

Walton County School District

Mossy Head School



2020-21 Schoolwide Improvement Plan

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Mossy Head School

13270 US HIGHWAY 90 W, Defuniak Springs, FL 32433

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

Demographics

Principal: Leslie Hulion

Start Date for this Principal: 5/29/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: C (50%) 2016-17: B (54%) 2015-16: C (46%)
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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Mossy Head School

13270 US HIGHWAY 90 W, Defuniak Springs, FL 32433

<http://mhs.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)
Elementary School PK-5	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	C	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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Hinote, Ronita	Principal	
Hulion, Leslie	Dean	
Cook, Alicia	Teacher, K-12	
Blanton, Allie	Instructional Media	Providing and managing resources and support for teachers and students along with the school's library media center and technology.
Gregor, Brianne	School Counselor	
Betts, Alyssen	Teacher, K-12	Title I Interventionist
Davis, Crystal	Teacher, ESE	
Golleher, Jennifer	Teacher, K-12	First Grade Chairperson
Klemkosky, Amie	Teacher, K-12	School Improvement Co-Chair, 5th Grade Chairperson
Lawrence, Kelcie	Teacher, K-12	Kindergarten Chairperson
Lawrence, Lindsey	Teacher, K-12	Title I Interventionist
Lovelady, Hannah	Teacher, K-12	Art Teacher / Special Areas Chairperson
Rice, Hannah	Paraprofessional	
Smith, Carol	Instructional Coach	District Reading Coach
Towery, Janet	Other	Book Keeper
Abernathy, Rhonda	Teacher, K-12	
Yeakos, Rachel	Teacher, PreK	
Roos, Sarah	Teacher, K-12	
Coone, Leslie	Teacher, K-12	
Hartzog, Randella	Teacher, K-12	

Name	Title	Job Duties and Responsibilities
Bergstrom, Audrey	SAC Member	
Davis, Lacey	SAC Member	
Poole, Gillian	SAC Member	
Smith, Misty	SAC Member	

Demographic Information

Principal start date

Friday 5/29/2020, Leslie Hulion

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.*

13

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.*

14

Total number of teacher positions allocated to the school

33

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students

School Grades History	2018-19: A (62%) 2017-18: C (50%) 2016-17: B (54%) 2015-16: C (46%)
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	63	69	63	57	79	63	0	0	0	0	0	0	0	394
Attendance below 90 percent	12	8	8	5	8	5	0	0	0	0	0	0	0	46
One or more suspensions	1	2	2	3	5	1	0	0	0	0	0	0	0	14
Course failure in ELA	2	0	0	0	0	1	0	0	0	0	0	0	0	3
Course failure in Math	2	0	0	0	0	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	14	13	8	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide Math assessment	0	0	0	10	11	11	0	0	0	0	0	0	0	32

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	6	0	2	4	5	5	0	0	0	0	0	0	0	22

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	10	4	4	5	2	1	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	1	2	2	0	0	0	0	0	0	0	0	5

Date this data was collected or last updated

Friday 5/29/2020

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	5	4	13	13	11	0	0	0	0	0	0	0	54

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	5	4	13	13	11	0	0	0	0	0	0	0	54

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	61%	66%	57%	66%	64%	55%
ELA Learning Gains	64%	65%	58%	53%	52%	57%
ELA Lowest 25th Percentile	57%	59%	53%	35%	41%	52%
Math Achievement	65%	64%	63%	71%	70%	61%
Math Learning Gains	67%	62%	62%	53%	55%	61%
Math Lowest 25th Percentile	55%	48%	51%	35%	41%	51%
Science Achievement	67%	64%	53%	63%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(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
03	2019	53%	66%	-13%	58%	-5%
	2018	62%	66%	-4%	57%	5%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	57%	64%	-7%	58%	-1%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	51%	64%	-13%	56%	-5%
Same Grade Comparison		6%				
Cohort Comparison		-5%				
05	2019	60%	64%	-4%	56%	4%
	2018	51%	60%	-9%	55%	-4%
Same Grade Comparison		9%				
Cohort Comparison		9%				

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	46	44	43	57	50	47				
ELL											
HSP	67	56		75	69		80				
WHT	60	64	63	64	67	52	66				
FRL	59	63	54	64	69	56	67				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	41	42	41	49	48	43	40				
HSP	63	44		63	38						
WHT	59	45	38	63	54	38	65				
FRL	56	42	32	61	47	24	64				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	30		36							
WHT	65	54	32	68	52	31	59				
FRL	64	53	38	73	54	43	70				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	100
Total Points Earned for the Federal Index	536
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	100
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

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	75
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	62
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	67
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.

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

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

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

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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

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

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

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

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

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to ELA/Literacy Overall Proficiency.

Area of Focus Description and Rationale:	Overall proficiency of grades 3-5 on FSA was 61%. MHS met the state average of 57%, but is below the district average of 65%.
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Measurable Outcome:	Student proficiency will increase to 63% or higher on the 2020-2021 ELA FSA and STAR.
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Person responsible for monitoring outcome:	Ronita Hinote (hinoter@walton.k12.fl.us)
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Evidence-based Strategy:	Build capacity of all teachers to provide instruction aligned to the Florida State Standards.
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Rationale for Evidence-based Strategy:	If we build capacity of all teachers to provide instruction aligned to the Florida State Standards, then teachers will be able to increase student achievement.
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Action Steps to Implement

1. All grade levels will apply what was learned from TNTP professional development (18-19) by implementing reading strategies to increase rigor. Carol Smith, district reading coach, will train new teachers with a short, specific version to enhance text-based writing structures. Kindergarten teachers will focus on TNTP.
2. First through Fifth grades will work on comparing multiple (paired) text/passages. Specifically, non-fiction text sets that integrate Social Studies and Science (resources: Common Lit, Readworks, Scholastic Materials). In order to strengthen Integration of Knowledge skills, students will read and show comprehension of multiple grade-level texts in the forms of paragraphs, articles, and passages (depending on the grade level) presented as a set.
3. Use close-reading strategies and text marking to answer text-dependent questions, focus questions, and achieve/reach learning targets. Teachers will share examples of students' text marking skills strategies in faculty meetings throughout the year.
4. Kindergarten through Third grade teachers will follow Carol Smith's scope and sequence to build writing skills.
5. Teachers will implement one of the following interventions with their Tier 2 and Tier 3 groups: Sonday, Heggerty, Wilson, Great Leaps, Tyner, Compass Learning, Lexonik Leaps, LLI, Visualizing Verbalizing, Comprehension Toolkit, Common Lit, Readworks, and NewsELA based on groups identified needs.
6. Provide tutoring before and after school throughout the year by teachers and paraprofessionals that meet Title I requirements. Tutoring should begin during mid-nine weeks/interim reports.
7. Kindergarten and First grade will continue to use Snap Words: Sight words through motions to increase fluency.
8. K-3 Interventionist and 3-5 Interventionist will provide differentiated, targeted interventions and progress monitor student growth and achievement. Interventionists will collaborate bi-weekly with teachers about student progress and concerns, with a focus on L25.
9. The Dean of Students will provide support for the K-3 and 3-5 Interventionists to provide differentiated, targeted interventions and progress monitor student growth and achievement.
10. Higher performing students in 4th and 5th grades will meet with Mrs. Blanton for enrichment lessons.
11. Kindergarten will build folder game library (CVC word games, blend/diagraph games).
12. Mrs. Betts will implement Vocabulary Surge in her intervention groups as needed.
13. The RACE strategy will be implemented in First through Fifth grades.
14. Performance Coach and iReady will be used as curriculum for tutoring.
15. Teachers will ensure students' oral and written responses reflect the level of DOK questions presented to them.

Person Responsible	Alicia Cook (cooka@walton.k12.fl.us)
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#2. Other specifically relating to Math Overall Proficiency**Area of Focus****Description and Rationale:**

Overall proficiency of grades 3-5 on FSA Math is 65%, an increase of 3%.

Measurable Outcome: Student proficiency will increase to 65% or higher on the 2020-2021 FSA Math.

Person responsible for monitoring outcome:

Ronita Hinote (hinoter@walton.k12.fl.us)

Evidence-based Strategy:

Build capacity of all teachers to provide instruction aligned to the Florida State Standards.

Rationale for Evidence-based Strategy:

If we build capacity of all teachers to provide instruction aligned to the Florida State Standards, then teachers will be able to increase student achievement.

Action Steps to Implement

1. Provide tutoring before and after school throughout the year by teachers and paraprofessionals that meet Title I requirements. Tutoring should begin during mid-nine weeks/interim reports.
2. Students will use Imagine Math Facts, if funds are available, to improve fact fluency
3. Greg Tang Jr. will provide training on Greg Tang math strategies for students, parents, and teachers in order to improve math fluency and problem-solving skills. Students and Teachers, K-5, will implement these strategies throughout the year. Depending on CDC guidelines, this training may be virtual, pending funding.
4. Teachers will utilize math manipulatives to support math instruction.
5. K-3 Interventionist and 3-5 Interventionist will provide differentiated, targeted interventions, including the Bridges program, as they progress monitor student growth and achievement. Fifth grade math will be an area of specific focus.
6. Teachers will attend Math PD provided by Micheal Coon.
7. Mrs. Ness and Mrs. Klemkosky will provide a one hour, 6-Step training for K-1, 2-3, and 4-5 teachers on solving word problems.
8. Students that meet fact fluency goals, will participate in a special celebration.
9. Teachers will participate in Learning Walks at MHS and other schools.
10. On Cloud 9, Bridges, and TouchMath will be used for Tier 2/3 interventions.
11. Teachers will implement the Problem of the Day in which they will introduce and frontload a math problem or skill that they have not formally taught yet. The strategy will be used to spiral up in standards and skills.
12. Performance Coach and iReady will be used as curriculum for tutoring.

Person Responsible Meredith Ness (nessm@walton.k12.fl.us)

#3. Other specifically relating to Learning Gains and Learning Gains for the Lowest 25%

Area of Focus Description and Rationale:	Students made a substantial increase in learning gains on both FSA ELA (64%) and Math (67%), including students in the lowest 25%. Due to implementation of targeted interventions, strategies, and instruction, MHS will increase these results.
Measurable Outcome:	Overall FSA ELA learning gains will increase from 64% to 65%. Students in the lowest 25% in the area of Reading, will increase learning gains from 57% to 58% on FSA ELA. Overall FSA Math learning gains will increase from 67% to 68%. Students in the lowest 25% in the area of Math, will increase learning gains from 55% to 57% on FSA Math.
Person responsible for monitoring outcome:	Ronita Hinote (hinoter@walton.k12.fl.us)
Evidence-based Strategy:	Build capacity of all teachers to provide instruction aligned to the Florida State Standards.
Rationale for Evidence-based Strategy:	If we build capacity of all teachers to provide instruction aligned to the Florida State Standards, then teachers will be able to increase student achievement.

Action Steps to Implement

1. Implement Compass Learning to progress monitor students.
2. Utilize Imagine Learning and the various reports, resources, (teacher lessons etc.) and trainings that accompany the program.
3. Utilize the MTSS problem-solving process for students with specific areas of need to plan appropriate targeted interventions and progress monitor student performance to determine need for continued interventions. Additional Imagine Learning and Language and Literacy program licenses will be purchased, if funds are available, and utilized to support students in the MTSS process.
4. K-3 Interventionist and 3-5 Interventionist will provide differentiated, targeted interventions and progress monitor student growth and achievement.
5. Utilize classroom data, STAR, and K12 LIFT data to monitor progress and tailor instruction for students in the L25 groups (Levels 1 and 2's).
6. Provide additional resources in 5th grade to support closing the achievement gap.

**Person
Responsible** Leslie Hulion (hulionle@walton.k12.fl.us)

#4. Other specifically relating to Science Overall Proficiency

Area of Focus Description and Rationale:	Proficiency of Grade 5 Science NGSSS is 67%, which is above the state (53%) and district (61%) averages.
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Measurable Outcome:	Increase proficiency to 68% on the 2020-2021 Grade 5 Science NGSSS.
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Person responsible for monitoring outcome:	Ronita Hinote (hinoter@walton.k12.fl.us)
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Evidence-based Strategy:	Build capacity of all teachers to provide instruction aligned to the Florida State Standards.
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Rationale for Evidence-based Strategy:	If we build capacity of all teachers to provide instruction aligned to the Florida State Standards, then teachers will be able to increase student achievement.
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Action Steps to Implement

1. Third grade classes will participate in the Grasses in the Classes program, if funds are available.
2. Emerald Coast Science Center will provide lessons for 5th grade classes throughout the year and hands-on activities for STEM Night, pending CDC guidelines.
3. Grades 3-5 will utilize Study Island Standards-based Diagnostic Tests and lessons, pending funding.
4. Support student learning by developing and providing hands-on activities and labs to support the Science curriculum and STEM.
5. Support student learning in the area of STEM by incorporating a minimum of 1 STEM lesson each 9 weeks.
6. Provide enrichment opportunities for first grade classes by implementing the STEM Maker Lab curriculum and Maker Spaces through the library media center.
7. Provide enrichment opportunities by sponsoring school LEGO Team.
8. Kindergarten and First grade classes will support curriculum with hands-on learning by planting and growing flowers and vegetables in the planters outside their classrooms.

Person Responsible	Allie Blanton (blantona@walton.k12.fl.us)
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#5. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	After implementing the Ron Clark House system, MHS had a decrease in the number of referrals for the 2018-2019 school year. There were 124 discipline referrals issued during the 2018-2019 school year. Of those referrals, 32 (27%) are for students with disabilities in the VE classrooms. The number of students that had 10 or more absences during the 2018-2019 school year increased substantially. There were 212 students with 10 or more absences during the 2018-2019 school year (144, 2017-2018 SY). There were 66 students who had 20 or more absences (32, 2017-2018 SY). The number of students with a 90% attendance rate or higher was 92% for the 2018-2019 school year. From the beginning of the 2019-2020 school year until March 12, the number of discipline referrals was 93. Of these referrals, 16 were from one student, 10 were from kindergarten, and 10 were from students with disabilities in the VE classroom. From the beginning of the 2019-2020 SY until March 12, the average daily attendance rate was 92.71%. As of late May, the average attendance rate was 94.32%.
Measurable Outcome:	The goal for the 2020-2021 school year is to decrease the number of students with 10 or more absences to 175 or less, and increase the number of students with a 90% attendance rate or higher to 93.5%. The goal for the 2020-2021 school year is to continue to decrease the number of discipline referrals to 112 or less.
Person responsible for monitoring outcome:	Ronita Hinote (hinoter@walton.k12.fl.us)
Evidence-based Strategy:	Continue to implement and develop the Ron Clark House System and implement the Sanford Harmony curriculum.
Rationale for Evidence-based Strategy:	By providing teachers and students with social and emotional strategies from the Sanford Harmony curriculum, the student attendance rate will increase and the number of discipline referrals will decrease. The Ron Clark House System has had a positive impact on student accountability and motivation, as evidenced by the decrease in the number of referrals.

Action Steps to Implement

1. Continue implementing and developing the Ron Clark House System by continuing with formally scheduled Breakout House and All House meetings each month throughout the year. Staff members will be assigned to count tokens each month. House leaders will rotate and assign roles/jobs for meetings. House leaders will meet monthly with PBS and House Teams. House leaders will create and follow a schedule for turning in tokens, and staff will write grants in an effort to obtain and use a token tracking app (RCA, Live School).
2. After 5 absences in a nine-week period, teachers will use discretion to recommend a parent conference be held to discuss attendance with the guidance counselor.
3. After 10 unexcused absences in a nine-week period, teachers will request a parent-teacher conference to discuss student absences with the guidance counselor and principal.
4. Students will be recognized for perfect attendance at All House meetings with a certificate, and students with weekly perfect attendance will be recognized during school announcements on Friday.
5. Teachers will implement the Sanford Harmony curriculum with fidelity. Mrs. Golleher and Mrs. Gregor will present the curriculum to the faculty at the beginning of the year. Time for implementing Sanford Harmony will be scheduled at the beginning of the year, also.
6. Continue to formally schedule Breakout House meetings and All House (whole school) meetings.
7. The Dean of Students will monitor the progress and implementation of the Ron Clark House System.
8. Staff will participate and utilize mental health PD provided by district staff (Shani Hicks and Kristy Grey).

9. Staff and students will follow and implement CDC guidelines in school-wide and individual classroom procedures and routines in order to support a healthy learning environment.

Person Responsible Brianne Gregor (gregorb@walton.k12.fl.us)

#6. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	Research shows that parent involvement can improve students' behavior, attendance, and academic achievement.
Measurable Outcome:	Mossy Head School will increase Parent School Climate Surveys completed from 87 to 150, during the 2020-2021 School Year and increase parents' opportunities to support academic achievement.
Person responsible for monitoring outcome:	Ronita Hinote (hinoter@walton.k12.fl.us)
Evidence-based Strategy:	Increase and improve communication between the school and families.
Rationale for Evidence-based Strategy:	Research shows that parent involvement can improve students' behavior, attendance, and academic achievement.

Action Steps to Implement

1. Greg Tang Jr. Math Night
2. STEAM Night (Emerald Coast Science Center)
3. Reading/ELA Night
4. Student-led parent conferences will be scheduled by teachers (meeting in person or phone call)
5. Teachers, parents, and students will review student data folders and Title I Compacts during conferences.
6. Special Areas will be formally scheduled in rotations and activities for Math, Reading, and STEAM Nights.
7. Staff, students, and visitors will follow and implement CDC guidelines in school-wide and individual classroom procedures and routines in order to support a healthy learning environment.
8. The MHS website, Remind app, and the school's Facebook page will be utilized as school-wide communication tools.
9. Teachers will utilize a digital communication tool to improve frequency and quality of communication with parents. Teachers and staff will utilize the Zoom app/website to hold conferences, meet with committees, etc. who are unable to attend physically.
10. A "Celebrate to Accelerate" event will be held for K-2 classes on August 13.
11. Strategies will implemented in an effort to increase parent accessibility to and participation in surveys; including providing opportunities for parents to take surveys during school-related events (Fall Fling, after-school activities, Field Day, Academic Awards), providing ipads as an option for taking surveys along with laptops, and offering incentives for parents.

Person Responsible Ronita Hinote (hinoter@walton.k12.fl.us)

#7. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: Teachers and staff need Professional Learning Community support in order to meet School Improvement goals and support student achievement.

Measurable Outcome: Teachers will participate in school-wide PLCs in order to support student achievement and learning.

Person responsible for monitoring outcome: Meredith Ness (nessm@walton.k12.fl.us)

Evidence-based Strategy: Teachers will register and complete school-wide PLCs.

Rationale for Evidence-based Strategy: Teachers will participate in PLCs to increase and implement knowledge in areas of need (student and teacher).

Action Steps to Implement

- Ron Clark House System training for new teachers
- CAP days
- SIP day (May 2021)
- Tyner training for teachers as needed
- TNTTP shortened version training for new teachers
- Greg Tang Math training
- LETRS offered as needed for new teachers
- Learning Targets and A Pedagogy of Questioning by Ivan Hannel
- PLC days
- Data days
- Learning walks will be implemented to focus on different content focuses.
- Teachers will video and critique one of their own lessons during the year.
- Teachers will participate in ELA Tier 3 PD, District Writing PD, and Michael Coon Math PD
- Teachers will participate in Emotional Poverty training provided by Shani Hicks from the District on August 4.

Person Responsible Meredith Ness (nessm@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.

Mossy Head School will be using the book, "Emotional Poverty" by Ruby Payne as part of the school's PLC that is focusing on improving mental health and building positive relationships with parents, students, and coworkers. New teachers will also be provided training on how to implement learning targets.

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

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: Other: ELA/Literacy Overall Proficiency.				\$73,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0261 - Mossy Head School	School Improvement Funds		\$500.00
			Notes: All grade levels will apply what was learned from TNTP professional development (18-19) by implementing reading strategies to increase rigor. Carol Smith, district reading coach, will train new teachers with a short, specific version to enhance text based writing structures. Kindergarten teachers will focus on TNTP			
			0261 - Mossy Head School	Title, I Part A		\$4,700.00
			Notes: 2.First through Fifth grades will work on comparing multiple (paired) text/passages. Specifically, non-fiction text sets that integrate Social Studies and Science (resources: Common Lit, Readworks, Scholastic Materials) In order to strengthen Integration of Knowledge skills, students will read and show comprehension of multiple grade-level texts in the forms of paragraphs, articles, and passages (depending on the grade level) presented as a set.			
			0261 - Mossy Head School	Title, I Part A		\$500.00
			Notes: Teachers will implement one of the following interventions with their Tier 2 and 3 groups: Sonday, Heggerty, Wilson, Great Leaps, Tyner, Compass Learning, Lexonik Leaps,			

			<i>LLI, Visualizing Verbalizing, Comprehension Toolkit. Common Lit, Readworks, NewsELA based on groups identified needs.</i>			
			0261 - Mossy Head School	Title, I Part A		\$5,000.00
			<i>Notes: Provide tutoring before, and after school throughout the year by teachers and paraprofessionals that meet Title I requirements.*Tutoring should begin during mid-nine weeks / interim reports</i>			
			0261 - Mossy Head School	Title, I Part A		\$59,000.00
			<i>Notes: K-3 Interventionist and 3-5 Interventionist will provide differentiated, targeted interventions and progress monitor student growth and achievement. Interventionists will collaborate bi-weekly with teachers about student progress and concerns, with a focus on L25,</i>			
			0261 - Mossy Head School	Title, I Part A		\$3,000.00
			<i>Notes: Performance Coach and IReady will be used as curriculum for tutoring.</i>			
			0261 - Mossy Head School	Title, I Part A		\$200.00
			<i>Notes: Interventionists will implement Vocabulary Surge in her intervention groups as needed.</i>			
			0261 - Mossy Head School			\$200.00
			<i>Notes: Kindergarten will build folder game library (CVC word games, blend/diagraph games) Kindergarten and first grade will continue to use Snap Words: Sight words through motions to increase fluency</i>			
2	III.A.	Areas of Focus: Other: Math Overall Proficiency				\$83,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0261 - Mossy Head School	Title, I Part A		\$10,000.00
			<i>Notes: 1. Provide tutoring during, before, and after school throughout the year by teacher and paraprofessionals that meet Title I requirements.</i>			
			0261 - Mossy Head School	Other		\$4,000.00
			<i>Notes: Students will use Imagine Math Facts, if funds are available, to improve fact fluency</i>			
			0261 - Mossy Head School			\$6,000.00
			<i>Notes: Greg Tang Jr. will provide training on Greg Tang math strategies for students, parents, and teachers in order to improve math fluency and problem solving skills. Students and Teachers, K-5, will implement these strategies throughout the year.</i>			
			0261 - Mossy Head School	Title, I Part A		\$300.00
			<i>Notes: Teachers will utilize math manipulatives to support math instruction.</i>			
			0261 - Mossy Head School	Title, I Part A		\$59,000.00
			<i>Notes: K-3 Interventionist and 3-5 Interventionist will provide differentiated, targeted interventions, including the Bridges program, as they progress monitor student growth and achievement. Fifth grade math will be an area of specific focus.</i>			
			0261 - Mossy Head School	General Fund		\$300.00
			<i>Notes: Students that meet fact fluency goals, will participate in a special celebration.</i>			
			0261 - Mossy Head School	Title, I Part A		\$500.00
			<i>Notes: On Cloud 9 and TouchMath will be used for Tier 2/3 interventions.</i>			
			0261 - Mossy Head School	Title, I Part A		\$3,000.00
			<i>Notes: Performance Coach and IReady will be used as curriculum for tutoring.</i>			
3	III.A.	Areas of Focus: Other: Learning Gains and Learning Gains for the Lowest 25%				\$62,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

			0261 - Mossy Head School	School Improvement Funds		\$2,000.00
			Notes: - Utilize Imagine Learning and the various reports, resources (teacher lessons etc.), and trainings that accompany the program. - Utilize the MTSS problem solving process for students with specific areas of need to plan appropriate targeted interventions and progress monitor student performance to determine need for continued interventions. Additional Imagine Learning and Language and Literacy program licenses will be purchased, if funds are available, and utilized to support students in the MTSS process.			
			0261 - Mossy Head School	Title, I Part A		\$59,000.00
			Notes: K-3 Interventionist and 3-5 Interventionist will provide differentiated, targeted interventions and progress monitor student growth and achievement.			
			0261 - Mossy Head School	Title, I Part A		\$1,000.00
			Notes: Provide additional resources in 5th grade to support closing the achievement gap.			
4	III.A.	Areas of Focus: Other: Science Overall Proficiency				\$8,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0261 - Mossy Head School	General Fund		\$3,500.00
			Notes: Third grade classes will participate in the Grasses in the Classes program, if funds are available.			
			0261 - Mossy Head School	Title, I Part A		\$1,000.00
			Notes: Emerald Coast Science Center will provide lessons for 5th grade classes through out the year and hands-on activities for STEM Night.			
			0261 - Mossy Head School	Title, I Part A		\$3,000.00
			Notes: - Support student learning by developing and providing hands on activities and labs to support the Science curriculum and STEM. - Support student learning in the area of STEM by incorporating a minimum of 1 STEM lesson each 9 weeks. - Provide enrichment opportunities for first grade classes by implementing the STEM Maker Lab curriculum and Maker Spaces through the library media center.			
			0261 - Mossy Head School	General Fund		\$500.00
			Notes: Provide enrichment opportunities by sponsoring school LEGO Team.			
			0261 - Mossy Head School	General Fund		\$500.00
			Notes: Kindergarten and First grade classes will support curriculum with hands on learning, planting and growing flowers and vegetables in the planters outside their classrooms.			
5	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$102,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0261 - Mossy Head School	School Improvement Funds		\$2,500.00
			Notes: Continue implementing and developing the Ron Clark House System by: continuing with formally scheduled House and All House meetings each month through the year, assigning counters to count tokens each month and rotating, assigning roles/jobs for meetings, house Walton - 0261 - Mossy Head School - 2020-21 SIP Last Modified: 7/20/2020 https://www.floridacims.org Page 20 of 24 leaders meet monthly with PBS and House Teams, create and follow a schedule for turning in tokens, and staff will write grants in an effort to obtain and use a token tracking app (RCA, Live School).			
			0261 - Mossy Head School			\$50.00
			Notes: Students will be recognized for perfect attendance at All House meetings with a certificate and students with weekly perfect attendance will be recognized during school announcements on Friday.			

			0261 - Mossy Head School	Title, I Part A		\$95,000.00
			Notes: The Dean of Students will monitor the progress and implementation of the Ron Clark House System.			
			0261 - Mossy Head School	General Fund		\$5,000.00
			Notes: Staff and students will follow and implement CDC guidelines in school-wide and individual classroom procedures and routines in order to support a healthy environment.			
			0261 - Mossy Head School			\$0.00
			Notes: Additional Title I aide to support student learning, mental health, and CDC guidelines. - Staff will participate and utilize mental health PD provided by district staff (S. Hicks and K. Grey) - Staff and students will follow and implement CDC guidelines in school-wide and individual classroom procedures and routines in order to support a healthy environment.			
6	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$2,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0261 - Mossy Head School	Title, I Part A		\$500.00
			Notes: Reading/ELA Night			
			0261 - Mossy Head School	Title, I Part A		\$1,500.00
			Notes: The MHS website, Remind app, and the school's Facebook page will be utilized as a schoolwide communication tools. Teachers will utilize a digital communication tool to improve frequency and quality of communication with parents. Teachers and staff will utilize Zoom app/website to hold conferences, meet with committees, etc. who are unable to attend physically			
			0261 - Mossy Head School	General Fund		\$200.00
			Notes: A "Celebrate to Accelerate" event will be held for K and 1 classes will be held on August 6.			
7	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$11,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0261 - Mossy Head School	Title, I Part A		\$6,000.00
			Notes: Teachers will participate in 2 Curriculum Alignment Planning Days in order to reflect and edit on the previous year's plans and results and to plan and prepare for the next school year.			
			0261 - Mossy Head School			\$600.00
			Notes: School Improvement Team and SAC members will meet for a full day in order to review last prior years' SIP and data and then begin preparing for next year's School Improvement Plan.			
			0261 - Mossy Head School	Title, I Part A		\$300.00
			Notes: New instructional and support staff that work with Kindergarten and First Grade students will participate in Tyner training as needed.			
			0261 - Mossy Head School	Title, I Part A		\$300.00
			Notes: New teachers will participate in a special training on TNTP from our district Reading Coach, Carol Smith.			
			0261 - Mossy Head School	Title, I Part A		\$4,000.00
			Notes: Instructional staff will meet through out the year in order to review student data, progress, interventions etc. and support student growth.			
			0261 - Mossy Head School	Title, I Part A		\$600.00
			Notes: Learning walks will be implemented at MHS and other school sites, to focus on different content focuses.			
Total:						\$343,250.00