

Walton County School District

Mossy Head School



2019-20 Schoolwide Improvement Plan

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Mossy Head School

13270 US HIGHWAY 90 W, Defuniak Springs, FL 32433

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

Demographics

Principal: Leslie Hulion

Start Date for this Principal: 6/13/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: C (50%) 2016-17: B (54%) 2015-16: C (46%) 2014-15: B (57%)
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)
Elementary School PK-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

“Enrich the Present, Inspire the Future, Honor the Past”

Provide the school's vision statement.

It is the mission of Mossy Head School and its stakeholders to inspire each student to achieve their personal best, become responsible citizens, and embrace lifelong learning in a safe and positive environment.

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
Hinote, Ronita	Principal	
Hulion, Leslie	Dean	
Cook, Alicia	Teacher, K-12	
Blanton, Allie	Instructional Media	Providing and managing resources and support for teachers and students along with the school's library media center and technology.
Gregor, Brianne	School Counselor	
Bachman, Brandi	Teacher, PreK	Pre-Chair
Betts, Alyssen	Teacher, K-12	Title I Interventionist
Davis, Crystal	Teacher, ESE	
Foy, Amber	Teacher, K-12	Second Grade Chairperson
Golleher, Jennifer	Teacher, K-12	First Grade Chairperson
Klemkosky, Amie	Teacher, K-12	5th Grade Chairperson
Lawrence, Kelcie	Teacher, K-12	Kindergarten Chairperson
Lawrence, Lindsey	Teacher, K-12	Title I Interventionist
Lovelady, Hannah	Teacher, K-12	Art Teacher / Special Areas Chairperson
Rice, Hannah	Paraprofessional	
Smith, Carol	Instructional Coach	District Reading Coach
Sneed, Clara	Teacher, K-12	3rd Grade Chairperson
Towery, Janet	Other	Book Keeper

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	43	69	66	64	60	68	0	0	0	0	0	0	0	370
Attendance below 90 percent	27	21	14	19	19	19	0	0	0	0	0	0	0	119
One or more suspensions	3	3	4	4	8	10	0	0	0	0	0	0	0	32
Course failure in ELA or Math	9	5	8	5	2	1	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	23	23	16	0	0	0	0	0	0	0	62

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	8	5	4	13	13	11	0	0	0	0	0	0	0	54

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	0	0	0	0	0	0	0	
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)**Date this data was collected or last updated**

Monday 7/1/2019

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	18	15	13	10	15	0	0	0	0	0	0	0	71
One or more suspensions	0	2	2	2	1	3	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	5	5	2	2	2	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	0	15	28	0	0	0	0	0	0	0	43

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	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	61%	66%	57%	66%	64%	55%
ELA Learning Gains	64%	65%	58%	53%	52%	57%
ELA Lowest 25th Percentile	57%	59%	53%	35%	41%	52%
Math Achievement	65%	64%	63%	71%	70%	61%
Math Learning Gains	67%	62%	62%	53%	55%	61%
Math Lowest 25th Percentile	55%	48%	51%	35%	41%	51%
Science Achievement	67%	64%	53%	63%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	43 (0)	69 (0)	66 (0)	64 (0)	60 (0)	68 (0)	370 (0)
Attendance below 90 percent	27 (0)	21 (0)	14 (0)	19 (0)	19 (0)	19 (0)	119 (0)
One or more suspensions	3 (0)	3 (0)	4 (0)	4 (0)	8 (0)	10 (0)	32 (0)
Course failure in ELA or Math	9 (0)	5 (0)	8 (0)	5 (0)	2 (0)	1 (0)	30 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	23 (0)	23 (0)	16 (0)	62 (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
03	2019	53%	66%	-13%	58%	-5%
	2018	62%	66%	-4%	57%	5%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	57%	64%	-7%	58%	-1%
	2018	51%	64%	-13%	56%	-5%
Same Grade Comparison		6%				
Cohort Comparison		-5%				
05	2019	60%	64%	-4%	56%	4%
	2018	51%	60%	-9%	55%	-4%
Same Grade Comparison		9%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	62%	65%	-3%	62%	0%
	2018	70%	68%	2%	62%	8%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	61%	65%	-4%	64%	-3%
	2018	57%	66%	-9%	62%	-5%
Same Grade Comparison		4%				
Cohort Comparison		-9%				
05	2019	59%	55%	4%	60%	-1%
	2018	53%	58%	-5%	61%	-8%
Same Grade Comparison		6%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	63%	61%	2%	53%	10%
	2018	61%	63%	-2%	55%	6%
Same Grade Comparison		2%				
Cohort Comparison						

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	24	46	44	43	57	50	47				

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
ELL											
HSP	67	56		75	69		80				
WHT	60	64	63	64	67	52	66				
FRL	59	63	54	64	69	56	67				
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	41	42	41	49	48	43	40				
HSP	63	44		63	38						
WHT	59	45	38	63	54	38	65				
FRL	56	42	32	61	47	24	64				
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	22	30		36							
WHT	65	54	32	68	52	31	59				
FRL	64	53	38	73	54	43	70				

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	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	100
Total Points Earned for the Federal Index	536
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	100
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	75
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	62
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	67
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.

According to the 2018-2019 FSA results, ELA ESE Subgroup learning gains for 4th and 5th grades were at 41.6%.

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

3rd Grade ELA percent proficient showed the greatest decline from the prior year. Contributing factors include lack of curriculum knowledge and lack of experience in teaching (3 of 4 teachers were new to the grade level and school).

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.

3rd Grade ELA percent proficient was below the state average by 5%. Contributing factors include lack of curriculum knowledge and lack of experience in teaching (3 of 4 teachers were new to the grade level and school).

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

Over all learning gains showed the most improvement. Actions that MHS took were TNTP, Interventionist, Learning Target School PLC, scheduling of instructional aides and tutors, intense intentional focus on achievement students in the lowest 25%, before and after school tutoring, student achievement and success incentives (special field trip),

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

Attendance and number of students meeting proficiency on FSA ELA and Math are areas of concern. (ELA stayed the same, Math dropped a percentage point)

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

1. Increase over all proficiency on both ELA and Math FSA.
2. Increase learning gains of ESE subgroup on ELA FSA.
3. Increase the number of students with a 90% or higher attendance rate.
4. Increase communication between teachers, parents, students, and staff.
5. Maintain or increase overall learning gains in both ELA and Math FSA.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA/Literacy overall proficiency.
Rationale	Overall proficiency of grades 3-5 on FSA was 61%. MHS met the state average of 57%, but is below the district average of 65%.
State the measurable outcome the school plans to achieve	Student proficiency will increase to 63% or higher on the 2019-2020 ELA FSA.
Person responsible for monitoring outcome	Ronita Hinote (hinoter@walton.k12.fl.us)
Evidence-based Strategy	Build capacity of all teachers to provide instruction aligned to Florida State Standards.
Rationale for Evidence-based Strategy	If we build capacity of all teachers to provide instruction aligned to Florida State Standards, then teachers will be able to increase student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. All grade levels will apply what was learned from TNTP professional development (18-19) by implementing reading strategies to increase rigor. Carol Smith, district reading coach, will train new teachers with a short, specific version to enhance text based writing structures. 2. Strategy for Comparing multiple (paired) text/passages. (Common Lit, Readworks, Scholastic Materials) – To strengthen Integration of Knowledge (1-5). Students will read multiple grade-level texts in the forms of paragraphs, articles, and passages (depending on the grade level) as a set. 3. Use close reading strategies and text marking (needs to be universal coding so that students can transition to next grade with same text markings) to answer text dependent questions, focus questions, and achieve/reach learning targets. 4. Teachers will teach and assess vocabulary in context and not in isolation. 5. Teachers will implement one of the following interventions with their Tier 2 groups: Great Leaps, Tyner, Sonday System, Compass Learning, Lexonik Leaps, LLI, Visualizing Verbalizing, Phonics program: Michael Heggerty, Common Lit, Readworks, NewsELA based on groups identified needs. 6. Provide tutoring during, before, and after school throughout the year by teachers, paraprofessionals, and/or Title I tutors that meet Title I requirements. 7. Kindergarten and first grade will continue to use Snap Words: Sight words through motions to increase fluency. 8. K-3 Interventionist and 3-5 Interventionist will provide differentiated, targeted interventions and progress monitor student growth and achievement. 9. The Dean of Students will provide support for the K-3 and 3-5 Interventionists to provide differentiated, targeted interventions and progress monitor student growth and achievement. 10. Higher performing students in 4th and 5th grades will meet with Mrs. Blanton for enrichment lessons.
Person Responsible	Alicia Cook (cooka@walton.k12.fl.us)

#2	
Title	Math overall proficiency.
Rationale	Overall proficiency of grades 3-5 on FSA Math is 65%, an increase of 3%.
State the measurable outcome the school plans to achieve	Student proficiency will increase to 68% or higher on the 2019-2020 FSA Math.
Person responsible for monitoring outcome	Ronita Hinote (hinoter@walton.k12.fl.us)
Evidence-based Strategy	Build capacity of all teachers to provide instruction aligned to Florida State Standards.
Rationale for Evidence-based Strategy	If we build capacity of all teachers to provide instruction aligned to Florida State Standards, then teachers will be able to increase student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide tutoring during, before, and after school throughout the year by teachers, paraprofessionals, and/or Title I tutors that meet Title I requirements. 2. Students will use Imagine Math Facts, if funds are available, to improve fact fluency 3. Greg Tang Jr. will provide training on Greg Tang math strategies for students, parents, and teachers in order to improve math fluency and problem solving skills. 4. Teachers will utilize math manipulatives to support math instruction. 5. K-3 Interventionist and 3-5 Interventionist will provide differentiated, targeted interventions and progress monitor student growth and achievement.
Person Responsible	Meredith Ness (nessm@walton.k12.fl.us)

#3	
Title	Science
Rationale	Proficiency of Grade 5 Science NGSSS is 67%, which is above the state (53%) and district (61%) averages.
State the measurable outcome the school plans to achieve	Increase proficiency to 68% on the Grade 5 Science NGSSS.
Person responsible for monitoring outcome	Ronita Hinote (hinoter@walton.k12.fl.us)
Evidence-based Strategy	Build capacity of all teachers to provide instruction aligned to Florida State Standards.
Rationale for Evidence-based Strategy	If we build capacity of all teachers to provide instruction aligned to Florida State Standards, then teachers will be able to increase student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Third grade classes will participate in the Grasses in the Classes program. 2. Emerald Coast Science Center will provide lessons for 5th grade classes through out the year and hands-on activities for Science Night. 3. Grades 3-5 will utilize Study Island Standards-based Diagnostic Tests and lessons. 4. Support student learning by developing and providing hands-on activities and labs to support the Science curriculum and STEM. 5. Support student learning in the area of STEM by incorporating STEM Bins into daily schedule.
Person Responsible	Allie Blanton (blantona@walton.k12.fl.us)

#4	
Title	Learning Gains and Learning Gains for the Lowest 25%
Rationale	Students made a substantial increase in learning gains on both FSA ELA (64%) and Math (67%), including students in the lowest 25% due to implementation of targeted interventions, strategies, and instruction, MHS will maintain or increase these results.
State the measurable outcome the school plans to achieve	Overall ELA FSA learning gains will increase from 64% to 65%. Students in the lowest 25% in the area of Reading, will increase learning gains from 57% to 58% on FSA ELA. Overall FSA Math learning gains will increase from 67% to 69%. Students in the lowest 25% in the area of Math, will increase learning gains from 55% to 58% on FSA Math.
Person responsible for monitoring outcome	Ronita Hinote (hinoter@walton.k12.fl.us)
Evidence-based Strategy	Build capacity of all teachers to provide instruction aligned to Florida State Standards.
Rationale for Evidence-based Strategy	If we build capacity of all teachers to provide instruction aligned to Florida State Standards, then teachers will be able to increase student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement Compass Learning to progress monitor students. 2. Utilize Imagine Learning and the various reports, resources (teacher lessons etc.), and trainings that accompany the program. 3. Utilize the MTSS problem solving process for students with specific areas of need to plan appropriate targeted interventions and progress monitor student performance to determine need for continued interventions. 4. K-3 Interventionist and 3-5 Interventionist will provide differentiated, targeted interventions and progress monitor student growth and achievement.
Person Responsible	Leslie Hulion (hulionle@walton.k12.fl.us)

#5	
Title	School Climate
Rationale	After implementing the Ron Clark House system, MHS had a decrease in the number of referrals for the 2018-2019 school year. 124 discipline referrals were issued during the 18-19 school year. 32 of those referrals (27%) are for students with disabilities in the VE classrooms. The number of students that had 10 or more absences during the 2018-2019 school year, increased substantially. There were 212 students with 10 or more absences during the 18-19 school year (144, 17-18 SY). 66 students had 20 or more absences (32, 17-18 SY). The number of students with a 90% attendance rate or higher was 92% for the 18-19 school year.
State the measurable outcome the school plans to achieve	The goal for the 2019-2020 school year is to decrease the number of students with 10 or more absences to 175 or less and increase the number of students with a 90% attendance rate or higher to 93.5%. The goal for the 2019-2020 school year is to continue to decrease the number of discipline referrals to 112 or less.
Person responsible for monitoring outcome	Brianne Gregor (gregorb@walton.k12.fl.us)
Evidence-based Strategy	Continue to implement and develop the Ron Clark House System and implement the Sanford Harmony curriculum.
Rationale for Evidence-based Strategy	By providing teachers and students with social/emotional strategies from the Sanford Harmony curriculum, the student attendance rate will increase and the number of discipline referrals will decrease. The Ron Clark House System has had a positive impact on student accountability and motivation as evidenced by the decrease in the number of referrals.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue implementing and developing the Ron Clark House System by using knowledge and information gained from RCA training. 2. After 5 absences in a nine-week period, teachers will use discretion to recommend a parent conference be held to discuss attendance with the guidance counselor. 3. After 10 unexcused absences in a nine-week period, teachers will request a parent-teacher conference to discuss student absences with the guidance counselor and principal. 4. Teachers will implement the Sanford Harmony curriculum. 5. Formally schedule House meetings and All House (whole school) meetings. 6. The Dean of Students will monitor the progress and implementation of the Ron Clark House System.
Person Responsible	Brianne Gregor (gregorb@walton.k12.fl.us)

#6	
Title	Professional Learning Communities
Rationale	Teachers and staff need Professional Learning Community support in order to meet School Improvement goals and support student achievement.
State the measurable outcome the school plans to achieve	Teachers will participate in school wide PLCs in order to support student achievement and learning.
Person responsible for monitoring outcome	Meredith Ness (nessm@walton.k12.fl.us)
Evidence-based Strategy	Teachers will register and complete school wide PLCs.
Rationale for Evidence-based Strategy	Teachers will participate in PLCs to increase and implement knowledge in areas of need (student and teacher).
Action Step	
Description	<ul style="list-style-type: none"> • Ron Clark House System training • Ron Clark's Essential 55 (revised) book • Km Bearden's Talk to Me book • CAP days • SIP day (May) • Tyner training for teachers • TNTP shortened version training for new teachers • Greg Tang Math training • LETRS (Reading Endorsement in one year by Carol Smith) • Learning Targets and A Pedagogy of Questioning by Ivan Hannel • PLC days • Data days
Person Responsible	Meredith Ness (nessm@walton.k12.fl.us)

#7	
Title	Parent Involvement
Rationale	Research shows that parent involvement can improve students' behavior, attendance, and achievement.
State the measurable outcome the school plans to achieve	Mossy Head School will increase Parent School Climate Surveys completed from 87 to 150, during the 2019-2020 School Year and increase parents' opportunities to support academic achievement.
Person responsible for monitoring outcome	Ronita Hinote (hinoter@walton.k12.fl.us)
Evidence-based Strategy	Increase and improve communication between the school and families.
Rationale for Evidence-based Strategy	Research shows that parent involvement can improve students' behavior, attendance, and achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Greg Tang Jr. Math Night 2. Science Night (Emerald Coast Science Center) 3. Reading/ELA Night 4. Student-led Parent Conference Days (meeting in person or phone call) 5. Teachers, parents, and students will review student data folders during conferences. 6. Read PLC book by Kim Bearden, Talk to Me 7. Read PLC book by Ron Clark, Essential 55 (revised). 8. Remind101 will be utilized as a school-wide communication tool. 9. Teachers will utilize a digital communication tool to improve frequency and quality of communication with parents.
Person Responsible	Ronita Hinote (hinoter@walton.k12.fl.us)

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).

Schoolwide improvement priorities have been addressed in the Areas of Focus.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Mossy Head School will be using the book, "Talk to Me" by Kim Bearden as part of the school's PLC that is focusing on improving communication and building positive relationships with parents, students, and

coworkers.

Reading Night, Math Night, and Science Night have been scheduled along with other activities that parents are invited to participate in with their student in order to build positive relationships and support parents' and students' education. MHS will invite parents and stakeholders to the volunteer orientation at the beginning of the school year, thus providing an opportunity to be an active participant at Mossy Head School.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Teachers and students will complete lessons from the Sanford Harmony curriculum, that will provide social/emotional strategies to support students. The Ron Clark House System has had a positive impact on student accountability and motivation. The system will be implemented again this year, but with modifications for improving the system. District mental health counseling will be provided to students who are identified through the MTSS process.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

An orientation is held for Pre-K and Kindergarten parents at the beginning of the school year. Fifth graders will participate in activities to orient them with Walton Middle School, such as a field trip in the Spring where they will visit the school, receive information about WMS, and have a chance to ask questions. MHS employs a bilingual paraprofessional to support communication between students, parents, teachers, and staff. MHS provides interpreted reports and other documents as needed.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Available resources are identified and aligned based on data meetings, MTSS meetings, individual grade level meetings. MTSS meetings are held weekly. Data meetings are held quarterly and more frequently as needed. PLC meetings are held weekly. Interventionist schedules are based on data and student needs. The Principal is responsible for the frequency and alignment of meetings and resources.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Mossy Head School has a Career Day that involves local businesses, professionals, and higher education institutes come to the school and share information about their field with students. Great Gains, Odyssey of the Mind, Grasses in Classes, Emerald Coast Science Center, Dental Bus, and Food for Thought are industry organizations that Mossy Head School partners with to increase student achievement.

Part V: Budget

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

1	III.A.	Areas of Focus: ELA/Literacy overall proficiency.				\$69,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0261 - Mossy Head School	School Improvement Funds		\$500.00
			<i>Notes: New teacher version of TNTP professional development designed to enhance text based writing structures.</i>			
			0261 - Mossy Head School	Title, I Part A		\$4,700.00
			<i>Notes: Use Scholastic Materials to compare multiple texts and strengthen student integration of knowledge.</i>			
			0261 - Mossy Head School	Title, I Part A		\$59,000.00
			<i>Notes: K-3 Interventionist and 3-5 Interventionist will be hired to serve specific students to support growth and achievement.</i>			
			0261 - Mossy Head School	School Improvement Funds		\$5,000.00
			<i>Notes: Provide tutoring during, before, and after school for students by teachers and tutors.</i>			
			0261 - Mossy Head School	School Improvement Funds		\$200.00
			<i>Notes: Additional sets of Snap Words: Sight words through motions for Kindergarten and first grade classes that will continue to use Snap Words.</i>			
			0261 - Mossy Head School	School Improvement Funds		\$300.00
			<i>Notes: Phonics program: Michael Heggerty needed for Reading Tler 2 intervention.</i>			
2	III.A.	Areas of Focus: Math overall proficiency.				\$79,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0261 - Mossy Head School	School Improvement Funds		\$10,000.00
			<i>Notes: Provide tutoring during, before, and after school throughout the year by teachers and/or Title I tutors.</i>			
			0261 - Mossy Head School	School Improvement Funds		\$4,000.00
			<i>Notes: Students will use Imagine Math Facts to improve fact fluency</i>			
			0261 - Mossy Head School	School Improvement Funds		\$6,000.00
			<i>Notes: Greg Tang Jr. will provide training on Greg Tang math strategies for students, parents, and teachers in order to improve math fluency and problem solving skills.</i>			

			0261 - Mossy Head School	School Improvement Funds		\$59,000.00
			<i>Notes: K-3 Interventionist and 3-5 Interventionist will provide differentiated, targeted interventions and progress monitor student growth and achievement.</i>			
			0261 - Mossy Head School	School Improvement Funds		\$500.00
			<i>Notes: Teachers will utilize math manipulatives to support math instruction.</i>			
3	III.A.	Areas of Focus: Science				\$10,060.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0261 - Mossy Head School	General Fund		\$3,500.00
			<i>Notes: Third grade classes will participate in the Grasses in the Classes program.</i>			
			0261 - Mossy Head School	School Improvement Funds		\$1,000.00
			<i>Notes: Emerald Coast Science Center will provide lessons for 5th grade classes through out the year and hands-on activities for Title 1 Science Training Night.</i>			
			0261 - Mossy Head School	Title, I Part A		\$3,000.00
			<i>Notes: Support student learning by developing and providing hands-on activities and labs to support the Science curriculum and STEM.</i>			
			0261 - Mossy Head School			\$2,560.00
			<i>Notes: Support student learning in the area of STEM by incorporating STEM Bins into daily schedule.</i>			
4	III.A.	Areas of Focus: Learning Gains and Learning Gains for the Lowest 25%				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0261 - Mossy Head School	Other		\$1,500.00
			<i>Notes: Specific students will be prescribed the Imagine Learning Language and Literacy program as an intervention to be determined by the MTSS team. (Technology Funds possibly).</i>			
			0261 - Mossy Head School	Title, I Part A		\$500.00
			<i>Notes: Utilize the MTSS problem solving process for students in areas of specific need to plan appropriate, target interventions, and progress monitor student performance, to determine need for continued interventions.</i>			
5	III.A.	Areas of Focus: School Climate				\$96,860.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0261 - Mossy Head School	General Fund		\$2,500.00
			<i>Notes: Continue implementing and developing the Ron Clark House System. Supplies such as student folders, agendas, post cards, etc. (Title I and General Funds)</i>			
			0261 - Mossy Head School	Title, I Part A		\$94,360.00
			<i>Notes: The Dean of Students will monitor the progress and implementation of the Ron Clark House System.</i>			
6	III.A.	Areas of Focus: Professional Learning Communities				\$22,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			0261 - Mossy Head School	School Improvement Funds		\$4,000.00
			<i>Notes: Teachers and staff attend Ron Clark House System Training in order to implement effective, systematic strategies for improving school climate.</i>			
			0261 - Mossy Head School	School Improvement Funds		\$200.00
			<i>Notes: Teachers will read and implement knowledge and strategies gained from Ron Clark's book, The Essential 55 (revised) in order to improve the school climate.</i>			
			0261 - Mossy Head School	School Improvement Funds		\$200.00
			<i>Notes: Teachers will read and implement knowledge and strategies gained from Kim Bearden's, Talk to Me, in order to improve communication through out the school and therefor improve school climate.</i>			
			0261 - Mossy Head School	Title, I Part A		\$5,800.00
			<i>Notes: Teachers will participate in 2 Curriculum Alignment Planning Days in order to reflect and edit on the previous year's plans and results and to plan and prepare for the next school year.</i>			
			0261 - Mossy Head School	Title, I Part A		\$600.00
			<i>Notes: School Improvement Team and SAC members will meet for a full day in order to review last prior years' SIP and data and then begin preparing for next year's School Improvement Plan.</i>			
			0261 - Mossy Head School	Title, I Part A		\$5,000.00
			<i>Notes: Instructional and support staff that work with Kindergarten and First Grade students will participate in Tyner training.</i>			
			0261 - Mossy Head School	Title, I Part A		\$300.00
			<i>Notes: New teachers will participate in a special training on TNTP from our district Reading Coach, Carol Smith.</i>			
			0261 - Mossy Head School	Title, I Part A		\$500.00
			<i>Notes: Greg Tang will provide on site training for staff, students, and parents during a school day and Title I Math Night.</i>			
			0261 - Mossy Head School	Title, I Part A		\$200.00
			<i>Notes: Teachers will participate in Learning Targets and Pedagogy of Questioning by Ivan Hannel on going training through out the school year.</i>			
			0261 - Mossy Head School	Other		\$2,000.00
			<i>Notes: Teachers will meet weekly in order to enhance instruction practices.</i>			
			0261 - Mossy Head School	Title, I Part A		\$4,000.00
			<i>Notes: Instructional staff will meet through out the year in order to review student data, progress, interventions etc. and support student growth.</i>			
7	III.A.	Areas of Focus: Parent Involvement				\$2,177.46
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0261 - Mossy Head School	Title, I Part A		\$477.46
			<i>Notes: Staff, students, and families will participate in Title I Reading Training Night.</i>			
			0261 - Mossy Head School	School Improvement Funds		\$500.00

			<i>Notes: Teachers will meet with parents during designated conference days in order to discuss student progress and expectations. Teachers will phone conference, with parents that are unable to attend conferences in person.</i>			
			0261 - Mossy Head School	Title, I Part A		\$1,200.00
			<i>Notes: Remind101 will be utilized as a school wide communication tool.</i>			
Total:						\$283,097.46