

Walton County School District

Walton Middle School



2019-20 Schoolwide Improvement Plan

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Walton Middle School

605 BRUCE AVE, Defuniak Springs, FL 32435

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

Demographics

Principal: Jason Campbell

Start Date for this Principal: 7/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (61%) 2016-17: B (60%) 2015-16: B (55%) 2014-15: B (54%)
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 6-8	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Working every day to ensure each child is socially and academically equipped with the knowledge and skills essential for becoming successful learners and community members in the 21st century.

Provide the school's vision statement.

Walton Middle School's vision is to provide an A+ education to 100% of students to reach their full potential and discover pathways for life-long success.

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
Campbell, Jason	Principal	Principal, monitor AVID Goal
Hulion, Scott	Assistant Principal	Assistant Principal, monitor Math and Behavior Goals
Howell, Jodi	School Counselor	Guidance Counselor
Love, Sandy	Teacher, K-12	SIT Chair, Math Dept Chair, SIP & SIP orders
Parker, Rachael	Teacher, K-12	8th Grade ELA, SIT Co-Chair
Nelson, Kristen	Instructional Coach	PLF, monitor Literacy and PLC Goals
Gandy, Heather	Other	Title 1 Specialist, monitor Science and Parent Involvement Goals
Thornton, Nina	Teacher, K-12	Digital Contact, 8th Grade Chair
Brown, Gabrielle	Teacher, K-12	AVID Coordinator, 6th Grade Chair
Harvell, Greer	Teacher, K-12	Science Chair
Proffitt, Amber	Teacher, K-12	7th grade Chair, 7th grade reading
Baker, Kiplyn	Teacher, K-12	Media Specialist

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	0	288	264	234	0	0	0	0	786	
Attendance below 90 percent	0	0	0	0	0	0	46	22	34	0	0	0	0	102	
One or more suspensions	0	0	0	0	0	0	38	62	40	0	0	0	0	140	
Course failure in ELA or Math	0	0	0	0	0	0	4	6	11	0	0	0	0	21	
Level 1 on statewide assessment	0	0	0	0	0	0	76	80	54	0	0	0	0	210	

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	42	37	34	0	0	0	0	113	

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	0	3	0	0	0	0	4	
Students retained two or more times	0	0	0	0	0	0	2	1	1	0	0	0	0	4	

FTE units allocated to school (total number of teacher units)**Date this data was collected or last updated**

Thursday 7/25/2019

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

Indicator	Grade Level														Total
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

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

Indicator	Grade Level														Total
Students with two or more indicators															

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	52%	52%	54%	48%	48%	52%
ELA Learning Gains	51%	51%	54%	53%	53%	54%
ELA Lowest 25th Percentile	43%	43%	47%	44%	44%	44%
Math Achievement	67%	67%	58%	63%	63%	56%
Math Learning Gains	65%	65%	57%	62%	62%	57%
Math Lowest 25th Percentile	69%	69%	51%	60%	60%	50%
Science Achievement	61%	61%	51%	49%	49%	50%
Social Studies Achievement	87%	87%	72%	84%	84%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	288 (0)	264 (0)	234 (0)	786 (0)
Attendance below 90 percent	46 ()	22 ()	34 ()	102 (0)
One or more suspensions	38 ()	62 ()	40 ()	140 (0)
Course failure in ELA or Math	4 ()	6 ()	11 ()	21 (0)
Level 1 on statewide assessment	76 ()	80 ()	54 ()	210 (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
06	2019	40%	55%	-15%	54%	-14%
	2018	49%	62%	-13%	52%	-3%
Same Grade Comparison		-9%				
Cohort Comparison						
07	2019	54%	64%	-10%	52%	2%
	2018	46%	57%	-11%	51%	-5%
Same Grade Comparison		8%				
Cohort Comparison		5%				
08	2019	57%	60%	-3%	56%	1%
	2018	51%	62%	-11%	58%	-7%
Same Grade Comparison		6%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	53%	60%	-7%	55%	-2%
	2018	55%	63%	-8%	52%	3%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	61%	62%	-1%	54%	7%
	2018	52%	55%	-3%	54%	-2%
Same Grade Comparison		9%				
Cohort Comparison		6%				
08	2019	67%	63%	4%	46%	21%
	2018	59%	62%	-3%	45%	14%
Same Grade Comparison		8%				
Cohort Comparison		15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	57%	58%	-1%	48%	9%
	2018	54%	62%	-8%	50%	4%
Same Grade Comparison		3%				
Cohort Comparison						

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	82%	82%	0%	71%	11%
2018	78%	79%	-1%	71%	7%
Compare		4%			
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	93%	72%	21%	61%	32%
2018	87%	80%	7%	62%	25%
Compare		6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	72%	23%	57%	38%
2018	100%	70%	30%	56%	44%
Compare		-5%			

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	25	41	30	37	59	64	35	74			
ELL	15	33	47	35	49	59		73			
BLK	30	49	47	43	63	68	22	80	46		
HSP	46	44	42	62	62	68	55	94	71		
MUL	26	41	33	47	63	62	36				
WHT	58	54	44	73	66	71	74	87	82		
FRL	44	48	43	63	65	68	55	86	71		
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	21	34	35	34	54	62	26	60			
ELL	19	44	40	31	59	79	25				
BLK	32	45	35	38	63	68	27	57	50		
HSP	52	53	50	53	57	78	46	76	47		
MUL	34	50		38	39		21				
WHT	55	49	51	72	63	80	65	86	76		

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
FRL	46	50	47	56	59	75	49	74	59		
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	8	34	37	23	46	44		73			
ELL	13	57	53	39	57	56		64			
BLK	33	46	30	38	49	53	9	75			
HSP	38	55	50	59	58	50	43	84			
MUL	24	39	33	42	63	64		56			
WHT	55	55	52	70	65	66	58	89	76		
FRL	42	51	43	57	59	60	43	81	62		

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	63
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	54
Total Points Earned for the Federal Index	627
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
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	46
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	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60
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	44
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	68
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	60
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.

ELA learning gains of the lowest 25th percentile (43%) are an area in need of improvement. Further, ELA 6th grade declined (40% to 49% same grade comparison) and performed 15% below the district and 14% below the state. 6th grade ELA students were a low performing group, but instructional gaps perhaps prevented them from making adequate gains. These students need consistent exposure and practice with grade level appropriate complex texts fully aligned to the ELA standards, supported in all content areas, with appropriate professional learning and support.

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

Math learning gains of the lowest 25 percentile. These students were also lower than typical. Students need constant and consistent instruction aligned to the rigor of the math standards, with appropriate professional learning and support.

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.

6th ELA was 14% below the state percentage. These students entered middle school quite low, so deficiencies had to be addressed, as well as meeting the rigor of the grade level standards. 6th grade is also a transition year for students academically, socially, and maturity-wise, presenting additional barriers for students. WMS has discussed ways to prevent such a drop this upcoming year to include a schoolwide literacy focus supported in all content areas, a targeted plan for universal WICOR strategies, and a quality, targeted professional learning plan for all disciplines to enhance instruction.

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

Science and Civics. Christine Petersen provided Science-palooza. More opportunities were provided that allowed hands-on, authentic learning and labs.

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

1. The number of students that scored level 1 on state assessments
2. The number of suspensions (which will hopefully decrease the number of students with 2 or more indicators)

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

1. ELA learning gains
2. Math learning gains
3. Science proficiency
4. ELA proficiency
5. Decrease learning gaps in subgroups

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Literacy
Rationale	Walton Middle School ELA learning gains are 8% below the district. (WMS--51%; District--58%). Further, ELA 6th grade declined significantly (40% to 49% same grade comparison) and performed 15% below the district average and 14% below the state average. Last year's sixth grade ELA students (now 7th graders) were a low performing group, but instructional gaps perhaps prevented them from making adequate gains. These students need consistent exposure and practice with grade level appropriate complex texts fully aligned to the ELA standards, supported in all content areas, with appropriate professional learning and support. While 7th and 8th grade ELA data improved and were above state averages, these grades still fall below the district averages (7th WMS--54%, District--64%, State--52%; 8th WMS--57%, District--60%, State--56%) and could stand to gain ground as well. Bolstering literacy achievement should be a committed effort by teachers in all content areas, and resources will be aligned accordingly.
State the measurable outcome the school plans to achieve	<p>Learning gains for the lowest 25% will increase by 3% (from 43% to 46%)</p> <p>Learning gains for proficient students will increase by 3% (from 52% to 55%)</p> <p>Learning gains for the economically disadvantaged students will increase by 3%</p>
Person responsible for monitoring outcome	Kristen Nelson (kristen.nelson@walton.k12.fl.us)
Evidence-based Strategy	ELA and content area teachers (reading, social studies, science, ESE, and elective) teachers will use knowledge and skills gained through their literacy-related PLCs and research-based professional learning opportunities to target student needs and improve learning. Teachers will use their learning to continue to focus on standards/task alignment for their curriculum. In an effort to assist the lowest 25th percentile, WMS will strategically schedule students accordingly (in Intensive Reading, Tier 3 intervention, ELL Research, ESE Unique Skills classes, as needed). Duty teachers and Title I tutors will be used to advance student learning. Across the curriculum, teachers will implement AVID WICOR strategies toward this end and will strive to motivate students to read for enjoyment through several reading challenge contests, which have proven successful in past years.
Rationale for Evidence-based Strategy	Evidence of implementing the strategies will consist of teacher lesson plans, required PLC artifacts reflecting learning, sign-in sheets/notes from individual meetings with designated content area coach. Class offerings will be evidenced by the master schedule. Effectiveness of additional support will be evidenced through tutoring schedules and required fidelity documentation.
Action Step	
Description	<ol style="list-style-type: none"> 1. Use of WriteScore Reading and Writing (twice per year, argumentative and informative/explanatory) for progress monitoring. 2. Utilize SpringBoard and/or related curriculum resources in ELA and content area courses, continuing standards/task alignment. 3. Continue Information and Communication Technology course in order to promote technology literacy and instill technology "best practices" to be used throughout all content areas. 4. Intentionally schedule students based on targeted needs (2 ELL Research classes, 2 reading courses for ELLs with adequate tutor/aide support, 2 ESE Unique Skills classes for

- 6th & 7th grade, Intensive Reading courses for all level 1s and most level 2s, Tier 3 targeted intervention class, etc.)
5. Hire Title I tutors to provide interventions as needed.
 6. Identify students in need of Tier III remediation and provide intervention resources and strategies based on individual student needs.
 7. Utilize duty teachers in content area classrooms to provide individualized support.
 8. ELL support, as needed, through scheduling, resources, and professional development.
 9. Targeted literacy-related PLC for ELA and content areas using Achieve the Core/ Instruction Partners IPG approach (literacy essentials). PLC focus cycles will contain: data chats, weekly collaborative planning cycles, peer-to-peer observation cycles (with substitutes provided), coaching cycles with content coaches, monthly departmental meetings, and personal reflection.
 10. Targeted professional learning opportunities: Science, Social Studies, and ELA teachers to attend AVID Reading for Disciplinary Literacy training; Reading teachers to attend National Literacy Summit sponsored by Achieve3000, 3 face-to-face days with Christina Gonzalez of Instruction Partners, district LETRS PLC for targeted interventions, district-led or sponsored WIDA professional development for all reading/ELA teachers with ESOL students, Springboard training for new ELA teacher).
 11. Incentive-based schoolwide reading challenges (Dave and Buster's Reading Challenge, Read 10 for a Ben, Summer Reading Challenge, etc.)
 12. Instructional focus on intentional questioning (DOK/Costa's), monitored through the PLC process.
 13. AVID Spotlights throughout campus ("I See What You Did There"--students acknowledging when they recognize WICOR strategies during instruction to make connections between content areas).
 14. Literacy spotlights at faculty meetings ("Name It, Claim It, Explain It"--opportunities to showcase faculty members who intentionally use literacy strategies well with their students)
 15. Targeted literacy focus during monthly SPEAR lessons (such as text marking, "reading like a historian/scientist/mathematician/etc", creating inquiry-based questions, etc.)
 16. The MTSS team meets weekly to monitor students in need of additional instruction following guidelines set forth by the school district.

**Person
Responsible**

Kristen Nelson (kristen.nelson@walton.k12.fl.us)

#2	
Title	Math
Rationale	WMS learning gains for math is currently 65%. While this is higher than the district at this time, we want to keep improving.
State the measurable outcome the school plans to achieve	<p>Learning gains for the lowest 25% will increase by 3%.</p> <p>Learning gains for proficient students will increase by 3%.</p> <p>Learning gains for the economically disadvantaged students will increase by 3%.</p>
Person responsible for monitoring outcome	Scott Hulion (hulions@walton.k12.fl.us)
Evidence-based Strategy	Math teachers will use the skills gained through a PLC to enhance student learning. In an effort to assist the lower 25%, instructional technology and/or hands-on manipulatives will be available for student use. Duty teachers and Title I tutors will be used to advance student learning.
Rationale for Evidence-based Strategy	<p>Evidence of implementing the strategies will consist of teacher lesson plans, PLC sign-in sheets and/or sign-in sheets from individual meetings with district math coach, PLC binder/artifacts.</p> <p>Class offerings are evidenced by the master schedule.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Maintain two or more (as needed) math remediation classes per grade level 2. Continue use of instructional technology 3. Utilize district math coach to continue to focus on coherence within and across the grade level to ensure the rigor of the standard is being met through planning, modeling, and the coaching cycle as well as in the planning and implementation of remedial strategies 4. Provide rigorous academic offerings (7th grade—Algebra I Honors course & 8th grade—Geometry Honors course) for advanced students 5. Provide manipulatives to aide in the understanding of mathematical standards 6. Hire Title I tutors to provide interventions 7. Utilize duty teachers in content area classrooms to provide individualized support 8. Provide materials for ELL support 9. Identify students in need of Tier III remediation and provide intervention resources and strategies based on individual student needs 10. The MTSS team meets weekly to monitor students in need of additional instruction following guidelines set forth by the school district.
Person Responsible	Scott Hulion (hulions@walton.k12.fl.us)

#3	
Title	Science
Rationale	WMS Science scores are 2% below the district middle school science scores. (61% proficiency)
State the measurable outcome the school plans to achieve	The percent of students scoring a level 3 or higher will increase by 4%. (from 61% to 65%)
Person responsible for monitoring outcome	Heather Gandy (gandyh@walton.k12.fl.us)
Evidence-based Strategy	<p>*Science classrooms will continue the use of instruction technology.</p> <p>*Science classes will facilitate opportunities for authentic learning through labs and hands-on activities.</p> <p>*8th grade science students will participate in a day-long, multi-grade level standards review ("Science-palooza").</p> <p>*7th grade students will go to Biophilia.</p> <p>*For the upcoming school year, WMS will have two Seaperch classes.</p> <p>*An Internal Committee for Science Fair paperwork and project review will be established.</p> <p>*Teachers will be involved in data chats.</p> <p>*Together with science and literacy, leveled reading material will be provided as well as claim evidence reasoning (CER) support and ELL support.</p>
Rationale for Evidence-based Strategy	By using the first three strategies, science proficiency scores at WMS increased 7%. We plan to continue using these strategies with even more fidelity. By adding the additional Seaperch class and Internal Science Fair Review Committee, we will be providing more rigorous and hands-on opportunities for students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Study Island (and/or other instructional technology) will be utilized in order to reinforce instruction of Science standards. 2. Lab activities will be used in classrooms (when applicable) to provide authentic learning and hands-on activities 3. "Science-palooza" will be conducted in order to review 6th, 7th and 8th grade Science standards for 8th grade students before they take the Science FSA 4. WMS will be starting a Lego League to foster interest and growth in Science 5. The MTSS team meets weekly to monitor students in need of additional instruction following guidelines set forth by the school district.
Person Responsible	Heather Gandy (gandyh@walton.k12.fl.us)

#4	
Title	AVID
Rationale	AVID is a program to help students with college readiness. It provides students with WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies to help them succeed in all classroom environments. By implementing the strategies in all classrooms, not just the AVID electives, we will be helping all students develop skills to enhance their academic careers
State the measurable outcome the school plans to achieve	AVID strategies will be implemented by classroom teachers 4 times per 9 weeks. Doing so will aid WMS in meeting the other academic goals set forth in the SIP.
Person responsible for monitoring outcome	Jason Campbell (campbelj@walton.k12.fl.us)
Evidence-based Strategy	WMS will continue implementing the components of AVID school-wide (one-binder system, WICOR strategies and focused note taking strategies) in all classrooms (as applicable) to improve student engagement and achievement
Rationale for Evidence-based Strategy	This will be evidenced by lesson plans, artifacts and/or pictures submitted by teachers.
Action Step	
Description	<ol style="list-style-type: none"> 1. One binder organization system (graded by teachers twice per 9 weeks) 2. WICOR Wednesday in classrooms 3. "Spotlighting" on morning show and in SPEAR classes... also incentive drawing for teachers using WICOR strategies in the classroom, when recognized and reported by students 4. Using Pridebook for weekly planning via a common board configuration by teachers. 5. AVID training/PD for content teachers.
Person Responsible	Jason Campbell (campbelj@walton.k12.fl.us)

#5	
Title	PLC
Rationale	Teachers in ELA, reading, science, social studies, ESE, and elective teachers will participate in PLCs and professional learning opportunities that target improving literacy instruction and performance. ELA learning gains of the lowest 25th percentile (43%) are an area in need of improvement. These students need consistent exposure and practice with grade level appropriate complex texts fully aligned to the ELA standards, supported in all content areas, with appropriate professional learning and support. While math learning gains overall were much higher than ELA (65% overall and 69% for lowest 25th percentile), our school wants to ensure we continue to tightly align curriculum to standards to ensure our students continue to grow. Math teachers will participate in PLCs and professional learning opportunities that target improving math instruction and performance.
State the measurable outcome the school plans to achieve	Last year, 90% of teachers at WMS fulfilled PLC requirements for professional learning points. In 2019-20, 94% of teachers will fulfill PLC requirements for professional learning points.
Person responsible for monitoring outcome	Kristen Nelson (kristen.nelson@walton.k12.fl.us)
Evidence-based Strategy	Teachers in nearly all content areas will participate in PLCs focused on targeted learning gains through quality instruction. Teachers will also participate in quality, research-based professional learning opportunities offered by expert organizations and within our school and by our district, as necessitated by our data.
Rationale for Evidence-based Strategy	Walton Middle School strives to improve literacy and math proficiency and seeks out opportunities to align instruction and resources with our data-based needs. Currently ELA achievement is 52%, and math achievement is 67%. WMS would like to increase achievement in each area by at least 3%.
Action Step	
Description	<ol style="list-style-type: none"> 1. WMS ELA, math, content area, and elective teachers will participate in PLCs focused on targeted learning gains through quality instruction, using the IPG approach, as modeled by Instruction Partners and/or Achieve the Core. Focus cycles will involve: data chats, weekly collaborative planning sessions, peer-to-peer observation cycles (with substitute coverage), coaching cycles with appropriate content coach, monthly departmental PLC meetings, and personal reflection. Participation will be evidenced through artifact collection, to be outlined and monitored by the professional learning facilitator (PLF). 2. Six content area teachers at WMS will attend AVID PATH training (Reading for Disciplinary Literacy) in October 2019 in St. Cloud, Florida, and will implement new learning in their classrooms throughout the year (to be monitored via PLC focus cycles). 3. Seven teachers at WMS will attend professional development at the Ron Clark Academy in Atlanta, Georgia, in an effort to witness dynamic and innovative teaching methods to increase student engagement, ensure academic rigor, and create a climate and culture that leads to success. 4. Seven reading teachers (and one instructional support teacher or administrator) will attend the National Literacy Summit in Orlando, Florida, in November 2019. This professional learning opportunity supports the intensive reading curriculum, as it is

sponsored by Achieve3000. Teachers will implement new learning from the summit in their classrooms throughout the year (to be monitored via PLC focus cycles).

5. Instruction Partners will provide three face-to-face training days with ELA expert and contact, Christina Gonzalez.

6. At least one WMS faculty member will participate in the district LETRS PLC for targeted reading interventions.

Person

Responsible

Kristen Nelson (kristen.nelson@walton.k12.fl.us)

#6	
Title	Parent Involvement
Rationale	WMS will continue to address parent communication barriers that hinder student achievement by utilizing a variety of contact methods. WMS believes that parents need to know and be aware of school and classroom happenings in order to help their student be academically successful.
State the measurable outcome the school plans to achieve	WMS will use various communication methods at least once per month to communicate school. WMS will host at least 3 parent training events to help show and teach strategies to better assist their child's educational needs.
Person responsible for monitoring outcome	Heather Gandy (gandyh@walton.k12.fl.us)
Evidence-based Strategy	WMS will use technology, social media, parent meetings, and information sent home to parents via students at least once per month. Students will record weekly classroom activities in their Pridebooks, and teachers will be able to send notes to parents home in Pridebooks as needed. WMS will also provide training events and resources to implement at home for continuing student academic success.
Rationale for Evidence-based Strategy	WMS has utilized some of these strategies in previous years. We will work to be more intentional with communication. Records from Remind, Facebook and sign-in sheets from parent events will serve as evidence of these efforts. Students' Pridebooks will also provide evidence of flyers and other information sent home, as well as classroom weekly plans.
Action Step	
Description	<ol style="list-style-type: none"> 1. Promote a Parent Resource Center, an area within WMS designated for materials and resources to be used by parents 2. Utilize Remind (text messaging system) and WMS Facebook page to provide parents with updated school and/or classroom happenings 3. Provide parents with updated monthly newsletters, including calendar of events, training night notifications, breakfast/lunch menu, etc 4. Teachers will provide students/parents with a syllabus 5. Implement at least three "Parent Training" events to model strategies and provide resources for at-home academic practice and provide childcare for families to attend and participate in academic parent activities 6. Utilization of school Pridebook for weekly planning and sending home information for parents from WMS as well as teachers. 7. WMS will use the Title I Parent Teacher Compact
Person Responsible	Heather Gandy (gandyh@walton.k12.fl.us)

#7	
Title	Behavior
Rationale	Student achievement is affected by not being in the classroom.
State the measurable outcome the school plans to achieve	To ensure more seat time for students, WMS will use PBS strategies to decrease the number of school referrals (excluding bus referrals) from 287 by 5% during the 2019-2020 school year
Person responsible for monitoring outcome	Scott Hulion (hulions@walton.k12.fl.us)
Evidence-based Strategy	PBS strategies, such as Pridebucks, Warrior Pride, and the Warrior Challenge Discipline log behavior plan
Rationale for Evidence-based Strategy	By using Pridebucks to reward desired behaviors, students will be able to use those Pridebucks to buy treats. Students also can qualify for Warrior Pride by having A, B, or C's and NO discipline referrals. Also, the Warrior Challenge during the 3rd 9 weeks focuses on a entire grade level in the hopes of all students focusing on grades and behavior in order to be the grade level to earn the reward.
Action Step	
Description	<ol style="list-style-type: none"> 1. Administration and teachers establish norms for receiving Pridebucks 2. Requirements of Warrior Pride be clear for all students 3. Warrior Challenge requirements and tracking provided to students weekly (during the 3rd 9 weeks) 4. 5.
Person Responsible	Scott Hulion (hulions@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).

n/a

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.

To build positive relationships, we will hold parent trainings--two in the evening to help parents learn alongside their children and two during the day to provide data and allow parents to set goals with their children. We will also have four School Advisory Council meetings (once a quarter) to share relevant data and address student/parent concerns. These meetings will also include community members and other stakeholders. We also provide parents with a resource center to keep them abreast of current school information.

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.

Students who are identified as in need of interventions to meet social-emotional needs are identified by teachers or other staff members. These students are offered counseling services once per week with our certified mental health counselor. These students are also discussed and monitored through the MTSS Team at monthly meetings. They may also be directed to seek services outside the school setting and are provided a list of providers/sources.

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

To support incoming cohort of students, WMS provides incoming 6th graders a night of training, "Middle School Jump". During this training students are offered the opportunity to receive information to help them be successful during their middle school years. Parents are invited and encouraged to actively participate during the training. The guidance counselor also meets with incoming 6th graders to answer any questions regarding classes that are offered and their schedules. Our AVID teachers also visit the elementary schools to answer questions and promote participation in the program.

To support outgoing cohorts of students, WHS guidance counselors visit our 8th grade students to discuss class offerings and graduation requirements. WHS also offers a night for incoming 9th graders to receive information to help them be successful.

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.

School leadership uses the master schedule along with current data to align support for all students. Based on that information personnel and other resources are distributed in order to maximize student outcomes. School leadership meets at a minimum of four times a year to evaluate the effectiveness of our programs and to insure the proper allocation of state and federal resources. The principal is responsible for scheduling and frequency of meetings. Our Title 1 Contact is responsible for the inventory of resources.

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

Walton Middle School will advance college and career awareness by offering Digital Tools certificates through ICT classes. Students will be able to receive actual high school industry certification through our

Digital Information Technology class.

This year we will also offer an industry certification through our 8th grade Agriculture class.

The PSAT is given to 8th graders and students are introduced to its tie-in with Khan Academy and how it will help them to prepare for high school and beyond, fostering an emphasis on college/career tech preparedness.

Additionally, students enrolled in the AVID elective classes complete a unit that introduces students to the college and/or career paths. Students look at college admissions requirements, explore different colleges, look at various careers and also tour colleges campuses.

This year, career planning will be integrated into 8th grade American History classes. Students will use MyCareerShine to create a career plan.

Part V: Budget

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

1	III.A.	Areas of Focus: Literacy				\$850.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0201 - Walton Middle School	School Improvement Funds		\$850.00
2	III.A.	Areas of Focus: Math				\$850.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0201 - Walton Middle School	School Improvement Funds		\$850.00
3	III.A.	Areas of Focus: Science				\$850.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0201 - Walton Middle School	School Improvement Funds		\$850.00
4	III.A.	Areas of Focus: AVID				\$4,749.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0201 - Walton Middle School	School Improvement Funds		\$850.00
			0201 - Walton Middle School			\$3,899.00
			<i>Notes: AVID</i>			
5	III.A.	Areas of Focus: PLC				\$0.00
6	III.A.	Areas of Focus: Parent Involvement				\$0.00
7	III.A.	Areas of Focus: Behavior				\$849.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			0201 - Walton Middle School	School Improvement Funds		\$849.00
Total:						\$8,148.00