Emerald Coast Middle School

2019-20 Schoolwide Improvement Plan

Table of Contents

Emerald Coast Middle School

4019 US HIGHWAY 98E, Santa Rosa Beach, FL 32459

http://ecm.walton.k12.fl.us/

Demographics

Principal: Todd Drake

Start Date for this Principal: 6/13/2019

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)	27%
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: A (67%) 2017-18: A (67%) 2016-17: A (69%) 2015-16: A (67%) 2014-15: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

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

School Board Approval

This plan was approved by the Walton County School Board on 9/17/2019.

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.

Table of Contents

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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	No	28%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Emerald Coast Middle School is committed to raising the level and standards of academic achievement and meeting the needs of all students.

Provide the school's vision statement.

Educating students to meet their full potential.

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
Drake, Todd	Principal	Mr. Drake leads monthly meetings or more if needed to assess the progress of the school's goals and review the data from STAR and FSA that is related to school goals. He is responsible for creating and maintaining the culture of the school and providing instructional support to the teachers.
Parker, Nancy	Assistant Principal	Mrs. Parker, leads monthly meetings or more if needed to assess the progress of the school's goals and review the data from STAR and FSA that is related to school goals. She is responsible for supporting the culture of school, implementing behavioral interventions and providing instructional support to the teachers.
Dobbs, Carla	School Counselor	Ms. Dobbs, leads monthly meetings or more if needed to assess the progress of the school's goals and review the data from STAR and FSA that is related to school goals. She is responsible for collaborating with school leaders to review school data and implement interventions for MTSS.
Abadie, Jeannine	Teacher, K-12	Ms. Abadie, attends monthly meetings or more if needed to assess the progress of the school's goals and review the data from STAR and FSA that is related to school goals. She is responsible for working with teachers to implement Professional Learning Communities (PLC) that supports instructional strategies.
Griner, Nancy	Teacher, K-12	Mrs. Griner, attends monthly meetings or more if needed to assess the progress of the school's goals and review the data from STAR and FSA that is related to school goals. She is responsible for working closely with Mrs. Parker to implement the School Improvement Plan and to examine the science data from the state and classroom assessments to identify areas of remediation to implement strategies to enhance instruction for student success.
Walton, Margaret	Teacher, K-12	Mrs. Walton, attends monthly meetings or more if needed to assess the progress of the school's goals and review the data from STAR and FSA that is related to school goals. She is responsible for working closely with ELA teachers to examine the school's data from the state and classroom assessments to identify areas of remediation to implement of strategies to enhance instruction for student success.

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	286	261	242	0	0	0	0	789
Attendance below 90 percent	0	0	0	0	0	0	14	14	11	0	0	0	0	39
One or more suspensions	0	0	0	0	0	0	19	33	28	0	0	0	0	80
Course failure in ELA or Math	0	0	0	0	0	0	3	4	1	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	73	33	29	0	0	0	0	135

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	18	16	13	0	0	0	0	47

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	1	1	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
52

Date this data was collected or last updated
Sunday 7/28/2019

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

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	31	19	11	12	0	0	0	0	73
One or more suspensions	0	0	0	0	0	5	10	26	28	0	0	0	0	69
Course failure in ELA or Math	0	0	0	0	0	0	5	6	3	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	0	0	31	51	19	28	0	0	0	0	129

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	3	14	11	13	0	0	0	0	41

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	73%	52%	54%	76%	48%	52%
ELA Learning Gains	61%	51%	54%	66%	53%	54%
ELA Lowest 25th Percentile	48%	43%	47%	48%	44%	44%
Math Achievement	72%	67%	58%	80%	63%	56%
Math Learning Gains	57%	65%	57%	70%	62%	57%
Math Lowest 25th Percentile	56%	69%	51%	59%	60%	50%
Science Achievement	68%	61%	51%	73%	49%	50%
Social Studies Achievement	87%	87%	72%	90%	84%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	286 (0)	261 (0)	242 (0)	789 (0)
Attendance below 90 percent	14 (0)	14 (0)	11 (0)	39 (0)
One or more suspensions	19 (0)	33 (0)	28 (0)	80 (0)
Course failure in ELA or Math	3 (0)	4 (0)	1 (0)	8 (0)
Level 1 on statewide assessment	73 (0)	33 (0)	29 (0)	135 (0)

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	71%	55%	16%	54%	17%
	2018	77%	62%	15%	52%	25%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2019	74%	64%	10%	52%	22%
	2018	74%	57%	17%	51%	23%
Same Grade Comparison		0%				
Cohort Comparison		-3%				
08	2019	71%	60%	11%	56%	15%
	2018	72%	62%	10%	58%	14%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	68%	60%	8%	55%	13%
	2018	79%	63%	16%	52%	27%
Same Grade Comparison		-11%				
Cohort Comparison						
07	2019	79%	62%	17%	54%	25%
	2018	70%	55%	15%	54%	16%
Same Grade Comparison		9%				
Cohort Comparison		0%				
08	2019	73%	63%	10%	46%	27%
	2018	73%	62%	11%	45%	28%
Same Grade Comparison		0%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	69%	58%	11%	48%	21%
	2018	68%	62%	6%	50%	18%
Same Grade Comparison		1%				
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	86%	82%	4%	71%	15%
2018	86%	79%	7%	71%	15%
Compare		0%			

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	96%	72%	24%	61%	35%
2018	98%	80%	18%	62%	36%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	72%	28%	57%	43%
2018	100%	70%	30%	56%	44%
Compare		0%			

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	36	51	45	36	40	34	26	60			
ELL	31	42	35	41	52	53	39				
ASN	82	71		88	65						
BLK	67	73		60	80						
HSP	58	54	37	57	50	46	50	74	74		
MUL	80	69		91	61		75		70		
WHT	76	61	53	74	58	59	71	90	82		
FRL	56	55	42	57	48	45	54	67	68		

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	31	40	42	41	42	29	38	50			
ELL	19	38	39	41	48	40	6				
ASN	88	88		88	69		70				
BLK	67	63		62	53	30	45				
HSP	58	56	43	61	46	39	51	80	67		

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
MUL	72	68		83	60		81				
WHT	78	65	52	78	59	51	74	89	74		
FRL	63	58	43	64	52	40	60	79	70		
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	14	37	29	35	51	44	35	60			
ELL	31	50	41	52	56	36	25	50			
ASN	67			83							
BLK	67	54		60	62						
HSP	65	61	44	76	69	52	60	81	39		
MUL	77	72		70	69		62				
WHT	78	67	50	81	70	62	76	94	63		
FRL	61	58	40	65	64	54	60	81	33		

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)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	664
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	77
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	70
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	74
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	69
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	55
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.

The 2018-2019 data reflects that 5th grade FSA math were at 47%. The low performance is due to a high number of inexperienced (new) math teachers.

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

The greatest decline from the prior year is 5th grade math (from 60% to 47%) due to the high number of inexperienced math teachers.

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 overall math scores of 5th and 6th grade had the greatest gap compared to the state average largely due to inexperienced math teachers.

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

The area that showed the most improvement was 8th grade math (pre-algebra) due to the large number of accelerated math students taking the courses.

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

Areas of concentration for the 2019-2020 school year is by putting more of a focus on students with poor attendance and more effectively utilizing the MTSS process for grades and behavior concerns.

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

1. increasing 6th and 7th grades math scores
2. more intensive focus on the needs and accommodations for ELL students (for example, provide support in the classroom setting)
3. more intensive focus on the needs and accommodations for ESE students
4. continued unique skills classes for ESE students focusing on specialized instruction
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading/Writing (ELA)
Rationale	The current data of ECMS students scoring 3 or above on the Florida Standards Assessment (FSA) is 73%. The target value for ECMS students scoring 3 or above on the FSA for the 2019-20 school year is 80%.

State the measurable outcome the school plans to achieve	At the end of the school year, 80% of the students will show proficiency on the FSA Reading Assessment.
Person responsible for monitoring outcome	Todd Drake (todd.drake@walton.k12.fl.us)
Evidence-based Strategy	Objective #1: Throughout the year, the school will provide quality instruction, remediation, and enrichment opportunities so that all students make continuous progress towards performing at high levels in reading and writing. Strategy Tier I The school will use STAR assessments to monitor student progress. Staff will continue to receive training regarding STAR data interpretation and its influence on classroom instruction to assist with differentiating instruction to meet individual student needs. Tier I Content area reading strategies continue to be integrated daily into Social Studies, Math, and Science classes. Content Area Teachers will implement CARPD and/or AVID strategies to enhance the inclusion of reading instruction across curriculum. Tier I Language Arts, Critical Thinking, and Reading teachers will use an assortment of supplemental reading materials and AVID strategies to include Jamestown, Achieve 3000, novels, SCOPE, ZINC, Khan Academy, digital books, CNN Student News, Tween Tribune, Reading A-Z packs, and Brain Pop to address literary elements, vocabulary, author's purpose, etc. Tier I Language Arts and Reading teachers will follow the curriculum designed by CAP. Tier I Language Arts and Critical Thinking teachers will set Book Goals by grade level, course, and/or student ability to encourage leisure reading skills, improve comprehension skills, and build endurance. Access to digital books will be made available through the Walton County Library System. Audio books in conjunction with written texts will also be made available to students to reinforce fluency, comprehension, and interests and to improve listening skills. Tier I Language Arts teachers will model close and careful reading strategies. Tier I Teachers will adhere to a vertically aligned writing program created by ECMS teachers 2015-2017 based information from the Springboard curriculum in grades 6-8 and the state rubric in Grades 6-8. This instruction will grow cumulatively and introduce new skills each

successive school year. Students will compose essays that develop the critical thinking skills needed to become successful writers and thinkers.
Tier I
Throughout the year, content area teachers will integrate essay writing into Social Studies and Science classes using teacher-created templates. Posters demonstrating the use of common language and templates will be displayed in all classrooms.
Tier I
All students will participate in a two-hour FSA practice writing test with an assigned test group, test administrator, and test center that will remain the same for the official test administration.

Objective #2: Throughout the year, the school will provide enrichment and extension opportunities to promote continued growth among students performing at high levels.
Strategies Designed to Meet Objective
Strategy
Tier II
Uniform grade level assessments will be used to monitor student progress for students who perform at the upper limit of the test.
Tier II
Students performing well above average in reading and writing, as determined by spring 2019 FSA scores of level 4 or 5 and teacher recommendation, will have opportunities to take Advanced Language Arts classes in grades 6-8. In these classes, they will engage in deeper studies with additional reading and projects that reflect an increased rigor.
Tier II
Students performing well above average in reading and writing, as determined by spring 2019 FSA scores of level 4 or 5 who have a teacher recommendation will have an opportunity to take an accelerated ELA course.
Objective #3: Throughout the year, the school will take specific actions that target its struggling students and assist them in showing a year's worth of growth from the previous year.
Strategies Designed to Meet Objective
Strategy
Tier II
STAR Reading Tests will be used to place struggling students in grades 6-8 into the Intensive Reading program. This class will use Achieve 3000 as a core curriculum with various supplemental, high interest materials that may include Action, Jamestown, and Great Educators.
Tier III
MTSS is in place to monitor progress of individual struggling students and discuss strategies to target areas for improvement.
Tier II or Tier III
Teachers will work with students and administration to provide materials/supplies as needed, to include books in Spanish, audio books, Fisher Hill/Saddlebrook materials for reading, writing, and grammar skills.
Tier II and Tier III
Students who lack effective listening, speaking, reading, and writing skills will have an opportunity to participate in a critical thinking class focused on improving basic communication skills.

Rationale for Evidence-	Rationale - FSA scores
	Language Arts, Critical Thinking, and Reading teachers will use an assortment of supplemental reading materials and AVID strategies to include Jamestown, Achieve 3000,

based Strategy	novels, SCOPE, ZINC, Khan Academy, digital books, CNN Student News, Tween Tribune, Reading A-Z packs, and Brain Pop to address literary elements, vocabulary, author's purpose, and FSA Reading reporting categories.

Action Step	
Description	1. STAR testing at the beginning of the year to establish a baseline, at midyear, and at the end of the year throughout the 2019-2020 school year 2. daily integration of reading strategies and provide opportunities for emphasizing leisure reading by establishing grade level reading goals and providing a variety of reading material 3. integration of writing strategies through professional collaboration 4. integration of writing across the curriculum through teacher collaboration and support 5. integration of speaking and listening skills through collegial discussions and presentations 6. School Writing Program: Share strategies and training during common planning, peer collaboration, and staff meetings 7. AVID: Selected teachers attend state AVID conference and then share strategies and training during staff meetings 8. Springboard: ELA teachers attend a district-wide workshop and share strategies and training during staff meetings 9. CAP: ELA teachers attend a district-wide workshop and share strategies and training during staff meetings
Person Responsible	[no one identified]

#2	
Title	Math
Rationale	The current data of ECMS students scoring 3 or above on the Florida Standards Assessment (FSA) is 72%. The target value for ECMS students scoring 3 or above on the FSA for the 2019-20 school year is 80%.

State the measurable outcome the school plans to achieve	At the end of the school year, 80% of the students will show proficiency on the FSA Math Assessment.
Person responsible for monitoring outcome	Todd Drake (todd.drake@walton.k12.fl.us)
Evidence-based Strategy	Objective #1: The school will provide quality instruction, remediation, and enrichment opportunities so that all students make continuous progress toward performing at high levels in Mathematics. Strategies Designed to Meet Objective Strategy Tier I Teachers from the previous year will provide recommendations for Advanced and Intensive courses based on student performance data. Tier I Identified students will be provided tutorial opportunities during homeroom intervention. Tier I Math teachers will implement the district adopted curriculum and utilize the pacing guide created during CAP. Tier I AVID strategies, to include Cornell Notes, will be implemented throughout the year in math classes. Objective #2: The school will provide enrichment and extension opportunities to promote continued growth among students performing at high levels. Strategies Designed to Meet Objective Strategy Tier I Recommendations for the previous teachers and student performance will be used for advanced placement. Students will use advanced placement materials in class. Advanced classes will be: M/J Math II Advanced offered to 6th graders, Pre-Algebra offered for 7th graders, Algebra I offered to 7th and 8th graders and Geometry offered to 8th graders. Tier I Teachers will plan lessons that are relevant to real world math. Objective #3: The school will implement specific strategies that target its lowest 25% students with an intent to increase overall lowest 25% learning gains by 10% from 48% to 58%. A focused effort will be made to increase grade 5 lowest 25% learning gains from 17% to 50%. Strategies Designed to Meet Objective Strategy

Tier II
Teachers will utilize STAR Math, FSA Math and performance in math classes to place struggling students in an intensive math class and/or homeroom intervention for additional support.
Tier II
Teachers will provide students with a variety of math technology resources, such as adaptive or tutorial, to aid in understanding of math concepts.
Tier II
Tutoring sessions will be provided for additional support as needed by each grade level during homeroom intervention.
Tier II or III
Computer labs are available and assigned during homeroom intervention for economically disadvantage and other students that may not have access to technology outside of school.
Tier II or III
Through the MTSS progress monitoring system, students needing additional support and subgroups such as the lowest 25%, ELL and economically disadvantage that are identified and provided assistance as needed through a blend of in-class support and/or scheduled homeroom intervention.

Rationale for Evidence-based Strategy	Rationale - FSA Scores Math teachers will provide morning math tutoring and intensive math support utilizing online individualized learning programs that include but are not limited to Khan Academy, Xtra Math, and Study Island. Math teachers will meet monthly to collaborate on DOK levels, higher order questioning, and differentiated instruction to address FSA math reporting categories.

Action Step

Description	1. STAR testing at the beginning of the year to establish a baseline, at midyear, and at the end of the year throughout the 2019-2020 school year 2. Daily integration of differentiated strategies and provide opportunities for each learner to be challenged at his or her learning level while filling any gaps of understanding 3. Integration of intentional higher order questioning through teacher collaboration 4. Integration of learning targets through teacher collaboration and student interaction 5. Integration of real world application projects of mathematical concepts 6. CAP: math teachers attend a district-wide workshop and share strategies and training during staff meetings 7. AVID: Selected teachers attend state AVID conference and then share strategies and training during staff meetings
Person Responsible	Jeannine Abadie (abadiej@walton.k12.fl.us)

#3	
Title	Science
Rationale	The current data of ECMS students scoring 3 or above on the Florida Standards Assessment (FSA) is 68%. The target value for ECMS students scoring 3 or above on the FSA for the 2019-20 school year is 80%.

State the measurable outcome the school plans to achieve	At the end of the school year, 80% of the students will show proficiency on the FSA Science Assessment.
Person responsible for monitoring outcome	Todd Drake (todd.drake@walton.k12.fl.us)
Evidence-based Strategy	Objective #1: Throughout the school year, the school will provide quality instruction and enrichment opportunities so that all students make continuous progress towards performing at high levels in Science. Tier I Teachers from the previous year will provide recommendations for elective and advanced courses. This will include Robotics and science clubs that will enhance student performance. Tier 1 Throughout the year, teachers will provide at least (8) high level hands-on science lab activities for all students. Tier 1 Science teachers will use AVID strategies, Study Island, and other instructional materials throughout the year in their science classes. Tier 1 All Advanced 8th grade science students will be required to participate in Science Fair. Other students in the school will also have the opportunity to participate in Science Fair.
	Objective #2: Throughout the year, the school will provide students with current science articles to promote reading and writing throughout the curriculum while connecting learning to real-world science. Tier I Teachers will incorporate reading and writing within the science curriculum using AVID strategies and by differentiating instruction to meet individual student needs.
	Objective #3: Throughout the year, students will identify and become proficient with the Florida Science Standards in their grade level. Tier I Students will monitor their mastery of the standards as assessed on the district benchmark test. Tier I Students will be required to keep a log of all science standards and learning target goals for their grade level. Tier I Science teachers will follow the district pacing guide set forth by CAP.
Rationale for Evidence-based Strategy	Rationale - FSA Scores and District Science Benchmark Assessments

Action Step	
Description	1. Implementation of District Science Benchmark Assessment 2. Daily integration of differentiated strategies and provide opportunities for each learner to be challenged at his or her learning level while filling any gaps of understanding 3. Integration of intentional higher order questioning through teacher collaboration 4. Integration of learning targets through teacher collaboration and student interaction 5. Integration of real world application projects and hands-on experiments of science concepts 6. Science Professional Learning Community 7. Sea Perch Underwater Robotics Club
Person Responsible	Todd Drake (todd.drake@walton.k12.fl.us)

#4	
Title	Student Behavior
Rationale	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.
State the measurable outcome the school plans to achieve	Student suspensions of one or more on the Early Warning System, totaled 80 for the 2018-19 school. By the end of the school year, student suspensions will be reduced by 10%.
Person responsible for monitoring outcome	Nancy Parker (parkern@walton.k12.fl.us)
Evidence-based Strategy	AdvancED school self- assessment indicator 3.9 – "The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience."
Rationale for Evidence-based Strategy	Objective #1: Develop a school-wide mentor program that helps students to understand and display the behaviors that are desired. Tier I Recruit personnel from all school departments to work periodically with the Behavior Goal team to provide feedback and ideas. Tier I Design awareness and training materials with Second Step, for staff and students. Objective #2: Students are aware and accountable for learning, behavior, and attendance. Tier I Students have a clearly defined list of learning, behavior, and attendance expectations for in the classroom and throughout the school. Tier I Students meet with mentor teachers monthly or more often if needed. Tier II Implement a behavior class for those students needing a more concentrated focus on the appropriate behavior expected at school.
Action Step	
Description	1. Second Step helps teach powerful skills and competencies—like handling strong emotions, setting and meeting goals, making good decisions, and forging positive relationships—while building the safe, supported learning environment middle schoolers need to succeed. 2. Monthly, students will be highlighted for positive behavior and/or academic success.
Person Responsible	Nancy Parker (parkern@walton.k12.fl.us)

#5	
Title	Parent Involvement
Rationale	Parent involvement has declined over the years as indicated by a small number of members of the PACT (Parent Advisory Council Team). The importance of parent involvement is recognized, and efforts will be made to increase parent involvement.

State the measurable outcome the school plans to achieve	Currently there are 10 PACT members involved at the school. There are more parents that participate in school activities but only a few help organize events throughout the year. Our goal is to increase the number of parents on our PACT to 15 members.
Person responsible for monitoring outcome	Nancy Parker (parkern@walton.k12.fl.us)
Evidence-based Strategy	Objective #1: Increase PACT membership, thus increasing the opportunity for parent involvement through school activities and support of staff and school initiatives. Tier I A PACT membership table will be available during each orientation session to recruit parents wanting to become involved and/or volunteer. Tier I and II Increase parent communication through the use of Facebook Page, and the School Website. In addition to English, all communication will be communicated in Spanish for our increasing ELL students and families. Objective #2: Increase parent involvement in their child's school interests, throughout the year. Tier I Parents will be encouraged to become actively involved and provide support to extracurricular activities. Tier II A fall parent night for our English Language Learners families will be planned. Tier II Quarterly, academic award ceremonies will be planned for all grade levels. The ceremonies will take place in the morning to encourage parent attendance.
Rationale for Evidence-based Strategy	Many parents who are actively involved in the education of their children at the elementary school level become less involved when their children reach middle school. However, parent involvement in a child's education during the middle school years is just as important a factor in a child's success at school as it is in earlier grades.
Action Step	
Description	1. PACT membership recruitment through Facebook, parent nights and school events 2. Communication between school and parents through Facebook, newsletters, Remind, school and teacher websites. 3. Academic award ceremonies to highlight successes of the students 4. Parent night for the ELL families to keep them informed of school expectations
Person Responsible	Nancy Parker (parkern@walton.k12.fl.us)

#6	
Title	Professional Learning Development
Rationale	The current data of ECMS teachers completing the required Professional Learning Communities is 93%. The target value for ECMS teachers completing the required Professional Learning Communities is 98%.
State the measurable outcome the school plans to achieve	At the end of the school year, 98% of the teachers will show that they signed up for and completed their Professional Learning Communities.
Person responsible for monitoring outcome	Todd Drake (todd.drake@walton.k12.fl.us)
Evidence-based Strategy	Objective #1: Use of Professional Learning Communities for the improvement of student academic and behavioral performance or other data-driven professional learning need with specific focus on the lowest 25 percent. Tier I Each PLC will (a) research effective instructional strategies, (b) agree upon and implement common strategy(ies) with selected student groups, (c) implement common assessment for data collection (d) analyze impact on student achievement levels through collected data. Strategies can be implemented with students across grade levels and content areas but will focus on that target group's lowest 25 percent. Objective #2: To increase the effectiveness and uniformity of PLC processes at ECMS. Tier I During pre-planning days in August 2019, the ECMS PLCs will be introduced and teachers will select one that interest them. PLC Leaders and members will use the provided guidelines for PLC processes, related forms for meeting minutes, and district rubrics to evaluate PLC functionality
Rationale for Evidence-based Strategy	Educational best practices identify the use of small learning communities as one of the most effective methods of promoting professional learning and introducing new concepts to a school faculty. Use of professional learning communities is also a requirement of the federal Title 1 programs, the Florida Differentiated Accountability Program, the Florida Professional Learning Protocol and the AdvancEd Accreditation System.
Action Step	
Description	1. All teachers will sign-up for a school Professional Learning Community 2. Two PLC's will be offered: Differentiation and Questioning 3. Teachers will be encouraged to be grouped by departements
Person Responsible	Jeannine Abadie (abadiej@walton.k12.fl.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).

Continue focus on gains school wide with particular emphasis on the lower 25%, ELL, and ESE students.

Part V: Budget

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

1	III.A.	Areas of Focus: Reading/Writing (ELA)				$2,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	519-Technology-Related Supplies	0152 - Emerald Coast Middle School	School Improvement Funds		$600.00
			Notes: Learning A-Z: leveled downloadable books and resources			
	3336	500-Materials and Supplies	0152 - Emerald Coast Middle School	School Improvement Funds		$1,000.00
			Notes: ASR Supplemental Resources: ESOL/ELL/general group differentiated materials			
	3374	500-Materials and Supplies	0152 - Emerald Coast Middle School	School Improvement Funds		$700.00
			Notes: 6th and 7th Grade Scope Magazines: test prep and progress monitoring			
	3336	500-Materials and Supplies	0152 - Emerald Coast Middle School	School Improvement Funds		$300.00
			Notes: Class sets of novels: support for reading curriculum			
2	III.A.	Areas of Focus: Math				$0.00
3	III.A.	Areas of Focus: Science				$1,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	500-Materials and Supplies	0152 - Emerald Coast Middle School	School Improvement Funds		$1,000.00
			Notes: Performing science hands-on activities/labs related to the curriculum and standards: Materials and supplies for science activities/labs			
	3336	500-Materials and Supplies	0152 - Emerald Coast Middle School	School Improvement Funds		$300.00
			Notes: Provide enrichment materials to science students: Sea Perch Robotics Club			
4	III.A.	Areas of Focus: Student Behavior				$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	500-Materials and Supplies	0152 - Emerald Coast Middle School			$800.00
			Notes: Academic and behavior incentives for student success: certificates, medals, and prizes.			

5	III.A.	Areas of Focus: Parent Involvement				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	500-Materials and Supplies	0152 - Emerald Coast Middle School	School Improvement Funds		$500.00
			Notes: Parent Night materials			
6	III.A.	Areas of Focus: Professional Learning Development				$0.00
					Total:	$5,200.00