

Escambia County School District

Ransom Middle School



2019-20 Schoolwide Improvement Plan

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Ransom Middle School

1000 W KINGSFIELD RD, Cantonment, FL 32533

www.escambiaschools.org

Demographics

Principal: Alphonse Marsh Jr

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (56%) 2016-17: B (54%) 2015-16: C (52%) 2014-15: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	C

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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	Job Duties and Responsibilities
Lipnick, Regina	Principal	The purpose of this position is to provide leadership necessary to design, develop, implement, and evaluate a comprehensive program of instructional and support services which optimize available resources to establish and maintain a safe, caring, and enriching environment to promote student success.
Ames, Sandra	Assistant Principal	The purpose of this position is to assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District.
Brown, Terry	Teacher, K-12	Subject area department chair. As the department chair the teacher will meet monthly in leadership meetings to provide input/feedback concerning instructional strategies and assist with making school-wide decisions. In addition, they will teach students subject matter and/or skills that will contribute to their development as mature, able and responsible men and women.
Kendrick, Holly	Teacher, K-12	Subject area department chair. As the department chair the teacher will meet monthly in leadership meetings to provide input/feedback concerning instructional strategies and assist with making school-wide decisions. In addition, they will teach students subject matter and/or skills that will contribute to their development as mature, able and responsible men and women.
McCants, Felicia	Teacher, ESE	As the behavior coach they will meet monthly in leadership meetings to provide input/feedback concerning instructional strategies and assist with making school-wide decisions. In addition, they will work with students by providing behavioral strategies and skills that will contribute to their development as mature, able and responsible men and women.
Bechtel, Carmela	School Counselor	Guidance Counselor will meet monthly in leadership meetings to provide input/feedback concerning instructional strategies and assist with making school-wide decisions. In addition, they will counsel students on behavior/academic skills that will contribute to their development as mature, able and responsible men and women.
Ikner, Jennell	Teacher, K-12	Subject area department chair. As the department chair the teacher will meet monthly in leadership meetings to provide input/feedback concerning instructional strategies and assist with making school-wide decisions. In addition, they will teach students subject matter and/or skills that will contribute to their development as mature, able and responsible men and women.

Name	Title	Job Duties and Responsibilities
Isphording, Elizabeth	Teacher, K-12	Subject area department chair. As the department chair the teacher will meet monthly in leadership meetings to provide input/feedback concerning instructional strategies and assist with making school-wide decisions. In addition, they will teach students subject matter and/or skills that will contribute to their development as mature, able and responsible men and women.
Woods, Jodi	Teacher, K-12	Subject area department chair. As the department chair the teacher will meet monthly in leadership meetings to provide input/feedback concerning instructional strategies and assist with making school-wide decisions. In addition, they will teach students subject matter and/or skills that will contribute to their development as mature, able and responsible men and women.
Alford, Matthew	Teacher, ESE	Subject area department chair. As the department chair the teacher will meet monthly in leadership meetings to provide input/feedback concerning instructional strategies and assist with making school-wide decisions. In addition, they will teach students subject matter and/or skills that will contribute to their development as mature, able and responsible men and women. Teacher will also assist with strategically scheduling ESE students.
Sears, Libby	Teacher, K-12	Subject area department chair. As the department chair the teacher will meet monthly in leadership meetings to provide input/feedback concerning instructional strategies and assist with making school-wide decisions. In addition, they will teach students subject matter and/or skills that will contribute to their development as mature, able and responsible men and women.
Walker, Janie	Teacher, K-12	Subject area department chair. As the department chair the teacher will meet monthly in leadership meetings to provide input/feedback concerning instructional strategies and assist with making school-wide decisions. In addition, they will teach students subject matter and/or skills that will contribute to their development as mature, able and responsible men and women.
Marsh, Alphonse	Assistant Principal	The purpose of this position is to assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District.
Bond, Michael	Dean	Dean of students. The dean will meet monthly in leadership meetings to provide input/feedback concerning instructional strategies and assist with making school-wide decisions.

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	436	401	477	0	0	0	0	1314	
Attendance below 90 percent	0	0	0	0	0	0	78	63	90	0	0	0	0	231	
One or more suspensions	0	0	0	0	0	0	35	35	40	0	0	0	0	110	
Course failure in ELA or Math	0	0	0	0	0	0	21	14	23	0	0	0	0	58	
Level 1 on statewide assessment	0	0	0	0	0	0	106	90	140	0	0	0	0	336	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	54	45	61	0	0	0	0	160

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	3	2	0	0	0	0	8	
Students retained two or more times	0	0	0	0	0	0	3	2	3	0	0	0	0	8	

FTE units allocated to school (total number of teacher units)

84

Date this data was collected or last updated

Sunday 8/18/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	19	36	35	0	0	0	0	90	

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	19	36	35	0	0	0	0	90

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	48%	54%	51%	46%	52%
ELA Learning Gains	57%	52%	54%	49%	51%	54%
ELA Lowest 25th Percentile	52%	45%	47%	36%	42%	44%
Math Achievement	63%	46%	58%	56%	43%	56%
Math Learning Gains	61%	47%	57%	52%	43%	57%
Math Lowest 25th Percentile	46%	43%	51%	41%	40%	50%
Science Achievement	58%	43%	51%	55%	44%	50%
Social Studies Achievement	58%	58%	72%	61%	56%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	436 (0)	401 (0)	477 (0)	1314 (0)
Attendance below 90 percent	78 (8)	63 (8)	90 (10)	231 (26)
One or more suspensions	35 (17)	35 (42)	40 (34)	110 (93)
Course failure in ELA or Math	21 (15)	14 (12)	23 (20)	58 (47)
Level 1 on statewide assessment	106 (79)	90 (156)	140 (120)	336 (355)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	51%	42%	9%	54%	-3%
	2018	45%	40%	5%	52%	-7%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	51%	43%	8%	52%	-1%
	2018	57%	41%	16%	51%	6%
Same Grade Comparison		-6%				
Cohort Comparison		6%				
08	2019	63%	50%	13%	56%	7%
	2018	62%	51%	11%	58%	4%
Same Grade Comparison		1%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	58%	36%	22%	55%	3%
	2018	47%	36%	11%	52%	-5%
Same Grade Comparison		11%				
Cohort Comparison						
07	2019	61%	50%	11%	54%	7%
	2018	60%	45%	15%	54%	6%
Same Grade Comparison		1%				
Cohort Comparison		14%				
08	2019	37%	21%	16%	46%	-9%
	2018	30%	24%	6%	45%	-15%
Same Grade Comparison		7%				
Cohort Comparison		-23%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	58%	42%	16%	48%	10%
	2018	53%	45%	8%	50%	3%
Same Grade Comparison		5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	54%	4%	71%	-13%
2018	59%	51%	8%	71%	-12%
Compare		-1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	91%	52%	39%	61%	30%
2018	85%	51%	34%	62%	23%
Compare		6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	91%	47%	44%	57%	34%
2018	0%	48%	-48%	56%	-56%
Compare		91%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	20	41	36	30	45	34	37	23			
ASN	77	80		85	80		83		93		
BLK	39	53	45	44	51	37	41	35	96		
HSP	57	58		57	50			56			
MUL	56	57	56	60	63	52	54	58	81		
WHT	59	57	54	68	64	51	63	63	89		
FRL	47	52	48	54	56	42	51	47	83		
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		

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
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	540
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Students with disabilities (SWD) showed the lowest performance of any subgroup. Overall, when comparing 2018 to 2019 scores, SWDs showed improvement in most tested areas. The following scores for SWDs improved from 2018 to 2019:
 FSA ELA Achievement (2018) 18 to (2019) 20, ELA Lg (2018) 40 to (2019) 41, ELA L25% (2018) 35 to (2019) 36
 FSA Math Achievement (2018) 24 to (2019) 30, Math Lg (2018) 44 to (2019) 45
 FCAT Science (2018) 35 to (2019) 37

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

Two areas declined for students with disabilities: Math L25% (2018) 42 to (2019) 34 and Civics (2018) 33 to (2019) 23
 Contributing factors that led to the decline of the Math L25% and Civics scores could be the lack of differentiation, small group instruction and teacher training.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was Social Studies (Civics)
 The states end of course exam average for Civics was 72% as compared to our score of 58%.
 Not all of the civics teachers administered the district Schoolnet assessments on a regular basis. In addition, not everyone created assessment probes after each unit.

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

The data components that showed the most improvement were Math Proficiency and Math Learning Gains.
 Math Proficiency (2018) 56% to (2019) 63%
 Math Learning Gains (2018) 55% to (2019) 61%
 The following new actions took place last year:
 Math

- Provided faculty and staff with professional development for STAR 360
- Teachers disaggregated STAR 360 data quarterly and determined interventions and next steps for students.
- Teachers administered district Schoolnet assessments.
- A school-wide reward system was implemented quarterly for students who showed growth on the STAR 360 math and ELA tests.
- Math specialists from the school district provided professional development for teachers on how to develop small group instruction, run data reports and disaggregate data.

- Substitutes were hired for teacher planning, collaboration, mining through data, designing instruction and determining strategies for students.
- Utilized research time to work on areas of need for students. High need students were strategically placed in research classes that focused on weak areas.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two areas of concern are the Math L25% scores for students with disabilities and the 7th grade Civics scores.

Contributing factors that led to the decline of the Math L25% could be the lack of differentiation, small group instruction and teacher training. Contributing factors for the Civics decline could be that not all of the Civics teachers administered the district Schoolnet assessments on a regular basis. Also, not everyone created assessment probes after each unit.

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

1. Math L25% scores for students with disabilities
2. 7th grade Civics scores
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Students with disabilities - Focus on Math L25% and proficiency scores for students with disabilities.
Rationale	Students with disabilities showed the lowest performance. The Math L25% scores for students with disabilities declined by 8% . Math L25% (2018) 42 to (2019) 34 In addition, proficiency scores for SWDs improved by 2% but were significantly lower at 20% as compared to the next lowest subgroup African Americans at 39%.
State the measurable outcome the school plans to achieve	The measurable outcome would be for the Math L25% scores for students with disabilities to improve by 8%. From 34% to 42%. The measurable outcome would be for the proficiency scores for students with disabilities to improve by 5%. From 20% to 25%.
Person responsible for monitoring outcome	Regina Lipnick (rlipnick@ecsdfl.us)
Evidence-based Strategy	Strategies to be used: <ul style="list-style-type: none"> • 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 provide quarterly data chats with students. • Hire substitutes for teachers to plan collaboratively, review data, design instruction and determine 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.
Rationale for Evidence-based Strategy	Professional development for STAR360 will be implemented by district specialists. After the professional development is offered substitutes will be hired for teachers to plan collaboratively, review data, design instruction and determine strategies for students. Students will be scheduled into research classes according to need. The strategies should target instructional areas the students are weak in and provide time where teachers can plan instructional interventions.
Action Step	
Description	<ol style="list-style-type: none"> 1. Meet with Florida Inclusion Network to create a master schedule that maximizes human resources. 2. Provide professional development using the Universal Design for Learning model. (FIN) 3. Provide professional development for STAR 360 (District Specialists) 4. Meet with district specialists to conduct teacher walk-throughs in order to provide strategies for struggling teachers who have difficulty differentiating instruction or developing small groups. 5. Hire substitutes for planning. 6. Schedule students into research classes according to need of instruction.
Person Responsible	Regina Lipnick (rlipnick@ecsdfl.us)

#2	
Title	Social Studies Civics end of course exam- Focus on improving end of course exam scores
Rationale	The data component that had the greatest gap when compared to the state average was Social Studies (Civics) The state's end of course exam average for Civics was 72% as compared to our score of 58%.
State the measurable outcome the school plans to achieve	The measurable outcome is to improve the social studies Civics end of course exam scores by 5%. From 58% to 63%.
Person responsible for monitoring outcome	Alphonse Marsh (amarsh@ecsdfl.us)
Evidence-based Strategy	Provide Civics teachers with professional development for Schoolnet. (Running reports/ creating probes) Provide professional development for CORE LMS. (Utilizing resources) Teachers administer district Schoolnet assessments. Teachers utilize district Civics probes according to the curriculum framework calendar. Teachers disaggregate Schoolnet data quarterly and determine interventions or next steps for students. Teachers provide quarterly data chats with students. Hire substitutes for teachers to review data, plan instruction and remediation.
Rationale for Evidence-based Strategy	Professional development for Schoolnet and the CORE LMS will be implemented by the district specialist. After the professional development is offered substitutes will be hired for teachers to plan collaboratively, review data, design instruction and determine remediation strategies for students. Teachers utilize district Civics probes according to the curriculum framework calendar to plan instruction and track student progress.
Action Step	
Description	1. Provide professional development for Schoolnet and Core LMS 2. Conduct teacher walk-throughs with the district specialist in order to provide strategies for struggling teachers. 3. Hire substitutes for planning. 4. Meet with the district specialist to devise a plan for Civics instruction. 4. Admin attends all Civics meetings/reviews lesson plans.
Person Responsible	Regina Lipnick (rlipnick@ecsdfl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Students with disabilities (SWDs) showed the lowest performance of any subgroup. Overall, when comparing 2018 to 2019 scores SWDs seemed to be trending up. The following scores for SWDs improved from 2018 to 2019:

FSA ELA Achievement 18 to 20, ELA Lg 40 to 41, ELA L25% 35 to 36

FSA Math Achievement 24 to 30, Math Lg 44 to 45

FCAT Science 35 to 37

The following schoolwide strategies/interventions will be in place to further continue this trend and support their instructional growth.

Interventions/Strategies will include the following;

Implementing the Souday System. (Additional phonemic support)

Restructuring Learning Strategies classes. (Following a more scripted curriculum)

Implementing iReady software. (Level 1s and disfluent 2s)

Meet with Florida inclusion Network to create a master schedule that maximizes human resources to provide the intensive reading interventions required for students in need.

Strengthen teacher instruction by having teachers attend professional development for:

Souday System, Learning Strategies curriculum, iReady, Universal Design for Learning.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

We will continue to implement activities that will build the capacity for meaningful parent/family involvement, and build relationships with the community to improve student academic achievement. The Ransom Middle School faculty and staff feels so strongly about parent communication and involvement that three mornings are set aside for parent conferences. This year the days will be Monday, Tuesdays, and Fridays. Teachers will conduct a parent conference with each student's family who desires a conference. Grade reports can be accessed on Focus. In addition, we will continue to host parent/student orientations, parents meetings such as Algebra, National Junior Society, Student leadership and FSA nights. We will continue to seek out new partners in education each year.

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.

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 deans meet with 6th-8th grade students at the beginning of the year to cover materials in the Rights and Responsibilities handbook. 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. Services are provided from the following programs: Center for Drug and Alcohol (CDAC), Children Home Society (CHS), and Lakeview.

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

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 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 assistant principal, guidance counselors and ESE department chair identify and coordinate resources in order to meet the needs of all students. Admin meets with Florida Inclusion Network to create a master schedule that maximizes human resources . Tier 1 instruction is strengthened by providing professional development to the faculty on Universal Design for learning. All employees who work with a student are required to attend Mental Health training each year. 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. Admin and department chairs meet each month

to determine needs of students. A math acceleration program is offered for all students through the school district.

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

Students are given the opportunity to explore career and technical courses throughout their middle school years.

At Ransom Middle students may choose to attend the Multimedia career academy. Students take business and art courses through the Multimedia academy. Students also explore college and career awareness in the multimedia courses. Additionally, sixth grade students explore career choices in the Personal Development course.

Each year students can attend the District Choice Expo where they may sign up for career academies throughout the district

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.

Courses are determined by student FSA test scores. Advanced courses are offered on each grade level. High School Algebra, Algebra Honors and Geometry classes are offered to students. A math acceleration program is offered for all students through the school district.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Students with disabilities - Focus on Math L25% and proficiency scores for students with disabilities.	\$0.00
2	III.A.	Areas of Focus: Social Studies Civics end of course exam- Focus on improving end of course exam scores	\$0.00
Total:			\$0.00