Paxton School

2020-21 Schoolwide Improvement Plan

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Paxton School

21893 US HIGHWAY 331 N, Paxton, FL 32538

http://pax.walton.k12.fl.us/

Demographics

Principal: Brent Jones

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
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)	61%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (58%) 2016-17: A (65%) 2015-16: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* 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.](www.floridacims.org)

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-12	No	56%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	11%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Paxton School enables student achievement with a dynamic faculty devoted to high academic standards and commitment to continuous improvement and success.

Provide the school's vision statement.

Paxton Faculty and Staff will bring our BEST effort, attitude, and skillset to inspire, motivate, and educate every student to bring their best everyday to become life long learners and productive citizens in our society.

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
Jones, Brent	Principal	The principal is an integral part of SAC and gives input based on feedback from faculty, staff and community members to the creation and implementation of the SIP.
Jackson, Mitch	Assistant Principal	The Assistant Principal is in charge of discipline.
Cook, Jessica	Teacher, K-12	The SAC chairs oversee inputting of SIP information, SAC meetings, and disbursement of school improvement funds through the SAC.
Bradley, Jordyn	SAC Member	
Brinson , Ligaya	SAC Member	
Brown , Takieska	SAC Member	
Carroll, Maire	SAC Member	
Geoghagan, Jeff/Joy	SAC Member	
Herring , David	SAC Member	
Martin, Dawn	SAC Member	
Miller, Scott	SAC Member	
Mitchell, Holden	SAC Member	
Pickron, Amanda	Paraprofessional	

Demographic Information

Principal start date
Monday 7/1/2019, Brent Jones

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.*
6

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.*
21

Total number of teacher positions allocated to the school
55

Demographic Data

2020-21 Status (per MSID File)	Active
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Year	
Support Tier	
ESSA Status	TS&I
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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	62	59	65	51	66	56	66	61	56	84	54	51	49	780
Attendance below 90 percent	4	4	1	5	6	4	4	6	1	3	8	6	9	61
One or more suspensions	1	0	3	3	2	1	7	6	6	17	5	1	6	58
Course failure in ELA	1	0	0	0	0	0	0	3	0	0	0	0	0	4
Course failure in Math	1	0	0	0	0	0	3	2	0	2	1	1	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	3	8	9	14	19	18	10	13	15	2	111
Level 1 on 2019 statewide Math assessment	0	0	0	4	13	13	7	9	3	6	5	9	2	71

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	2	2	1	9	8	7	11	6	4	7	57

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	2	2	1	0	0	1	0	0	0	0	1	11
Students retained two or more times	0	0	0	1	1	0	0	1	0	0	0	0	0	3

Date this data was collected or last updated

Tuesday 7/28/2020

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	51	56	49	63	59	68	60	65	81	61	55	51	44	763
Attendance below 90 percent	13	9	9	7	7	10	4	6	5	15	7	9	14	115
One or more suspensions	0	4	4	7	1	9	9	21	17	12	2	6	5	97
Course failure in ELA or Math	2	1	3	3	4	4	5	5	1	9	7	16	10	70
Level 1 on statewide assessment	0	0	0	6	16	15	17	20	21	14	13	15	13	150

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	1	2	5	5	10	7	14	9	13	7	13	12	98

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	2	2	4	2	1	1	2	3	0	3	0	24
Students retained two or more times	0	0	1	2	0	1	0	1	0	1	0	1	0	7

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	51	56	49	63	59	68	60	65	81	61	55	51	44	763
Attendance below 90 percent	13	9	9	7	7	10	4	6	5	15	7	9	14	115
One or more suspensions	0	4	4	7	1	9	9	21	17	12	2	6	5	97
Course failure in ELA or Math	2	1	3	3	4	4	5	5	1	9	7	16	10	70
Level 1 on statewide assessment	0	0	0	6	16	15	17	20	21	14	13	15	13	150

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	1	2	5	5	10	7	14	9	13	7	13	12	98

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	2	2	4	2	1	1	2	3	0	3	0	24
Students retained two or more times	0	0	1	2	0	1	0	1	0	1	0	1	0	7

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	56%	70%	61%	55%	69%	57%
ELA Learning Gains	50%	60%	59%	54%	61%	57%
ELA Lowest 25th Percentile	41%	53%	54%	55%	54%	51%
Math Achievement	68%	74%	62%	66%	75%	58%
Math Learning Gains	57%	65%	59%	64%	68%	56%
Math Lowest 25th Percentile	45%	59%	52%	59%	62%	50%
Science Achievement	66%	70%	56%	65%	70%	53%
Social Studies Achievement	74%	85%	78%	83%	86%	75%

	EWS Indicators as Input Earlier in the Survey													
Indicator	**Grade Level (prior year reported)**													**Total**
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(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	73%	66%	7%	58%	15%
	2018	72%	66%	6%	57%	15%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	54%	64%	-10%	58%	-4%
	2018	68%	64%	4%	56%	12%
Same Grade Comparison		-14%				
Cohort Comparison		-18%				
05	2019	65%	64%	1%	56%	9%
	2018	50%	60%	-10%	55%	-5%
Same Grade Comparison		15%				
Cohort Comparison		-3%				
06	2019	42%	55%	-13%	54%	-12%
	2018	50%	62%	-12%	52%	-2%
Same Grade Comparison		-8%				
Cohort Comparison		-8%				
07	2019	57%	64%	-7%	52%	5%
	2018	48%	57%	-9%	51%	-3%
Same Grade Comparison		9%				
Cohort Comparison		7%				
08	2019	52%	60%	-8%	56%	-4%
	2018	56%	62%	-6%	58%	-2%
Same Grade Comparison		-4%				
Cohort Comparison		4%				
09	2019	54%	64%	-10%	55%	-1%
	2018	48%	56%	-8%	53%	-5%
Same Grade Comparison		6%				
Cohort Comparison		-2%				
10	2019	44%	59%	-15%	53%	-9%
	2018	52%	58%	-6%	53%	-1%
Same Grade Comparison		-8%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	90%	65%	25%	62%	28%
	2018	84%	68%	16%	62%	22%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	55%	65%	-10%	64%	-9%
	2018	77%	66%	11%	62%	15%
Same Grade Comparison		-22%				
Cohort Comparison		-29%				
05	2019	64%	55%	9%	60%	4%
	2018	73%	58%	15%	61%	12%
Same Grade Comparison		-9%				
Cohort Comparison		-13%				
06	2019	55%	60%	-5%	55%	0%
	2018	58%	63%	-5%	52%	6%
Same Grade Comparison		-3%				
Cohort Comparison		-18%				
07	2019	36%	62%	-26%	54%	-18%
	2018	32%	55%	-23%	54%	-22%
Same Grade Comparison		4%				
Cohort Comparison		-22%				
08	2019	69%	63%	6%	46%	23%
	2018	55%	62%	-7%	45%	10%
Same Grade Comparison		14%				
Cohort Comparison		37%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	60%	61%	-1%	53%	7%
	2018	55%	63%	-8%	55%	0%
Same Grade Comparison		5%				
Cohort Comparison						
08	2019	56%	58%	-2%	48%	8%
	2018	59%	62%	-3%	50%	9%
Same Grade Comparison		-3%				
Cohort Comparison		1%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	79%	0%	67%	12%
2018	79%	73%	6%	65%	14%
Compare	0%				

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	76%	82%	-6%	71%	5%
2018	73%	79%	-6%	71%	2%
Compare		3%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	77%	-7%	70%	0%
2018	64%	75%	-11%	68%	-4%
Compare		6%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	86%	72%	14%	61%	25%
2018	65%	80%	-15%	62%	3%
Compare		21%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	72%	-10%	57%	5%
2018	60%	70%	-10%	56%	4%
Compare		2%			

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	26	35	30	39	48	45	35	36			
BLK	30	32	30	41	53	30	33				
HSP	50										
MUL	50	40									
WHT	58	51	42	70	57	49	69	74	77	98	41
FRL	54	49	39	63	55	42	63	75	65	100	32

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	31	45	35	51	59	45	50	38			
BLK	36	50	50	25	41						
HSP	38	18		55	50						
MUL	64	55		38							
WHT	58	47	36	68	47	51	66	75	70	81	52
FRL	51	45	34	59	42	41	61	64	67	79	27

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	21	39	41	48	47	43	30				
BLK	38	47		57	65						
HSP	54			54							
MUL	36	45		53	50						
WHT	57	55	52	68	65	62	68	82	94	95	32
FRL	49	54	62	63	67	63	60	82	92	93	23

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)	TS&I
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	676
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
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	45
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	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	58
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.

ELA Lowest 25% Percentile performed the lowest with 41% of students making gains. Yes, this is a trend as it was also the lowest for SY 2018-2019 with 36% making gains. Contributing factor(s) include increased number of SWD.

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

Math Lowest 25th Percentile showed the greatest decline with 48% in 2018 and 45% in 2019. Contributing factor(s) for math also include an increased number of SWD.

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.

According to Grade Level Data, grade 7 math is 36% and the state is 54% which is an 18% gap. The prior year there was a 22% gap. Our percentage did increase 4% from the past year. Contribution factor(s) for the continued gap is an increased number of SWD.

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

Math Learning Gains showed the most improvement going from 47% in 2018 to 57% in 2019. The new actions the school took were: 4th/5th grade participated in Walk-to-Math lessons, daily spiral reviews, various computer programs, 6th -12th utilized interactive notebooks, math boot camps, and computer-aided instruction.

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

Students with Disabilities
Black Student Sub-group

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

1. Complex Text Daily
2. Vertical Plan in Writing
3. Depth of Knowledge Questioning/Answering
4. Exit Tickets/ Formative Assessment
5. AVID strategies

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math is a critical aspect of a student's education and used in multiple everyday life settings. To be career and college ready by the time of graduation students need specific mathematical skills taught throughout different grades levels and courses. Currently, the following combined grade level sections have an average STAR Student Growth Percentile (SGP) for grades 1-3 and grades 4-10. FSA achievement scores for ESSA-identified subgroup from 2019 administration. * Grades 1-3 average SGP of 72% on STAR Math on AP3 2019-2020 school year. * Grades 4-10 average SGP of 52% on STAR Math on AP3 2019-2020 school year. * Grades 3-8, 41% of the ESSA-identified subgroup of Black students and 39% SWD made achievement on FSA
Measurable Outcome:	* Students in Math for grades 1-3 will increase overall STAR Assessment Student Growth Percentile average to 74%. * Students in Math for grades 4-10 will increase overall STAR Assessment Student Growth Percentile average to 62%. * The achievement of the ESSA-identified subgroup of black students and SWD in grades 3-8 will increase to 41%.
Person responsible for monitoring outcome:	Brent Jones (james.jones@walton.k12.fl.us)
Evidence-based Strategy:	Math manipulatives daily Exit tickets to extend math instruction in whole group Daily spiral reviews Computer programs Interactive Notebooks Boot Camps Formative Assessments during units of study
Rationale for Evidence-based Strategy:	Differentiating student instruction will increase mastery of standards-based math skills. Math manipulatives are physical objects that are designed to represent explicitly and concretely mathematical ideas that are abstract (Moyer, 2001). Bruner(1960) explained how this was possible through the concept of the spiral curriculum. This involved information being structured so that complex ideas can be taught at a simplies level first, and then revisited at more complex levels later on.

Action Steps to Implement

1. Through differentiating instruction, students in grades kindergarten through second grade will increase mastery of standards-based math skills.
* Kindergarten teachers will incorporate math manipulatives daily during math lessons. (T1)
* 1st grade teachers will utilize exit tickets to extend math instruction in whole group. (T1)
* 1st & 2nd grade students will complete daily spiral reviews. (T1)
* 2nd grade teachers will use various district approved computer programs for instruction and remediation on specific skills. (T2, T3)

Person Responsible	Brent Jones (james.jones@walton.k12.fl.us)

2. Third - Sixth Grade teachers will increase the understanding of Florida Math Standards through critical thinking, problem-solving skills, and visual representations that are scaffolded throughout instruction.
* 3rd-6th grade teachers will introduce, review, and reinforce standards with the use of interactive notebooks and learning targets. (T1)

*3rd-6th grade teachers will review grade-level standards by using utilizing spiral reviews that require higher order thinking questioning and answering applications. (T1)
* 3rd-6th grade teachers will use various district approved computer programs for instruction and remediation on specific skills. (T2, T3)
*4th-6th grade students will participate in flexible tiered grouping. (T1,T2)

Person Responsible Brent Jones (james.jones@walton.k12.fl.us)

3. Solving real-life mathematical problems will be a focus of 6th through twelfth grades through the use of district provided resource materials and modeling with mathematics.
*6th-8th grade students will use interactive notebooks to reinforce state standards. (T1)
* 6th-Geometry students will participate in a district-coordinated 2-day math boot camp prior to FSA testing.(T1)
*Computer aided instruction will be utilized to reinforce math concepts in grades 9-12. (T2, T3)
* 8th-12th grade students will link PSAT accounts to Khan academy for learning path. Mentoring and monitoring of accounts will occur through the BRAG program. (T1)

Person Responsible Brent Jones (james.jones@walton.k12.fl.us)

4. Formative assessment will be used during unit of study to address gaps in students educational background.
* Kindergarten through 12th grade teachers will implement the use of formative assessments to identify areas of weakness and strengths in students educational background.

Person Responsible Brent Jones (james.jones@walton.k12.fl.us)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Reading and writing is a critical aspect of a student's education and used in multiple everyday life settings. To be career and college ready by the time of graduation students need specific reading and writing skills taught throughout different grades levels and course. Currently, the following combined grade level sections have an average STAR Student Growth Percentile (SGP) for grades K-3 and grades 4-10. FSA achievement scores for ESSA-identified subgroup from 2019 administration. * Grades K-3 average SGP of 65% on STAR Reading and STAR Early Literacy on AP3 2019-2020 school year. * Grades 4-8 average SGP of 57% on STAR Reading on AP3 2019-2020 school year. * Grades 3-8, 30% of the ESSA-identified subgroup of Black students and 26% SWD made achievement on FSA
Measurable Outcome:	* Students in Reading for grades K-3 will increase overall STAR Assessment Student Growth Percentile average to 68%. * Students in Reading for grades 4-8 will increase overall STAR Assessment Student Growth Percentile average to 62%. * The achievement of the ESSA-identified subgroup of black students and SWD in grades 3-8 will increase to 41%.
Person responsible for monitoring outcome:	Brent Jones (james.jones@walton.k12.fl.us)
Evidence-based Strategy:	Complex text(s) Read alouds AVID strategies Intentional Questioning and answering Vertical plan from grade level to grade level for writing instruction Formative Assessments
Rationale for Evidence-based Strategy:	The underachieving students seem to be growing rapidly and with the number of students per elective class limited, the only way to effectively help all students is to utilize the AVID strategies throughout the school (Watt, Yanez, & Cossio, 2002). Reading standards require that teachers to teach close reading of complex text with intentional questioning.

Action Steps to Implement

1. Paxton School will take specific action to ensure the implementation of literacy skills school-wide in all tiers through research-based strategies that are in alignment with the Florida Standards in order to increase reading comprehension.
* In order to increase literacy skills across all grade levels, the teacher will (on a daily basis) use grade level, complex text(s) through read-alouds, close and careful reading, choral reading, incorporating intentional questioning and answering. Students will read complex text on a daily basis across all disciplines. (T1)
* Strategies will be differentiated to guide students through increasingly complex levels of text(s). (T2, T3)
* 8th-12th grade students will link PSAT accounts to Khan academy for learning path. Mentoring and monitoring of accounts will occur through the BRAG program. (T1)

Person Responsible	Brent Jones (james.jones@walton.k12.fl.us)

2. Student responses in the form of writing will be facilitated through a formalized approach to vertical planning across all grade levels.

* Grade level cohorts (grade K-10) will create a standards-based vertical plan to writing that includes strategies with examples, implementation ideas, and a progress monitoring system from grade level to grade level. (T1)

Person Responsible Brent Jones (james.jones@walton.k12.fl.us)

3. Formative assessment will be used during unit of study to address gaps in students educational background.
* Kindergarten through 12th grade teachers will implement the use of formative assessments to identify areas of weakness and strengths in students educational background.

Person Responsible Brent Jones (james.jones@walton.k12.fl.us)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science is a critical aspect of a student's education and used in multiple everyday life settings. To be career and college ready by the time of graduation students need specific science skills taught throughout different grades levels and course. Currently, the following combined grade level sections have an average proficiency achievement scores for grades 5, 8 and Biology from 2019 administration state science assessment. State science assessment achievement scores for ESSA-identified subgroup from 2019 administration. * Grades 5, 8, and Biology average 66% proficiency on state science assessment on 2019 administration. * Grades 5, 8, and Biology, 33% of the ESSA-identified subgroup of Black students and 35% SWD made achievement on state science assessment.
Measurable Outcome:	*Grade 5, 8, and Biology students taking the state science assessment will increase to 69% proficiency. * Grades 5, 8, and Biology students identifies on the ESSA-identified black subgroup will increase to 41% proficiency and SWD will increase to 41% proficiency.
Person responsible for monitoring outcome:	Brent Jones (james.jones@walton.k12.fl.us)
Evidence-based Strategy:	Interactive Notebooks Scholastic Magazines Pacing Guides Data Analysis practice Small group and one-on-one instruction
Rationale for Evidence-based Strategy:	Interactive notebooks are one tool for students to keep their information and produced work organized (Walden & Crippen, 2009) It would also allow the to refer back to the contents and engage with new information and process it more thoroughly(Rheingold et al., 2013) Student will also need to read complex scientific texts through close and careful reading.

Action Steps to Implement

1.Students will improve reading and writing skills in science content areas through exposure to a variety of informational sources and utilization of differentiated strategies.
* Kindergarten and 1st grade students will utilize an interactive notebook/journal with science-related topics to demonstrate understanding of non-fiction texts by using Science Spin/ Scholastic News and other science non-fiction text.
* 2nd and 3rd grade students will use INB/journals to write in response to science-related texts.
* 4th and 5th grade science teachers will create a pacing guide that will align reading and science curriculum.
* Kindergarten through 12th grade teachers will implement the use of formative assessments to identify areas of weakness and strengths in students educational background.

Person Responsible   Brent Jones (james.jones@walton.k12.fl.us)

2. Students will improve science content knowledge and understanding through a variety of educational techniques.
* 4th and 5th grade students may participate in grade level science fair.
* 5th grade students will utilize high interest nonfiction science texts to remediate specific cross curricular reading skills.
*6th -12th grade students will utilize INB to organize notes and record new learning gained from various

sources (such as experimentation, lecture, video, written text)
*6th -12th grade students will be provided additional support in maintaining their interactive notebooks.
*9th -10th grade students will participate in data analysis practice related to each unit of study throughout their science course. Students will receive peer and teacher support during practice of data analysis through small group and one-on-one instruction.
* K-12th grade teachers will research the implementation of using performance scales with units of study in science course.

Person Responsible Brent Jones (james.jones@walton.k12.fl.us)

#4. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Parent Involvement in their child's education is a vital part in the success of our students and school. Students learning is increased when parents are involved. We had 79% parental involvement during 2019-2020 school year.
Measurable Outcome:	Parental involvement will increase by 2% to make our goal for Paxton School parental involvement 81% for 2020-2021 school year.
Person responsible for monitoring outcome:	Brent Jones (james.jones@walton.k12.fl.us)
Evidence-based Strategy:	Paxton School believes parent involvement is a vital link to our student's success. We wish to involve parents in academic and non-academic aspects of the learning process. Sign-in sheets for parent involvement activities for grades K-12 as well as parent participation in the school climate surveys will be used in determining the level of parental involvement.
Rationale for Evidence-based Strategy:	Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. (Henderson, A.T., and K.L Mapp)

Action Steps to Implement

1. Parents, students, and teachers will incorporate communication folders, student planners or apps for teacher-parent communication.
* Pre-Kindergarten - 4th Grade students will utilize a communication folder which includes classroom newsletters, teacher notes, parent informational letters, school calendars, lunch menus, graded papers, etc.
*5th-8th grades will utilize planners for all students for daily or weekly communication with parents.
* 3rd grade teachers will conduct a meeting with parents to communicate 3rd grade expectations and to prompt parental support for student success.

Person Responsible	Brent Jones (james.jones@walton.k12.fl.us)

Paxton School will implement a variety of parent involvement opportunities to encourage connections between parents, students, faculty, and staff.
*BRAG Mentoring Program will be utilized in grades 6-12, including course selection conferences with students and parents.
*AP teachers will have a mandatory parent meeting.
*AVID teachers and counselors will invite students, parents, and community members to College/Career Event.
*Science Department will host a Science Night for grades K-12 to explore scientific investigations.
*K-12 students, parents, and community members will be invited to a high school concert and a spring chorus performance.
*The Math department will host a Math Night for 6th-12th grade students and/or parents.
*The parental involvement team will create a survey in an effort to evaluate parental involvement activities and get input for suggested activities from parents.

Person Responsible	Brent Jones (james.jones@walton.k12.fl.us)

#5. Other specifically relating to AVID	
Area of Focus Description and Rationale:	To be career and college ready, students need unique skills in this day and time. These skills can be taught through the AVID program. This program will allow students to use a more student-centered approach to learning and prepare students for a career, college, and life after school. Students progression of AVID strategies through multiple grade levels in support of all academic areas and will help increase the school's graduation rate.
Measurable Outcome:	Students in each grade level will be taught specific AVID strategies that will advance with them throughout their academic career and increase the graduation rate.
Person responsible for monitoring outcome:	Brent Jones (james.jones@walton.k12.fl.us)
Evidence-based Strategy:	Interactive Notebooks or 2-Column Notes One-Pagers Focused Notes Socratic Seminar Planners Tutorials
Rationale for Evidence-based Strategy:	The underachieving students seem to be growing rapidly and with the number of students per elective class limited, the only way to effectively help all students is to utilize the AVID strategies throughout the school (Watt, Yanes, & Cossio, 2002).

Action Steps to Implement

Vertical alignment of AVID strategies will be implemented in grades K-12. Multiple grade level teachers and subject areas will be involved. The Paxton AVID School Coordinator will facilitate professional development as needed for strategies.
* K-2nd grade students will utilize Interactive Notebooks or 2 Column Notes
* 3rd Grade students will utilize the one-pager strategy
* 4th Grade students will utilize the focused note taking strategy
* 5th Grade students will utilize Socratic Seminars, One-Pager, Planners, and Focused Note Taking Strategies
* 6th Grade students will utilize tutorial,Socratic Seminars, One-Pager, Planners, and Focused Note Taking Strategies
*6th -12th AVID Students will complete a Tutorial request form weekly
7th -12th students will utilize all previously taught strategies in grades 3-6
6th-12th AVID students will use AVID weekly for critical reading in content areas

Person Responsible	Brent Jones (james.jones@walton.k12.fl.us)

#6. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Student behavior is always a vital aspect of any school. The way students act can increase or decrease the learning process of their own learning and those around them. As a result of this, we are focusing on our climate/mental health of our student population to improve behavior. As of 2019-2020 school year, K-5 had 49 referrals, grades 6-8 had 75 referrals, and grades 9-12 had 58 referrals. A total of 182 were made for the 2019-2020 school year (note that school virtual learning during the 4th 9 weeks) .
Measurable Outcome:	Referrals for grades K-12 will be no more than 35% of the student enrollment.
Person responsible for monitoring outcome:	Brent Jones (james.jones@walton.k12.fl.us)
Evidence-based Strategy:	Positivity Project program Ripple Effects program Positive Behavior Support Quarterly meeting
Rationale for Evidence-based Strategy:	The "Positivity Project" is the umbrella term for a series of positive education programs designed to teach and embed the skills of optimal functioning, well-being and flourishing. All programs within the "Positivity Project" are built upon evidence-based research in the field of psychology, mindfulness and best practice teaching methodology.

Action Steps to Implement

1. Paxton School will utilize positive behavior support strategies to promote positive character traits in our (K-12) students to see a reduction in behavioral referrals.
* Grades K-6 will participate in a PBS program to promote positive character traits.
* Grades 6-12 will participate in quarterly meeting with principal to review behavioral expectations, positive character traits, and referral data.
* Grades K-5 will participate in the character education program "The Positivity Project" to empower students to build positive relationships.
* Grades 6-12 will participate in the mental health program "Ripple Effects" during BRAG classes in the 1st semester.
* Grades 6-12 students will participate in a reward program to decrease the number of referrals per grade level.

Person Responsible	Brent Jones (james.jones@walton.k12.fl.us)

#7. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Teachers need to stay up to date with new strategies, reinforce best teaching practices, and continue content area learning. Students will always learn better from highly qualified and enthusiastic teachers. As a result of these principals, one area of focus will be professional learning communities. During the 2019-2020, school year 58% of -teachers participated in a PLC at Paxton School and earned professional development points by completing a component on ePDC.
Measurable Outcome:	During the 2020-2021 school year, 60% of teachers will participate in PLC at Paxton School, enroll in a component on ePDC, and complete the follow-up required to earn professional development points.
Person responsible for monitoring outcome:	Brent Jones (james.jones@walton.k12.fl.us)
Evidence-based Strategy:	Professional Learning Community participation
Rationale for Evidence-based Strategy:	Participation in professional learning communities is an evidence based strategy that has been shown to improve student performance through continuous teacher collaboration.

Action Steps to Implement

1. All teachers will participate in a PLC that is connected to the school improvement plan.
2. PLC facilitators will request a written component for their specific PLC.
3. Professional Learning facilitators will write a component for each requested PLC.

Person Responsible	Brent Jones (james.jones@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.

All school wide improvement priorities have been addressed in the Area of Focus section.

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.

At Paxton, we "Bring Our Best" in everything we do, from the classroom to the court and everywhere in between. Our school and the surrounding community have become an extended family, and it shows in our school culture and environment. We are always reaching out to the community to consult on various aspects of the school, speak with students about exciting career opportunities, and leading community support when needed. We have also created a School Advisory Council compiled of administration, instruction, and non-instructional personal, students, parents, and business leaders in our community. This advisory council provides guides on the vision and direction of our school. One last aspect that our school employees are an open door policy. Our administration and teachers are always available to help if problems arise, but also available to support and encourage a positive school culture.

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: Math				$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0101 - Paxton School	School Improvement Funds		$200.00
			Notes: Supplies for Math Night			
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$1,262.09**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0101 - Paxton School	School Improvement Funds		$297.00
			Notes: Hearbuilder (K)			
			0101 - Paxton School	School Improvement Funds		$224.75
			Notes: Art Scholastic			

			0101 - Paxton School	School Improvement Funds		$189.90
			Notes: History/ Intensive Reading			
			0101 - Paxton School	School Improvement Funds		$212.25
			Notes: Junior Scholastic			
			0101 - Paxton School	School Improvement Funds		$169.80
			Notes: Scholastic Math			
			0101 - Paxton School	School Improvement Funds		$168.39
			Notes: Complex read texts			
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$250.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0101 - Paxton School	School Improvement Funds		$50.00
			Notes: 4th/5th grade Science Fair Medals			
			0101 - Paxton School	School Improvement Funds		$200.00
			Notes: Science Night Supplies			
4	**III.A.**	**Areas of Focus: Culture & Environment: Parent Involvement**				**$2,078.91**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0101 - Paxton School	School Improvement Funds		$804.00
			Notes: Communication Folders			
			0101 - Paxton School	School Improvement Funds		$1,274.91
			Notes: School Planners			
5	**III.A.**	**Areas of Focus: Other: AVID**				**$4,209.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0101 - Paxton School	School Improvement Funds		$400.00
			*Notes: *3 cases of paper for each AVID teacher to copy AVID materials *expo markers for every AVID student *chart paper for every AVID class*			

			0101 - Paxton School	School Improvement Funds		$3,809.00
			Notes: AVID school contract			
6	**III.A.**	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**				**$0.00**
7	**III.A.**	**Areas of Focus: Instructional Practice: Professional Learning Communities**				**$0.00**
					Total:	**$8,000.00**