Ferry Pass Middle School

2022-23 Schoolwide Improvement Plan

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Ferry Pass Middle School

8355 YANCEY AVE, Pensacola, FL 32514

www.escambiaschools.org

Demographics

Principal: Adrienne Green J

Start Date for this Principal: 8/31/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (50%) 2018-19: C (49%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Ferry Pass Middle School we believe that all students can learn and be successful. Our purpose is to create an environment which will enable each student to understand that learning is a life-long process. The faculty is committed to providing rigorous academic courses that challenge students in order to prepare and equip them to excel in high school, college, and the workforce.

Provide the school's vision statement.

Ferry Pass Middle School believes we are responsible for accepting all students as individuals, assessing their needs and interests, and providing a varied well-organized curriculum which will promote positive academic, social, physical, and emotional growth. We strive to create a safe middle school environment with meaningful educational opportunities that motivates students at all levels to achieve at their highest potential. We recognize that middle school adolescents are experiencing a transition marked by rapid changes in physical growth, relationships with peers and adults, perception of themselves, and formation of values. In conjunction with the family and community, the ultimate goal of Ferry Pass Middle School is to assist in the development of self-confident, self-disciplined learners who can be productive citizens in a global community.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Duke, Megan	Teacher, K-12	ELA/reading dept. chair
Brummet, Brent	Principal	
Britt McCaskill, Marietta	Assistant Principal	
Peoples, Natalee	Assistant Principal	
Schultz, Christopher	Teacher, K-12	Math Department Chair
Tomlin, Michelle	Teacher, K-12	Reading Department Chair

Demographic Information

Principal start date
Wednesday 8/31/2022, Adrienne Green J

Number of teachers with a 2022 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.*
2

Number of teachers with a 2022 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.*

20

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

1,022

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	348	337	337	0	0	0	0	1022
Attendance below 90 percent	0	0	0	0	0	0	95	84	91	0	0	0	0	270
One or more suspensions	0	0	0	0	0	0	36	83	110	0	0	0	0	229
Course failure in ELA	0	0	0	0	0	0	11	3	2	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	18	9	2	0	0	0	0	29
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	100	103	116	0	0	0	0	319
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	132	102	126	0	0	0	0	360
Number of students with a substantial reading deficiency	0	0	0	0	0	0	68	36	61	0	0	0	0	165

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	74	79	108	0	0	0	0	261

Using current year data, complete the table below with the number of students identified as being "retained.":

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	2	3	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	7	11	6	0	0	0	0	24

Date this data was collected or last updated

Wednesday 8/31/2022

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	296	358	338	0	0	0	0	992
Attendance below 90 percent	0	0	0	0	0	0	85	73	78	0	0	0	0	236
One or more suspensions	0	0	0	0	0	0	14	64	42	0	0	0	0	120
Course failure in ELA	0	0	0	0	0	0	23	10	6	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	30	30	16	0	0	0	0	76
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	58	119	123	0	0	0	0	300
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	101	143	121	0	0	0	0	365
Number of students with a substantial reading deficiency	0	0	0	0	0	0	38	47	65	0	0	0	0	150

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	28	41	29	0	0	0	0	98

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	7	5	3	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	8	8	3	0	0	0	0	19

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	296	358	338	0	0	0	0	992
Attendance below 90 percent	0	0	0	0	0	0	85	73	78	0	0	0	0	236
One or more suspensions	0	0	0	0	0	0	14	64	42	0	0	0	0	120
Course failure in ELA	0	0	0	0	0	0	23	10	6	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	30	30	16	0	0	0	0	76
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	58	119	123	0	0	0	0	300
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	101	143	121	0	0	0	0	365
Number of students with a substantial reading deficiency	0	0	0	0	0	0	38	47	65	0	0	0	0	150

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	28	41	29	0	0	0	0	98

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	7	5	3	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	8	8	3	0	0	0	0	19

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	42%	50%				43%	48%	54%
ELA Learning Gains	46%						50%	52%	54%
ELA Lowest 25th Percentile	40%						39%	45%	47%
Math Achievement	42%	33%	36%				45%	46%	58%
Math Learning Gains	52%						46%	47%	57%
Math Lowest 25th Percentile	50%						34%	43%	51%
Science Achievement	36%	43%	53%				42%	43%	51%
Social Studies Achievement	63%	50%	58%				54%	58%	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	2022					
	2019	40%	42%	-2%	54%	-14%
Cohort Comparison						
07	2022					
	2019	39%	43%	-4%	52%	-13%
Cohort Comparison		-40%				
08	2022					
	2019	49%	50%	-1%	56%	-7%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	36%	36%	0%	55%	-19%
Cohort Comparison						
07	2022					
	2019	48%	50%	-2%	54%	-6%
Cohort Comparison		-36%				
08	2022					
	2019	25%	21%	4%	46%	-21%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	40%	42%	-2%	48%	-8%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	54%	-1%	71%	-18%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	88%	52%	36%	61%	27%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	47%	-47%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	27	19	16	36	39	15	32	70		
ELL	24	33		41	36						
ASN	59	48		84	72		62	90	100		
BLK	23	40	41	25	45	47	15	53	90		
HSP	41	53	52	52	59	60	37	74	84		
MUL	44	55	50	46	54	67	69	71	92		
WHT	50	47	32	51	57	51	45	68	79		
FRL	33	43	36	34	49	48	27	56	81		
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	14	28	29	16	22	27	18	19			
ELL	27	45		35	35						

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
ASN	57	70		57	48			58	90		
BLK	20	29	31	17	24	27	19	21	67		
HSP	37	35	21	39	39	57	41	44	58		
MUL	39	41	54	39	30	42	53	48	74		
WHT	43	41	31	46	38	36	51	45	76		
FRL	25	33	33	26	28	28	31	24	74		
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	18	40	32	18	37	32	25	29			
ELL	15	41		45	32						
ASN	71	59		86	79		71	81	89		
BLK	28	45	37	28	36	29	21	43	91		
HSP	51	59	59	48	45	39	50	63	81		
MUL	40	48	36	39	46	37	31	59	80		
WHT	54	53	39	58	53	38	59	58	81		
FRL	36	47	39	37	38	30	31	48	83		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	74
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	42
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	57
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	61
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	53
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA proficiency rate has not reached 41% across all gradelevels. The sixth grade did reach 40% and the seventh and eighth grades are closing in on the 41%. Math proficiency rate has also not reached 41% but in both the sixth and seventh grades last year, the gap was very close to closing. Subgroups needing extra attention are SWD and ELL students.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

SWD have a need for improvement in ELA and math. ELL students have the greatest need for improvement in ELA.

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

Our trend since the pandemic, is showing and upward trend. Having SWD back in the classroom to receive small group instruction and accommodations to match their individualized needs is the direction we are taking our students when it comes to instruction, implementing new standards and filling the gaps between the old and new standards. We have a large ELL population, (we are not an ESOL center) and providing these students with supports through small group instruction and reaching out to our district resources for help in teaching ELL students has shown strides in moving towards the 41% goal.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math had the largest improvement in both subgroups. ELL's are over the 41% in math. Our learning gains and lower quartile were 40% or above in each gradelevel for learning gains and lower quartile. This is huge.

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

Implementing the new standards, extensive PD on the new math standards and filling the gaps from the new standards, data chats, direct instruction followed by small group instruction and having math positions filled by math teachers.

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

More small group instruction, specialized instruction for those with accommodations and including those in the RTI process for tiered instruction based on their level.

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.

This year we are doing extensive training on the RTI process for both academic and behavior. We have regularly scheduled PLC's by gradelevel and subject area and administration is a part of the process. Co-Teacher training is also being offered for core subject teachers as well as ESE support teachers, so that working together in the classroom for the benifit of any student with accommodations can become seemless.

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

Administration has increased walkthroughs in all core subject areas. This helps to insure that instruction is going on and that standards are being met. Students and teachers tend to stay focused and on track when adminstrators walkthrough the rooms. We are also reaching out to parents to let them know how important attendance is at the school and to let students know how important it is that they attend school daily.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Achivement levels for SWD in ELA has not reached 41% . Our SWD did increase from 10% to 17% in ELA this year on the FSA. Our ELL students dropped from 27% to 24% in ELA.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA proficiency will go from 36.9% to 41%. There will be no learning gains on this years test to show an increase from the previous year. This year we only had two subgroups below 41%. SWD had a score of 17% this year, making an increase of 7% over the previous year. Our ELL students had a decrease from 27% to 24%. Our goal is to have SWD make 10% increase and our ELL students to also have a 10% increase in ELA.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The data metrics utilized to monitro the goal will be the new FAST test, district quarterly test and school based assessments. The leadership team will continue to conduct walkthroughs to monitor implementation of the standards through whole group, small group and individualized instruction where needed. We will meet with teachers to discuss data and how they are using it to drive their instruction and increase student achievement.

Person responsible for monitoring outcome:

Marietta Britt McCaskill (mbrittmccaskill@ecsdfl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Provide explicit vocabulary instruction. (strong evidence)
2. Provide direct and explicit comprehension strategy instruction (strong evidence)
3. Provide opportunities for extended discussion of text meaning nad interpretation. (moderate evidence)
4. Integrate writing and use the same strategies across gradelevels.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearing House, providing direct and explicit comprehension strategies, and opportunties for extended discussion shows positive impact on student achievement.
2. According to the Teaching Secondary Students to Write Effectiviely from What Works Clearing House, utilizing writing for a variety of purposes shows positive impact on student achievement.
3. According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educaitonal Risk, giving mulitple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The ELA/Reading dept will meet monthly to discuss data, plannning as a whole. Reviewing My Perspectives curriculum and how it is correlating to the new FAST testing. Data chats will include how to move the 2's to 3's and making sure we are maintaining our 3's and above.

Person Responsible   Marietta Britt McCaskill (mbrittmccaskill@ecsdfl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Achievement (proficiency) in Mathematics has reached or exceed 41% proficiency for ELL, ASN, HSP, MUL and WHT subgroups but has not reached 41% proficiency in the following sub groups: African American/Black (25%), Students with Disabilities (16%) and Free and Reduced Lunch (34%).
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Math proficiency will go from 25% to 41% for African American/Black, from 16% to 41% for Students with Disabilities and from 34% to 41% for Free and Reduced Lunch. Data from FAST PM1 & PM 2 along with curricular module assessments will be collected, analyzed reviewed and broken down by teacher and ESSA groups.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development and remediation. The leadership team will also review school wide data with teachers where the data will be discussed to inform the instructional practices implemented in the classroom.
Person responsible for monitoring outcome:	Natalee Peoples (npeoples1@ecsdfl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Expose students to multiple problem-solving strategies. 2. Teach students how to use visual representations. 3. Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	In analyzing the 2021 FSA data and the current FAST progress monitoring data: 1. Lack of mathematical understanding in order to solve word problems appears to be a hindrance to math proficiency. According to Improving Mathematical Problem Solving in Grades 4 through 8 found on What Works Clearinghouse, explicit word problem instruction proved to have a moderate positive effect size on student performance. 2. the inability to use and understand mathematical representation appears to be a hindrance to math proficiency. According to Improving Mathematical Problem Solving in Grades 4 through 8 found on What Works Clearinghouse, explicit mathematical representation proved to have a strong positive effect size on student performance. 3. lack of precise mathematical language and understanding appears to be a hindrance to math proficiency. According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades found on What Works Clearinghouse, explicit mathematical language proved to have a strong positive effect size on students performance.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Planning will occur w/Gen-Ed teachers and ESE inclusion teachers on a weekly basis. The school-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards.

Person Responsible   Natalee Peoples (npeoples1@ecsdfl.us)

Following Professional Development and planning, the school-based leadership team and/or District Mathematics Specialist/TSA will do class walk-throughs to look for implementation of the professional development and planning and provide actionable feedback to teachers.

Person Responsible   Natalee Peoples (npeoples1@ecsdfl.us)

In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, word problems, student discourse and mathematical thinking and reasoning standards (MTRs). The coaching supporting will be monitored by the school-based

Person Responsible   Natalee Peoples (npeoples1@ecsdfl.us)

#3. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Proficiency Data for our ELL Students shows that our ELL students dropped from 27% to 24% in ELA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	ELL proficiency will go from 24% to 41%. There will be no learning gains on this years test to show an increase from the previous year. Our ELL students had a decrease from 27% to 24%. Our goal is to have ELL students to also have a 17% increase in ELA.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The data metrics utilized to monitor the goal will be the new FAST test, district quarterly test and school based assessments. The leadership team will continue to conduct walkthroughs to monitor implementation of the standards through whole group, small group and individualized instruction where needed. We will meet with teachers to discuss data and how they are using it to drive their instruction and increase student achievement
Person responsible for monitoring outcome:	Brent Brummet (bbrummet@ecsdfl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Provide explicit vocabulary instruction. (strong evidence) 2. Provide direct and explicit comprehension strategy instruction (strong evidence) 3. Provide opportunities for extended discussion of text meaning and interpretation. (moderate evidence) 4. Integrate writing and use the same strategies across grade levels.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearing House, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement. 2. According to the Teaching Secondary Students to Write Effectively from What Works Clearing House, utilizing writing for a variety of purposes shows positive impact on student achievement. 3. According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The ELA/Reading dept. will meet monthly to discuss data and planning as a whole. Data chats will include the progress of our ELL students.

Person Responsible   Marietta Britt McCaskill (mbrittmccaskill@ecsdfl.us)

Our ELL population is growing. We have asked our ELA teachers and Reading teachers to pursue ELL certification or endorsement.

Person Responsible   [no one identified]

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Science proficiency for 2022 is 36% this is a 6% decrease from 2019. SWD scored 15% proficiency as did our Black students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Overall proficiency will increase to 41% proficient. We would double this 6% increase to SWD and Black students reaching 27% proficiency.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development and remediation. The leadership team will also review school wide data with teachers where the data will be discussed to inform the instructional practices implemented in the classroom
Person responsible for monitoring outcome:	Brent Brummet (bbrummet@ecsdfl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Provide explicit vocabulary instruction. (strong evidence) 2. Provide direct and explicit comprehension strategy instruction (strong evidence) 3. Provide opportunities for extended discussion of text meaning nad interpretation. (moderate evidence)
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearing House, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement. 2. According to the Teaching Secondary Students to Write Effectively from What Works Clearing House, utilizing writing for a variety of purposes shows positive impact on student achievement. 3. According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement

Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Common planning has been provided to all three 8th grade science teachers. These teachers along with the principal will use quarterly school net district designed assessments to monitor student performance. This data will be used to track and address deficit benchmarks.

Person Responsible   [no one identified]

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

We are currently working on becoming a PBIS school. We have purchased PBIS rewards, use a golden ticket reward system and have drawings each Friday. Every morning an administrator reminds students on announcements to Be Ready, Responsible and Respectful. We have reward days for all students who do not recieve a referral within a period of time.
This year we are also concentrating on raising moral of teachers and staff. We started the school year off with a big celebration of our teachers and staff, we have implemented monthly birthday breakfast, continued doing shout outs on email, note of affirmation and recognizing our staff through district awards.

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

Brent Brummet, Principal
Marietta Britt-McCaskill- Assistant Principal
Natalee Peoples- Assistant Principal
Kevin Sanders- Dean
Emily Riles- PBIS Coach
Kanika Balnkenship, ESE Behavior Coach
Kaye Worley, School Guidance Counselor
Kristen Walters, Hospitality Committee Chair