Ransom Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Ransom Middle School

1000 W KINGSFIELD RD, Cantonment, FL 32533

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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Marsh, Alphonse	Principal	Oversee SIP. Delegate SIP Responsibilities.
Hill-Phillips, Laura	Assistant Principal	Responsible for Reading/ELA section. Disaggregate data to establish goals. Responsible for Environmental section.
Lipnicky, Kimberly	Assistant Principal	Research Science and Math Section. Work with admin to disaggregate data to establish goals.
Roberts, Crystal	Other	Research Reading Section. Work with admin to disaggregate data to establish goals.
Campbell, Keri	Other	Responsible for RTI and Special Education input and establishing goals for ESE students.
Clark, Kathryn	Teacher, ESE	Responsible for Special Education input and establishing goals for ESE student
Bonnor, Sarah	School Counselor	Responsible for Title 1 input and Parent Engagement

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.

Continuous feedback and input is given through SAC meetings, parent conferences, PBIS meetings, SWBT meetings and data chats by the leadership team, staff members, parents, students and business partners throughout the year to determine goals and evaluate progress in the achievement of those goals and revise as necessary..

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))

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

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	No
2022-23 Minority Rate	33%
2022-23 Economically Disadvantaged (FRL) Rate	50%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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)* English Language Learners (ELL) Asian Students (ASN) 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: B 2019-20: B 2018-19: B 2017-18: B
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	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	0	0	0	94	89	120	303
One or more suspensions	0	0	0	0	0	0	27	77	102	206
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	11	12	31	54
Course failure in Math	0	0	0	0	0	0	22	37	75	134
Level 1 on statewide ELA assessment	0	0	0	0	0	0	87	87	109	283
Level 1 on statewide Math assessment	0	0	0	0	0	0	114	39	45	198
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	40	47	52	139
	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 that have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	0	0	0	0	23	48	87	158

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	0	0	0	0	0	9	3	1	13
Students retained two or more times	0	0	0	0	0	0	4	2	4	10

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	82	94	99	275
One or more suspensions	0	0	0	0	0	0	31	75	79	185
Course failure in ELA	0	0	0	0	0	0	8	24	29	61
Course failure in Math	0	0	0	0	0	0	28	21	7	56
Level 1 on statewide ELA assessment	0	0	0	0	0	0	48	86	84	218
Level 1 on statewide Math assessment	0	0	0	0	0	0	78	54	80	212
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	25	46	42	113

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	61	79	79	219

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

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	82	94	99	275
One or more suspensions	0	0	0	0	0	0	31	75	79	185
Course failure in ELA	0	0	0	0	0	0	8	24	29	61
Course failure in Math	0	0	0	0	0	0	28	21	7	56
Level 1 on statewide ELA assessment	0	0	0	0	0	0	48	86	84	218
Level 1 on statewide Math assessment	0	0	0	0	0	0	78	54	80	212
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	25	46	42	113

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	61	79	79	219

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

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*	50	40	49	54	42	50	52		
ELA Learning Gains				50			51		
ELA Lowest 25th Percentile				38			37		
Math Achievement*	64	45	56	59	33	36	54		
Math Learning Gains				65			43		
Math Lowest 25th Percentile				56			28		
Science Achievement*	48	40	49	50	43	53	48		
Social Studies Achievement*	74	59	68	72	50	58	61		
Middle School Acceleration	76	73	73	84	47	49	73		
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)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	312
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	9
Percent Tested	98
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	33	Yes	4	
ELL	25	Yes	1	1
AMI				
ASN	92			
BLK	52			
HSP	59			
MUL	63			
PAC				

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%
WHT	65			
FRL	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%
SWD	35	Yes	3	
ELL	58			
AMI				
ASN	86			
BLK	47			
HSP	58			
MUL	61			
PAC				
WHT	62			
FRL	52			

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	50			64			48	74	76			
SWD	20			35			30	51	30		5	
ELL	10			40							2	
AMI												
ASN	88			88					100		3	
BLK	33			47			30	64	84		5	
HSP	54			61			38	70	72		5	

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
MUL	55			68			48	65	78		5	
PAC												
WHT	53			68			55	77	73		5	
FRL	43			55			40	69	68		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	54	50	38	59	65	56	50	72	84			
SWD	17	32	28	22	46	46	17	44	60			
ELL	38	77		54	62							
AMI												
ASN	72	78		89	92		82		100			
BLK	37	40	31	39	54	46	28	55	92			
HSP	54	53	50	54	68	59	43	61	82			
MUL	56	56	33	57	73	65	47	79	86			
PAC												
WHT	58	51	39	65	66	59	56	78	82			
FRL	46	45	33	50	61	56	40	62	77			

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	52	51	37	54	43	28	48	61	73			
SWD	17	23	18	24	32	28	29	34				
ELL												
AMI												
ASN	63	75		79	60			100	91			
BLK	33	40	37	33	26	19	28	52	52			
HSP	55	45	20	51	40	42	61	64				
MUL	46	53	30	50	45	33	45	46	69			
PAC												
WHT	57	53	39	60	47	30	52	63	78			

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
FRL	47	49	38	48	38	26	38	55	61			

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	50%	37%	13%	47%	3%
08	2023 - Spring	49%	38%	11%	47%	2%
06	2023 - Spring	45%	37%	8%	47%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	67%	41%	26%	54%	13%
07	2023 - Spring	73%	48%	25%	48%	25%
08	2023 - Spring	37%	31%	6%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	47%	36%	11%	44%	3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	38%	40%	50%	28%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	48%	52%	48%	52%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	56%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	55%	17%	66%	6%

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.

Students with disabilities was our only ESSA subgroup identified with consistent low performance for 3 years: (38% in 2017-2018, 33% in 2018-2019, and 35% in 2021-2022). Based on the Ransom data the critical need is our SWD. In 2022-2023, the Federal Index for SWD was 31% compared to the overall student population (Non-SWD) was 59%. Contributing factors: SWD ELA Proficiency was 15% compared to overall student performance of 48%. SWD Math Proficiency was 35% compared to overall student performance of 67%. SWD Science Proficiency was 26% compared to overall student performance of 48%. SWD Civics Proficiency was 48% compared to overall student performance of 72%.

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

ELL showed the greatest decline in ELA (-28.5%) from 38.5% to 10 and in ELL Math declined (-13.8) from 53.8% to 40% in 2023. (Considering there was an overall decline in ELA proficiency of (-5.8%) from 54.1% in 2022 to 48.3% in 2023 as a contributing factor, this is less significant because of the low enrollment of ELL students only amounting to 10 students).

When comparing subgroups, the SWD data had the largest significant disparities. The overall student proficiency in ELA declined (-5.8%) from 54.1% in 2022 to 48.3% in 2023. The most statistically significant decline identified was SWD ELA proficiency which declined (-3%) in 2022 from 18% to 15% in 2023. Black students declined (-6%) from 37 to 31%. White students declined from 58% to 51%.

2022-2023 PMDR data indicates the contributing factors that led to the SWD gap continues to be

attendance and discipline referrals:
Quarter 1 28% (50 of 179 SWD) had 5+ absences and 16% (29 of 179 SWD) received a discipline referral
Quarter 2 56% (100 of 178 SWD) had 5+ absences and 26% (46 of 179 SWD) received a discipline referral
Quarter 3 34% (58 of 170 SWD) had 5+ absences and 28% (47 of 170 SWD) received a discipline referral
Quarter 4 41% (67 of 165 SWD) had 5+ absences and 34% (56 of 165 SWD) received a discipline referral

2022-2023 Average Daily Attendance was 91% for Non-SWD and 88.7% for SWD. This is a 1.2% decrease from the previous 2021-2022 school year.

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.

SWD had the greatest gap of (32%) in ELA with a proficiency of 15% compared to the state average of 47%. SWD also had an 18% gap in Math Proficiency with 35% vs state's 53%; 21% gap in Science Proficiency at 26% vs state's 47% and a 14% gap in Civics at 48% vs state's 62%.

2022-2023 PMDR data indicates the contributing factors that led to the SWD gap continues to be attendance and discipline referrals:
Quarter 1 28% (50 of 179 SWD) had 5+ absences and 16% (29 of 179 SWD) received a discipline referral
Quarter 2 56% (100 of 178 SWD) had 5+ absences and 26% (46 of 179 SWD) received a discipline referral
Quarter 3 34% (58 of 170 SWD) had 5+ absences and 28% (47 of 170 SWD) received a discipline referral
Quarter 4 41% (67 of 165 SWD) had 5+ absences and 34% (56 of 165 SWD) received a discipline referral

2022-2023 Average Daily Attendance was 91% for Non-SWD and 88.7% for SWD. This is a 1.2% decrease from the previous 2021-2022 school year.

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

Overall Student Math Proficiency showed the most improvement at 5% increasing from 59% in 2022 to 64% in 2023. SWD Math proficiency also improved 13% from 22% in 2022 to 35% in 2023.

Intensive Math course provided for struggling students in addition to tutoring before and after school.

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

2022-2023 PMDR data reveals attendance and discipline referrals are areas of concern for SWD:
Quarter 1 28% (50 of 179 SWD) had 5+ absences and 16% (29 of 179 SWD) received a discipline referral
Quarter 2 56% (100 of 178 SWD) had 5+ absences and 26% (46 of 179 SWD) received a discipline referral
Quarter 3 34% (58 of 170 SWD) had 5+ absences and 28% (47 of 170 SWD) received a discipline referral
Quarter 4 41% (67 of 165 SWD) had 5+ absences and 34% (56 of 165 SWD) received a discipline referral

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

*Students with disabilities is our only ESSA subgroup below the Federal Index of 41%. The goal this year is for SWD students to score 41% or higher by increasing their federal index by 10 percentage points going from 31% in 2022-2023 to 41% on the 2023-2024 FAST state exam.
*Provide professional development to all staff concerning SWD accommodations and Rti/MTSS Tier strategies.
*Improve SWD average daily attendance 3% from 88% to 91%.
*Focus on making learning gains in SWD and Lower Quartile which impact ELA and Science proficiency over time.

* Improve Acceleration for SWD. In 2021-2022, data indicate SWD had a 24% disparity with 60 acceleration points compared to the Non-SWD overall 84 points achieved. This is significant because Acceleration is : weighted more than any other cell (i.e.- MS- Math Proficiency is 80% and Acceleration is 120%).

(Waiting for 2022-2023 Acceleration Data)

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.

The Federal Index score for SWD was 31% for 2022-2023. This is an area in which SWD have not reached at least 41% proficiency in 3 years. Additionally, achievement in ELA for SWD has not reached 41% proficiency for the past 3 years. SWD had the greatest gap of (32%) in ELA with a proficiency of 15% compared to the state average of 47%. SWD also had an 18% gap in Math Proficiency with 35% vs state's 53%; 21% gap in Science Proficiency at 26% vs state's 47% and a 14% gap in Civics at 48% vs state's 62%. Furthermore, 2022-2023 PMDR data indicates contributing factors that led to the SWD achievement gap continues to be attendance and discipline referrals:
Quarter 1 28% (50 of 179 SWD) had 5+ absences and 16% (29 of 179 SWD) received a discipline referral
Quarter 2 56% (100 of 178 SWD) had 5+ absences and 26% (46 of 179 SWD) received a discipline referral
Quarter 3 34% (58 of 170 SWD) had 5+ absences and 28% (47 of 170 SWD) received a discipline referral
Quarter 4 41% (67 of 165 SWD) had 5+ absences and 34% (56 of 165 SWD) received a discipline referral

2022-2023 Average Daily Attendance was 91% for Non-SWD and 88.7% for SWD. This is a 1.2% decrease from the previous 2021-2022 school year.

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

Reduce the number of discipline referrals for SWDs by 5% compared to each quarter. Increase SWD attendance by 3% from 88.7% to 91.7% during the 2023-2024 school year.

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

Admin will meet with deans and guidance counselors each month to discuss strategies for students who are struggling with attendance and behavior issues.
Admin will use the Weekly Measures, "Daily Rate of Attendance" and "Students Avoiding Referrals" to track SWD student attendance and behaviors.

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.)

Ransom Middle School is uses Positive Behavioral Interventions and Supports (PBIS) strategies and interventions to address behavioral problems.
*Admin will meet with the Deans and the RTi coordinator to identify students with 4 or more minor referrals to be tracked and provide interventions.
*The Behavior coach will track all SWD who have 4 or more minor referrals.
*The Behavior Coach, PBIS Coach and RTi/MTSS Coordinator will implement a consistent Tiger Tracker program that tracks students behaviors. In addition, the program will reward students for good behavior.

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

Ransom Middle School is a (PBIS) School. Positive Behavioral Interventions and Supports (PBIS) is an evidenced based, tiered framework for supporting students' behavioral, academic, social, emotional, and

mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing.

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.

The deans, behavior coaches and guidance counselors will conduct small group student behavior sessions monthly for students that continue to exhibit behaviors that take them from the classroom instruction. These groups will focus on life-skills and behavior skills with students to enable students to implement them in their daily life and in the classroom. Guidance counselors will also conduct child studies to improve attendance. Focus callouts notify parents daily concerning student absences. Social Worker and Guidance Counselors check and connect with students and families to improve engagement and attendance. Attendance Clerk monitors daily attendance as an additional resource to improve attendance.

Person Responsible: Kimberly Lipnicky (klipnicky@ecsdfl.us)

By When: Monthly beginning September 2023 or as needed.

"The behavior team will analyze PMDR data, PBIP's, ESE IEP's, and other behavior data. The team will meet with teachers at the beginning of the year to discuss student behavior and data directly tied to student disabilities pertaining to data. The team will then meet monthly with teachers to discuss data to determine next steps.

Person Responsible: Kimberly Lipnicky (klipnicky@ecsdfl.us)

By When: Monthly beginning September 2023 or as needed.

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a 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.

The Federal Index score for SWD was 31% for 2022-2023. This is an area in which SWD have not reached at least 41% proficiency in 3 years. Additionally, achievement in ELA for SWD has not reached 41% proficiency for the past 3 years.

Data from the 2022-2023 FAST PM 3 progress monitoring assessment reveal the following deficiencies:
SWD: ELA (15%) Math (35%) Science (26%)
Black: ELA (31%) -------------- Science (28%)

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

The specific goals are as follows:
SWD: Improve ELA proficiency 5% from (15%) to at least 20% on 2023-2024 FAST PM 3 Assessment.
Improve Math proficiency 6% from (35%) to at least 41% on 2023-2024 FAST PM 3 Assessment.
Improve Science proficiency 5% from (26%) to at least 31% on the 8th Grade SSA 2024 Assessment.
Black Students: Improve ELA proficiency 5% from (31%) to at least 36% on 2023-2024 FAST PM 3 Assessment
Improve Science proficiency 5% from (28%) to at least 33% on the 8th Grade SSA 2024 Assessment

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

*Administration will meet with core subject teachers to discuss FAST PM and Schoolnet data each 9 weeks. The leadership team will analyze FAST data and district progress monitoring data with the district's data
support expert.
*The administration will conduct 10 classroom walks (Weekly Measures) on a weekly basis to make sure instructional lessons are aligned with state benchmarks/standards. Feedback will be provided to teachers concerning lesson alignment.

Person responsible for monitoring outcome:
Alphonse Marsh (amarsh@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.)

The following evidence-based strategies will be used for the 2023-2024 school year:
ELA -
1. Provide explicit vocabulary instruction. (strong evidence)
2. Provide direct and explicit comprehension strategy instruction. (strong evidence)
3. Provide opportunities for extended discussion of text meaning and interpretation. (moderate evidence)
4. Integrate writing and reading to emphasize key writing features. (moderate evidence)
Math -
1. Expose students to multiple problem-solving strategies.
2. Teach students how to use visual representations.
3. Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.
Science -

1. Provide multiple means of presentation.
2. Provide multiple means of action and expression.
3. Provide multiple means of engagement have produced significantly higher student achievement.

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

ELA - the following evidence-based strategies will be used:
*According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearing House, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement.
Math – In analyzing the 2022 Math FSA data the following evidence-based strategies will be used:
*According to Improving Mathematical Problem Solving in Grades 4-8 found on What Works Clearinghouse, explicit mathematical representation proved to have a strong positive effect on student performance.
Science-
*According to Universal Design for Learning (UDL) utilizing principles (1) providing multiple means of presentation, (2) providing multiple means of action and expression, and (3) providing multiple means of engagement have produced significantly higher 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.

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

*Educational Support Staff (ESPs) will be assigned to each Intensive Reading Class at each grade level to provide additional support for the students and the lead general education teacher.

Person Responsible: Alphonse Marsh (amarsh@ecsdfl.us)

By When: *Weekly Measures (Classroom Walks) - September 5, 2023 through the end of the school year
*ESP assignment to Intensive Reading Classes - August 10, 2023 (Continuous)

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

Person Responsible: Alphonse Marsh (amarsh@ecsdfl.us)

By When: After FAST/Schoolnet testing results are posted for each quarter or after PM administration. October 2023, January 2024 and March 2024,

Professional development provided during early release days to all staff concerning SWD accommodations and Rti/MTSS Tier strategies. PD on the topics from the Evidence-based intervention section of the SIP will be conducted with support from the District ELA and Math Departments.

Person Responsible: Kimberly Lipnicky (klipnicky@ecsdfl.us)

By When: September 20, 2023 November 1, 2023 February 7, 2024

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

Person Responsible: Alphonse Marsh (amarsh@ecsdfl.us)

By When: After FAST/Schoolnet testing results are posted for each quarter or after PM administration. October 2023, January 2024 and March 2024,

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.

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.

The SIP is posted on the School Website at https://www.escambiaschools.org/Page/81 and the Florida Continuous Improvement Management Systems (CIMS) website at https://www.floridacims.org/districts/escambia/schools/0221. The SIP is also discussed through SAC meetings, Title 1 Parent Engagement Nights, Orientation, and Parent Conferences. In addition, we will continue to host parent/student orientations, parents meetings such as Algebra 1 and National Junior Society meetings. We will send out weekly parent call-outs and post news/events on the school Facebook page and website. We will continue to seek out new partners in education each year. Additionally, we also work with community stakeholders, including our school navigator, CHS, CDAC, to support our students' social-emotional needs.

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))

Communication is key to building positive relationships with parents, families and stakeholders. We will continue to implement activities that will build the capacity for meaningful parent/family involvement, and build relationships with the community to improve student academic achievement. We will continue to host parent/student orientations, open house at the beginning of each new school year, family engagement events such as Algebra and Geometry Night, Literacy and Math Night and National Junior Society meetings. Teachers and guidance counselors will conduct parent conferences with each student's family who desires a conference. Grade reports can be accessed on Focus by parents. We will send out weekly parent call-outs and post news/events on the school Facebook page and website. We will continue to seek out new partners in education each year. Additionally, we also work with community stakeholders, including our school navigator, CHS, and CDAC to support our students' social-emotional needs.

Additional Services include:
*The district will provide a mental health liaison who will be focusing on small groups at each grade level. Areas of group focus include: concentrating on problem solving, conflict resolution and grieving.
*Guidance counselors will concentrate on reducing the number of absences through the "Child Attendance studies". A system is in place through Focus and Child Studies to notify parents immediately when their child has unexcused absences.
*Guidance is tracking homeless students monthly to see what progress is being made and to see if services are being provided.
*The RTi/MTSS coordinator will concentrate on students monthly who have 2 or more "Early Warning Indicators". The coordinator will provide interventions as needed.

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)

Students with disabilities was our only ESSA subgroup. The federal index for SWD was 31%. Non-SWD (overall) students scored 59%. Although the critical need or area of focus is our SWD based on current and historical data, the following evidence-based strategies will be used for the 2023-2024 school year to address the needs of SWD as well as all students enrolled:
ELA -
1. Provide explicit vocabulary instruction.
2. Provide direct and explicit comprehension strategy instruction.
3. Provide opportunities for extended discussion of text meaning and interpretation.
4. Integrate writing and reading to emphasize key writing features.
Math -

1. Expose students to multiple problem-solving strategies.
2. Teach students how to use visual representations.
3. Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.
ESE-
Utilize the Universal Design for Learning (UDL) guidelines so we can reach the needs of every student.
1. Give student voice and choice in assignments to increase interest
2. Establish cooperative learning groups with clear goals, roles, and responsibilities
3, Differentiate subject matter for the visual and auditory learner.

The administration will conduct 10 classroom walks on a weekly basis to make sure instructional lessons are aligned with state benchmarks/standards. Feedback will be provided to teachers concerning lesson alignment. We have FAST PM1-PM2 progress monitoring awards, which are handed out to qualifying students. For students who need extra support in academic success, we use the Edgenuity online
learning system for course recovery. This program allows students to complete any classes that they had
previously not completed successfully.

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))

Ransom Middle School has been classified as a school not identified for CSI but has one subgroup, SWD
with a Federal Index below 41%. The SWD's Federal Index was 31% compared to the overall (Non-SWD) students score of 59%. Although the critical need or area of focus is our SWD based on current and historical data, the SIP incorporates evidence-based strategies such as UDL Guidelines to address the needs of SWD as well as all students enrolled.

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))

The district will provide a mental health liaison who will be focusing on small groups at each grade level. Areas of group focus include: concentrating on problem solving, conflict resolution and grieving. Guidance counselors will concentrate on reducing the number of absences through the "Child Attendance studies". A new system will be implemented to notify parents immediately when their child has 5 unexcused absences. Guidance tracks homeless students monthly to see what progress is being made and to see if services are being provided. The RTi/MTSS coordinator will concentrate on students monthly who have 2 or more "Early Warning Indicators". The coordinator will provide interventions as needed.

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))

Ransom Middle School students are exposed to postsecondary opportunities and the workforce through several exploratory courses which include Personal Development, Agriscience, and Computer Fundamentals,

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).

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

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))

Pre-Inservice (August 2023) Professional Development included curriculum and standards training for the FAST/BEST implementation. In addition, each district subject area specialist provided training for each
core subject area. Professional development will be provided school-wide during early release days to all staff concerning SWD accommodations and Rti/MTSS Tier strategies. In October and February the school district will be providing Professional Development opportunities for each subject area. Those opportunities will be provided through the district.

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))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes