

Walton County School District

Freeport Middle School



2019-20 Schoolwide Improvement Plan

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Freeport Middle School

360 KYLEA LAIRD DR, Freeport, FL 32439

<http://fms.walton.k12.fl.us/>

Demographics

Principal: Nathan Smith

Start Date for this Principal: 7/13/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 5-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	51%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: B (61%) 2016-17: B (55%) 2015-16: C (53%) 2014-15: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Walton County School Board on 9/17/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 5-8	No	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	B	B	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Freeport Middle School, in partnership with all stakeholders, will empower and support every student to be a life-long learner who is a responsible, productive, and an engaged member of society.

Provide the school's vision statement.

Freeport Middle School stakeholders believe every student will achieve through a prescriptive rigorous curriculum in a safe respectful environment that prepares students with the necessary knowledge to succeed in future academic and career opportunities.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Smith, Sharie	Assistant Principal	Mrs. Smith's job duties and responsibilities include assisting in providing guiding leadership, vision, and supports to ensure that everyone has the resources, knowledge, and skills to ensure that Freeport Middle is an "A+" school.
Ellison, Chelsea	School Counselor	Mrs. Ellison's duties and responsibilities include focusing on student student academic success through measuring proficiency levels and growth of all students with a focus on lower quartile, ESE, MTSS, and ESOL students by providing support to teachers and students through setting goals, progress monitoring, data review, and implementation of learning-focused strategies.
Olson, John T.	Principal	Mr. Olson's job duties and responsibilities include providing overall guiding leadership, vision, and supports to ensure that everyone has the resources, knowledge, and skills to ensure that Freeport Middle is an "A+" school.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	138	136	137	155	0	0	0	0	566
Attendance below 90 percent	0	0	0	0	0	6	17	21	24	0	0	0	0	68
One or more suspensions	0	0	0	0	0	9	15	28	25	0	0	0	0	77
Course failure in ELA or Math	0	0	0	0	0	1	19	4	5	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	0	0	42	30	31	34	0	0	0	0	137

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	9	24	22	19	0	0	0	0	74

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

37

Date this data was collected or last updated

Monday 7/29/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	62%	52%	54%	55%	48%	52%
ELA Learning Gains	65%	51%	54%	54%	53%	54%
ELA Lowest 25th Percentile	53%	43%	47%	41%	44%	44%
Math Achievement	59%	67%	58%	54%	63%	56%
Math Learning Gains	56%	65%	57%	54%	62%	57%
Math Lowest 25th Percentile	54%	69%	51%	44%	60%	50%
Science Achievement	55%	61%	51%	51%	49%	50%
Social Studies Achievement	81%	87%	72%	74%	84%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	5	6	7	8	
Number of students enrolled	138 (0)	136 (0)	137 (0)	155 (0)	566 (0)
Attendance below 90 percent	6 (0)	17 (0)	21 (0)	24 (0)	68 (0)
One or more suspensions	9 (0)	15 (0)	28 (0)	25 (0)	77 (0)
Course failure in ELA or Math	1 (0)	19 (0)	4 (0)	5 (0)	29 (0)
Level 1 on statewide assessment	42 (0)	30 (0)	31 (0)	34 (0)	137 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
05	2019	57%	64%	-7%	56%	1%
	2018	48%	60%	-12%	55%	-7%
Same Grade Comparison		9%				
Cohort Comparison						
06	2019	50%	55%	-5%	54%	-4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	60%	62%	-2%	52%	8%
Same Grade Comparison		-10%				
Cohort Comparison		2%				
07	2019	69%	64%	5%	52%	17%
	2018	54%	57%	-3%	51%	3%
Same Grade Comparison		15%				
Cohort Comparison		9%				
08	2019	60%	60%	0%	56%	4%
	2018	62%	62%	0%	58%	4%
Same Grade Comparison		-2%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	56%	55%	1%	60%	-4%
	2018	50%	58%	-8%	61%	-11%
Same Grade Comparison		6%				
Cohort Comparison						
06	2019	62%	60%	2%	55%	7%
	2018	55%	63%	-8%	52%	3%
Same Grade Comparison		7%				
Cohort Comparison		12%				
07	2019	36%	62%	-26%	54%	-18%
	2018	38%	55%	-17%	54%	-16%
Same Grade Comparison		-2%				
Cohort Comparison		-19%				
08	2019	51%	63%	-12%	46%	5%
	2018	49%	62%	-13%	45%	4%
Same Grade Comparison		2%				
Cohort Comparison		13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	56%	61%	-5%	53%	3%
	2018	61%	63%	-2%	55%	6%
Same Grade Comparison		-5%				
Cohort Comparison						
08	2019	51%	58%	-7%	48%	3%
	2018	61%	62%	-1%	50%	11%
Same Grade Comparison		-10%				
Cohort Comparison		-10%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	82%	-3%	71%	8%
2018	77%	79%	-2%	71%	6%
Compare		2%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	72%	5%	61%	16%
2018	95%	80%	15%	62%	33%
Compare		-18%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	80%	72%	8%	57%	23%
2018	0%	70%	-70%	56%	-56%
Compare		80%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	56	47	39	62	46	29	30			
ELL	33	39	27	29	46	50	18				
HSP	54	66	48	47	49	64	34	94	80		
MUL	53	59		53	41						
WHT	64	65	55	61	58	55	59	79	71		
FRL	57	63	49	54	55	50	47	76	73		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	34	29	18	48	50	27	41			

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	50	50	67	52	56	71	48	75			
MUL	28	38		44	57		20				
WHT	60	58	45	59	61	49	66	76	84		
FRL	48	49	43	50	56	49	58	73	86		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	29	31	17	31	26	15				
HSP	50	53	46	51	60	64	37				
MUL	54	68		44	48						
WHT	56	55	42	55	53	38	53	77	70		
FRL	45	49	35	45	51	43	40	73	57		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	91
Total Points Earned for the Federal Index	647
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component with the lowest performance school-wide was ELA learning gains for the lowest quartile, despite increasing from 47% to 53%. This was also our biggest area of concern for the previous school year. ELA learning gains for the lowest quartile was the lowest performing area for both the district and state in 2018.

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

The data component that showed the greatest decline from the prior year was Math learning gains and Science achievement. Math learning gains decreased from 61% to 56%. Science achievement decreased from 61% to 55%. Factors that may have contributed to this decline include Math teachers on leave throughout the school year and new Science curriculum in 5th grade.

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 data component with the greatest gap when compared to the state average is Math achievement. Freeport Middle School exhibits a 1% gap. All other areas exceed the state's average.

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

The data component that showed the most improvement was ELA learning gains. The ELA teachers were all returning teachers who were able to "dive deeper" in their curriculum and professional learning. The ELA PLC surpassed the development of other PLCs due to their innovative learning during the previous school year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Areas of Concern:

1. Number of students with 1 or more suspensions.
2. Number of students with level 1 on statewide assessments

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

1. Number of students with 1+ suspensions
2. 7th grade Math achievement
3. Learning gains of all students in Math and ELA
4. Science achievement
5. Civics achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading/ELA
Rationale	Freeport Middle School's average proficiency on the 2019 Florida Standards Assessment (FSA) is 62%.
State the measurable outcome the school plans to achieve	On the 2020 Florida Standards Assessment, the school's ELA proficiency average will increase to 67%.
Person responsible for monitoring outcome	Chelsea Ellison (ellisonc@walton.k12.fl.us)
Evidence-based Strategy	Data chats will occur monthly to analyze STAR Reading and progress monitoring data towards target achievement. The ELA department will also focus on AVID/WICOR higher-order strategies, best practices, information from Reading Coach, etc. The school will also provide quality instruction, remediation, and enrichment opportunities so that all students make continuous progress towards performing at high levels, as evidenced by FSA learning gains.
Rationale for Evidence-based Strategy	This is a focus area because our overall proficiency rate is 62%. Only 65% of FMS students made learning gains in ELA. Also, only 53% of students in the lowest quartile made learning gains as evidenced on the 2019 FSA Reading assessment.
Action Step	
Description	<p>TIER 1:</p> <ol style="list-style-type: none"> Administrators, teachers, and other administration-appointed staff members will participate in monthly data chats. Teachers will use of SpringBoard, ReadyGen, and occasional teacher-selected curriculum that aligns to LAFS standards in grades 5-8 ELA classrooms. Teachers will utilize rigorous curriculum (which may include WICOR higher-order skills and AVID strategies) in all core subject areas and intensive courses. All students will practice written responses to reading passages aligned to FSA expectations. Students will exemplify their knowledge using paragraph format, mini-essay format, or essay format (journal assignments, quick writes, SpringBoard and ReadyGen writing-to-text assignments, etc.).
	<p>TIER 2:</p> <ol style="list-style-type: none"> Based on the district reading plan, students will be placed in Intensive Reading course utilizing curriculum appropriate for their needs. Programs include Achieve 3000, Phonics First: Structures, Teen Engagement, and grant-provided materials. Students in grades 6-8 will be appropriately-placed in a FACT class twice weekly based on the students' needs. These students will be monitored as needed twice per nine weeks.

3. The lower quartile will be progress monitored to determine their progress towards individual learning gain goals. The lowest quartile's learning gains will be discussed during monthly data chat meetings.

TIER 3:

1. Tier 3 students will receive interventions such as Sonday System 1 and 2 and Achieve 3000 and will be monitored by the MTSS team.

Person Responsible	Chelsea Ellison (ellisonc@walton.k12.fl.us)
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#2	
Title	<p>Math</p> <p>Freeport Middle School's average proficiency on the 2019 Florida Standards Assessment (FSA) is 59%.</p> <p>5th: 56.4%</p> <p>6th: 61.7%</p> <p>7th: 36.2%</p> <p>8th: 49.4</p>
Rationale	<p>Proficiency averages for students who took the Algebra I End of Course (EOC) Exam was 77.3%. Proficiency averages for students who took the Geometry EOC Exam was 80%.</p> <p>Freeport Middle School's average learning gains on the Math FSA was 56% and 53% for the lowest quartile.</p> <p>5th: 60.7%/53.6%</p> <p>6th: 62.1%/57.7%</p> <p>7th: 56.4%/59%</p> <p>8th: 52.4%/44.4%</p> <p>Algebra I EOC: 27.1%/52.2%</p> <p>Geometry EOC: 45%/50%</p>
State the measurable outcome the school plans to achieve	On the 2020 Florida Standards Assessment, the school's Math proficiency average will increase to 65%. The average learning gains on the Math FSA will increase to 56% and 60% for the lowest quartile. On the 2020 EOC exams, 85% of Algebra I students will be proficient and 85% of Geometry students will be proficient.
Person responsible for monitoring outcome	Chelsea Ellison (ellisonc@walton.k12.fl.us)
Evidence-based Strategy	Data chats will occur monthly to analyze STAR Math and progress monitoring data towards target achievement. The Math department will also focus on AVID/WICOR higher-order strategies, best practices, and strategies from school and district coaches. Math teachers will also provide quality instruction, remediation, and enrichment opportunities that will result in all students make continuous progress towards performing at high levels, as evidenced by FSA learning gains.
Rationale for Evidence-based Strategy	This is a focus area because overall proficiency rate is 59%. Only 56% of FMS Students made learning gains in Math. Also, only 53% of students in the lowest quartile made learning gains as evidenced on the 2019 FSA Math assessment. EOC proficiency rates also decreased from the 2017 results.
Action Step	
Description	<p>TIER 1:</p> <p>1. Administrators, teachers, and other administration-appointed staff members will participate in monthly data chats.</p> <p>2. Teachers will utilize high-quality, rigorous curriculum (which may include WICOR higher-order skills and AVID strategies, best practices, test design summaries, and professional learning strategies within all Math classes.</p>

3. Qualifying students will be placed in Advanced Math for sixth grade, Pre-Algebra or Algebra for seventh grade, and Algebra I or Geometry for eighth grade. Students who complete Algebra I and take the Algebra I EOC will take Geometry.

TIER 2:

1. Students who score a level 1 on the 2018 Math FSA will be placed in a daily Intensive Math course utilizing remediation curriculum that is appropriate for their needs.

Remediation strategies may include, but are not limited to drill and practice, flash cards, games, re-teaching, peer-collaboration, etc. Delivery methods may include, but are not limited to online tutorials, small group, and one-on-one instruction, etc.

2. Students in the lowest quartile will be progress monitored to determine their achievement towards individual learning gain goals. The lowest quartile's learning gains will be discussed during monthly data chat meetings and MTSS meetings.

3. Fifth grade students who are identified by the MTSS process as Tier 2 will be placed in a Math iii group for thirty minutes daily based on student needs and recommendations by teachers and the MTSS Team.

TIER 3:

1. Remedial research-based programs will be utilized and results will be assessed bi-weekly. Interventions will be based on student individual needs, but not limited to Khan Academy and small group instruction. Results will be reviewed during MTSS meetings and data chats.

**Person
Responsible**

Chelsea Ellison (ellisonc@walton.k12.fl.us)

#3	
Title	Science
Rationale	<p>Freeport Middle School's average proficiency on the 2019 Science FCAT Assessment was 55%.</p> <p>5th grade proficiency: 56%</p> <p>8th grade proficiency: 51%</p> <p>Freeport Middle School's average proficiency on the 2019 FSA was 62%.</p>
State the measurable outcome the school plans to achieve	On the 2020 FCAT Science assessment, the school's Science proficiency average will increase to 67. The school's proficiency average of the 2020 FSA Reading assessment will also increase to 67%.
Person responsible for monitoring outcome	Chelsea Ellison (ellisonc@walton.k12.fl.us)
Evidence-based Strategy	AVID Reading strategies, Cornell Notes and/or Interactive Notebooks, intensive vocabulary instruction, STEM activities/labs, hands-on learning, best practices, and a focus on content-area literacy will occur to increase overall achievement in Science. Cross-curricular planning will occur to enhance Science content knowledge.
Rationale for Evidence-based Strategy	This is an area of focus because our overall proficiency rate decreased from 61% overall in 2018 to 53.5% in 2019. Specifically, fifth grade students decreased in proficiency by 5% and 8th grade decreased by 10%.
Action Step	
Description	<p>TIER 1:</p> <ol style="list-style-type: none"> 1. AVID Reading strategies will be utilized to engage students in learning and to increase their understanding of WICOR in Science. The AVID WICOR strategies will be implemented within the teachers' instruction and assessed monthly. The instructors will analyze the data to determine the effectiveness of the utilized strategies. 2. Cornell Notes and/or Interactive Notebooks will be utilized in all Science classes to further develop WICOR skills within the Science curriculum. 3. STEM activities/labs and hands-on learning opportunities will be implemented in all Science classes monthly. The effectiveness of these activities will be determined when instructors assess each unit. 4. Science teachers will collaborate with ELA teachers to focus on content-area literacy to increase the depth of content understanding. 5. Intensive vocabulary instruction will occur to increase vocabulary proficiency and comprehension of Science content. 6. An Agriculture elective course and after-school organization will be utilized on campus to enrich student understanding through hands-on activities and project-based learners.
Person Responsible	John T. Olson (john.olson@walton.k12.fl.us)

#4	
Title	AVID
Rationale	FMS's goal is to be recognized as an AVID School of Distinction within four years. In order to be recognized as an AVID School of Distinction, we must attain an overall level of Sustaining AVID Schoolwide and meet the Site of Distinction Metrics. during the 2018-2019 school year we progressed from Meets AVID Implementation Expectations to the current level of Emerging AVID Schoolwide. The plan for the 2019-2020 school year is to maintain this level and increase in at least 8 indicator/criteria in the Coaching and Certification Instrument (CCI) which is the next step in reaching our long term goal.
State the measurable outcome the school plans to achieve	FMS will increase in at least 8 indicator/criteria in the Coaching and Certification Instrument (CCI) by the end of the 2019-2020 school year.
Person responsible for monitoring outcome	Mary Job (jobm@walton.k12.fl.us)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Students will be required to utilize AVID organizational tools (i.e., binders, graphic organizers, interactive notebooks). 2. There will be no higher than 7:1 student tutor ratio in the AVID classroom on tutorial days 3. Students will participate in goal setting during BARKS.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. According to AVID research, one of the most important tools for academic success is the ability to keep materials and assignments organized. 2. Tutorials are inquiry based 3. Goal setting is a learned activity that benefits students as they plan for success in school and beyond.
Action Step	
Description	<ol style="list-style-type: none"> 1. Students in grades 6-8 will create and maintain organized binders aligned with a scoring rubric. 2. Duty teachers will be trained as AVID tutors to work with students two days a week on tutorials in the AVID elective classroom. 3. Students will utilize AVID goal setting tools and mycareershines.org to set short and long term goals.
Person Responsible	Mary Job (jobm@walton.k12.fl.us)

#5	
Title	Professional Learning Communities
Rationale	Building and sustaining a collaborative culture with a shared mission to move our practice forward and impact student learning to achieve greater results. Process will focus on individual learners with a goal of achieving learning gains at each level.
State the measurable outcome the school plans to achieve	100% of teachers who are employed for the entire 2019-2020 school year will meet the participation requirement in the school-wide Professional Learning Community (PLC).
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Freeport Middle School will implement a school-wide, cross-curricular PLC to address content vocabulary, lesson planning protocols, rigorous assessments, test design summaries and blueprints, and other best practices as necessary as determined by administration team and data. This PLC will also focus on the use of specific feedback to both assess learning and extend instruction to improve performance of all students.
Rationale for Evidence-based Strategy	Freeport Middle School has chosen this type of PLC to engage accountability from all teacher stakeholders in all curriculum areas. FMS chose this method to ensure that cross-curricular planning occurred and that all students are adequately prepared for the rigorous expectations of all classroom, district, and state assessments.
Action Step	
Description	<ol style="list-style-type: none"> 1. Monthly focus meetings will occur based on the PLC syllabus. 2. Teachers will share their classroom data and collaborate with other teachers to increase student achievement. 3. Teachers will attend 90% of the PLC meetings to receive completion credit.
Person Responsible	John T. Olson (john.olson@walton.k12.fl.us)

#6	
Title	Behavior
Rationale	Freeport Middle School had 132 cases of Out of School Suspension (OSS) for the 2018-2020 school year. 13% of the student population had one or more case of OSS.
State the measurable outcome the school plans to achieve	By the end of the 2019-2020 school year, Freeport Middle School will reduce the the number of Out of School Suspension cases by 20%.
Person responsible for monitoring outcome	Sharie Smith (smiths@walton.k12.fl.us)
Evidence-based Strategy	<p>TIER 1: Staff members will utilize a revised behavior tracking form to track student behavior.</p> <p>Students who receive In-School Suspension (ISS) as a precursor to OSS will be provided behavior interventions during their ISS time.</p> <p>Students will receive social skills training through the Second Step program every Monday.</p> <p>TIER 2: Students who receive two referrals within a nine weeks will be assigned to BITES until they can go four consecutive weeks without receiving additional steps in their planners.</p> <p>TIER 3: Students who receive three referrals during a semester will be placed on a behavior contract. A team meeting will be held and individualized strategies for improvement will be determined by the team.</p>
Rationale for Evidence-based Strategy	Students who receive OSS are unable to participate in classroom instruction. Missing classroom instruction and learning opportunities reduces academic success. Targeting and preventing student behavior before OSS occurs will assist in increasing student achievement data and learning gains.
Action Step	
Description	<p>1. Provide students with handbooks and a handbook informational session at the beginning of the year to ensure that students are aware of the behavior expectations on campus.</p> <p>2. Staff members will document student behavior above and beyond classroom management on the behavior tracking form. Staff members will make parent contact on the designated steps and will keep administration aware of any students of concern.</p> <p>3. Staff members will recommend students with behavioral concerns to the MTSS process.</p>
Person Responsible	Sharie Smith (smiths@walton.k12.fl.us)

#7	
Title	Parent Involvement
Rationale	On the 2018-2019 Parent Climate Survey, Freeport Middle School received an average score of 3.69 on the question, "Our school communicates effectively about the school's goals and activities". This score decreased from the 2017-2018 Parent Climate Survey average score of 3.89. Freeport Middle School also received an average score of 3.39 on the question, "All of my child's teachers keep me informed regularly of how my child is being graded". This categorical score increased from 3.2 on the 2017-2018 Parent Climate Survey.
State the measurable outcome the school plans to achieve	On the 2019-2020 Parent Climate Survey, Freeport Middle will score an average of 3.89 on the question, "Our school communicates effectively about the school's goals and activities". Freeport Middle will score an average of 3.5 on the question, "All of my child's teachers keep me informed regularly of how my child is being graded".
Person responsible for monitoring outcome	Chelsea Ellison (ellisonc@walton.k12.fl.us)
Evidence-based Strategy	Freeport Middle School staff members will utilize a variety of strategies to increase stakeholder communication including, but not limited to a texting platform, planners, Facebook, website, etc. Two academic parent nights will also occur to inform parents of their child's education.
Rationale for Evidence-based Strategy	Stakeholder groups that emphasizes communication regarding a student's academic performance and educational opportunities creates a positive atmosphere that supports student achievement.
Action Step	
Description	TIER 1:
	1. 80% of teachers will utilize a digital platform (Remind or other designated program) to communicate with parents on a regular basis with fidelity as determined by administration.
	2. Teachers and/or a member of the administrative team will make contact with parents/guardians of students who receive a grade of a D or F on an interim report or end of term report card.
	3. All students will be provided a planner which the parent/guardian can utilize to track student assignments, behavior, and school events.
	4. A parent night will be held at the interim of the first nine weeks. The purpose of this event will be to share capabilities of the Focus platform, online resources that support student learning, and other resources available to parents. Also during this event, the administrative team will have the opportunity to share preliminary data with stakeholders.
	5. A parent conference night will be held in lieu of Open House of parents/guardians to address their academic concerns pertaining their child.

6. The AVID Site Team will host a college and career-preparedness night. The purpose will be to share resources with parents related to college choice, financial aid planning, etc.

Person Responsible Chelsea Ellison (ellisonc@walton.k12.fl.us)

#8

Title Social Studies

Rationale Freeport Middle School's (FMS) proficiency on the 2019 Civics End of Course (EOC) exam was 81%. Freeport Middle's proficiency on Reading portion of the 2019 Florida Standards Assessment (FSA) was 62%.

State the measurable outcome the school plans to achieve On the 2020 Civics End of Course (EOC) exam, the school's proficiency average will increase to 85%. Freeport Middle School will increase proficiency on the Reading portion of the 2019 FSA to 67%.

Person responsible for monitoring outcome John T. Olson (john.olson@walton.k12.fl.us)

Evidence-based Strategy Social Studies teachers will implement AVID strategies within Social Studies classrooms monthly to engage students through WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies, best practices, and PLC-based learning. Social Studies teachers will also participate in vertical alignment of Social Studies-specific writing through DBQ and FRQ writings.

Rationale for Evidence-based Strategy This is a focus area because our overall proficiency rate is 81% for the Civics EOC and 62% for the Reading FSA.

Action Step

TIER 1:
1. AVID/WICOR strategies are utilized monthly. Progress will be discussed at PLC meetings.

Description 2. Social Studies teachers will participate in vertical alignment of Social Studies- specific writing through DBQ and FRQ.

3. Social Studies teachers will implement content-area literacy instruction, test vocabulary instruction, intentional questioning, and best practices as discussed and determined in PLC meetings.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Freeport Middle School will address remaining school-wide improvement priorities during School Improvement Team meetings, School Advisory Council meetings, the MTSS process, and monthly data chats.

Part V: Budget

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

1	III.A.	Areas of Focus: Reading/ELA				\$1,119.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0146 - Freeport Middle School			\$375.00
			<i>Notes: Supplemental Materials- ELA Classes</i>			
			0146 - Freeport Middle School			\$150.00
			<i>Notes: Tier 2 & Tier 3 Intervention Supplemental Materials</i>			
			0146 - Freeport Middle School			\$50.00
			<i>Notes: Data Chat Materials</i>			
			0146 - Freeport Middle School			\$544.00
			<i>Notes: Substitute teachers for quarterly data chats. Funds will be matched by FMS.</i>			
2	III.A.	Areas of Focus: Math				\$1,144.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0146 - Freeport Middle School			\$150.00
			<i>Notes: Prescriptive interventions and remediation Tier 2 and Tier 3 students.</i>			
			0146 - Freeport Middle School			\$100.00
			<i>Notes: Intervention/enrichment materials for the Summer Bridge Program</i>			
			0146 - Freeport Middle School			\$300.00
			<i>Notes: Supplemental instructional materials to maximize classroom instruction of all Math teachers.</i>			
			0146 - Freeport Middle School			\$544.00
			<i>Notes: Substitute teachers for quarterly data chats. Funds will be matched by FMS.</i>			
			0146 - Freeport Middle School			\$50.00
			<i>Notes: Supplemental Materials for Data Chats</i>			
3	III.A.	Areas of Focus: Science				\$0.00
4	III.A.	Areas of Focus: AVID				\$0.00

5	III.A.	Areas of Focus: Professional Learning Communities				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0146 - Freeport Middle School			\$150.00
			<i>Notes: Supplemental Materials</i>			
6	III.A.	Areas of Focus: Behavior				\$0.00
7	III.A.	Areas of Focus: Parent Involvement				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0146 - Freeport Middle School			\$200.00
			<i>Notes: Supplemental materials for parent nights and stakeholder outreach.</i>			
8	III.A.	Areas of Focus: Social Studies				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0146 - Freeport Middle School			\$100.00
			<i>Notes: Supplemental Materials</i>			
Total:						\$2,713.00