

Escambia County School District

Ernest Ward Middle School



2022-23 Schoolwide Improvement Plan

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Ernest Ward Middle School

7650 HIGHWAY 97, Walnut Hill, FL 32568

www.escambiaschools.org

Demographics

Principal: Tyvanna Boulanger C

Start Date for this Principal: 9/10/2022

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)	81%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Native American Students* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (49%) 2018-19: B (54%) 2017-18: C (53%)
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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7650 HIGHWAY 97, Walnut Hill, FL 32568

www.escambiaschools.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">81%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">27%</p>

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

EWMS strives to prepare every student for success today and tomorrow while providing the opportunity for a quality education in a safe and caring environment. In conjunction with the family and community, the ultimate goal of Ernest Ward Middle School is to assist in the development of self-confident, self-disciplined learners who can be productive citizens in a global community.

Provide the school's vision statement.

We at Ernest Ward Middle School believe that we have the responsibility to our students to accept them as individuals, to assess their needs and interests, and to provide 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 motivate students at all levels to achieve at their highest potential. However, 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 Ernest Ward Middle School is to assist in the development of self-confident, self-disciplined, 21st Century 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
Perry, Nancy	Principal	Oversee professional development, data analysis, strong Tier I instruction lead
Boulanger, Tyvanna	Assistant Principal	Oversee professional development, data analysis, small group instruction and Tier I instruction lead, SIP updates and reflection
Alley, William	Teacher, K-12	ELA dept chair, oversees SIP and literacy progress in ELA classrooms
Dix, Damon	Teacher, K-12	Science dept chair, oversee SIP and progress in Science classrooms
Hendrix, Dee	Teacher, K-12	ISS/ILR Teacher, oversees behavioral data with dean
Stallworth, Sherri	Teacher, K-12	Oversees school reading plan and school-wide literacy, librarian
Dozier, Amy	School Counselor	Assists with parental involvement and community support
Malikowski, Randal	Dean	Dean and PBIS, oversees SIP and PBIS integration
Buckstein, Laura	Parent Engagement Liaison	Title I Parental involvement coordinator
Willis, Maria	Teacher, K-12	Math dept chair, oversee SIP and numeracy goals in Math classes
Simmons, Jennifer	Other	RTI/MTSS Coordinator, oversees SIP behavioral and academic goals and supports
Bell, Glenda	Teacher, K-12	Reading teacher, oversees literacy in IR classroom
Sellers, Leonard	Teacher, K-12	CTE dept chair, oversees Acceleration progress

Demographic Information

Principal start date

Saturday 9/10/2022, Tyvanna Boulanger C

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.*

0

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.*

5

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

497

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

14

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

9

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	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	164	180	153	0	0	0	0	497
Attendance below 90 percent	0	0	0	0	0	0	42	63	53	0	0	0	0	158
One or more suspensions	0	0	0	0	0	0	15	45	45	0	0	0	0	105
Course failure in ELA	0	0	0	0	0	0	4	8	19	0	0	0	0	31
Course failure in Math	0	0	0	0	0	0	9	9	25	0	0	0	0	43
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	21	43	34	0	0	0	0	98
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	22	45	31	0	0	0	0	98
Number of students with a substantial reading deficiency	0	0	0	0	0	0	11	10	10	0	0	0	0	31

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	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	22	52	50	0	0	0	0	124

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	1	2	5	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	4	2	3	0	0	0	0	9

Date this data was collected or last updated

Saturday 9/10/2022

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	185	149	171	0	0	0	0	505
Attendance below 90 percent	0	0	0	0	0	0	69	32	57	0	0	0	0	158
One or more suspensions	0	0	0	0	0	0	10	13	22	0	0	0	0	45
Course failure in ELA	0	0	0	0	0	0	9	3	3	0	0	0	0	15
Course failure in Math	0	0	0	0	0	0	12	1	3	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	31	31	41	0	0	0	0	103
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	36	42	45	0	0	0	0	123
Number of students with a substantial reading deficiency	0	0	0	0	0	0	8	11	14	0	0	0	0	33

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	17	8	15	0	0	0	0	40

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	3	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	2	2	1	0	0	0	0	5

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	185	149	171	0	0	0	0	505
Attendance below 90 percent	0	0	0	0	0	0	69	32	57	0	0	0	0	158
One or more suspensions	0	0	0	0	0	0	10	13	22	0	0	0	0	45
Course failure in ELA	0	0	0	0	0	0	9	3	3	0	0	0	0	15
Course failure in Math	0	0	0	0	0	0	12	1	3	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	31	31	41	0	0	0	0	103
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	36	42	45	0	0	0	0	123
Number of students with a substantial reading deficiency	0	0	0	0	0	0	8	11	14	0	0	0	0	33

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	17	8	15	0	0	0	0	40

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	3	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	2	2	1	0	0	0	0	5

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	51%	42%	50%				54%	48%	54%
ELA Learning Gains	45%						51%	52%	54%
ELA Lowest 25th Percentile	39%						32%	45%	47%
Math Achievement	44%	33%	36%				54%	46%	58%
Math Learning Gains	40%						52%	47%	57%
Math Lowest 25th Percentile	39%						48%	43%	51%
Science Achievement	42%	43%	53%				47%	43%	51%
Social Studies Achievement	68%	50%	58%				73%	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	51%	42%	9%	54%	-3%
Cohort Comparison						
07	2022					
	2019	55%	43%	12%	52%	3%
Cohort Comparison		-51%				
08	2022					
	2019	53%	50%	3%	56%	-3%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	47%	36%	11%	55%	-8%
Cohort Comparison						
07	2022					
	2019	67%	50%	17%	54%	13%
Cohort Comparison		-47%				
08	2022					
	2019	21%	21%	0%	46%	-25%
Cohort Comparison		-67%				

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	45%	42%	3%	48%	-3%
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	69%	54%	15%	71%	-2%
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	66%	52%	14%	61%	5%
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	19	29	28	17	24	25	32	35	64		
BLK	28	38	30	20	37	39	10	53	60		
HSP	60	58		56	42		55		60		
MUL	48	50		38	43			91	100		
WHT	55	45	39	47	40	38	47	67	73		
FRL	44	43	35	38	39	37	30	66	67		
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	20	19	24	26	24	27	42	70		
AMI	40	20		30	20						
BLK	33	33	35	21	26	23	27	52	92		
HSP	59	63		55	47			75			

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
MUL	44	32		36	32		50				
WHT	52	46	35	55	36	34	56	69	78		
FRL	40	41	36	33	30	22	37	52	76		
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	19	22	18	19	30	27	26	39			
AMI	50	65		50	55						
BLK	34	38	30	25	39	26	10	57			
MUL	65	60		55	55						
WHT	59	54	32	62	55	55	53	79	72		
FRL	44	47	28	40	45	50	36	63	74		

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	49
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	441
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
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	62
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	50
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	44
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?

Students with disabilities have historically performed well below the other subgroups at all grade levels and areas. The ELA data has historically been the lowest in comparison to the overall data--this includes achievement, gains, and lower-quartile gains.

The data of the students in the black subgroup has historically been below that of their peers and at a level that indicates they are not progressing at the level of their peers in other subgroups. The greatest achievement gap has been in Math. This year, the Math achievement is the area of greatest need. Science data has also been historically lower in this subgroup than in others and that trend continued this past year.

Until this past year, the SWD subgroup and Black student subgroup have not produced enough results to be included in our Acceleration points. However, this year and last year, both groups reported data in this subcategory.

The Algebra proficiency has decreased over the past few years.

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

Based upon progress monitoring and state assessments the data for our SWD indicates ELA Achievement and Learning Gains, Math Achievement and Learning Gains, Science Achievement, and Social Studies Achievement produced results with the greatest achievement gaps.

The data for our Black student population indicates ELA Achievement, Math Achievement, Science Achievement, and Social Studies Achievement are areas of greatest need and the areas with the greatest achievement gaps.

Although some of the data points for these areas did increase last year over the previous year, the gaps increased as well.

The Algebra EOC data indicates that our data is decreasing amongst all subgroups.

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

While rigorous instruction has allowed proficiency to increase in several areas, the data is not producing great enough gains. Last school year, EWMS had two classrooms with teachers who left mid-year and one of those classrooms had three teachers (two left). Eight of the teachers on campus were new teachers/new to EWMS. Several of the new teachers had classroom management issues, which impeded instruction and learning. The number of students with two or more indicators grew from 40 in 2020-2021 to 124 in 2021-2022. The number of students with one or more suspensions rose from 45 in 2020-2021 to 105 in 2021-2022.

EWMS focus on classroom management, behavior management,/PBIS strategies, and must be more intentional with instruction. Differentiation must occur in all core classrooms in an effort to meet the needs of all students. EWMS teachers must also provide targeted literacy instruction in all classrooms. The School-wide Reading Plan will be implemented across the school. Small group differentiated Tier 1 instruction will be implemented across the curriculum.

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

Based upon progress monitoring and state assessment data, the areas in which EWMS showed the most growth and improvements are ELA Learning Gains and ELA Lower-quartile Learning Gains in our SWD subgroup. However, the greatest area of closing the achievement gap was in Science for our SWD subgroup.

Math Learning Gains and Lower-quartile Learning Gains were the areas of the most improvement for our Black student population. However, the greatest results in closing the gap were produced in Math Achievement and Math Lower-quartile Learning Gains for this subgroup.

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

Last year, teachers worked to incorporate intentional strategies aimed at struggling learners. The implementation of Tier I instruction was instrumental in growth. This had the greatest impact on our lower-quartile. However, our more proficient students did not produce the desired results.

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

In order to continue to accelerate learning, literacy across the curriculum will need to be increased. Students will write on a weekly basis in all classes. This will allow students to strengthen their literacy skills and connections. A focus on vocabulary with intentionality will also need to be implemented. Classrooms will have interactive word walls and those word walls will house important vocabulary. Stronger Tier I differentiated instruction will also need to occur. Weekly PLC meetings will offer support for this as will our RTI coordinator. Administration will train teachers on DOK, as a higher level of DOK and rigor will be necessary in order to accelerate learning.

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.

In-house professional development and planning for Tier I differentiated instruction will be led by subject-area specialists and teachers on special assignment, as well as by the RTI Coordinator and administration. Administration will provide professional development on DOK, rigor, and increasing engagement. The school-wide Reading Plan will be followed after teachers have been trained on the expectations. Continuous follow up and feedback will be communicated. Literacy development and enrichment is key so all teachers will work with subject-area specialists and administration to implement literacy at a richer level. Differentiated Tier I planning and planning for small group instruction will also be focal points. Teachers will also receive training from administration on how to model expectations and continuous reinforcement with students.

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

School-wide Reading Plan implementation occurred last year. This year, EWMS will work to attain greater literacy skills as we progress with the plan. The School-wide Reading Plan focuses on increasing Lexile and comprehension as well as other literacy skills. Data chats with students by teachers will continue to be utilized in all core classes. This will allow teachers to have targeted conversations on data points and students will obtain ownership of the data all while earning PBIS incentives for meeting goals. Accelerated Reader will also be utilized and incentives will be given for reaching goals and for the various competitions. The RTI Coordinator will collaborate with teachers to implement strategies at the Tier II and Tier III levels for academics and behaviors. Teachers will collaborate with subject-area specialists and TSAs to ensure standards-based planning/instruction is implemented.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ELA Achievement has decreased overall in the last few years. Achievement in ELA has not reached 41% proficiency and learning gains in the following subgroups: SWD (19%) and Black/African American (28%). These subgroups have consistently performed at a lower rate of growth in ELA-- achievement and gains are not occurring at a rate that produces appropriate annual growth.

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

Measurable outcomes for proficiency have been set for both subgroups as well as for the school. The goal is to increase proficiency school-wide to 61%, which is a 10 percentage point increase and to decrease the learning gap between these subgroups and peers by increasing the data below by half of the points currently needed to close the gap:

ELA achievement for SWD --At the end of the year, the goal is to achieve 37% proficiency in ELA, which closes the gap by 18 percentage points.

ELA achievement for Black students--At the end of the year, the goal is to achieve 42% proficiency in ELA, which closes the gap by 14 percentage points.

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

Data metrics will be utilized to monitor the goal through progress monitoring in the BEST platform. The administration will conduct walkthroughs to monitor implementation of planning, instructional practices, and remediation. Administration will meet with teachers to discuss data and determine future instructional practices.

Person responsible for monitoring outcome:

Tyvanna Boulanger (tboulanger@ecsdfl.us)

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

1. Provide explicit vocabulary instruction.
2. Provide direct and explicit comprehension strategies through Learning Strategies, Intensive Reading, and content-area classes.
3. Provide opportunities for extended discussion of text meaning and interpretation.
4. Integrate writing and reading to emphasize key writing features.

According to What Works Clearinghouse, deficiencies in decoding, vocabulary, background knowledge, and inefficient knowledge/use of comprehension strategies cause students to fall behind in reading development and comprehension, which affects all academic areas. Specific instruction and providing strategies in these areas will help students increase their reading ability and become more proficient readers.

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

According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearinhouse, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement.

According to the Teaching Secondary Students to Write Effectively from What Works Clearinghouse, utilizing writing for a variety of purposes shows positive impact on student achievement.

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.

Disaggregation of student data in an effort to identify and target student needs. Ongoing professional development and data disaggregation to ensure student/teacher success

Person Responsible Tyvanna Boulanger (tboulanger@ecsdf1.us)

Intentional scheduling of students to meet needs (inclusion support, Learning Strategies, Intensive Reading)

Person Responsible Nancy Perry (ngindl-perry@ecsdf1.us)

Collaborative planning focused on data, differentiation, and small group in general education classes. Planning with Math teachers will include use of manipulatives for differentiated Tier I instruction.

Person Responsible Tyvanna Boulanger (tboulanger@ecsdf1.us)

Incorporation of Thinking Maps and UDL Tools

Person Responsible Nancy Perry (ngindl-perry@ecsdf1.us)

Data chats with students and training teachers on what this "looks like" in the classroom

Person Responsible Tyvanna Boulanger (tboulanger@ecsdf1.us)

Professional development will include implementation of the new ELA curriculum and standards which includes comprehension strategies, vocabulary, writing, and student discourse. The ELA department will assist with planning for instruction.

Person Responsible Tyvanna Boulanger (tboulanger@ecsdf1.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 in Math has declined in recent history and has not reached 41% proficiency/learning gains in the following subgroups: SWD (17%) and Black/African American (20%).

Measurable Outcome:

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

Math proficiency will increase by 10 percentage points overall for a total of 54% proficient.

Math achievement will increase by half of the percentage points currently necessary to close the achievement gap in the following subgroups:
 SWD Math achievement--At the end of the year, the goal is to achieve 32% proficiency, which closes the gap by 15 percentage points.
 Black/African American Math achievement--At the end of the year, the goal is to achieve 34% proficiency in Math, which closes the gap by 14 percentage points.

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

The progress toward the Math goals will be monitored utilizing data from progress monitoring through FAST. Administration will conduct regular walkthroughs to monitor implementation of planning, and classroom instructional practices. The administration will provide feedback to discuss the data, determine future instructional practices and identify needs.

Person responsible for monitoring outcome:

Tyvanna Boulanger (tboulanger@ecsdfi.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 math 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.**

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.
 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.
 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 student 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.

Coaching provided by SREB specialist will be provided to teachers based upon qualitative and quantitative data points. Coaching will be focused around content knowledge, word problems, and student discourse.

Person Responsible

Nancy Perry (ngindl-perry@ecsdfi.us)

Differentiation training provided to teachers that will allow for scaffolding instruction. Work with district specialists, SREB specialist, and department to determine student needs.

Person Responsible Nancy Perry (ngindl-perry@ecsdfl.us)

Disaggregation of student data in an effort to identify and target student needs. Ongoing professional development and data disaggregation to ensure student/teacher success.

Person Responsible Tyvanna Boulanger (tboulanger@ecsdfl.us)

Manipulative training will be provided by SREB specialist so that teachers have a solid understanding of how to utilize manipulatives so that students are able to explicitly represent mathematical equations/problems/solutions.

Person Responsible Nancy Perry (ngindl-perry@ecsdfl.us)

#3. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports**Area of Focus Description and**

Rationale: Increase PBIS initiatives in an effort to increase student productivity while in the classroom. This initiative will assist with decreasing the amount of time students spend outside of the classroom for behavioral issues, thus missing critical instructional time. It will also allow EWMS to maintain the integrity of the school-wide management plan. PBIS initiatives will reward students for making positive choices, both behaviorally and academically.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

Our behavioral issues and referral data increased last year. 75.7% of all students received 0-1 office discipline referral (ODR) last year. 7.8% of our population received 6+ ODR last school year. 16.6% of all students received between 2-5 ODR last year. This year, we will focus on the approximately 17% of students who are earning the bulk of the referrals. This data is much higher than it was the previous year and than it has been in recent years, according to historic data. The goal for the 2022-2023 school year is to decrease the percentage of students earning 2+ ODR through the incorporation of Tier 2 PBIS strategies.

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

The Dean and the PBIS team/School-based Leadership Team will analyze minor infraction data daily. The dean and/or admin will meet with students about minor infractions in an effort to minimize repeat offenders, thus preventing major referrals. Students who continue to receive minor infractions and major referrals will be referred to RTI where behavioral interventions and strategies will be implemented based upon student need. Minor and major referrals will be used to track data as well as check in/check out sheets for students who need this intervention.

Person responsible for monitoring outcome:

Randal Malikowski (rmalikowski@ecsdfl.us)

Evidence-based Strategy: Describe the evidence-based strategy

This year, we will redesign our PBIS team. A check in/check out system for students with behavioral concerns will be implemented. Students will earn PBIS points and badges through Focus for positive behavioral and academic choices. These points/badges will be part of a token reward system. Academic incentives will be provided as a means to not only increase instructional time, but academic success as well.

being implemented for this Area of Focus.

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

In analyzing discipline data, it became apparent that the number of students obtaining more than one referral is increasing. These students also have a historic trend of decreasing academic data due to behavioral issues impeding their learning. Based upon research on positive-action programs by Evidence for ESSA, students who participate in a positive-action program, such as PBIS, show an increase in academic performance, attendance, and behavior. REL Midwest research in Discipline APRIL 2017 indicates that differentiated implementation occurs with fidelity at the classroom and school-wide levels. According to Connect with Kids, a study found at What Works Clearinghouse, utilizing an intervention which focuses on students having a positive connection with an adult, such as a check in/check out system, increases positive behavioral choices and academics.

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.

Reconfigure PBIS team members and RTI Problem-Solving Team. Determine purpose, initiatives, and goals/action steps.

Person Responsible Randal Malikowski (rmalikowski@ecsdfi.us)

Train new teachers on digital points/badges in Focus in an effort to implement the token-economy system.

Person Responsible Randal Malikowski (rmalikowski@ecsdfi.us)

Identify students with behavioral concerns and implement check in/check out as well as other positive strategies.

Person Responsible Randal Malikowski (rmalikowski@ecsdfi.us)

Consistently monitor progress data (monthly) to check progress toward interventions and additional supports/strategies as needed.

Person Responsible Randal Malikowski (rmalikowski@ecsdfi.us)

Ongoing data analysis to determine needs of students who may need to progress to Tier II/Tier III

Person Responsible Jennifer Simmons (jsimmons@ecsdfi.us)

#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.

Achievement in Science has drastically declined in the recent years. It has not reached 41% proficiency in the following subgroups: SWD (32%) and Black/African American (10%)

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

Measurable outcomes for proficiency have been set for both subgroups and the school overall. The goal is to increase school-wide proficiency by 10 percentage points for a total of 52% proficient and to decrease the learning gap between these subgroups and peers by increasing the data below by half of the points currently needed to close the gap:
 Science achievement for SWD --At the end of the year, the goal is to achieve 40% proficiency in Science, which closes the gap by 8 percentage points.
 Science achievement for Black students--At the end of the year, the goal is to achieve 29% proficiency in Science, which closes the gap by 19 percentage points.

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

Administration will conduct regular walkthroughs to monitor the implementation of planning and instructional practices. Data will be reviewed with teachers to determine future instructional practices and identify needs.

Person responsible for monitoring outcome:

Nancy Perry (ngindl-perry@ecsdf.us)

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

1. Provide direct and explicit comprehension strategy instruction with Science text.
2. Provide opportunities for extended discussion of text meaning and interpretation.
3. Connect and integrate abstract and concrete representations of concepts in Science.
4. Utilize writing for a variety of purposes including conveying scientific information, making a scientific argument, enhancing understanding of scientific reading, and to share a scientific experience.
5. Multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing.

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

According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearinghouse, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement.
 According to Organizing Instruction and Study to Improve Student Behavior from What Works Clearinghouse, connecting and integrating abstract and concrete representations shows positive impact on student achievement.
 According to Teaching Secondary Students to Write Effectively from What Works Clearinghouse, utilizing writing for a variety of purposes shows positive impact on student achievement.
 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.

Administration will meet with teachers to discuss prior year data as well as data from Schoolnet assessments.

Person Responsible Tyvanna Boulanger (tboulanger@ecsdfi.us)

Teachers will conduct data chats with students to review unit and quarterly data.

Person Responsible Tyvanna Boulanger (tboulanger@ecsdfi.us)

District specialist will provide professional development to assist with implementation of Science curriculum, comprehension strategies, vocabulary, writing, abstract to concrete through labs, and student discourse. Teachers will be provided with collaborative planning time.

Person Responsible Nancy Perry (ngindl-perry@ecsdfi.us)

Administration will conduct classroom walkthroughs on a regular basis to monitor the implementation of instructional practices and identify needs.

Person Responsible Nancy Perry (ngindl-perry@ecsdfi.us)

#5. Instructional Practice specifically relating to Social Studies

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Achievement in Civics has been historically well below the other subgroups for the SWD population (32%). In recent years, EWMS Civics data has declined, although the overall scores were increased last year over the previous year.

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

Measurable outcomes for proficiency have been set for both subgroups and the school overall. The goal is to increase school-wide proficiency by 10 percentage points for a total of 78% proficient and to decrease the learning gap between these subgroups and peers by increasing the data below by half of the points currently needed to close the gap:
 Civics achievement for SWD--At the end of the year, the goal is to achieve 51% proficiency in Civics, which closes the gap by 16 percentage points.
 Civics achievement for Black students--At the end of the year, the goal is to achieve 60% proficiency in Civics, which closes the gap by 7 percentage points.

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

Data from district probes and quarterly assessments will be analyzed in an effort to monitor progress toward the goal.
 Administration will conduct regular walkthroughs to monitor the implementation of instructional practices and determine needs.

Person responsible for monitoring outcome:

Tyvana Boulanger (tboulanger@ecsdf.us)

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

1. Provide direct and explicit comprehension strategy instruction with Civics text.
2. Provide opportunities for extended discussion of text meaning and interpretation.
3. Connect and integrate abstract and concrete representations of concepts in Civics.
4. Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts though listening, reading, speaking, and writing.

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

According to Adolescents Literacy: Effective Classroom and Intervention Practices from What Works Clearinghouse, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement.
 According to Organizing Instruction and Study to Improve Student Behavior from What Works Clearinghouse, connecting and integrating abstract and concrete representations shows positive impact on student achievement.
 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.

Administration will work with teachers to disaggregate data. Teachers will conduct data chats with students after quarterly assessments.

Person Responsible Tyvanna Boulanger (tboulanger@ecsdfl.us)

Teachers will work with their department and subject area specialist to implement curriculum and comprehension strategies, vocabulary, writing, abstract to concrete representation of Civics concepts, and student discourse.

Person Responsible Tyvanna Boulanger (tboulanger@ecsdfl.us)

Collaborative planning with district subject area specialist focused around test item specs, student discourse, and remediation on identified standards.

Person Responsible Tyvanna Boulanger (tboulanger@ecsdfl.us)

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.

EWMS will host SAC meetings each year. All stakeholders are invited to attend these meetings. At the SAC meetings, students from various clubs and organizations will assist in hosting the meetings. This year, the family engagement events that will take place on campus will be centered around student achievement and family support. Businesses will be reached out to in an effort to gain support from the community. Laura Buckstein, a Social Studies teacher, will be the parental involvement coordinator. She will collaborate with various departments in order to plan engaging activities on family involvement nights.

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

Nancy Gindl-Perry, assist parental involvement planning, admin on duty, and presenter at family involvement events

Tyvanna Boulanger-organizer of mentor program for new teachers, assist parental involvement planning, admin on duty at parental involvement events, presenter at parental involvement events

Laura Buckstein--parental involvement coordinator, Social Studies dept. chair, lead planner for Social Studies outreach

Randal Malikowski--PBIS Coordinator

Jennifer Simmons--RTI Coordinator, parental outreach for academic and behavioral concerns

Damon Dix--Science dept. chair, lead planner for Science outreach

William Alley--ELA dept. chair, lead planner for ELA outreach

Maria Willis, Math dept. chair, lead planner for Math outreach

Amanda Bailey--volunteer/mentor coordinator