR360 • Teachers disaggregate STAR360 data quarterly and determine interventions or next steps for students. • Teachers administer district Schoolnet assessments. • Teachers unpack standards and become more familiar with sequencing instruction. • Teachers provide quarterly data chats with students. • Utilize teacher plan days for specialist feedback, teacher collaboration, mining through data, designing instruction and determining strategies for students. . • Utilize research time to work on areas of need for students.
Person Responsible	Regina Lipnick (rlipnick@ecsdfl.us)
Plan to Monitor Effectiveness	
Description	1) Administration coordinates walk-throughs with district specialists. Feedback provided to teachers. 2) Conduct classroom observations. 3) Monitor summative and formative assessment data.
Person Responsible	Regina Lipnick (rlipnick@ecsdfl.us)

Activity #2	
Title	Increase academic achievement in the area of ELA/Reading
Rationale	The 2017 - 2018 FSA ELA scores are as follows: ELA Proficiency 54% - Increase 3% State Average 53% ELA Learning Gains 54% - Increase 5% State Average 54% ELA Lowest 25th percentile 46% - Increase 10% State Average 47% Even though the FSA ELA scores are trending up, the Lowest 25th percentile scores are below the state average.
Intended Outcome	Increase FSA ELA proficiency, learning gains and lowest 25th percentile scores.
Point Person	Sandra Ames (sames@escambia.k12.fl.us)
Action Step	
Description	• Provide faculty and staff with professional development for STAR360 /iREADY • Teachers disaggregate STAR360/iREADY data quarterly and determine interventions or next steps for students. • Teachers unpack standards and become more familiar with sequencing instruction. • Teachers provide quarterly data chats with students. • Utilize teacher plan days for specialist feedback, teacher collaboration, mining through data, designing instruction and determining strategies for students. • Administration coordinates walk-throughs with district specialists. Feedback provided to teachers and administration. • Utilize research time to work on areas of need for students.
Person Responsible	Sandra Ames (sames@escambia.k12.fl.us)
Plan to Monitor Effectiveness	
Description	1) Administration conducts walk-throughs. Feedback provided to teachers. 2) Conduct classroom observations. 3) Monitor summative and formative assessment data.
Person Responsible	Sandra Ames (sames@escambia.k12.fl.us)

Activity #3	
Title	Increase academic achievement in the area of Science
Rationale	The 2017 - 2018 8th grade FCAT Science scores are as follows Science Proficiency 54% - Decrease 1% State Average 52% The 8th grade FCAT Science decreased by 1%. Even though the FCAT science scores decreased by 1% they are still above the state average of 52%.
Intended Outcome	Increase 8th grade FCAT proficiency scores.
Point Person	Regina Lipnick (rlipnick@ecsdfl.us)
Action Step	
Description	The science department will support all school-wide goals as well as implement the following: •Increase student ease of transition and readiness for middle school by collaborating with Kingsfield Elementary School to assist with vertical alignment of science standards and to increase student achievement / prior knowledge before entering 6th grade. •Participate in cross-curricular learning such as providing science articles for ELA and social studies curriculum, using ELA writing rubrics to assess writing prompts in science, and collaborating with the math department to teach graphing and measurement skills. •Utilize teacher plan days for specialist feedback, teacher collaboration, designing instruction and determining strategies for students. •Utilize research time to work on areas of need for students.
Person Responsible	Elizabeth Isphording (eisphording@ecsdfl.us)
Plan to Monitor Effectiveness	
Description	1) Administration coordinates walk-throughs with district specialist. Feedback provided to teachers. 2) Conduct classroom observations.
Person Responsible	Regina Lipnick (rlipnick@ecsdfl.us)

Activity #4	
Title	Increase academic achievement in the area of Social Studies (Civics)
Rationale	The 2017 - 2018 7th grade EOC Civics scores are as follows: Civics Proficiency 61% - Decrease 3% State Average 72% The 7th grade EOC Civics scores decreased by 3%. The state average is 72%.
Intended Outcome	Increase 7th grade EOC Civics scores.
Point Person	Margaret Warr (mwarr@escambia.k12.fl.us)

Action Step	
Description	• Teachers administer district Schoolnet assessments. • Teachers unpack standards and become more familiar with sequencing instruction. • Teachers provide quarterly data chats with students. • Utilize teacher plan days for specialist feedback, teacher collaboration, mining through data, designing instruction and determining strategies for students. • Administration coordinates walk-throughs with district specialists. Feedback provided to teachers and administration. • Utilize research time to work on areas of need for students.
Person Responsible	Margaret Warr (mwarr@escambia.k12.fl.us)

Plan to Monitor Effectiveness	
Description	1) Administration coordinates walk-throughs with district specialist. Feedback provided to teachers. 2) Conduct classroom observations.
Person Responsible	Margaret Warr (mwarr@escambia.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

A written Parent and Family Engagement Plan (PFEP) in collaboration with parents, community stakeholders, and school personnel responsible for implementing the plan. The PFEP will assess the previous year's PFEP results and current needs. The plan will outline goals, strategies and activities to better communicate with families and will focus on building the capacity of parents to address the needs of all students, in particular those most at-risk of not meeting challenging State academic standards. The PFEP will be reviewed by the district Title I office and the approved plan will be disseminated to parents and stakeholders. A Family-School Compact will also be developed jointly with parents and other stakeholders. The school's Title I budget will directly support the PFEP.

PFEP Link

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

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.

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.

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.

Title I, Part A
Academic support is provided to ensure students requiring additional remediation are assisted through (ADD SCHOOL SPECIFIC DETAILS BASED ON HOW YOU ARE SPENDING TITLE I FUNDS).

Title I, Part C Migrant
All migrant students will be provided support services by the district Title I office. Our local student information system (FOCUS) is used to track student data and is used to indicate the specific Title I services each migrant student will be provided (attendance, guidance, psychology services, dental and health services, nutrition assistance, outreach, advocacy, social services, transportation, and/or needs assessment services). The district Migrant Coordinator will monitor services and student needs.

Title I, Part D
Services to neglected and delinquent students are provided by various district-operated programs as needed. These services are overseen by the Alternative Education Department and focus on offering programs to students who are most at-risk of leaving school prior to graduation.

Title II
Professional learning opportunities are offered both at the school level and the district level. Please see each individual goal area for specific professional learning opportunities (in-service education).

Title III-ELL
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.

Title IX- Homeless
The school works with the district's Homeless Coordinator to provide transportation and resources (clothing, school supplies, and social services referrals) for students identified as Homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the Title I office.

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 FSA test scores. Advanced courses are offered on each grade level and students are given the opportunity to explore career and technical courses throughout their middle school years. A math acceleration program is offered for all students through the school district.

Part V: Budget

Total:	**$0.00**