

Walton County School District

Emerald Coast Middle School



2021-22 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: 4/8/2018

| | |
|--|---|
| 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 |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 27% |
| 2020-21 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%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northwest |
| Regional Executive Director | Rachel Heide |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |

* 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 10/5/2021.

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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Emerald Coast Middle School

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

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

School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Middle School 6-8 | No | 21% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 27% |

School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | A | A | A |

School Board Approval

This plan was approved by the Walton County School Board on 10/5/2021.

SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

Changing lives everyday, so students can reach 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 | Position 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 reviews the data from STAR and FSA that are related to school goals. He is responsible for creating and maintaining the culture of the school and providing instructional support and feedback 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 reviews the data from STAR and FSA that are related to school goals. She is responsible for supporting the culture of the school, implementing behavioral interventions and providing instructional support and feedback to the teachers. |
| Griner, Nancy | Teacher, K-12 | Mrs. Griner is the Co-School Improvement chair of the school. She plans and leads monthly meetings with the school improvement team in conjunction with quarterly meetings with the School Advisory Council. She attends monthly meetings or more if needed to assess the progress of the school's goals and reviews the data from STAR and FSA that is related to school goals. She is responsible for implementing the school improvement plan. |
| Griner, Kendall | Teacher, K-12 | Mr. Griner is the Co-School Improvement chair of the school. He plans and leads monthly meetings with the school improvement team in conjunction with quarterly meetings with the School Advisory Council. He attends monthly meetings or more if needed to assess the progress of the school's goals and reviews the data from STAR and FSA that is related to school goals. He is responsible for implementing the school improvement plan. |
| Walton, Margaret | Teacher, K-12 | Mrs. Walton attends monthly meetings or more if needed to assess the progress of the school's goals and reviews 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 strategies to enhance instruction for student success. |
| Magruder, Michelle | Teacher, K-12 | Mrs. Magruder attends monthly meetings or more if needed to assess the progress of the school's goals and reviews the data from STAR and FSA that is related to school goals. She is responsible for working closely with Science teachers to examine the school's data from the state and classroom assessments to identify areas of remediation to implement strategies to enhance instruction for student success. |
| Dobbs, Carla | School Counselor | Ms. Dobbs leads monthly meetings or more if needed to assess the progress of the school's goals and reviews the data from STAR and FSA that are related to school goals. She is responsible for collaborating with school leaders to review school data and implement interventions for |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|---------------------|---|
| | | MTSS. She is responsible for implementing the school's social emotional support programs for students. |
| Wright, Karen | Paraprofessional | Mrs. Wright serves as a School Advisory Council member. She is the liaison between the school and the parent group, PACT. She coordinates parent involvement meetings, events and fundraising activities. |
| Burns, Lisa | Instructional Media | Mrs. Burns serves as a School Advisory Council member and secretary. She attends monthly meetings or more if needed to assess the progress of the school's goals and reviews the data from STAR and FSA that are related to school goals. She also provides guidance with resource selection for the MTSS process. |
| Carroll, Donnita | Teacher, ESE | Ms. Carroll attends monthly meetings or more if needed to assess the progress of the school's goals and reviews the data from STAR and FSA that are related to school goals. She is responsible for implementing the school improvement plan and to examine state and classroom assessments to enhance instruction and remediation of ESE students. She is responsible for implementing and supporting the Positive Culture and Environment goals of the school improvement plan. |
| Coble, Amy | SAC Member | Mrs. Coble is a parent and member of the School Advisory Council. She is responsible for attending quarterly School Advisory Council Meetings and supporting the implementation of the school improvement plan. |
| Carr, MH | SAC Member | Mrs. Carr is a community member and member of the School Advisory Council. She is responsible for attending quarterly School Advisory Council Meetings and supporting the implementation of the school improvement plan. |
| Didier, Paige | SAC Member | Mrs. Didier is a parent and member of the School Advisory Council. She is responsible for attending quarterly School Advisory Council Meetings and supporting the implementation of the school improvement plan. |
| Mitchell, Kristen | SAC Member | Mrs. Mitchell is a parent and member of the School Advisory Council. She is responsible for attending quarterly School Advisory Council Meetings and supporting the implementation of the school improvement plan. |
| Allen, Ramona | Teacher, K-12 | Ms. Allen leads monthly meetings or more if needed to assess the progress of the school's goals and reviews the data from STAR and FSA that are related to school goals. She is responsible for collaborating with school leaders to review school data and implement interventions for the MTSS process. |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|----------------|---|
| Agurcia, Karla | Teacher, K-12 | Ms. Agurcia attends monthly meetings or more if needed to assess the progress of the school's goals and reviews the data from STAR and FSA that is related to school goals. She is responsible for working closely with ELL students and to examine the school's data from the state and classroom assessments to identify areas of remediation to implement strategies to enhance instruction for student success. |
| Shost, Deb | Teacher, K-12 | Mrs. Shost attends monthly meetings or more if needed to assess the progress of the school's goals and reviews the data from STAR and FSA that is related to school goals. She is responsible for working closely with Math teachers to examine the school's data from the state and classroom assessments to identify areas of remediation to implement strategies to enhance instruction for student success. |
| | | Ms. Caudill attends monthly meetings or more if needed to assess the progress of the school's goals and to review the STAR and FSA data related to school goals. She is responsible for working with teachers to implement Professional Learning Communities (PLCs) that support instructional strategies. |
| Rhea, Jennifer | Teacher, K-12 | Mrs. Rhea attends monthly meetings or more if needed to assess the progress of the school's goals and to review the STAR and FSA data related to school goals. She is responsible for working with teachers to implement Professional Learning Communities (PLCs) that support instructional strategies. |

Demographic Information

Principal start date

Sunday 4/8/2018, 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.*

3

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.*

18

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

861

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

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 | 265 | 280 | 316 | 0 | 0 | 0 | 0 | 861 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 20 | 42 | 0 | 0 | 0 | 0 | 69 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 17 | 17 | 0 | 0 | 0 | 0 | 44 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 12 | 11 | 0 | 0 | 0 | 0 | 31 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 12 | 12 | 0 | 0 | 0 | 0 | 33 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 31 | 50 | 0 | 0 | 0 | 0 | 111 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 24 | 32 | 0 | 0 | 0 | 0 | 85 |
| Number of students with a substantial reading deficiency | 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 | 16 | 22 | 30 | 0 | 0 | 0 | 0 | 68 |

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 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 4 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 3 |

Date this data was collected or last updated

Tuesday 7/13/2021

2020-21 - 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 | 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 | |

2020-21 - 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 | 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 |

Part II: Needs Assessment/Analysis

School Data Review

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 73% | 52% | 54% | 75% | 50% | 53% |
| ELA Learning Gains | | | | 61% | 51% | 54% | 65% | 49% | 54% |
| ELA Lowest 25th Percentile | | | | 48% | 43% | 47% | 50% | 48% | 47% |
| Math Achievement | | | | 72% | 67% | 58% | 76% | 63% | 58% |
| Math Learning Gains | | | | 57% | 65% | 57% | 57% | 61% | 57% |
| Math Lowest 25th Percentile | | | | 56% | 69% | 51% | 48% | 76% | 51% |
| Science Achievement | | | | 68% | 61% | 51% | 70% | 54% | 52% |
| Social Studies Achievement | | | | 87% | 87% | 72% | 88% | 80% | 72% |

Grade Level Data Review - State Assessments

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 | 2021 | | | | | |
| | 2019 | 71% | 55% | 16% | 54% | 17% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 74% | 64% | 10% | 52% | 22% |
| Cohort Comparison | | -71% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 71% | 60% | 11% | 56% | 15% |
| Cohort Comparison | | -74% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 68% | 60% | 8% | 55% | 13% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 79% | 62% | 17% | 54% | 25% |
| Cohort Comparison | | -68% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 73% | 63% | 10% | 46% | 27% |
| Cohort Comparison | | -79% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2021 | | | | | |
| | 2019 | 69% | 58% | 11% | 48% | 21% |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 86% | 82% | 4% | 71% | 15% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 96% | 72% | 24% | 61% | 35% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 100% | 72% | 28% | 57% | 43% |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR

| Grade 6 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 68 | 67 | 70 |
| | Economically Disadvantaged | 53 | 49 | 52 |
| | Students With Disabilities | 21 | 30 | 32 |
| | English Language Learners | 31 | 22 | 26 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 56 | 56 | 53 |
| | Economically Disadvantaged | 38 | 45 | 41 |
| | Students With Disabilities | 21 | 37 | 27 |
| | English Language Learners | 27 | 25 | 27 |

| Grade 7 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 56 | 66 | 64 |
| | Economically Disadvantaged | 41 | 46 | 49 |
| | Students With Disabilities | 15 | 14 | 26 |
| | English Language Learners | 28 | 25 | 21 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 50 | 46 | 63 |
| | Economically Disadvantaged | 33 | 32 | 34 |
| | Students With Disabilities | 35 | 35 | 39 |
| | English Language Learners | 16 | 22 | 28 |
| Civics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 8 | | | | |
|--------------------------|-------------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 65 | 69 | 72 |
| | Economically Disadvantaged | 36 | 46 | 49 |
| | Students With Disabilities | 11 | 16 | 15 |
| | English Language Learners | 11 | 10 | 15 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 59 | 65 | 78 |
| | Economically Disadvantaged | 37 | 41 | 49 |
| | Students With Disabilities | 18 | 17 | 21 |
| | English Language Learners | 6 | 25 | 30 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | | | | |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 26 | 40 | 31 | 45 | 51 | 55 | 37 | 41 | | | |
| ELL | 37 | 55 | 50 | 37 | 52 | 55 | 13 | 62 | | | |
| ASN | 94 | 69 | | 94 | 54 | | | | | | |
| BLK | 75 | | | 58 | | | | | | | |
| HSP | 52 | 50 | 43 | 61 | 66 | 61 | 56 | 76 | 67 | | |
| MUL | 72 | 57 | | 81 | 64 | | 77 | | 64 | | |
| WHT | 69 | 58 | 39 | 74 | 64 | 63 | 69 | 81 | 71 | | |
| FRL | 49 | 47 | 37 | 54 | 58 | 53 | 45 | 70 | 46 | | |
| 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 | | | | |

| 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 |
| 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 | | | | |
| WHT | 78 | 65 | 52 | 78 | 59 | 51 | 74 | 89 | 74 | | |
| FRL | 63 | 58 | 43 | 64 | 52 | 40 | 60 | 79 | 70 | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 65 |
| 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 | 72 |
| Total Points Earned for the Federal Index | 651 |
| 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 | 48 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| 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 | 78 |
| 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 | 67 |
| 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 | 60 |
| 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 | 69 |
| 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 | 65 |
| 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 Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on our progress monitoring and FSA data, we have identified ELA growth of our bottom quartile of students as an area of focus. This focus will address literacy of several subgroups (ESE, ELL).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA performance in 7th grade and ELA growth of students in the bottom quartile.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

To address this need for improvement, we are working on improving our internal collaboration through effective planning, classroom management, and instructional strategies.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on progress monitoring data, the biggest improvements were seen in Math growth of students in the lowest 25% performance area.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We focused on implementing achievement level descriptors in our math classes so we could individualize the instruction for the students. We also used a school wide data collection form to track student growth on the progress monitoring tool. Students were active participants in the tracking process.

What strategies will need to be implemented in order to accelerate learning?

We will implement a more effective collaborative planning and instructional process which will focus on intentional planning, use of high yield instructional strategies, differentiated instruction and intentional questioning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teacher will participate in collaborative Professional Learning Communities that will participate in PD opportunities for instructional strategies, intentional planning, and effective collaboration.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We are attempting to build a collaborative culture here at ECMS. The 20-21 year was impacted by COVID 19. Our culture of collaboration took several steps back during the school year. We are looking to rebuild our culture during the school year. This is a process we expect to become part of the overall culture of our school

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

| | |
|---|--|
| Area of Focus | The data of ECMS students scoring 3 or above on the 2021 Florida Standards Reading Assessment (FSA) is 65%. The target value for ECMS students scoring 3 or above on the FSA for the 2021-2022 school year is 80%. |
| Description and Rationale: | |
| Measurable Outcome: | At the end of the school year, 80% of the students will show proficiency on the FSA Reading Assessment. |
| Monitoring: | Monthly department meetings facilitated by a department chair to improve communication, collaboration, and data tracking. |
| Person responsible for monitoring outcome: | Todd Drake (todd.drake@walton.k12.fl.us) |
| Evidence-based Strategy: | <p>Objective 1: The school will provide quality instruction, remediation, and enrichment so all students make progress performing at high levels in reading and writing.</p> <p>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.</p> <p>Objective 2: The school will provide enrichment for students performing at high levels.</p> <p>Tier II Students performing above average may take Advanced Language Arts classes in grades 6-8.</p> <p>Objective 3: The school will target struggling students and assist them in showing growth.</p> <p>Tier III Struggling students will be placed in Intensive Reading. Tier III MTSS will monitor struggling students and discuss strategies.</p> |
| 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, Max Scholar, Saddleback Reading Series, and Brain Pop to address literary elements, vocabulary, author's purpose, and FSA Reading reporting categories. |

Action Steps to Implement

A department chair will be appointed to facilitate communication and collaboration among ELA teachers, reading teachers, critical thinking teachers, and the media specialist.

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

The school will use STAR assessments at regular intervals four times during the 2021-2022 school year. Teachers will use data to determine and differentiate classroom instruction.

Person Responsible Carla Dobbs (carla.dobbs@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. 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.

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 writing quality paragraphs citing information from 1-3 sources into Social Studies and Science classes using teacher-created templates.

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)

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)

Students will use information from assessments 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/ Saddleback Reading Series 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: | In 2020-2021, ECMS students scoring 3 or above on the Florida Standards Assessment (FSA) is 70%. The target value for ECMS students scoring 3 or above on the FSA is 80%. |
| Measurable Outcome: | At the end of the school year, 80% of the students will show proficiency on the FSA Math Assessment. |
| Monitoring: | Monthly department meetings facilitated by a department chair to improve communication, collaboration, and data tracking. |
| Person responsible for monitoring outcome: | Todd Drake (todd.drake@walton.k12.fl.us) |
| Evidence-based Strategy: | <p>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.</p> <p>Tier I</p> <p>Math teachers will implement the district adopted curriculum and utilize the pacing guide created during CAP.</p> <p>AVID strategies will be implemented throughout the year in math classes to encourage self-regulation and accountability.</p> <p>Teachers will implement technology resources to encourage discovery-based problem-solving skills in real world settings.</p> <p>Tier II</p> <p>Teachers from the previous year will provide recommendations for Advanced and Intensive courses based on student performance data.</p> <p>Teachers will provide students with a variety of technology resources, such as adaptive or tutorial, to aid in understanding of math concepts.</p> <p>Tutoring sessions will be provided as needed after school.</p> |
| Rationale for Evidence-based Strategy: | <p>Math teachers will provide intensive math support utilizing online individualized learning programs that include but are not limited to Khan Academy, Xtra Math, and Study Island.</p> <p>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.</p> |

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

#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: In 2019-2020, 92 percent of ECMS teachers completed required Professional Learning Communities. In 2020-2021, 50 percent of ECMS teachers completed required Professional Learning Communities. 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 participated in a PLC and completed the follow up reflection.

Monitoring: 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 specific, 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 a PLC aligned to their grade level or curriculum. PLC Leaders and members will use the provided guidelines for PLC processes, related forms for meeting minutes, and district rubrics to evaluate PLC functionality.

Person responsible for monitoring outcome: Jennifer Rhea (rheaj@walton.k12.fl.us)

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.

Rationale for Evidence-based Strategy: Through common planning, PLC's will share best practices for some of the following instructional strategies: achievement level descriptors, standard alignment, higher order questioning, progress monitoring and cross-curriculum instruction.

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. PLCs will meet during the school day, twice per month per common planning.

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

#4. Culture & Environment specifically relating to Parent Involvement

| | |
|---|---|
| Area of Focus Description and Rationale: | In the 2020-2021 school year, the PACT organization had 9 members and during the 1 meeting held, only 1 parent attended. |
| Measurable Outcome: | We will increase 2021-22 School Year participation to 3 meetings with average attendance of 10 parents in addition to the advisory council. We will also increase remind sign ups by 10%. |
| Monitoring: | PACT will inform members of meetings a week prior and use a sign in sheet for meeting attendance. Remind will be used for meeting alerts as well as communication for sign-ups and school updates. |
| Person responsible for monitoring outcome: | Karen Wright (karen.wright@walton.k12.fl.us) |
| Evidence-based Strategy: | Plan to increase participation in PACT through a more clearly defined structure and purpose. PACT members will provide more forms of communication and meeting opportunities to increase involvement and opportunities for stakeholders to participate. |
| Rationale for Evidence-based Strategy: | The above strategies will be met with the following criteria: Write mission statement for PACT that clearly states its purpose and contributions to the school. Identifying Advisory Council Members (3 per grade) as points of contact for more timely parent communication. Locations and times of PACT meetings will be alternated to encourage participation for working parents. |

Action Steps to Implement

1. Principal to announce PACT meetings and other PACT announcements in weekly video parent update.
2. Increased presence on school website and social media.
3. Communicate with parents utilizing both email and remind.
4. Encouraging "in classroom" parental involvement with sign-up sheets.
5. Have table at orientation collecting parent contact information on August 5, 2021 1:30-3 & 5:30-7.

Person Responsible Karen Wright (karen.wright@walton.k12.fl.us)

#5. Instructional Practice specifically relating to Science

| | |
|---|--|
| Area of Focus Description and Rationale: | The most recent data from the 2021-2022 school year indicated that 67% 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 2021-2022 school year will be 72%. |
| Measurable Outcome: | At the end of the 2021-2022 school year, 72% of students will show proficiency on the FSA Science assessment. |
| Monitoring: | Monthly department meetings facilitated by the department chair to improve communication, collaboration, and data tracking. District benchmark assessments will be given three times throughout the year which track standards-based growth. |
| Person responsible for monitoring outcome: | Todd Drake (todd.drake@walton.k12.fl.us) |
| Evidence-based Strategy: | <p>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.</p> <p>TIER I Throughout the year, teachers will provide at least (8) high level hands-on science lab activities for students, including virtual labs and demonstrations.</p> <p>TIER II Teachers from the previous year will provide recommendations for elective and advanced courses. This will include STEM and Robotics classes and science clubs that will enhance student performance.</p> <p>TIER II All Advanced 8th grade science students will be required to participate in the Walton County Science Fair.</p> <p>Objective #2: Throughout the year teachers will provide students with current science articles and digital resources to promote reading and writing while connecting learning to real-world science.</p> <p>Objective # 3 Throughout the year students will identify and become proficient with the Florida Science Standards in their grade level.</p> |
| Rationale for Evidence-based Strategy: | Rationale-Students can learn about science by experiencing hands-on science activities through science labs and experimentation. Science teachers will use Science World Magazine, Study Island, AVID strategies and other digital technology resources to differentiate instruction to meet individual needs. Students will monitor the mastery of the standards and learning targets by documenting their progress on individualized data tracking sheets. |

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. STEM and Robotics electives

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)

#6. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Social-emotional well-being, including the physical safety of students and staff, is critical to the overall success of our population to enhance their overall school experience. More importantly, developing lifetime coping skills is vital to insuring mental stability to perform successfully in the workforce.

Measurable Outcome: By the end of the 2021-2022 school year, 95% of ECMS students will participate in a mental health program offered by the school per parental consent.

Monitoring: Teachers hosting the social workers and other facilitators will monitor student attendance during these programs.

Person responsible for monitoring outcome: Carla Dobbs (carla.dobbs@walton.k12.fl.us)

Evidence-based Strategy: Objective 1- Use of social-emotional strategies and mental health programs to improve student wellness and school-wide safety.
Tier I
Students will be encouraged to participate in various programs offered through community health agencies and the school guidance counsellor. Additionally, students and staff will participate in regularly scheduled safety drills.
Tier II
Small group sessions will be provided by the guidance counselor.
Tier III
Staff will follow mandates as required to report to local and state agencies as needed. Students in crisis will have opportunities for one-on-one mental health care.

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. 6th Grade STAR program to improve mental health (Christy Flowers/Social Worker)
2. "Draw the Line/Respect the Line" program for 6-8th graders (Walton County Health Department)
3. Second Step Program is a direct instruction program highlighting relaxation techniques and personal hygiene routines (P.E. teachers.)
4. Small group & Individual counseling sessions (Guidance Counselor-Carla Dobbs)

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In 2019-2020 there were 8.4 reported suspensions per 100 students with a total of 68 reported suspensions. Compared to the statewide data, Emerald Coast Middle School ranked 142/553 out of Florida schools. In 2021-2022, Emerald Coast Middle School will decrease the number of reported suspensions to 6 per 100 students. Suspensions will be monitored through FOCUS, a district data management system to track discipline.

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.

The school will build a positive school culture by providing students with a variety of extra-curricular activities and clubs, positive bulletin board messages, mentoring programs, after-school tutoring, and technology resources.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parents and students will be included in orientation activities, awards ceremonies, and communication via Remind by the school, teachers, coaches and sponsors. Teachers will provide mentoring, after-school tutoring, sports, activities and clubs that are available to the student population. Community programs offered by social service agencies will be utilized to build a safe environment for all stakeholders.

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 | 2021-22 |
| | 3336 | 500-Materials and Supplies | 0152 - Emerald Coast Middle School | School Improvement Funds | | \$1,500.00 |

| | | | | | | |
|---------------|---------------|--|---|--------------------------|-----|-------------------|
| | | | <i>Notes: Notes: 6th and 7th Grade Scope Magazines: test pr ep and progress monitoring, ASR Supplemental Resources. ESOL/ELL general group differentiated materials, class set of novels, Learning A-Z: leveled downloadable books and r esources</i> | | | |
| | 3336 | 500-Materials and Supplies | 0152 - Emerald Coast Middle School | School Improvement Funds | | \$3,809.00 |
| | | | <i>Notes: AVID certification fees</i> | | | |
| 2 | III.A. | Areas of Focus: Instructional Practice: Math | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 3336 | 500-Materials and Supplies | 0152 - Emerald Coast Middle School | School Improvement Funds | | \$1,000.00 |
| 3 | III.A. | Areas of Focus: Instructional Practice: Professional Learning Communities | | | | \$0.00 |
| 4 | III.A. | Areas of Focus: Culture & Environment: Parent Involvement | | | | \$0.00 |
| 5 | III.A. | Areas of Focus: Instructional Practice: Science | | | | \$1,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 3336 | 500-Materials and Supplies | 0152 - Emerald Coast Middle School | School Improvement Funds | | \$1,500.00 |
| | | | <i>Notes: Hands on science lab activities; Science World magazine</i> | | | |
| 6 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | | | | \$351.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 3336 | 500-Materials and Supplies | 0152 - Emerald Coast Middle School | School Improvement Funds | | \$351.00 |
| Total: | | | | | | \$8,160.00 |