Emerald Coast Middle School

2020-21 Schoolwide Improvement Plan

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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: 7/1/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	27%
2019-20 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%)
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 9/22/2020.

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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	23%

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	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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

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, position title, and job duties/responsibilities 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.
Carroll, Donnita	Teacher, ESE	
Magruder, Michelle	Teacher, K-12	
Burns, Lisa	Instructional Media	

Name	Title	Job Duties and Responsibilities
Yates, Cynthia	Paraprofessional	ELL Aide
Porter, Laura	SAC Member	Parent & SAC member
Shaver, Amber	SAC Member	SAC Member
Coble, Amy	SAC Member	SAC Member and Parent
Wright, Karen	Administrative Support	Parent Goal

Demographic Information

Principal start date
Wednesday 7/1/2020, Todd Drake

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	27%
2019-20 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%)
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](#).	

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	216	268	260	0	0	0	0	744
Attendance below 90 percent	0	0	0	0	0	0	33	53	43	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	1	3	3	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	5	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	6	5	1	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	12	22	21	0	0	0	0	55
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	10	49	13	0	0	0	0	72

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	13	28	15	0	0	0	0	56

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	0	0	3	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	0	0	0	3

Date this data was collected or last updated

Tuesday 9/8/2020

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	
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	

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	
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	

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	
	(0)	(0)	(0)	0 (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.

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						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State 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%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
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		
MUL	72	68		83	60		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
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%	0
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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 STAR data from 2019-20 shows that 7th grade Language Arts was the lowest performing academic area due to having two new ELA teachers.

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

The STAR data from the year shows that the growth of the lowest 25% of students was only 26% although our goal was 70%.The factor that mostly attributed to low growth and proficiency was having 2 new 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 data component with the greatest gap compared to the state average were the 7th grade ELA scores, according to STAR data. This was mostly attributed to having 2 new ELA 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 students taking accelerated math students taking the courses.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Areas of concentration for the 2020-2021 school year is by putting more 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 7th grade ELA Star scores in proficiency and growth.
2. Increasing 6th and 7th math scores.
3. More intensive focus on the needs and accommodations of ELL students (ex. support in the classroom.)
4. More intensive focus on the needs and accommodations for ESE students
5. Continued unique skills classes for ESE students focusing on specialized instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The data of ECMS students scoring 3 or above on the 2019 Florida Standards Assessment (FSA) is 73%. The target value for ECMS students scoring 3 or above on the FSA for the 2020-2021 school year is 80%.
Measurable Outcome:	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: The school will provide quality instruction, remediation, and enrichment so all students make progress performing at high levels in reading and writing. Tier I The school will use STAR assessments. Content Area Teachers will: use CARPD and/or AVID strategies integrate essay writing ELA, Critical Thinking, and Reading teachers will use supplemental materials and AVID strategies. ELA teachers will: Follow CAP Set Book Goals Model close and careful reading Conduct cold reads Adhere to a vertically aligned writing program Students will develop a plan for growth. Objective 2: The school will provide enrichment for students performing at high levels. Tier II Students performing above average may take Advanced Language Arts classes in grades 6-8. Objective 3: The school will target struggling students and assist them in showing growth. Tier II Struggling students will be placed in Intensive Reading. Tier III MTSS will monitor struggling students and discuss strategies.
Rationale for Evidence-based Strategy:	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, 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 Steps to Implement

The school will use STAR assessments at the beginning of the year to establish a baseline, at midyear, and at the end of the 2020-2021 school year. Teachers will use data to determine and differentiate classroom instruction.

Person Responsible — Lisa Burns (burnsl@walton.k12.fl.us)

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. Top and most improved readers school-wide by grade level will be recognized and rewarded each quarter.

Person Responsible — Todd Drake (todd.drake@walton.k12.fl.us)

Teachers will adhere to a vertically aligned writing program created by ECMS teachers 2015-2017. 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.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.

Person Responsible — Todd Drake (todd.drake@walton.k12.fl.us)

Selected teachers attend state AVID conference and then share strategies and training during staff meetings in order for all teachers to use AVID strategies across the curriculum.

Person Responsible — Todd Drake (todd.drake@walton.k12.fl.us)

Language Arts and Reading teachers will follow the curriculum designed by CAP/SpringBoard and attend a district-wide workshop and share strategies and training during staff meetings as needed.

Person Responsible — Todd Drake (todd.drake@walton.k12.fl.us)

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, Study Island, NewsELA, Commonlit, and Brain Pop to address literary elements, vocabulary, author's purpose, etc.

Person Responsible — Todd Drake (todd.drake@walton.k12.fl.us)

Teachers will model close and careful reading strategies of complex texts. Discussion of texts will include higher order questions to determine students' depth of knowledge.

Person Responsible — Todd Drake (todd.drake@walton.k12.fl.us)

Teachers will conduct cold reads to provide ongoing practice with appropriate text and higher order questions in preparation for the FSA.

Person Responsible — Todd Drake (todd.drake@walton.k12.fl.us)

Students will use information from STAR assessments, cold reads, book goals, and general performance on class assignments to individually determine their reading strengths and weaknesses, to identify obstacles that may prevent success, and to set personal goals with an action plan that encourages growth.

Person Responsible — Todd Drake (todd.drake@walton.k12.fl.us)

STAR Reading Tests will be used to place struggling students 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.

Person Responsible   Todd Drake (todd.drake@walton.k12.fl.us)

MTSS will monitor the progress of individual struggling students and discuss strategies to target areas for improvement. 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. 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.

Person Responsible   Todd Drake (todd.drake@walton.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The current data of ECMS students scoring 3 or above on the Florida Standards Assessment (FSA) is 75%. The target value for ECMS students scoring 3 or above on the FSA for the 2020-2021 school year is 80%.
Measurable Outcome:	At the end of the school year, 80% of the students will show proficiency on the FSA Math Assessment.
Person responsible for monitoring outcome:	Jeannine Abadie (abadiej@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. Tier I Math teachers will implement the district adopted curriculum and utilize the pacing guide created during CAP. AVID strategies will be implemented throughout the year in math classes to encourage self-regulation and accountability. Teachers will implement technology resources to encourage discovery-based problem-solving skills in real world settings. Tier II Teachers from the previous year will provide recommendations for Advanced and Intensive courses based on student performance data. Teachers will provide students with a variety of technology resources, such as adaptive or tutorial, to aid in understanding of math concepts. Tutoring sessions will be provided as needed by each grade level before, during, or after school. Computer labs are available for economically disadvantage students that may not have access to technology outside of school.
Rationale for Evidence-based Strategy:	Math teachers will provide 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 and STAR scores.

Action Steps to Implement

1. STAR testing at the beginning of the year to establish a baseline, at midyear, and at the end of the year throughout the 2020-2021 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 that have attended state AVID conference and share strategies and training during staff meetings.

Person Responsible	Jeannine Abadie (abadiej@walton.k12.fl.us)

#3. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	The current data of ECMS teachers completing the required Professional Learning Communities is 92%.The target value for ECMS teachers completing the required Professional Learning Communities is 95%.
Measurable Outcome:	At the end of the school year, 95% of teachers will have partcipated in a PLC and completed the followup reflection.
Person responsible for monitoring outcome:	Jeannine Abadie (abadiej@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. 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. PLC members will observe other teachers to see a specfic, effective, and positive strategy implemented to include pre/post meetings. Objective #2: To increase the effectiveness and uniformity of PLC processes at ECMS. Tier I During pre-planning days, the ECMS PLCs will be introduced and teachers will select one that interest them or design one that inspires them personally. PLC Leaders and members will use the provided guidelines for PLC processes, related forms for meeting minutes, and district rubrics to evaluate PLC functionality through Microsoft Teams.
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 Steps to Implement

1. All teachers will be encouraged to select a PLC during the week of pre-planning.
2. Each PLC will present to the staff progress and lessons learned on each PD day.
3. Teachers will have training on Microsoft Teams to unify data collection for PLCs.

Person Responsible	Jeannine Abadie (abadiej@walton.k12.fl.us)

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	Positive behavior and social-emotional well-being is critical to the overall success of our students. Offering a variety of programs to the student population will ensure they are mentally sound and will enhance their overall academic experience.
Measurable Outcome:	By the end of the 2020-2021 school year, 100% of ECMS students will participate in a mental health program offered by the school.
Person responsible for monitoring outcome:	Todd Drake (todd.drake@walton.k12.fl.us)
Evidence-based Strategy:	Objective #1-Use of positive behavior strategies and mental health programs to improve student wellness. TIER 1 Students will have the option to participate in various programs offered by a social worker, community health agencies, and the school guidance counselor. Part of the PE curriculum will include lessons on personal hygiene and relaxation techniques.Bulletin boards will be placed around the school reiterating positive behaviors. TIER 2 The guidance counselor will offer small group counseling sessions to students in need. Implementation of Leadership courses will be offered as an elective. TIER 3 The Lunch Buddies program will provide new students a peer to have lunch with during their first weeks of school.
Rationale for Evidence-based Strategy:	A positive school culture provides a safe, encouraging, inviting, and challenging environment for students and staff. Academic achievement can evolve and thrive when students have a supportive environment.

Action Steps to Implement

1. Positive affirmation bulletin boards throughout the school. (Behavior Team/Donnita Carroll)
2. 6th Grade STAR program to improve mental health (Christy Flowers/Social Worker)
3. "Draw the Line/Respect the Line" program for 6-8th graders (Walton Co. Health Dept.)
4. Direct instruction of relaxation techniques and personal hygiene routines (P.E. teachers)
5. Buddies Lunch Program. (Guidance Counselor/Carla Dobbs)
6. Small Group & Individual counseling sessions. (Guidance Counselor/Carla Dobbs)

Person Responsible	Todd Drake (todd.drake@walton.k12.fl.us)

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	The most recent data from the 2018-2019 school year indicated that 68% of ECMS students scored a 3 or above on the Florida Standards Science Assessment (FSA). The target value for ECMS students scoring 3 or above on the FSA for the 2020-21 school year will be 75%.
Measurable Outcome:	At the end of the school year, 75% 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. This will include distance learning opportunities. TIER 1 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, including virtual labs and demonstrations. TIER 1 Science teachers will use AVID strategies, digital textbook lessons, interactive notebooks, 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 the Walton County Science Fair. Other students in the school will also have the opportunity to participate in the Science Fair.
Rationale for Evidence-based Strategy:	Objective #2: Throughout the year, the school will provide students with current science articles and digital resources to promote reading and writing throughout the curriculum while connecting learning to real-world science. TIER 1 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 1 Students will monitor their mastery of the standards and learning targets, as well as documenting attainable goals on individualized data tracking forms. TIER 1 Students will show growth and mastery of standards throughout the year by taking a grade level benchmark test.

Action Steps to Implement

1. Implementation of Science Benchmark Assessment
2. Integration of learning targets through teacher collaboration and student interaction

3. Integration of real-world application projects and hands-on experiments.
4. Implementation of intentional higher order questioning
5. Sea Perch Underwater Robotics Club and Robotics elective
6. Offer opportunities to achieve goals through differentiation and individualized instruction.
7. Continuously monitor and review state standards to fill voids in learning.

Person Responsible   Todd Drake (todd.drake@walton.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

• Since we have over 10 new teachers on staff, we will provide more mentoring to these new teachers.
• Due to the pandemic, we will be going from a regular schedule to a Block-Schedule.
• Due to the pandemic, we will be providing two virtual opportunities for students that choose to learn from
home.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school will build a positive school culture by providing students with technology, mentoring programs, after-school tutoring, positive bulletin board messages,and a variety of extracurricular activities and clubs. Parents will be included in orientation activities, awards ceremonies, and communication via Remind by the school, teachers, coaches and sponsors. Community programs offered by social service agencies will be utilized to build a safe environment for all stakeholders.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$5,309.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336	500-Materials and Supplies	0152 - Emerald Coast Middle School	School Improvement Funds		$1,500.00
			Notes: 6th and 7th Grade Scope Magazines: test prep and progress monitoring, ASR Supplemental Resources. ESOL/ELL general group differentiated materials, class set of novels, Learning A-Z: leveled downloadable books and resources			
			0152 - Emerald Coast Middle School	School Improvement Funds		$3,809.00
			Notes: AVID Contract			
2	III.A.	Areas of Focus: Instructional Practice: Math				$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336	500-Materials and Supplies	0152 - Emerald Coast Middle School	School Improvement Funds		$1,200.00
			Notes: Class sets of dry erase markers, erasers, whiteboards, manipulatives, and other materials for interactive notebooks and real world projects.			
3	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				$0.00
4	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				$391.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336	500-Materials and Supplies	0152 - Emerald Coast Middle School			$391.00
			Notes: Positive character curriculum materials			
5	III.A.	Areas of Focus: Instructional Practice: Science				$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336	500-Materials and Supplies	0152 - Emerald Coast Middle School	School Improvement Funds		$400.00
			Notes: Science Lab equipment and materials			
	3336	500-Materials and Supplies	0152 - Emerald Coast Middle School	School Improvement Funds		$800.00
			Notes: Science World Magazines			
					Total:	$8,100.00