Emerald Coast Middle School

2022-23 Schoolwide Improvement Plan

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Emerald Coast Middle School

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

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

Demographics

Principal: Todd Drake

Start Date for this Principal: 4/8/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	27%
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: A (67%) 2018-19: A (67%) 2017-18: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Walton County School Board on 9/20/2022.

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	No	27%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Emerald Coast Middle School is committed to raising the level and standards of academic achievement and meeting the needs of all students.

Provide the school's vision statement.

Changing lives everyday, so students can reach their full potential.

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
Griner, Kendall	Teacher, Career/ Technical	Mr. Griner is the School Improvement chair of the school. He plans and leads monthly meetings with the school improvement team in conjunction with quarterly meetings with the School Advisory Council. He attends monthly meetings or more if needed to assess the progress of the school's goals and reviews the data from STAR and FSA that is related to school goals. He is responsible for implementing the school improvement plan.
Drake, Todd	Principal	Mr. Drake leads monthly meetings or more if needed to assess the progress of the school's goals and reviews the data from STAR and FSA that are related to school goals. He is responsible for creating and maintaining the culture of the school and providing instructional support and feedback to the teachers.
Parker, Nancy	Assistant Principal	Mrs Parker leads monthly meetings or more if needed to assess the progress of the school's goals and reviews the data from STAR and FSA that are related to school goals. She is responsible for supporting the culture of the school, implementing behavioral interventions and providing instructional support and feedback to the teachers.
Walton, Margaret	Teacher, K-12	Mrs. Walton attends monthly meetings or more if needed to assess the progress of the school's goals and reviews the data from STAR and FSA that is related to school goals. She is responsible for working closely with ELA teachers to examine the school's data from the state and classroom assessments to identify areas of remediation to implement strategies to enhance instruction for student success.
Dobbs, Carla	School Counselor	Ms. Dobbs leads monthly meetings or more if needed to assess the progress of the school's goals and reviews the data from STAR and FSA that are related to school goals. She is responsible for collaborating with school leaders to review school data and implement interventions for MTSS. She is responsible for implementing the school's social emotional support programs for students.
Wright, Karen	Paraprofessional	Mrs. Wright serves as a School Advisory Council member. She is the liaison between the school and the parent group, PACT. She coordinates parent

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

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

Demographic Information

Principal start date

Sunday 4/8/2018, Todd Drake

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.*

7

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

46

Total number of students enrolled at the school

865

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

5

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

6

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	286	285	293	0	0	0	0	864
Attendance below 90 percent	0	0	0	0	0	0	33	58	41	0	0	0	0	132
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	10	25	7	0	0	0	0	42
Course failure in Math	0	0	0	0	0	0	11	23	11	0	0	0	0	45
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	34	43	33	0	0	0	0	110
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	35	26	26	0	0	0	0	87
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	42	18	0	0	0	0	82

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	3	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	2	2	0	0	0	0	4

Date this data was collected or last updated

Friday 7/22/2022

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	16	22	30	0	0	0	0	68

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	2	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	1	0	2	0	0	0	0	3

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	16	22	30	0	0	0	0	68

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	2	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	1	0	2	0	0	0	0	3

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	65%	57%	50%				73%	52%	54%
ELA Learning Gains	51%						61%	51%	54%
ELA Lowest 25th Percentile	45%						48%	43%	47%
Math Achievement	78%	44%	36%				72%	67%	58%
Math Learning Gains	66%						57%	65%	57%
Math Lowest 25th Percentile	68%						56%	69%	51%
Science Achievement	67%	67%	53%				68%	61%	51%
Social Studies Achievement	84%	58%	58%				87%	87%	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	71%	55%	16%	54%	17%
Cohort Comparison						
07	2022					
	2019	74%	64%	10%	52%	22%
Cohort Comparison		-71%				
08	2022					
	2019	71%	60%	11%	56%	15%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	68%	60%	8%	55%	13%
Cohort Comparison						
07	2022					
	2019	79%	62%	17%	54%	25%
Cohort Comparison		-68%				
08	2022					
	2019	73%	63%	10%	46%	27%
Cohort Comparison		-79%				

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	69%	58%	11%	48%	21%
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	86%	82%	4%	71%	15%

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	96%	72%	24%	61%	35%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	72%	28%	57%	43%

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	28	43	42	46	56	63	29	52	15		
ELL	21	36	34	37	51	51	31	44	60		
ASN	79	77		86	69				90		
BLK	46	67		62	58						
HSP	44	43	38	60	61	59	50	59	73		
MUL	68	58		81	77			85			
WHT	70	52	46	82	67	78	72	89	78		
FRL	48	41	30	67	63	62	54	69	69		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	26	40	31	45	51	55	37	41			
ELL	37	55	50	37	52	55	13	62			

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	94	69		94	54						
BLK	75			58							
HSP	52	50	43	61	66	61	56	76	67		
MUL	72	57		81	64		77		64		
WHT	69	58	39	74	64	63	69	81	71		
FRL	49	47	37	54	58	53	45	70	46		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	36	51	45	36	40	34	26	60			
ELL	31	42	35	41	52	53	39				
ASN	82	71		88	65						
BLK	67	73		60	80						
HSP	58	54	37	57	50	46	50	74	74		
MUL	80	69		91	61		75		70		
WHT	76	61	53	74	58	59	71	90	82		
FRL	56	55	42	57	48	45	54	67	68		

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)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	670
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	80
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	58
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	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	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	70
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	58
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?

Our ESE, ELL, FRL, and Hispanic performance in ELA is not reaching the same performance level as our White Students in ELA performance on FSA. It is clear that we need to address the overall literacy performance for all students across grade levels.

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

ELA Achievement, learning gains, and learning gains of the low 25% demonstrate the biggest need for improvement. This has been the trend in all grade levels across 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?

We implement multiple strategies to impact the ELA performance for our students. We will continue to differentiate our instructional strategies to reach all subgroups. We implement achievement level descriptors to help improve mastery of the material. We will also monitor the progress of our subgroups throughout the year. We are also planning on using the FAST progress monitoring tools to help target and impact students that are not meeting the grade level mastery.

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

Our FSA results indicated an improvement in math performance across grade levels. All three subject areas increased their proficiency scores from 21 FSA to 22 FSA. Our FSA growth scores in 8th grade also had a significant increase from 2021 to 2022. This was nearly 20 percentage points. The other area of significant growth was with our 6th and 8th grade students in the lowest performing quartile.

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

We placed an emphasis on using achievement level descriptors in all classes. The math teachers used the support from the district to streamline planning efforts. Also, our teachers reviewed their assessment questions to make sure we were asking higher level questions of our math students.

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

We will continue to make improvements to our Professional Learning Communities. We do these by grade level and by content area. We utilized the PLC's in our subject area to address several instructional components. This included instructional planning, formative assessments, summative

assessments, differentiated instruction, student engagement, and student intervention. We will also continue to focus on the professional development topics we have emphasized over the past 4 years (intentional questioning, differentiated instruction, learning targets, achievement level descriptors, PLC's, etc.) to continue to see the growth in our instructional staff. We have also used professional development strategies to increase student engagement and performance by implementing

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.

As mentioned above, we will continue to sharpen our skills in the areas of PLC's, instructional planning, achievement level descriptors, and instructional strategies. We will continue to focus on our PLC improvement during the year. We are always reviewing the collaborative performance of our teams and we embed professional development into our teams. The specific professional development opportunities that we will use include:
Capturing Kids' Hearts
PLC improvement
Achievement Level Descriptors
Intentional Questioning
Literacy Improvement Across Content Areas

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

We utilize our district math, science, and ELA coaches to support our teachers. This helps us stay abreast of trends in instruction and assessment. They provide coaching to our teachers and this process helps improve the impact on student performance. We have also implemented a school wide program called Capturing Kids' Hearts. This program has helped improve student engagement and experience in the school.

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.	The data of ECMS students scoring 3 or above on the 2021 Florida Benchmark Reading Assessment (FSA) is 65%. The target value for ECMS students scoring 3 or above on the FSA for the 2021-2022 school year is 80%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	At the end of the school year, 80% of the students will show proficiency on the FSA Reading Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monthly department meetings facilitated by a department chair to improve communication, collaboration, and data tracking.
Person responsible for monitoring outcome:	Todd Drake (todd.drake@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Objective 1: The school will provide quality instruction, remediation, and enrichment so all students make progress performing at high levels in reading and writing. Tier I The school will use STAR assessments. Content Area Teachers will: use CARPD and/or AVID strategies integrate essay writing ELA, Critical Thinking, and Reading teachers will use supplemental materials and AVID strategies. ELA teachers will: Follow CAP Set Book Goals Model close and careful reading Conduct cold reads Adhere to a vertically aligned writing program. Students will develop a plan for growth. Objective 2: The school will provide enrichment for students performing at high levels. Tier II Students performing above average may take Advanced Language Arts classes in grades 6-8. Objective 3: The school will target struggling students and assist them in showing growth. Tier III Struggling students will be placed in Intensive Reading. Tier III MTSS will monitor struggling students and discuss strategies.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Rationale - FSA scores Language Arts, Critical Thinking, and Reading teachers will use an assortment of supplemental reading materials and AVID strategies to include Jamestown, Achieve 3000, novels, SCOPE, ZINC, Khan Academy, digital books, Tween Tribune, Reading A-Z packs, Max Scholar, Saddleback Reading Series, Common Lit, NewsELA, Quill and Brain

Pop to address literary elements, vocabulary, author's purpose, and FSA Reading reporting categories.

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.

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

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

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

Person Responsible	Carla Dobbs (carla.dobbs@walton.k12.fl.us)

Language Arts and Critical Thinking teachers may set Book Goals by grade level, course, and/ or student ability to encourage leisure reading skills, improve comprehension skills, and build endurance. Access to digital books will be made available. Audio/Digital books and/or Graphic Novels in conjunction with written texts will also be made available to students to reinforce fluency, comprehension, and interests and to improve listening skills.

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

Teachers will adhere to a vertically aligned writing program. This instruction will grow cumulatively and introduce new skills each successive school year. Students will compose essays that develop the critical thinking skills needed to become successful writers and thinkers. Content area teachers will integrate writing quality paragraphs citing information from 1-3 sources into Social Studies and Science classes using teacher-created templates.

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

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

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

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

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

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

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

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

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

A district approved assessment will be used to place struggling students into the Intensive Reading program. This class will use Achieve 3000 as a core curriculum with various supplemental, high interest materials that
may include Action, Jamestown, and Great Educators.

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

MTSS will monitor the progress of individual struggling students and discuss strategies to target areas for improvement. Teachers will work with students and administration to provide materials/supplies as

needed, to include books in Spanish, audio books, Fisher Hill/ Saddleback Reading Series materials for reading, writing, and grammar skills.

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

ELA teachers will support the Civics curriculum through text-based literature as outlined by the Florida BEST standards.

Person Responsible   Todd Drake (todd.drake@walton.k12.fl.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.	In 2021-2022, ECMS students scoring 3 or above on the Florida Standards Assessment (FSA) is 70%. The target value for ECMS students scoring 3 or above on the FSA is 80%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	At the end of the school year, 80% of the students will show proficiency on the FSA Math Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Quarterly department meetings facilitated by a department chair to improve communication, collaboration, and data tracking.
Person responsible for monitoring outcome:	Todd Drake (todd.drake@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Objective #1: The school will provide quality instruction, remediation, and enrichment opportunities so that all students make continuous progress toward performing at high levels in Mathematics. Tier I Math teachers will implement the district adopted curriculum and utilize the pacing guide created during CAP. Strategies will be implemented throughout the year in math classes to encourage self regulation and accountability. Teachers will implement technology resources to encourage problem solving skills in real world settings. Tier II Teachers from the previous year will provide recommendations for Advanced and Intensive courses based on student performance data. Teachers will provide students with a variety of technology resources, such as adaptive or tutorial, to aid in understanding of math concepts.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Math teachers will provide intensive math support utilizing online individualized learning programs that include but are not limited to Khan Academy, Xtra Math, and Study Island. Math teachers will meet monthly with colleagues who teach the same course to collaborate on DOK levels, higher order questioning, and differentiated instruction to address FSA math reporting categories and STAR scores.

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.

1. STAR testing at the beginning of the year to establish a baseline, at midyear, and at the end of the year throughout the school year

2. Daily integration of differentiated strategies and provide opportunities for each learner to be challenged

at his or her learning level while filling any gaps of understanding

3. Integration of intentional higher order questioning through teacher collaboration

4. Integration of learning targets through teacher collaboration and student interaction

5. Integration of real-world application of mathematical concepts

6. CAP: math teachers attend a district-wide workshop and share strategies and training with other staff members.

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

#3. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In 2021-2022, ___% of ECMS Professional Learning Community meetings included discussions on questions 3 & 4 of the PLC Process. The target value for ECMS Professional Learning Community meetings including discussions on questions 3 & 4 of the PLC Process is ___%. Question 3 is: What will we do when student's have not learned it? Question 4 is: What will we do when student's already know it?
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	At the end of the school year, ECMS Professional Learning Community meetings including discussions on questions 3 & 4 of the PLC Process is ___%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Objective #1: Use of Professional Learning Communities for the improvement of student academic and behavioral performance or other data-driven professional learning need. Tier I Each PLC will (a) research effective instructional strategies, (b) agree upon and implement common strategy(ies) with selected student groups, (c) implement common assessment for data collection (d) analyze impact on student achievement levels through collected data. PLC members will observe other teachers to see a specfic, effective, and positive strategy implemented to include pre/post meetings. Objective #2: To increase the effectiveness and uniformity of PLC processes at ECMS. Tier I PLC Leaders and members will use the provided guidelines for PLC processes, related forms for meeting minutes, and district rubrics to evaluate PLC functionality.
Person responsible for monitoring outcome:	Jennifer Rhea (rheaj@walton.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Educational best practices identify the use of small learning communities as one of the most effective methods of promoting professional learning and introducing new concepts to a school faculty. Use of professional learning communities is also a requirement of the federal Title 1 programs, the Florida Differentiated Accountability Program, the Florida Professional Learning Protocol and the AdvancEd Accreditation System.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the**	Through common planning, PLC's will share best practices for some of the following instructional strategies: achievement level descriptors, standard alignment, higher order questioning, progress monitoring and cross-curriculum instruction.

resources/criteria used for
selecting this strategy.

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.

1. All teachers will be encouraged to select a PLC during the week of pre-planning.
2. PLCs will meet during the school day, twice per month per common planning.

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

#4. Positive Culture and Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In 2021-2022, teachers were not taking advantage of the PACT Grants to help obtain the resources to supplement the teaching of the standards.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	In 2022-23, increase teacher PACT grant applications from __ to __ and increase donations to PACT from __ to __.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. ECMS bookkeeper in a partnership with ECMS PACT will check-in quarterly to determine where we are with funding. 2. Mid Year check in on number of grant applications. Push again in January if goal not met by December 2022.
Person responsible for monitoring outcome:	Karen Wright (karen.wright@walton.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Provide items and curriculum aids requested by teachers through grants to help teachers teach standards. 2. Advertise sponsorships 3. Advertise grant applications for teachers to apply
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	The above strategies will be met with the following criteria: The participation of the teachers in the grant application process and sponsorships from the community.

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.

1. Advertise grant applications for teachers to apply
2. Increased sponsorship presence on school website and social media.
3. Provide items and curriculum aids requested by teachers through grants to help teachers teach standards.

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

#5. 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.**	The most recent data from the 2021-2022 school year indicated that _67__% of ECMS students scored a 3 or above on the Florida Standards Science Assessment (FSSA). The target value for ECMS students scoring 3 or above on the FSA for the 2022-2023 school year will be 70%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	At the end of the 2022-2023 school year, 70% of students will show proficiency on the FSSA Science assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monthly department meetings facilitated by the department chair to improve communication, collaboration, and data tracking. District benchmark assessments will be given three times throughout the year which track standards-based growth.
Person responsible for monitoring outcome:	Todd Drake (todd.drake@walton.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Objective #1: Throughout the school year, the school will provide quality instruction and enrichment opportunities so that all students make continuous progress towards performing at high levels in Science. TIER I Throughout the year, teachers will provide at least (8) high level hands-on science lab activities for students, including virtual labs and demonstrations. TIER II Teachers from the previous year will provide recommendations for elective and advanced courses. This will include STEM and Robotics classes that will enhance student performance. TIER III All Advanced 8th grade science students will be required to complete a science project utilizing the scientific method with the option to participate in the Walton County Science Fair. Objective #2: Throughout the year teachers will provide students with current science articles and digital resources to promote reading and writing while connecting learning to real-world science. Objective # 3 Throughout the year students will identify and become proficient with the Florida Science Standards in their grade level.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Rationale-Students can learn about science by experiencing hands-on science activities through science labs and experimentation. Science teachers will use Science World Magazine, Study Island, AVID strategies and other digital technology resources to differentiate instruction to meet individual needs. Students will monitor the mastery of the standards and learning targets by documenting their progress.

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.

1. Implementation of Science Benchmark Assessment
2. Integration of learning targets through teacher collaboration and student interaction
3. Integration of real-world application projects and hands-on experiments
4. Implementation of intentional higher order questioning
5. STEM and Robotics electives
6. Offer opportunities to achieve goals through differentiation and individualized instruction
7. Continuously monitor and review state standards to fill voids in learning.

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

#6. Positive Culture and Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Social-emotional well-being, including the physical safety of students and staff, is critical to the overall success of our population to enhance their overall school experience. More importantly, developing lifetime coping skills is vital to insuring mental stability to perform successfully in the workforce.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year, 95% of ECMS students will participate in a mental health program offered by the school per parental consent.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers hosting the social workers and other facilitators will monitor student attendance during these programs.
Person responsible for monitoring outcome:	Carla Dobbs (carla.dobbs@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Objective 1- Use of social-emotional strategies and mental health programs to improve student wellness and school-wide safety. Tier I Students will be encouraged to participate in various programs offered through community health agencies and the school guidance counsellor. Additionally, students and staff will participate in regularly scheduled safety drills. Tier II Small group sessions will be provided by the guidance counselor. Tier III Staff will follow mandates as required to report to local and state agencies as needed. Students in crisis will have opportunities foe one-on-one mental health care.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	A positive school culture provides a safe, encouraging, inviting and challenging environment for students and staff. Academic achievement can evolve and thrive when students have a supportive environment.

Action Steps to Implement

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.

1. 6th Grade STAR program to improve mental health (Social Worker-Dana Beulow)
2. Second Step Program is a direct instruction program highlighting relaxation techniques and personal hygiene routines (P.E. teachers.)
3. Small group & Individual counseling sessions (Guidance Counselor-Carla Dobbs)

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

#7. 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.**	The most recent data from the 2021-2022 school year indicated that 82% of ECMS students scored a 3 or above on the Civics EOC. The target value for ECMS students scoring 3 or above on the Civics EOC for the 2022-2023 school year will be 88%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	At the end of the 2022-2023 school year, 88% of students will show proficiency on the Civics EOC.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monthly department meetings facilitated by the department chair to improve communication, collaboration, and data tracking. District benchmark assessments will be given two times throughout the year which track standards-based growth.
Person responsible for monitoring outcome:	Todd Drake (todd.drake@walton.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Objective #1: Throughout the school year, the school will provide quality instruction and enrichment opportunities so that all students make continuous progress towards performing at high levels in Civics. Objective #2: Throughout the year, teachers will provide students with current Civics articles and digital resources to promote reading and writing while connecting learning to real-world Civics. Objective # 3 Throughout the year, students will identify and become proficient with the Civics EOC benchmarks.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Civics teachers will use CommonLit articles, AVID strategies and other digital technology resources to differentiate instruction to meet individual needs. Students will monitor the mastery of the standards and learning targets by documenting their progress.

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.

1. Implementation of Civics Benchmark Assessment
2. Integration of learning targets through teacher collaboration and student interaction
3. Implementation of intentional higher order questioning
4. Offer opportunities to achieve goals through differentiation and individualized instruction
5. Continuously monitor and review state standards to fill voids in learning.

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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.

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

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

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