

Escambia County School District

Ransom Middle School



2022-23 Schoolwide Improvement Plan

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Ransom Middle School

1000 W KINGSFIELD RD, Cantonment, FL 32533

www.escambiaschools.org

Demographics

Principal: Alphonse Marsh Jr

Start Date for this Principal: 7/30/2018

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
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: B (59%) 2018-19: B (60%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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Ransom Middle School

1000 W KINGSFIELD RD, Cantonment, FL 32533

www.escambiaschools.org

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	No	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

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

Ransom Middle School believes all students can learn and be successful in middle school. Our purpose is to create a learning environment, which will enable each student to understand that learning is a life long process. The faculty is committed top providing rigorous academic courses that challenge students in order to prepare them for high school, college and the workforce.

Provide the school's vision statement.

The vision of Ransom Middle School is to connect teachers and students with a systematic and comprehensive instructional environment that combines rigorous and relevant curriculum. Innovative instructional practices serve as the catalyst in the transition from traditional learning to a student-centered, problem solving, project-driven approach that will carry students well into the next century.

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
Lipnick, Regina	Principal	Oversee SIP. Delegate SIP responsibilities.
Hill-Phillips, Laura	Assistant Principal	Responsible for Reading/ELA section. Disaggregate data.to establish goals. Responsible for Environmental section.
Marsh, Alphonse	Assistant Principal	Research Science Section. Work with admin to disaggregate data.to establish goals
Roberts, Crystal	Other	Research Reading Section. Work with admin to disaggregate data.to establish goals
Campbell, Keri	Other	Responsible for special education input and establishing goals for ESE students.
Clark, Kathryn	Teacher, ESE	Responsible for special education input and establishing goals for ESE students.

Demographic Information

Principal start date

Monday 7/30/2018, Alphonse Marsh Jr

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.*

19

Total number of teacher positions allocated to the school

84

Total number of students enrolled at the school

1,243

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

1

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

22

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	364	422	449	0	0	0	0	1235
Attendance below 90 percent	0	0	0	0	0	0	82	94	99	0	0	0	0	275
One or more suspensions	0	0	0	0	0	0	31	75	79	0	0	0	0	185
Course failure in ELA	0	0	0	0	0	0	8	24	29	0	0	0	0	61
Course failure in Math	0	0	0	0	0	0	28	21	7	0	0	0	0	56
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	48	86	84	0	0	0	0	218
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	78	54	80	0	0	0	0	212
Number of students with a substantial reading deficiency	0	0	0	0	0	0	25	46	42	0	0	0	0	113

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	61	79	79	0	0	0	0	219

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	6	5	2	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	8	4	4	0	0	0	0	16

Date this data was collected or last updated

Tuesday 9/13/2022

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	439	444	428	0	0	0	0	1311
Attendance below 90 percent	0	0	0	0	0	0	124	81	78	0	0	0	0	283
One or more suspensions	0	0	0	0	0	0	28	51	48	0	0	0	0	127
Course failure in ELA	0	0	0	0	0	0	24	36	36	0	0	0	0	96
Course failure in Math	0	0	0	0	0	0	33	51	21	0	0	0	0	105
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	75	97	86	0	0	0	0	258
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	103	91	105	0	0	0	0	299
Number of students with a substantial reading deficiency	0	0	0	0	0	0	23	22	43	0	0	0	0	88

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	37	40	35	0	0	0	0	112

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	14	19	3	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	0	10	8	4	0	0	0	0	22

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	439	444	428	0	0	0	0	1311
Attendance below 90 percent	0	0	0	0	0	0	124	81	78	0	0	0	0	283
One or more suspensions	0	0	0	0	0	0	28	51	48	0	0	0	0	127
Course failure in ELA	0	0	0	0	0	0	24	36	36	0	0	0	0	96
Course failure in Math	0	0	0	0	0	0	33	51	21	0	0	0	0	105
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	75	97	86	0	0	0	0	258
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	103	91	105	0	0	0	0	299
Number of students with a substantial reading deficiency	0	0	0	0	0	0	23	22	43	0	0	0	0	88

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	37	40	35	0	0	0	0	112

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	14	19	3	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	0	10	8	4	0	0	0	0	22

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	54%	42%	50%				55%	48%	54%
ELA Learning Gains	50%						57%	52%	54%
ELA Lowest 25th Percentile	38%						52%	45%	47%
Math Achievement	59%	33%	36%				63%	46%	58%
Math Learning Gains	65%						61%	47%	57%
Math Lowest 25th Percentile	56%						46%	43%	51%
Science Achievement	50%	43%	53%				58%	43%	51%
Social Studies Achievement	72%	50%	58%				58%	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	51%	43%	8%	52%	-1%
Cohort Comparison		-51%				
08	2022					
	2019	63%	50%	13%	56%	7%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	58%	36%	22%	55%	3%
Cohort Comparison						
07	2022					
	2019	61%	50%	11%	54%	7%
Cohort Comparison		-58%				
08	2022					
	2019	37%	21%	16%	46%	-9%
Cohort Comparison		-61%				

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	58%	42%	16%	48%	10%
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	58%	54%	4%	71%	-13%
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	91%	52%	39%	61%	30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	47%	44%	57%	34%

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	32	28	22	46	46	17	44	60		
ELL	38	77		54	62						
ASN	72	78		89	92		82		100		
BLK	37	40	31	39	54	46	28	55	92		
HSP	54	53	50	54	68	59	43	61	82		
MUL	56	56	33	57	73	65	47	79	86		
WHT	58	51	39	65	66	59	56	78	82		
FRL	46	45	33	50	61	56	40	62	77		
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	17	23	18	24	32	28	29	34			
ASN	63	75		79	60			100	91		

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
BLK	33	40	37	33	26	19	28	52	52		
HSP	55	45	20	51	40	42	61	64			
MUL	46	53	30	50	45	33	45	46	69		
WHT	57	53	39	60	47	30	52	63	78		
FRL	47	49	38	48	38	26	38	55	61		
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	20	41	36	30	45	34	37	23			
ASN	77	80		85	80		83		93		
BLK	39	53	45	44	51	37	41	35	96		
HSP	57	58		57	50			56			
MUL	56	57	56	60	63	52	54	58	81		
WHT	59	57	54	68	64	51	63	63	89		
FRL	47	52	48	54	56	42	51	47	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)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	9
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	86
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	47
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	58
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	62
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	52
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?

In 2019 Ransom Middle had the highest Math (63%), ELA (55%), Science (58%), proficiency scores, highest Math (61%) and ELA (57%) Learning Gains and Acceleration points (90%) it has had in 10 years.

Through 2019 and into 2022, Math Learning Gains and Social Studies Achievement increased.

2019 Math Learning Gains 61% 2022 Math Learning Gains 65%.

2019 Math LQ Gains 46% 2022 Math LQ Gains 56%

2019 Social Studies 58% 2022 Social Studies 72%

The following areas decreased in 2022:

2019 ELA Proficiency 55% 2022 ELA Proficiency 54%

2019 ELA Learning Gains 57% 2022 ELA Learning Gains 50%

2019 ELA LQ Gains 52% 2022 ELA LQ Gains 38%

2019 Math Proficiency 63% 2022 Math Proficiency 59%

2019 Science Proficiency 58% 2022 Science Proficiency 50%

2019 Acceleration 90% 2022 Acceleration 84%

When comparing subgroups, the SWD data had the largest disparities:

ELA Achievement -54%. ELA SWD Achievement - 18%. Thirty-six percent difference.

Math Achievement - 59%. Math SWD Achievement - 22%. Thirty-seven percent difference.

Social Studies (Civics) Achievement - 72%. Social Studies SWD (Civics) Achievement -44%. Twenty-eight percent difference.

Science Achievement - 50%. Science SWD Achievement -19%. Thirty-one percent difference.

Since COVID, Average Daily Attendance for SWD and Economically Disadvantaged students has declined.

Attendance SWD 2019 - 92.12. 2021 - 88.94.

Attendance ECON 2019 - 91.98. 2021 - 88.74.

Trends across grade levels include:

Seventh grade had the highest ELA/Math achievement scores and Math learning gains.

Eighth grade had the lowest ELA/Math achievement scores and ELA LQ scores.

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

Students with disabilities was our only ESSA subgroup. Based on the Ransom data the critical need is our SWD. In the 2021-2022 Federal Index students scored 36%. Non -SWD students scored 63%.

Additionally, there was a large drop in our ELA Lower quartile gains data. In the 2019-2020 school year the ELA lower quartile data was reported at 52%. In the 2021-2022 school year, the data dropped 14 points to 38%.

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

Looking at PMDR data, the contributing factors that led to the SWD gap were attendance and referrals. As the 2021-2022 school year progressed, 5+ absences for SWD increased dramatically. Referrals also increased.

Since 2019, The Average Daily Attendance for SWD has declined.
Attendance SWD 2019 - 92.12. 2021 - 88.94.

Additionally, In 2022, SWD who had 5+ absences increased from quarter 1 to quarter 4 for all grades.

Quarter 1:

6th Grade 22.67%

7th Grade 27.87%

8th Grade 23.88%

Quarter 4:

6th Grade 41.18%

7th Grade 42.11%

8th Grade 39.06%

In 2022, SWD Office Discipline Referrals increased from quarter 1 to quarter 4 for 6th grade and 8th grade.

Quarter 1:

6th Grade 25.33%

8th Grade 7.46%

Quarter 4:

6th Grade 29.41%

8th Grade 14.06%

New Actions for Improvement:

Attendance:

Admin will meet with deans and guidance counselors each month to discuss strategies for students who are struggling with attendance and behavior issues.

Admin will use the Weekly Measures, "Daily Rate of Attendance" and "Students Avoiding Referrals" to track SWD student attendance and behaviors.

Office Discipline Referrals:

Admin will meet with the Deans and the RTi coordinator to update the procedures for minor referrals.

Students with 4 minor referrals will be tracked and provided interventions.

The behavior coach will track all SWD each month, who have 4+ minor referrals.

The new Behavior Coach and RTi/MTSS Coordinator will implement a consistent Tiger Tracker program that tracks students behaviors. In addition, the program will reward students for good behavior.

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

From 2019 to 2022, Math Learning Gains and Social Studies Achievement showed the most improvement.

2019 Math Learning Gains 61% 2022 Math Learning Gains 65%.

2019 Math LQ Gains 46% 2022 Math LQ Gains 56%

2019 Social Studies 58% 2022 Social Studies 72%

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

Civics and Math teachers worked in Professional Learning Communities to plan lessons.

Additionally, tutoring for math and civics students was provided throughout the year.

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

1. The administration will conduct 10 classroom walks on a weekly basis to make sure instructional lessons are aligned with state benchmarks/standards. Feedback will be provided to teachers concerning lesson alignment.
2. Core teachers (Math, ELA, Science, Civics) will have data chats with students after FAST/Schoolnet testing results are posted each quarter or after PM administration.
3. Professional development provided during early release days to all staff concerning SWD accommodations and Rti/MTSS Tier strategies.
4. Administration will meet with teachers to discuss FSA, FAST and Schoolnet data each 9 weeks. The leadership team will analyze FAST data and district progress monitoring data with the district's data support person, Mr. Bobbitt.

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.

Pre-Inservice (August 2022) Professional Development included curriculum and standards training for the new Math implementation. In addition, each district subject area specialist provided training for each core subject area.

Professional development will be provided school-wide during early release days to all staff concerning SWD accommodations and Rti/MTSS Tier strategies.

In October and February the school district will be providing Professional Development opportunities for each subject area. Those opportunities will be provided through the district.

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

Additional Services include:

The district will provide a mental health liaison who will be focusing on small groups at each grade level. Areas of group focus include: concentrating on problem solving, conflict resolution and grieving.

Guidance counselors will concentrate on reducing the number of absences through the "Child Attendance studies". A new system will be implemented to notify parents immediately when their child has 5 unexcused absences.

Guidance is tracking homeless students monthly to see what progress is being made and to see if services are being provided.

The RTi/MTSS coordinator will concentrate on students monthly who have 2 or more "Early Warning Indicators". The coordinator will provide interventions as needed.

Areas of Focus

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

:

#1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Students with disabilities was our only ESSA subgroup. Based on the Ransom data, the critical need is our SWD. In 2021-2022 the federal index for SWD was 36%. Non-SWD students scored 63%.</p> <p>Additionally, there was a large drop in our ELA Lower quartile gains data. In the 2019-2020 school year the ELA lower quartile data was reported at 52%. In the 2021-2022 school year, the data dropped 14 points to 38%.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>This year 2022, students with disabilities is our only ESSA subgroup. SWD scored 36% on the federal index. The goal this year is for SWD students to score 41% or higher on the federal index. Therefore the goal is for students with disabilities to increase their federal index by 5 percentage points going from a federal index of 36% for 2022 to 41% federal index on the 2023 FAST state exam.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>These areas of Focus will be monitored through classroom walks 10 times a week and RTi/MTSS meetings once a month.</p> <p>The weekly measures walk-through google sheet and Insight Education walk-through tool will be used to monitor progress. Additionally, monthly notes and data will be kept each month to monitor RTi/MTSS meetings.</p>
Person responsible for monitoring outcome:	<p>Regina Lipnick (rlipnick@ecsdfl.us)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>The following evidence-based strategies will be used for the 2022-2023 school year:</p> <p>ELA -</p> <ol style="list-style-type: none"> 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 reading to emphasize key writing features. (moderate evidence) <p>Math -</p> <ol style="list-style-type: none"> 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.	<p>ELA -</p> <p>In analyzing the 2022 ELA FSA data, the following evidence-based strategies will be used:</p> <ol style="list-style-type: none"> 1. 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. 2. 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.

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.

Math –

In analyzing the 2022 Math FSA data the following evidence-based strategies will be used:

1. Lack of mathematical understanding in order to solve word problems appears to be a hindrance to math proficiency.
2. According to Improving Mathematical Problem Solving in Grades 4- 8 found on What Works Clearinghouse, explicit word problem instruction proved to have a moderate positive effect on student performance.
3. The inability to use and understand mathematical representation appears to be a hindrance to math proficiency.
4. According to Improving Mathematical Problem Solving in Grades 4-8 found on What Works Clearinghouse, explicit mathematical representation proved to have a strong positive effect size on student performance.
5. Lack of precise mathematical language and understanding appears to be a hindrance to math proficiency.
6. 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 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.

The administration will conduct 10 classroom walks on a weekly basis to make sure instructional lessons are aligned with state benchmarks/standards. Feedback will be provided to teachers concerning lesson alignment.

Person Responsible Regina Lipnick (rlipnick@ecsdfi.us)

Core teachers (Math, ELA, Science, Civics) will have data chats with students after FAST/Schoolnet testing results are posted each quarter or after PM administration.

Person Responsible Regina Lipnick (rlipnick@ecsdfi.us)

Professional development provided during early release days to all staff concerning SWD accommodations and Rti/MTSS Tier strategies.

Person Responsible Kathryn Clark (kclark@ecsdfi.us)

Administration will meet with teachers to discuss FSA, FAST and Schoolnet data each 9 weeks. The leadership team will analyze FAST data and district progress monitoring data with the district's data support person, Mr. Bobbitt.

Person Responsible Regina Lipnick (rlipnick@ecsdfi.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.

Ransom Middle is a Positive Behavior Interventions and Supports (PBIS) school. All students review the schoolwide behavior expectations (TIGER Expectations) and the district rights and responsibilities handbook at the beginning of the school year. The TIGER Expectations that all students and staff follow are Taking Responsibility, Instilling Integrity, Going the Extra Mile, Engaging in Learning, and Respecting Others. For academics, we have FAST PM1-PM2 progress monitoring awards, which are handed out to qualifying students. For students who need extra support in academic success, we use the Edgenuity online learning system for course recovery. This program allows students to complete any classes that they had previously not completed successfully. For attendance, we monitor by checking for perfect attendance, including tardies and parent checkouts, using our FOCUS information system. For behavior, we have outdoor field days for students with no major behavior referrals each semester. For students who need extra behavior support, the PBIS coach, the Rtl coordinator, and the behavior coach work closely with students in the Tier 2 and Tier 3 levels. These students have a behavior points tracker (Tiger Tracker) that is filled out by each teacher. These students then meet with their mentors (Rtl coordinator, behavior coach, or PBIS coach) weekly (Tier 2) or daily (Tier 3). At least monthly, all students with Tier 2 or 3 support meet with their mentors and receive prizes based on positive behavior. We also used the Suite360 online program to assign specific intervention modules to students based on their behavior needs. We monitored the intervention success by tracking on any subsequent major or minor referrals for those students.

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

We will continue to implement activities that will build the capacity for meaningful parent/family involvement, and build relationships with the community to improve student academic achievement. The Ransom Middle School faculty and staff feels so strongly about parent communication and involvement that four mornings are set aside for parent conferences. This year, the days will be Monday, Tuesdays, Thursdays, and Fridays. Teachers and guidance counselors will conduct a parent conference with each student's family who desires a conference. Grade reports can be accessed on Focus. In addition, we will continue to host parent/student orientations, parents meetings such as Algebra and National Junior Society. We will send out weekly parent call-outs and post news/events on the school Facebook page and website. We will continue to seek out new partners in education each year. Additionally, we also work with community stakeholders, including our school navigator, CHS, CDAC, to support our students' social-emotional needs.