Ernest Ward Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Ernest Ward Middle School

7650 HIGHWAY 97, Walnut Hill, FL 32568

www.escambiaschools.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Alley, William	Teacher, K-12	ELA department chair, oversees SIP and literacy progress in ELA classrooms
Bell, Glenda	Teacher, K-12	Reading teacher, oversees literacy in IR classroom
Boulanger, Tyvanna	Principal	Oversees professional development, data analysis, curriculum and instruction, SIP updates and reflection
Dillard, Stephen	Dean	Dean and PBIS Coach, oversees behavior and PBIS integration
Dozier, Amy	School Counselor	Assists with professional development and community support, oversees mental health
Hendrix, Dee	Teacher, K-12	ISS/ILR teacher, oversees behavioral data with dean
Inman, Dawn	Assistant Principal	Oversee professional development, data analysis, small group instruction, Tier I instruction
Sellers, Leonard	Teacher, Career/ Technical	CTE department chair, oversees Acceleration progress
Willis, Maria	Teacher, K-12	Math dept chair, oversees SIP and numeracy goals in Math classes

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Over the course of the 2022-2023 school year, input was obtained in a variety of ways. Our SAC committee was comprised of teachers, parents, students, and community members. During SAC meetings, data was shared and input was obtained by all stakeholders. Teachers also provided input throughout the year based upon their needs and the needs of their students. Our leadership team met monthly in an effort to present data (behavioral and academic), trends, and to seek input. Parents were able to provide input not only during SAC meetings, but also during parent conferences and through our School Climate Survey.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored after each assessment period (quarterly through Schoolnet and 3 times through FAST progress monitoring). After each assessment period, data will be analyzed to determine which students were in need of intervention and teacher meetings were established with administration to determine how to best meet those needs. Data chats will occur with all students in order to establish a sense of accountability for their own learning.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	27%
2022-23 Economically Disadvantaged (FRL) Rate	81%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	53	48	69	170
One or more suspensions	0	0	0	0	0	0	8	44	45	97
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	5	5	8	18
Course failure in Math	0	0	0	0	0	0	17	3	12	32
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	13	17	19	49

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	13	23	36	72

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	42	63	53	158
One or more suspensions	0	0	0	0	0	0	15	45	45	105
Course failure in ELA	0	0	0	0	0	0	4	8	19	31
Course failure in Math	0	0	0	0	0	0	9	9	25	43
Level 1 on statewide ELA assessment	0	0	0	0	0	0	21	43	34	98
Level 1 on statewide Math assessment	0	0	0	0	0	0	22	45	31	98
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	11	10	10	31

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	22	52	50	124

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	42	63	53	158
One or more suspensions	0	0	0	0	0	0	15	45	45	105
Course failure in ELA	0	0	0	0	0	0	4	8	19	31
Course failure in Math	0	0	0	0	0	0	9	9	25	43
Level 1 on statewide ELA assessment	0	0	0	0	0	0	21	43	34	98
Level 1 on statewide Math assessment	0	0	0	0	0	0	22	45	31	98
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	11	10	10	31

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	22	52	50	124

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	48	40	49	51	42	50	49		
ELA Learning Gains				45			43		
ELA Lowest 25th Percentile				39			33		
Math Achievement*	51	45	56	44	33	36	48		
Math Learning Gains				40			35		
Math Lowest 25th Percentile				39			30		
Science Achievement*	46	40	49	42	43	53	49		
Social Studies Achievement*	75	59	68	68	50	58	67		
Middle School Acceleration	72	73	73	73	47	49	80		
Graduation Rate					41	49			
College and Career Acceleration					57	70			
ELP Progress		39	40		79	76			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	292
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	49

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	9
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	4	
ELL				
AMI	36	Yes	1	
ASN				
BLK	44			
HSP	72			
MUL	45			
PAC				
WHT	60			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	3
ELL				
AMI				
ASN				
BLK	35	Yes	3	
HSP	55			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	62			
PAC				
WHT	50			
FRL	44			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	48			51			46	75	72			
SWD	24			27			5	50	73		5	
ELL												
AMI	36			36							2	
ASN												
BLK	30			31			40	42	79		5	
HSP	70			65					82		3	
MUL	37			52							2	
PAC												
WHT	51			53			45	79	70		5	
FRL	40			43			37	71	67		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	51	45	39	44	40	39	42	68	73			
SWD	19	29	28	17	24	25	32	35	64			
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	28	38	30	20	37	39	10	53	60			
HSP	60	58		56	42		55		60			
MUL	48	50		38	43			91	100			
PAC												
WHT	55	45	39	47	40	38	47	67	73			
FRL	44	43	35	38	39	37	30	66	67			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	49	43	33	48	35	30	49	67	80			
SWD	14	20	19	24	26	24	27	42	70			
ELL												
AMI	40	20		30	20							
ASN												
BLK	33	33	35	21	26	23	27	52	92			
HSP	59	63		55	47			75				
MUL	44	32		36	32		50					
PAC												
WHT	52	46	35	55	36	34	56	69	78			
FRL	40	41	36	33	30	22	37	52	76			

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	48%	37%	11%	47%	1%
08	2023 - Spring	48%	38%	10%	47%	1%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	42%	37%	5%	47%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	51%	41%	10%	54%	-3%
07	2023 - Spring	64%	48%	16%	48%	16%
08	2023 - Spring	24%	31%	-7%	55%	-31%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	46%	36%	10%	44%	2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	38%	16%	50%	4%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	48%	34%	48%	34%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	55%	22%	66%	11%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based upon 2023 FAST 3 and EOC exams, the data for our SWD indicates ELA Achievement, Math Achievement, and Science achievement produced results with the greatest gaps. Based upon the data for our Black/African American students, the greatest gaps are in ELA, Math, and Civics.
While rigorous instruction has allowed proficiency to increase in several areas, the data is not producing increasing results in all areas.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Overall, ELA showed the greatest decline when comparing 2022 FSA proficiency to 2023 FAST PM 3 proficiency. There was a 4% decline from the previous year.

Black/African American student data experienced a great decrease in Civics EOC (18% decrease).

SWD student data experienced a great decrease in Science assessment (26% decrease).

Last year, EWMS had an ELA teacher resign in November. That position was not filled until the end of January. We had a Math teacher out from August to November. One of our ESE positions was vacant all year long. Eight of the teachers on campus were new/new to EWMS. Several of the new teachers had classroom management issues, which attributed to instructional issues.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state average can be seen in Science data among our SWD students. There was a 41 percentage point gap.
ELA proficiency within the SWD population had the next greatest gap with a26 percentage point gap.

Which data component showed the most improvement? What new actions did your school take in this area?

Overall, Math proficiency showed the most improvement with a 11% increase from previous year. EWMS utilized an SREB Math coach last year to assist teachers with planning. The coach also observed lessons and provided feedback to teachers.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern: 1.) Office Discipline Referrals for Black/African American students and 2.) absences within our Economically Disadvantaged population.

Based on 2022-2023 referral and discipline data, Black/African American students were 1.69% more likely to be referred than their peers. 59% of the students in this subgroup received an ODR last year versus 32% of their peers.
Based on 2022-2023 referral and discipline data, 51% of the CEP eligible students (free or reduced lunch) received an ODR versus 28% of their non-CEP eligible peers.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Highest priorities at EWMS:
ELA LG
Math LG–(Alg proficiency)
Civics proficiency
Science proficiency
Decrease ODR

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase PBIS initiatives in an effort to increase student productivity while in the classroom and decrease student absences. 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.

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 continues to increase each year. While the number of students who received 0-1 referrals and 6+ referrals decreased, the number of students receiving 2-5 referrals increased in 2022-2023. 75.2% of all students received 0-1 ODR last year. 7.6% of our population received 6+ referrals last year. However, 17.2% of our students received between 2-5 ODR last year. This is an increase from 16.6% the previous school year. This year, we will focus on the 17% of students who are earning the bulk of the referrals. The goal for the 2023-2024 school year is to decrease 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.

Describe how this Area of Focus will be monitored for the desired outcome.
The dean and the PBIS/Behavior team will analyze minor infraction data weekly. The dean and/or administration 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/MTSS 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:

Stephen Dillard (sdillard@ecsdfl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Multi Tiered system in place that supports behavioral practices–from the school-wide to the individualized levels.
2. School decisions are guided by school-wide discipline data.
3. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
4. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. According to 10 Keys to Behavior Practice Guide from The Meadow Center, having a multitiered system in place that supports the behavior practices from the school wide to the individualized levels shows a positive impact on student achievement, behavior, and attendance. (Tier 1)
2. According to 10 Keys to Behavior, school decisions guided by school wide discipline data sho a positive impact on student behavior and attendance. (Tier 1)

3. According to Preventing Dropout in Secondary Schools, providing intensive, individualized support to students who have fallen off track and face significant challenges to success has a positive impact on student achievement, behavior, and attendance. (Tier 2)

4. According to Preventing Dropout in Secondary Schools, monitoring the progress of all students, and proactively intervening when students show early signs of attendance, behavior, or academic problems has a positive impact on student achievement, behavior, and attendance. (Tier 2)

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Data: 1. The Behavior team will meet monthly to review attendance and behaviors. Attendance: The purpose of these meetings will be to identify students for attendance child studies. At these meetings, students missing more than 5 days of school or more will be identified and referred to guidance and/or the Navigator for an attendance child study.

Behavior: The purpose of these meetings will be to review Office Disciplinary Referrals to identify and act on needs for behavioral interventions. Office Disciplinary Referrals will the data collected and analyzed to determine the students in need of interventions. Data to be reviewed include the number of major vs. minor referrals, the number of referrals written by specific teachers to identify teachers in need of coaching, and high numbers of referrals for specific students to identify needs for behavioral interventions. Actions steps for each teacher or student will be identified and assigned to each member of the disciplinary team.

Communication: The leadership and behavior team will establish school-wide protocols for attendance and behavior. Teachers, students, and parents will receive feedback about attendance and behavior on a monthly basis. The feedback will be provided to teachers at the monthly school meetings and quarterly at the parent night meetings. Teachers will utilize Canvas and calls home to provide feedback about attendance and behavior (positive and negative) to individual students and parents on a monthly basis. This will create a transparent environment about the status and needs of the school. The feedback will show comparative data from each month about overall student attendance, faculty attendance, and numbers/types of referrals.

Plans: Monthly incentive programs for students who display positive behavior and leadership skills (outlined in the School-wide positive culture and environment plan) and 95% or higher attendance will be established. The program incentives will include PBIS points to go to the school PBIS store, quarterly Kona Ice/Ice Cream truck, and other incentives. The school will work with the Navigator and community partners to donate incentives for the PBIS store and quarterly/semester incentives. The school will also recognize students meeting identified behavior and attendance goals monthly on the school news show. Monthly small group sessions will be held with students needing Tier 3 support in behavior with the Deans, select teachers, behavior coaches, and administration to work on behavior regulation strategies to support a decrease in classroom disruptions.

Professional Development: The leadership team will practice with teachers school-wide protocols such as greeting students at the door, class transitions, and dismissal at pre-service and in January to ensure all teachers know and understand school-wide protocols. Monthly, the dean will conduct a classroom management professional development to focus on deescalation and student regulation strategies. The behavior team will monitor the implementation of professional development during monthly hallway and class walks and provide feedback to the teachers and the leadership team.

Person Responsible: Stephen Dillard (sdillard@ecsdfl.us)

By When: Pre-school and ongoing throughout the year.

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA Achievement has decreased overall in the last few years. Achievement in ELA has not reached 41% proficiency within the last 3 years in the following subgroups: SWD (21%) and Black/African American (29%). 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. 2023 FAST PM 3 data shows that the Economically Disadvantaged subgroup achieved 39% proficiency and the Multiracial subgroup achieved 37% proficiency, which indicates a need for these subgroups as well.
**Proficiency levels indicated for 2023 are based on the levels set as of July 2023.

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

Measurable outcomes for overall proficiency and learning gains have been set for the overall school population based upon historical data. Measurable outcomes for proficiency with Economically Disadvantaged students and Multiracial students have been set based upon 2023 proficiency data. Measurable outcomes for learning gains have been set for these subgroups, as over time, learning gains will equate to proficiency: SWD, Black/African American, Economically Disadvantaged, and Multiracial.

Overall, EWMS ELA proficiency based upon 2023 FAST PM 3 was 47% proficient. The goal is to increase school-wide proficiency to 52%, which is a 10% increase. Based upon 2022 FSA data, 45% of all students made a learning gain. Our goal will be to increase that by 10% for a total of 50% of our overall student population to make a learning gain.

Economically Disadvantaged student data from 2023 ELA FAST PM3 data indicates a need for increased proficiency although gains have historically been comparable to overall student population. Data from the 2023 ELA FAST PM3 shows that 39% of Economically Disadvantaged students scored proficient. The goal will be to decrease the achievement gap for ELA proficiency between Economically Disadvantaged students and overall student population by 50%. This will increase proficiency to 43% based upon the 2024 ELA FAST PM 3 data.

The achievement gap for ELA learning gains between SWD and the overall student population will decrease by 66%. Based upon 2022 FSA data, 29% of SWD students made a learning gain. This will increase gains to 34% based upon 2024 ELA FAST PM3 data.
The achievement gap for ELA learning gains between Black/African American students and the overall student population will decrease by 50%. Based upon 2022 FSA data, 38% of Black/African American students made a learning gain. This will increase gains to 42% based upon 2024 ELA FAST PM3 data.
**Proficiency levels indicated for 2023 are based on the levels set as of July 2023.

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

Data metrics will be utilized to monitor the goals 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/needs based upon progress monitoring data.

Person responsible for monitoring outcome:

Tyvanna Boulanger (tboulanger@ecsdfl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Strengthen Tier I instructional delivery through use of the ELA Frameworks and the Florida Practice Profiles
2. Teach clear and concise vocabulary specific to the grade level to help students effectively communicate their understanding of concepts and ideas.
3. Integrate writing and reading to emphasize key writing features.
4. Provide opportunities for extended discussion of text meaning and interpretation.
5. Strengthen Tier I instructional delivery through use of the ELA Frameworks and the Florida Practice Profiles.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. According to Florida Practice Profiles, explicitly teaching appropriate writing strategies using a Model-Practice-Reflect instructional cycle will have a positive impact on student achievement.

2. 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.

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

4. 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.

5. Florida Practice Profiles states that training teachers on implementation of the adopted ELA curriculum at the beginning of and throughout the school year including how the B.E.S.T. ELA standards, including writing, are taught through the use of the core curriculum, adopted because of its alignment to state standards will strengthen teacher knowledge and practice, which will positively impact student performance. .

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Data: The leadership team will meet with teachers to discuss prior year data for overall population and specific subgroups at the beginning of the year. The leadership team will analyze data metrics from Progress Learning and FAST progress monitoring, and meet with teachers for data chats quarterly. Teachers will have data chats with all students after each progress monitoring window. They will have data chats with SWD students once a month for unit/writing assessments. The administration will review

data chat documentation quarterly.

Professional Development: Professional development will include the following: Thinking Maps , implementation of the curriculum guide which includes comprehension strategies, vocabulary, writing, and student discourse. The professional development will be provided by the district TSA, Thinking Maps trainer, and administration.

Planning/PLC: Structured planning as a department will occur once a month. School-based leadership team will utilize a planning protocol to align Tier I instruction to the explicit intent of the standards. During planning, teachers will utilize test item specifications to ensure activities and questioning align to the intended rigor of the benchmarks. Teachers will also practice collaborative structures.

Classroom Walks/Feedback: The leadership team and administration will conduct classroom walkthroughs once every week in ELA classrooms to monitor the implementation of the professional development and planning outcomes. The team will provide feedback to teachers after each visit and determine coaching based on the data metrics and classroom walkthroughs. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Coaching/Feedback: In-depth coaching will be provided to ELA teachers by the assistant principal and district TSA based on qualitative and quantitative data points. The coaching will be focused around content knowledge, SIP evidence-based strategies, and instructional practices. The coaching will be monitored by the leadership team and administration to determine the focus of the on-going coaching cycle. The assistant principal will also support in the moment coaching during class visits and feedback meetings with the ELA teachers.

Person Responsible: Dawn Inman (dinman1@ecsdfl.us)

By When: Beginning during pre-school and continuing throughout the year.

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Achievement in Math has declined in recent history and has not reached 41% proficiency within the last 3 years in the following subgroups: SWD (32%) and Black/ African American (37%).These subgroups have consistently performed at a lower rate of growth in Math. Achievement and gains are not occurring at a rate that produces appropriate annual growth.
**Proficiency levels indicated for 2023 are based on the levels set as of July 2023.

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

Measurable outcomes for overall proficiency and learning gains have been set for the overall school population based upon historical data. Measurable outcomes for proficiency have been set for SWD and Black/African American students. Although goals for learning gains have not been set, according to 2022 FSA data, these subgroups' learning gains were close to the overall learning gains, over time, learning gains will equate to proficiency.

Overall, Math proficiency based upon 2023 FAST PM 3 was 55% proficient. The goal is to increase school-wide proficiency to 61%, which is a 10% increase. Based upon 2022 FSA data, 40% of all students made a learning gain. Our goal will be to increase that by 15% for a total of 46% of our overall student population to make a learning gain.

The achievement gap for Math proficiency between SWD and the overall student population will decrease by 50%. Based upon 2022 FSA data, 32% of SWD students were proficient. This will increase proficiency to 44% based upon 2024 ELA FAST PM3 data.

The achievement gap for Math proficiency between Black/African American students and the overall student population will decrease by 50%. Based upon 2022 FSA data, 37% of Black/African American students were proficient. This will increase gains to 46% based upon 2024 ELA FAST PM3 data.
**Proficiency levels indicated for 2023 are based on the levels set as of July 2023.

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

Data metrics will be utilized to monitor the goals 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/needs based upon progress monitoring data.

Person responsible for monitoring outcome:

Tyvanna Boulanger (tboulanger@ecsdfl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.
4. Strengthen differentiated Tier I instructional delivery through use of the Math Frameworks and B1G-M

Instructional Guides.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. According to Improving Mathematical Problem Solving in Grades 4 Through 8 found on What Works Clearinghouse, explicit word problem instruction proved to have a moderate positive effect size on student performance.
2. According to Improving Mathematical Problem Solving in Grades 4 Through 8 found on What Works Clearinghouse, using well-chosen concrete and semi-concrete explicit representations to support mathematical concepts proved to have a strong positive effect size on student performance.
3. According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades found on What Works Clearinghouse, explicit mathematical language has a strong positive impact on student achievement and supports their capacity to apply mathematical ideas.
4. According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades found on What Works Clearinghouse, systematic instruction during intervention to develop student understanding of mathematical ideas.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Data: The leadership team will meet with teachers to discuss prior year data for overall population and specific subgroups at the beginning of the year. The leadership team will analyze data metrics from unit assessments and FAST progress monitoring, and meet with teachers for data chats quarterly. Teachers will have data chats with all students after each progress monitoring window. They will have data chats with SWD students once a month for unit/writing assessments. The administration will review data chat documentation quarterly.

Professional Development: Professional development will include the following: Thinking Maps , implementation of the curriculum guide which includes comprehension strategies, vocabulary, writing, SREB training focusing on planning and manipulatives, and student discourse. The professional development will be provided by the SREB Coach, Thinking Maps trainer, and administration.

Planning/PLC: Structured planning as a department will occur once a month. Structured planning with the SREB coach will also occur once a month. School-based leadership team will utilize a planning protocol to align Tier I instruction to the explicit intent of the standards. During planning, teachers will utilize test item specifications to ensure activities and questioning align to the intended rigor of the benchmarks. Teachers will also practice collaborative structures.

Classroom Walks/Feedback: The leadership team and administration will conduct classroom walkthroughs once every week in Math classrooms to monitor the implementation of the professional development and planning outcomes. The SREB Coach will conduct observations and walkthroughs monthly when she is on campus. The feedback will be provided to teachers after each visit and determine coaching based on the data metrics and classroom walkthroughs. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Coaching/Feedback: In-depth coaching will be provided to Math teachers by the principal and SREB Coach based on qualitative and quantitative data points. The coaching will be focused around content knowledge, SIP evidence-based strategies, and instructional practices. The coaching will be monitored by the leadership team, SREB Coach, and administration to determine the focus of the on-going coaching cycle. The principal will also support in the moment coaching during class visits and feedback meetings with the Math teachers.

Person Responsible: Tyvanna Boulanger (tboulanger@ecsdfl.us)

By When: Pre-school and ongoing throughout the year.

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Achievement in Science has drastically declined in recent years. Within the last 3 years, it has not reached 41% proficiency in the following subgroups: SWD (6%), Economically Disadvantaged (38%), and Black/African American (40 %).

**Proficiency levels indicated for 2023 are based on the levels set as of July 2023.

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

Measurable outcomes for overall proficiency and for proficiency in the following subgroups have been set: SWD, Economically Disadvantaged, and Black/African American.
Overall Science proficiency, based upon 2023 assessment data, was 47% proficient. The goal is to increase school-wide proficiency to 52%, which is a 10% increase.

The achievement gap for Science proficiency between SWD and the overall student population will decrease by 50%. Based upon 2023 assessment data, 6% of SWD students were proficient. This will increase proficiency to 27% based upon 2024 assessment data.

The achievement gap for Science proficiency between Black/African American students and the overall student population will decrease by 50%. Based upon 2023 assessment data, 40% of Black/African American students were proficient. This will increase gains to 44% based upon 2024 assessment data.

The achievement gap for Science proficiency between Economically Disadvantaged students and the overall student population will decrease by 50%. Based upon 2023 assessment data, 38% of Black/African American students were proficient. This will increase gains to 43% based upon 2024 assessment data.
**Proficiency levels indicated for 2023 are based on the levels set as of July 2023.

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

Data metrics will be utilized to monitor the goals through progress monitoring in the Schoolnet 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/needs based upon progress monitoring data.

Person responsible for monitoring outcome:

Tyvanna Boulanger (tboulanger@ecsdfl.us)

Evidence-based Intervention: Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific strategy.

1 & 2. 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 impact on student learning when teachers are also intentional about using academic vocabulary regularly and consistently so that students hear words in context so they can begin to understand and use them correctly.
3. 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 understanding and achievement.
4. According to Teaching Secondary Students to Write Effectively from What Works Clearinghouse, utilizing literacy for a variety of purposes teaches students to read, write, and discuss ideas every day in every class (e.g., English language arts, math, science, social studies).
5. According to 10 Key Writing Policies and Practices for all schools from The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive effect on student achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Data: The leadership team will meet with teachers to discuss prior year data for overall population and specific subgroups at the beginning of the year. The leadership team will analyze data metrics from unit assessments and Schoolnet progress monitoring, and meet with teachers for data chats quarterly. Teachers will have data chats with all students after each progress monitoring window. They will have data chats with SWD students once a month for unit/writing assessments. The administration will review data chat documentation quarterly.

Professional Development: Professional development will include the following: Thinking Maps , implementation of the curriculum guide which includes comprehension strategies, vocabulary, writing, and training with the district Specialist. The professional development will be provided by the district Specialist, Thinking Maps trainer, and administration.

Planning/PLC: Structured planning as a department will occur once a month. S School-based leadership team will utilize a planning protocol to align Tier I instruction to the explicit intent of the standards. During planning, teachers will utilize test item specifications to ensure activities and questioning align to the intended rigor of the benchmarks. Teachers will also practice collaborative structures.

Classroom Walks/Feedback: The leadership team and administration will conduct classroom walkthroughs once every week in Science classrooms to monitor the implementation of the professional development and planning outcomes. The district Specialist will conduct observations and walkthroughs when she is on

campus. The feedback will be provided to teachers after each visit and determine coaching based on the data metrics and classroom walkthroughs. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Coaching/Feedback: In-depth coaching will be provided to Science teachers by the principal and district Specialist based on qualitative and quantitative data points. The coaching will be focused around content knowledge, SIP evidence-based strategies, and instructional practices. The coaching will be monitored by the leadership team, district Specialist, and administration to determine the focus of the on-going coaching cycle. The principal will also support in the moment coaching during class visits and feedback meetings with the Science teachers.

Person Responsible: Tyvanna Boulanger (tboulanger@ecsdfl.us)

By When: Pre-school and ongoing throughout the year.

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Achievement in Civics has been historically well below the other subgroups for the SWD population (48 %) and Black/African American population (39%). In recent years, EWMS Civics data has declined, although the overall scores were increased last year over the previous year.
**Proficiency levels indicated for 2023 are based on the levels set as of July 2023.

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

Measurable outcomes for overall proficiency and for proficiency in the following subgroups have been set: SWD and Black/African American.
Overall Civics proficiency, based upon 2023 assessment data, was 75% proficient. The goal is to increase school-wide proficiency to 83%, which is a 10% increase.

The achievement gap for Civics proficiency between SWD and the overall student population will decrease by 50%. Based upon 2023 assessment data, 48% of SWD students were proficient. This will increase proficiency to 62% based upon 2024 assessment data.

The achievement gap for Civics proficiency between Black/African American students and the overall student population will decrease by 50%. Based upon 2023 assessment data, 39% of Black/African American students were proficient. This will increase gains to 57% based upon 2024 assessment data.

**Proficiency levels indicated for 2023 are based on the levels set as of July 2023.

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

Data metrics will be utilized to monitor the goals through progress monitoring in the Schoolnet 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/needs based upon progress monitoring data.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Provide direct and explicit comprehension strategy instruction with Civics text and curriculum.
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 through listening, reading, speaking, and writing.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1 & 2. According to Adolescents Literacy: Effective Classroom and Intervention Practices from What Works Clearinghouse, providing direct and explicit comprehension strategies and opportunities for extended discussion teaches students high-level words that are used and understood by mature language users, thus, having a positive impact on student achievement.

3. According to 10 Key Policies and Practices for Assessment in Schools from The Meadows Center for Preventing Educational Risk, from What Works Clearinghouse, connecting and integrating abstract and concrete representations through periodic assessment, students have additional exposure to the concepts and practice the retrieval process. Increasing the time that students retrieve information leads to better long-term learning.

4. According to 10 Key Vocabulary Strategies for All Students from The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Data: The leadership team will meet with teachers to discuss prior year data for overall population and specific subgroups at the beginning of the year. The leadership team will analyze data metrics from unit assessments and Schoolnet progress monitoring, and meet with teachers for data chats quarterly. Teachers will have data chats with all students after each progress monitoring window. They will have data chats with SWD students once a month for unit/writing assessments. The administration will review data chat documentation quarterly.

Professional Development: Professional development will include the following: Thinking Maps , implementation of the curriculum guide which includes comprehension strategies, vocabulary, writing, and training with the district Specialist. The professional development will be provided by the district Specialist, Thinking Maps trainer, and administration.

Planning/PLC: Structured planning as a department will occur once a month. S School-based leadership team will utilize a planning protocol to align Tier I instruction to the explicit intent of the standards. During planning, teachers will utilize test item specifications to ensure activities and questioning align to the intended rigor of the benchmarks. Teachers will also practice collaborative structures.

Classroom Walks/Feedback: The leadership team and administration will conduct classroom walkthroughs once every week in Science classrooms to monitor the implementation of the professional development and planning outcomes. The district Specialist will conduct observations and walkthroughs when she is on campus. The feedback will be provided to teachers after each visit and determine coaching based on the data metrics and classroom walkthroughs. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Coaching/Feedback: In-depth coaching will be provided to Science teachers by the principal and district Specialist based on qualitative and quantitative data points. The coaching will be focused around content knowledge, SIP evidence-based strategies, and instructional practices. The coaching will be monitored by the leadership team, district Specialist, and administration to determine the focus of the on-going coaching

cycle. The assistant principal will also support in the moment coaching during class visits and feedback meetings with the Science teachers.

Person Responsible: Dawn Inman (dinman1@ecsdfl.us)

By When: Pre-school and ongoing throughout the year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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 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 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Monitoring

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 impact student achievement outcomes.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
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?

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

As a Title I school, it is extremely important that we communicate with our stakeholders. The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

During the school year, EWMS will host at least 4 SAC meetings. At the first meeting, we will discuss our beginning of the year SIP data and goals as well as the data from FAST PM1. We will include updates to our data at each subsequent SAC meeting. These SAC meetings will also provide updates as to how we are spending our Title I budget and our Schoolwide Program Plan. The SIP will be posted on our website as well. https://www.escambiaschools.org/ewms

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

During the 23-24 school year, EWMS will host at least 4 SAC meetings. At this first meeting, we will discuss our beginning of the year SIP data and goals as well as the data from FAST PM1. We will include updates to our data at each subsequent SAC meeting. These SAC meetings will also provide updates as to how we are spending our Title I budget and our Schoolwide Program Plan. The SIP will be posted on our website as well. During our new student orientation in August, we will begin asking for stakeholders to join our SAC. We will send callouts asking people to join our SAC as well. Each SAC meeting will be advertised on our website, Facebook, and through callouts as well as through a handout sent home with students.

EWMS will host a variety of family engagement events throughout the year to include Research Night, Literacy Night, and a test prep event in the spring. Teachers will share strategies which can be used at home.
EWMS will advertise all upcoming events and important information on the website, Facebook, and through callouts.

During the school year, parent conferences will be held by all teachers to share the progress of each student. FAST data will be reviewed with families.
EWMS website: https://www.escambiaschools.org/ewms

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Based upon current and historic data trends, EWMS will continue to provide a rigorous curriculum to all students. EWMS will continue to provide advanced classes for students who need enrichment while scaffolding for students who need additional support. While academic growth is desired at the school-wide level, additional support will need to be provided to our SWD, Black/African American students, and our Economically Disadvantaged students, as their data is not progressing at a rate that is comparable to their peers. Data chats will be utilized in all academic areas to inform students of their progress and to plan for future progression.
In order to strengthen academics, discipline of these subgroups will be tracked and data will be analyzed on a regular basis. Additional behavioral supports through RTI/MTSS and PBIS Tier II will be implemented in an effort to maximize instructional time, thus, increasing student achievement.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The desire and goal of EWMS is to improve the academic achievement of all students with a focus on the ESSA subgroups in which the utmost support is needed. The faculty and staff have developed this plan based upon the data collected last school year as well as the trends in recent years. As a TSI school, it is our focus to provide all children with a high-quality education and to close the achievement gaps of our students. EWMS will continue to work with our local departments and rely on resources provided through this collaborative effort.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

EWMS collaborates with district personnel to provide necessary services to all students. The school counselor is available to meet with students for academic and behavioral concerns as well as for other issues the student may identify as a need for support. We also have a part-time CHS counselor on campus to provide mental health counseling for students who are identified (with parent consent) as needing additional support.
EWMS works to provide mentors to students who are in need of a mentor. This partnership is built with the support of the school district. Mentors focus on a variety of needs for our students to include social skills, academic discussions and planning, as well as lending an ear and providing encouragement.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

At EWMS, we take great pride in theCTE and workforce opportunities provided to our students. We have three academies (Pre-engineering and Fabrication, Culinary, and Graphic Arts) as well as other CTE electives. We offer Agriculture and this year, we will offer additional Digital Tool opportunities to all students. While in middle school, we offer our students a wide-range of opportunities to prepare them for CTE in high school and postsecondary opportunities. Our CTE teachers not only teach the limits of their content and work with each student individually to attain industry certification, but they also teach soft skills and other employability skills which equate to lifelong skills.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

All students at EWMS participate in a Tier I behavior model, which provides structure and guidance. All students also have access to our PBIS initiatives. However, behavioral data is continuously analyzed in an effort to identify the students who need additional behavioral support beyond Tier I support. These students are often referred to the RTI/MTSS process. Students in the Tier II process receive additional support throughout the school day. These supports are based upon student need, as administration works with the teachers, family, and students to provide the appropriate support and interventions based

upon individual student need. Students who do not progress adequately under our Tier II support for behavior will progress to Tier III, in which more intensive support is offered.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers will regularly meet/plan with district TSAs, specialists, and/or other supports (SREB coach in Math). Faculty and staff will also have the opportunity to participate in book studies that will improve instructional practice, classroom management, and understanding of poverty.
Data (academic and behavioral data) will be analyzed on a regular basis to identify and address needs of students and teachers. The data will be used to provide group and individual professional development based upon areas of need. We will also utilize the strengths of teachers to provide professional development and mentoring to their peers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Although we do not have preschool students, we do have incoming 6th graders who transfer from our feeder elementary schools. 6th grade is quite a transition from the elementary level. We begin this each spring when we send home registration information through our feeder elementary schools. This information provided is a quick overview of courses offered at the middle school level and students request electives based upon the available offerings. We then host a 6th grade orientation prior to school beginning. At orientation, EWMS administration provides an overview on our policies, procedures, and important information. Students and families then tour the campus and have an opportunity to ask questions. It is imperative that we begin building relationships with families prior to their students stepping foot on campus on the first day of school in an effort to make the transition smooth for all stakeholders.