

Walton County School District

Freeport Middle School



2020-21 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: 7/1/2019

| | |
|--|---|
| 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 |
| 2019-20 Title I School | No |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 51% |
| 2019-20 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%) |
| 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 9/22/2020.

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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Freeport Middle School

360 KYLEA LAIRD DR, Freeport, FL 32439

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

School Demographics

| School Type and Grades Served (per MSID File) | 2019-20 Title I School | 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Middle School 5-8 | No | 46% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 24% |

School Grades History

| Year | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|-------|---------|---------|---------|---------|
| Grade | A | A | B | B |

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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.

FMS stakeholders believe every student will achieve through a prescriptive rigorous curriculum in a safe respectful learning 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, position title, and job duties/responsibilities 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. |
| Cagle, Sue Ann | SAC Member | Actively engage and participate in the FMS School Advisory Council. |
| Farris, Brenda | SAC Member | Actively engage and participate in the FMS School Advisory Council. |
| Grau, Melissa | SAC Member | Actively engage and participate in the FMS School Advisory Council. |
| Taylor, Jerry | SAC Member | Actively engage and participate in the FMS School Advisory Council. |
| Weeks, Jami | SAC Member | Actively engage and participate in the FMS School Advisory Council. |

Demographic Information

Principal start date

Monday 7/1/2019, Nathan Smith

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

| | |
|--|--------|
| 2020-21 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 |
| 2019-20 Title I School | No |
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| 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 . | |

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 | 121 | 148 | 134 | 121 | 0 | 0 | 0 | 0 | 524 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 23 | 22 | 37 | 24 | 0 | 0 | 0 | 0 | 106 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 18 | 11 | 19 | 10 | 0 | 0 | 0 | 0 | 58 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 17 | 27 | 23 | 10 | 0 | 0 | 0 | 0 | 77 |

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 | 13 | 12 | 19 | 5 | 0 | 0 | 0 | 0 | 49 |

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 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 5 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 10 |

Date this data was collected or last updated

Tuesday 9/8/2020

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 | |
| 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 | |

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 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 120 | 149 | 135 | 122 | 0 | 0 | 0 | 0 | 526 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 15 | 17 | 25 | 22 | 0 | 0 | 0 | 0 | 79 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 4 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 33 | 38 | 42 | 20 | 0 | 0 | 0 | 0 | 133 |

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 | 12 | 11 | 18 | 7 | 0 | 0 | 0 | 0 | 48 |

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 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 4 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |

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 | |
| | (0) | (0) | (0) | (0) | 0 (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.

| 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% |
| | 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% |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 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 | | | |
| 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 |

| ESSA Federal Index | |
|--|-----|
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | 52 |

| Multiracial Students | |
|--|-----|
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |

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 was our sixth grade Math. There are multiple factors that we feel are contributing to this low performance. First, our sixth grade Math teacher started teaching in September-October. Therefore, she didn't participate in the Math Alignment Project (CAP) and was a true first-year teacher. Another contributing factor was that we did not have a secondary math coach to support our teachers. This was also the first year that we adjusted our staffing plan to have an Interventionist, not an Instructional Coach. The weak achievement data of the sixth graders as they transitioned from fifth to sixth grade was another contributing factor.

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

Sixth grade Mathematics showed the greatest decline from the prior year. Factors include a new teacher, poor achievement data trends, change in staffing plan, and the lack of a Math Coach.

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 was eighth grade Math. The state average was 46% proficiency and Freeport Middle School achieved 30% proficiency.

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 fifth grade Math. New actions that we implemented to contribute to this improvement include additional training for our instructor, supplementing with Engage NY/Eureka Math, utilizing spiral reviews throughout the year, support from our Elementary Math Coach, and the fact that our teacher had previously taught this grade level and content area.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

N/A

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

1. Math Learning Gains.
3. ELA Learning Gains
4. Sixth Grade Math Achievement

Part III: Planning for Improvement**Areas of Focus:**

#1. Instructional Practice specifically relating to ELA

Area of Focus According K-12 Lift's analysis of FMS' STAR AP3 data, FMS was estimated to receive 53 school grade component points for ELA Learning Gains.

Description and Rationale: Parent input from our annual climate survey rated FMS a 3.52 on meeting individual learning needs and 3.46 on their student seeing a relationship between what is being taught and his/her everyday life (real-world application).

By the end of the 2020-2021 school year, FMS will receive (or be estimated to receive) 65 school grade component points for ELA Learning Gains.

Measurable Outcome: Progression Goals: (STAR)
 AP1: Increase by 3 component points (56)
 AP2: Increase by 6 component points (59)
 AP3: Increase by 9 component points (62)
 AP4: Increase by 12 component points (65)

By the end of the 2020-2021 school year, FMS will earn a 3.72 rating on the annual climate survey pertaining to meeting individual learning needs and real-world application).

Person responsible for monitoring outcome: Chelsea Ellison (ellisonc@walton.k12.fl.us)

Evidence-based Strategy: Monthly data chats will occur to analyze student progress data towards targeted achievement. Students will be strategically placed in learning communities, courses, interventions, and/or enrichment opportunities to ensure that students make continuous progress towards performing at high levels as evidenced by FSA learning gains. Quality instruction will be implemented through district-approved methods including, but not limited to SpringBoard/ReadyGen, AVID/WICOR higher-order strategies, best practices, high-quality and strategic lesson planning, etc.

Rationale for Evidence-based Strategy: These strategies were chosen because they are research-based and research-proven methods to increase student achievement.

Action Steps to Implement

Monthly data chats will occur to analyze student progress data towards targeted achievement.

Person Responsible John T. Olson (john.olson@walton.k12.fl.us)

Students will strategically placed in learning communities, courses, interventions, and/or enrichment opportunities to ensure that they make continuous progress towards performing at high levels. Monthly data chats and the MTSS process will be utilized to identify students of need/concern.

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

Teachers will utilize rigorous standards-based curriculum, implement quality instruction, and FSA-style writing to the expected quality in their curriculum. Teachers will also utilize best practices, high-quality and strategic lesson planning, intentional questioning, engagement strategies, real-world application/connections, etc. to ensure that students make continuous progress towards performing at high levels.

Person Responsible Sharie Smith (smiths@walton.k12.fl.us)

#2. Instructional Practice specifically relating to Math

| | |
|---|--|
| Area of Focus | According to K-12 Lift's analysis of FMS' STAR AP3 data, FMS was estimated to receive 45 school grade component points for Math learning gains. |
| Description and Rationale: | Parent input from our annual climate survey rated FMS a 3.52 on meeting individual learning needs and 3.46 on their student seeing a relationship between what is being taught and his/her everyday life (real-world application). |
| | By the end of the 2020-2021 school year, FMS will receive (or be estimated to receive) 60 school grade component points for Math learning gains. |
| Measurable Outcome: | <p>Progression Goals: (STAR)</p> <p>AP1: Increase by 3 component points (48)</p> <p>AP2: Increase by 7 component points (52)</p> <p>AP3: Increase by 11 component points (56)</p> <p>AP4: Increase by 15 component points (60)</p> <p>By the end of the 2020-2021 school year, FMS will earn a 3.72 rating on the annual climate survey pertaining to meeting individual learning needs and real-world application).</p> |
| Person responsible for monitoring outcome: | John T. Olson (john.olson@walton.k12.fl.us) |
| Evidence-based Strategy: | Monthly data chats will occur to analyze student progress data towards targeted achievement. Students will be strategically placed in learning communities, courses, interventions, and/or enrichment opportunities to ensure that students make continuous progress towards performing at high levels as evidenced by FSA learning gains. Quality instruction will be implemented through district-approved methods including, but not limited to supplementing Engage NY/Eureka Math/Algebra Nation curriculum, AVID/WICOR higher-order strategies, best practices, high-quality and strategic lesson planning, etc. |
| Rationale for Evidence-based Strategy: | These strategies were chosen because they are research-based and research-proven methods to increase student achievement. |

Action Steps to Implement

Monthly data chats will occur to analyze student progress data towards targeted achievement.

Person Responsible John T. Olson (john.olson@walton.k12.fl.us)

Students will strategically placed in learning communities, courses, interventions, and/or enrichment opportunities to ensure that they make continuous progress towards performing at high levels. Monthly data chats and the MTSS process will be utilized to identify students of need/concern.

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

Teachers will utilize rigorous, quality, and standards-based curriculum within their instruction. Teachers will also utilize best practices, high-quality and strategic lesson planning, intentional questioning, engagement strategies, real-world application/connections, etc. to ensure that students make continuous progress towards performing at high levels.

Person Responsible Sharie Smith (smiths@walton.k12.fl.us)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Freeport Middle School's average proficiency on the 2019 Science FCAT Assessments was 55% (5th grade- 56, 8th grade- 51).

On the 2021 FCAT Science assessment, the school's Science proficiency average will increase to 67.

Measurable Outcome: Progression Goals: (Progress Monitoring Assessments)
Middle (January): Increase by 6 component points (61)
End (May): Increase by 12 component points (67)

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

Evidence-based Strategy: Quality instruction will be implemented through district-approved methods including, but not limited to AVID/WICOR higher-order strategies, best practices, high-quality and strategic lesson planning, etc. Teachers will utilize STEM activities, labs, and other hands-on learning activities. Vertical and cross-curricular collaboration will occur to also implement writing within the curriculum while enhancing 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.

Action Steps to Implement

Quality instruction will be implemented through district-approved methods including, but not limited to AVID/WICOR higher-order strategies, best practices, high-quality and strategic lesson planning, etc.

Person Responsible John T. Olson (john.olson@walton.k12.fl.us)

Teachers will utilize STEM activities, labs, and other hands-on learning activities to enhance content understanding. These activities will also help support student engagement and relation to real-world activities.

Person Responsible [no one identified]

Vertical and cross-curricular collaboration will occur with Science department meetings and grade level meetings. These sessions will also support writing across the curriculum.

Person Responsible John T. Olson (john.olson@walton.k12.fl.us)

#4. Instructional Practice specifically relating to Social Studies**Area of Focus**

Description and Rationale: Freeport Middle School's proficiency on the 2019 Civics End of Course (EOC) exam was 81%.

Measurable Outcome:

On the 2020 Civics End of Course exam, the school's proficiency average will increase to 85% proficiency.

Progression Goals: (Progress Monitoring Assessments)
Middle (January): Increase by half of our difference between our beginning of the year assessment and 85% (+50% of overall goal).

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 strategies, best practices, and PLC-based learning. Social Studies will also participate in vertical alignment and cross-curricular writing.

Rationale for Evidence-based Strategy:

This is a focus area because our overall proficiency rate was only 81%.

Action Steps to Implement

No action steps were entered for this area of focus

#5. Culture & Environment specifically relating to Discipline

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| Area of Focus Description and Rationale: | For the 2018-2019 school year, FMS had 132 cases of Out of School Suspension (OSS) and 13% of the student population had one or more case of OSS. For the 2019-2020 school year, FMS had 133 cases of OSS and 11.52% of the student population had one or more case of OSS. |
| Measurable Outcome: | For the 2020-2021 school year, FMS will have 10% fewer cases of OSS (goal is 19+/-) and 10% or less will have had one or more case of OSS. Progression Goals: (Focus Referral Data) Mid-Year (January): FMS students will have 50% fewer cases of ISS (60) and 5% or less will have had one or more case of OSS. |
| Person responsible for monitoring outcome: | Sharie Smith (smiths@walton.k12.fl.us) All students will receive weekly social skills training through the Second Step program with their assigned learning community. |
| Evidence-based Strategy: | Students with two or more referrals within a nine weeks will be assigned to BITES and/or mentoring until they can go four consecutive weeks without receiving additional referrals. Students who receive three referrals within 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. Students who violate their behavior contract will be recommended for alternate placement. |
| 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 prior to OSS occurs will assist in increasing student achievement data and learning gains. |

Action Steps to Implement

Expectations for students will be provided in their student handbooks. Student expectations will also be discussed quarterly through grade level meetings with administration.

Person Responsible Sharie Smith (smiths@walton.k12.fl.us)

Staff members will document student behavior beyond standard classroom management on a shared tracking form. Staff members will make parent contact on the designated steps and will keep administration aware of any safety concerns.

Person Responsible Sharie Smith (smiths@walton.k12.fl.us)

Student behavior data will be monitored to determine if additional supports through MTSS are needed and/or outside resources.

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

#6. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: On the 2019-2020 Parent Climate Survey, Freeport Middle School (FMS) received an average score of 3.52 on the question "All of my child's teachers meet his/her learning needs by individualizing instruction". FMS also received an average score of 3.52 (3.39 for 18-19, 3.2 for 17-18) on the question "My child's teachers keep me informed regularly of how my child is being graded".

Measurable Outcome: On the 2020-2021 Parent Climate Survey, Freeport Middle School will score an average of 3.71 on the question "All of my child's teachers meet his/her learning needs by individualizing instruction" and 3.71 on the question "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)

Freeport Middle School will utilize the MTSS process and monthly data chat meetings to ensure that teachers are meeting student individual learning needs.

Evidence-based Strategy: 80% of core instructional teachers will utilize a digital platform (Remind, Focus, or other similar program) to communicate with parents on a regular basis with fidelity.

Teachers will receive training in Remind and Focus during pre-planning week for optimal implementation for the 2020-2021 school year.

Rationale for Evidence-based Strategy: According to Cole (2017), students with involved parents perform better in school, while students with uninvolved parents have tendency to struggle. Thus, parental involvement continues to be a significant factor that influences academic achievement and educational development. The lack of involvement negatively impacts student academic achievement inside and outside of the classroom.

Source: "The Impact of Parental Involvement on Academic Achievement" by Sylvia Cole (2017). <https://search.proquest.com/docview/1931045774>

Action Steps to Implement

Freeport Middle School will utilize the MTSS process and monthly data chat meetings to ensure that teachers are meeting student individual learning needs.

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

80% of core instructional teachers will utilize a digital platform (Remind, Focus, or other similar program) to communicate with parents on a regular basis with fidelity.

Person Responsible John T. Olson (john.olson@walton.k12.fl.us)

Teachers will receive training in Remind and Focus during pre-planning week for optimal implementation for the 2020-2021 school year.

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

#7. Culture & Environment specifically relating to Student Attendance

During the 2020-2021 school year, Freeport Middle School documented 370 first period tardies. 9.97% of students received 10 or more tardies (65 students including inactive students).

Area of Focus Description and Rationale:

A US study titled Schoolwide Intervention to Reduce Chronic Tardiness at the Middle and High School Levels* found that “instructional time lost to widespread tardiness is likely to significantly affect the capacity of the entire student population in the classroom to meet rigorous academic standards”. This is because when a student comes in tardy to class, it is a distraction to the other students and the teacher. To put it in perspective for the individual student, if a student is five minutes late to a class three times a week, the student misses 135 minutes of instruction per grading period. Over an entire school year, that equates to missing 10 class periods.

*Ashli Tyre, Laura Feuerborn & Jennifer Pierce (2011) Schoolwide Intervention to Reduce Chronic Tardiness at the Middle and High School Levels, Preventing School Failure: Alternative Education for Children and Youth, 55:3, 132-139, DOI: 10.1080/10459880903472918

Measurable Outcome:

By the end of the 2020-2021 school year, Freeport Middle School will have 10% fewer first period tardies. 6% of students will receive 10 or more first period tardies.

Progression Goals: (Focus Data)

Mid-Year (January): FMS will have 5% fewer first period tardies and 3% of students will receive 10 or more first period tardies.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

FMS will implement a 1st period tardy policy to reduce the number of student tardies. Students and parents will receive a copy of the policy in the student handbook at the beginning of the year.

Rationale for Evidence-based Strategy:**Action Steps to Implement**

No action steps were entered for this area of focus

#8. Other specifically relating to AVID

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| Area of Focus Description and Rationale: | Freeport Middle School utilizes the AVID program to support student in rigorous content instruction and college/career readiness. AVID plays a vital role in preparing students for the rigorous instruction derived from the Florida Standards and expectations of the FSA and EOC assessments. During the 2019-2020 school year, FMS maintained the current AVID Implementation Expectations CCI level of "Emerging Schoolwide" while increasing twelve criteria/indicators. FMS continues to toward our three year goal of becoming an AVID school of Distinction by attaining an overall level of Sustaining AVID Schoolwide and meeting the Site of Distinction Metrics. The focus for our CCI criteria this year will be in AVID Schoolwide Culture. |
| Measurable Outcome: | FMS seeks to increase their overall ranking on becoming an AVID school. FMS will increase in at least six indicators/criteria in the Coaching and Certification Instrument by the submission of the 2020-2021 CCI in April 2021. |
| Person responsible for monitoring outcome: | John T. Olson (john.olson@walton.k12.fl.us) |
| Evidence-based Strategy: | <p>1. Domain I. AVID Schoolwide Instruction: All AVID strategies are evidence based, and thoroughly researched. AVID Strategies utilized in SIP Goals 1, 2, 3 and 4.</p> <ul style="list-style-type: none"> • WICOR Strategies (Writing, Inquiry, Collaboration, Organization, Reading) CCI Domain 1: Instruction 1.1. 1 – 1.1.5 • Data Analysis, Chats, SMART Goals, CCI: I.1.11 • Focused Note-Taking, CCI: I.1.3 • Digital Collaboration with TEAMS, CCI: I.1.6 – I.1.9, 1.1.12 <p>2. Domain IV. AVID Schoolwide Culture: College and Career Readiness. Using District and AVID resources to prepare students for college and career readiness.</p> |
| Rationale for Evidence-based Strategy: | Freeport Middle School is focusing on these specific strategies to assist in becoming an AVID School of Distinction. Evidence from our CCI criteria is guiding our instructional practices. |
| Action Steps to Implement | |
| <p>Continue AVID School-wide instruction with WICOR strategies. (focused note-taking, goal setting, organizational tools, high rigor in content, inquiry based instruction). Used in Goal 1, 2, 3, and 4.</p> <ul style="list-style-type: none"> • WICOR Strategies (Writing, Inquiry, Collaboration, Organization, Reading) CCI Domain 1: Instruction 1.1. 1 – 1.1.5 • Data Analysis, Chats, SMART Goals, CCI: I.1.11 • Focused Note-Taking, CCI: I.1.3 • Digital Collaboration with TEAMS, CCI: I.1.6 – I.1.9, 1.1.12 <p>Person Responsible John T. Olson (john.olson@walton.k12.fl.us)</p> | |
| <p>. FMS students will explore careers through My Career Shines. Mrs. Ellison will assist FMS students with establishing an account on mycareershines.org, a resource provided by the State and District to help students prepare and monitor college and career readiness. CCI: IV.2.3 – IV.2.5</p> <ul style="list-style-type: none"> • My Career Shines per grade level • Virtual College Tours through AVID site during BARKS Class | |

- AVID College Tours
- 8th Grade to ECTC

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

n/a

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Freeport Middle School will be implementing multiple strategies to create and sustain a positive school culture including, but not limited to:

- Monthly PLC meetings for all staff.
- Monthly check-in meetings for all newcomer staff members.
- Monthly department planning meetings.
- Monthly School Improvement Team meetings (open to the public).
- Quarterly School Advisory Council meetings.
- For the first semester (at a minimum), most meetings will be held virtually to increase participation.
- Seek community sponsors for classroom projects and staff appreciation activities.
- Community participation in real-world situation learning experiences.
- Virtual resource and information sessions.
- Utilize the use of Remind, Google Voice, websites, or other programs to increase stakeholder communication.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

| | | | | | | |
|----------|---------------|--|--|----------------|-----|-----------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | \$650.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | | 0146 - Freeport Middle School | | | \$350.00 |
| | | | <i>Notes: Supplemental materials for Tier 1 instructional practices and progress monitoring.</i> | | | |
| | | | 0146 - Freeport Middle School | | | \$300.00 |
| | | | <i>Notes: Payment for 4 substitute teachers to allow one teacher from each grade level to join as a team to grade pre-FSA writing assignments of students. (Budgeted \$75.00 each)</i> | | | |
| 2 | III.A. | Areas of Focus: Instructional Practice: Math | | | | \$650.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | | 0146 - Freeport Middle School | | | \$400.00 |
| | | | <i>Notes: Supplemental materials for Tier 1 instructional practices.</i> | | | |
| | | | 0146 - Freeport Middle School | | | \$250.00 |
| | | | <i>Notes: Supplemental materials for Tier 2 and Tier 3 interventions.</i> | | | |
| 3 | III.A. | Areas of Focus: Instructional Practice: Science | | | | \$250.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | | 0146 - Freeport Middle School | | | \$250.00 |
| | | | <i>Notes: Supplemental materials for hands-on activities.</i> | | | |
| 4 | III.A. | Areas of Focus: Instructional Practice: Social Studies | | | | \$150.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | | 0146 - Freeport Middle School | | | \$150.00 |
| | | | <i>Notes: Supplemental materials to enhance and maximize Civics instruction.</i> | | | |
| 5 | III.A. | Areas of Focus: Culture & Environment: Discipline | | | | \$100.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | | 0146 - Freeport Middle School | | | \$100.00 |
| | | | <i>Notes: Supplemental materials to enhance Tier 1, Tier 2, and Tier 3 instruction relating to behavior.</i> | | | |
| 6 | III.A. | Areas of Focus: Culture & Environment: Parent Involvement | | | | \$131.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | | 0146 - Freeport Middle School | | | \$131.00 |
| | | | <i>Notes: Supplemental materials to assist in parent and community involvement. Materials will also be utilized to increase real-world educational experiences for students.</i> | | | |

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|---------------|---------------|--|---|----------------|-----|-------------------|
| 7 | III.A. | Areas of Focus: Culture & Environment: Student Attendance | | | | \$100.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | | 0146 - Freeport Middle School | | | \$100.00 |
| | | | <i>Notes: Supplemental materials to encourage fewer first period tardies.</i> | | | |
| 8 | III.A. | Areas of Focus: Other: AVID | | | | \$3,809.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | | 0146 - Freeport Middle School | | | \$3,809.00 |
| | | | <i>Notes: AVID membership cost (per district)</i> | | | |
| Total: | | | | | | \$5,840.00 |