

Walton County School District

Walton Middle School



2020-21 Schoolwide Improvement Plan

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Walton Middle School

605 BRUCE AVE, Defuniak Springs, FL 32435

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

Demographics

Principal: Jason Campbell

Start Date for this Principal: 7/20/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (61%) 2016-17: B (60%) 2015-16: B (55%)
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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<http://wms.walton.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Campbell, Jason	Principal	Principal, monitor AVID Goal
Hulion, Scott	Assistant Principal	Assistant Principal, monitor Math and Behavior Goals
Howell, Jodi	School Counselor	Guidance Counselor
Love, Sandy	Teacher, K-12	SIT Chair, Math Dept Chair, SIP & SIP orders
Parker, Rachael	Teacher, K-12	6th Grade ELA, SIT Co-Chair
Nelson, Kristen	Instructional Coach	PLF, monitor Literacy and PLC Goals
Gandy, Heather	Other	Title 1 Specialist, monitor Science and Parent Involvement Goals
Brown, Gabrielle	Teacher, K-12	AVID Coordinator, 6th Grade Chair
Harvell, Greer	Teacher, K-12	Science Chair
Ellenburg, Makala	Teacher, K-12	
Byrd, Stephen	Teacher, K-12	
Baker, Kiplyn	Other	

Demographic Information

Principal start date

Monday 7/20/2020, Jason Campbell

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.*

3

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

50

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide

Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	259	272	246	0	0	0	0	777	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	42	31	52	0	0	0	0	125	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	54	46	34	0	0	0	0	134	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	29	20	23	0	0	0	0	72	

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 8/12/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	288	264	234	0	0	0	0	786	
Attendance below 90 percent	0	0	0	0	0	0	46	22	34	0	0	0	0	102	
One or more suspensions	0	0	0	0	0	0	38	62	40	0	0	0	0	140	
Course failure in ELA or Math	0	0	0	0	0	0	4	6	11	0	0	0	0	21	
Level 1 on statewide assessment	0	0	0	0	0	0	76	80	54	0	0	0	0	210	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	42	37	34	0	0	0	0	113	

The number of students identified as retainees:

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

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	286	257	232	0	0	0	0	775	
Attendance below 90 percent	0	0	0	0	0	0	13	11	10	0	0	0	0	34	
One or more suspensions	0	0	0	0	0	0	48	45	47	0	0	0	0	140	
Course failure in ELA or Math	0	0	0	0	0	0	13	8	0	0	0	0	0	21	
Level 1 on statewide assessment	0	0	0	0	0	0	76	80	54	0	0	0	0	210	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	49	37	32	0	0	0	0	118	

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	52%	54%	48%	48%	52%
ELA Learning Gains	51%	51%	54%	53%	53%	54%
ELA Lowest 25th Percentile	43%	43%	47%	44%	44%	44%
Math Achievement	67%	67%	58%	63%	63%	56%
Math Learning Gains	65%	65%	57%	62%	62%	57%
Math Lowest 25th Percentile	69%	69%	51%	60%	60%	50%
Science Achievement	61%	61%	51%	49%	49%	50%
Social Studies Achievement	87%	87%	72%	84%	84%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(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
06	2019	40%	55%	-15%	54%	-14%
	2018	49%	62%	-13%	52%	-3%
Same Grade Comparison		-9%				
Cohort Comparison						
07	2019	54%	64%	-10%	52%	2%
	2018	46%	57%	-11%	51%	-5%
Same Grade Comparison		8%				
Cohort Comparison		5%				
08	2019	57%	60%	-3%	56%	1%
	2018	51%	62%	-11%	58%	-7%
Same Grade Comparison		6%				
Cohort Comparison		11%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	82%	82%	0%	71%	11%
2018	78%	79%	-1%	71%	7%
Compare		4%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	93%	72%	21%	61%	32%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	87%	80%	7%	62%	25%
Compare		6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	72%	23%	57%	38%
2018	100%	70%	30%	56%	44%
Compare		-5%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	41	30	37	59	64	35	74			
ELL	15	33	47	35	49	59		73			
BLK	30	49	47	43	63	68	22	80	46		
HSP	46	44	42	62	62	68	55	94	71		
MUL	26	41	33	47	63	62	36				
WHT	58	54	44	73	66	71	74	87	82		
FRL	44	48	43	63	65	68	55	86	71		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	34	35	34	54	62	26	60			
ELL	19	44	40	31	59	79	25				
BLK	32	45	35	38	63	68	27	57	50		
HSP	52	53	50	53	57	78	46	76	47		
MUL	34	50		38	39		21				
WHT	55	49	51	72	63	80	65	86	76		
FRL	46	50	47	56	59	75	49	74	59		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	34	37	23	46	44		73			
ELL	13	57	53	39	57	56		64			
BLK	33	46	30	38	49	53	9	75			
HSP	38	55	50	59	58	50	43	84			
MUL	24	39	33	42	63	64		56			
WHT	55	55	52	70	65	66	58	89	76		
FRL	42	51	43	57	59	60	43	81	62		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	627
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	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	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	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	68
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	60
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.

As of the third STAR administration in 2019-20, 22% of students in the lowest quartile and 36% of students overall were projected to earn a learning gain in 6th grade math.

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

As of the third STAR administration in 2019-20, overall math achievement and learning gains were the only two school grade components that saw a decline from the same assessment period in the prior year.

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.

Unable to complete due to lack of state assessment data

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

In the prior year's state assessments, WMS showed the most improvement in Science and Civics. Since only Math and ELA are assessed using STAR, we have no firm basis to determine the most improved components for school year 2019-2020.

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

For WMS, a major area of concern is the high number of level 1s on the Math assessment from the 2018-19 FSA. We know that these students will need extra support due to pandemic learning gaps. We will target these students to make sure they are on pace to learn a year's material in a year's time.

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

1. Strengthening teacher command of the content to drive pacing, engagement and questions, and student tasks.
2. Increasing communication with stakeholders.
3. Improving timeliness of grade recording.
4. Increasing implementation of digital platform.
5. Decreasing learning gaps in subgroups (targeting low 25).

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	In 2020-21, we must ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates. Students in our focus area will be on pace to learn a year's material in a year's time. Additionally, level 1 and 2 students will be on pace to earn a learning gain.
Measurable Outcome:	<p>Measurable Outcome #1 for ELA:</p> <p>2020-21, STAR 2, 34% of all students on pace to learn a year's material in a year's time</p> <p>2020-21, STAR 3, 48% of all students on pace to learn a year's material in a year's time</p> <p>2020-21, STAR 4, 62% of all students on pace to learn a year's material in a year's time</p> <p>Measurable Outcome #2 for ELA:</p> <p>2020-21, STAR 2, 34% of level 1 and 2 students on pace to earn a learning gain</p> <p>2020-21, STAR 3, 48% of level 1 and 2 students on pace to earn a learning gain</p> <p>2020-21, STAR 4, 62% of level 1 and 2 students on pace to earn a learning gain</p>
Person responsible for monitoring outcome:	Kristen Nelson (kristen.nelson@walton.k12.fl.us)
Evidence-based Strategy:	<p>ELA and content area teachers (reading, social studies, science, ESE, and elective) teachers will use knowledge and skills gained through their PLCs and research-based professional learning opportunities to target student needs and improve learning. Teachers will use their learning to continue to focus on standards/task alignment for their curriculum. In an effort to assist the lowest 25th percentile, WMS will strategically schedule students accordingly (in Intensive Reading, Tier 3 intervention, ELL Research, ESE Unique Skills classes, as needed). Title I tutors will be used to advance student learning. Across the curriculum, teachers will implement AVID WICOR strategies toward this end and will strive to motivate students to read for enjoyment through several reading challenge contests, which have proven successful in past years.</p>
Rationale for Evidence-based Strategy:	In prior years, ELA has typically been a low performing component. Our efforts will focus on ensuring our students are on pace to earn a year's growth. Evidence of implementing the strategies will consist of teacher lesson plans, required PLC artifacts reflecting learning, sign-in sheets/notes from individual meetings with designated content area coach. Class offerings will be evidenced by the master schedule. Effectiveness of additional support will be evidenced through tutoring schedules and required fidelity documentation.

Action Steps to Implement

1. Use of WriteScore Reading and Writing (twice per year, argumentative and informative/explanatory).

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

2. Utilize SpringBoard, Actively Learn, Language! Live, and related curriculum in ELA, intensive reading, and content courses.

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

3. Continue Information and Communication Technology course to promote technology literacy and instill "best practices" across the curriculum.

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

4. Schedule students based on targeted needs (ELL Research, ELL reading, ESE Unique Skills, Intensive Reading for all level 1s and most level 2s, Tier 3 targeted intervention classes)

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

5. Hire Title I tutors and aides to provide interventions as needed.

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

6. Utilize duty teachers in content area classrooms to provide individualized support.

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

7. ELL support, as needed, through scheduling, resources, and professional development.

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

8. Incentive-based schoolwide reading challenges.

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

9. Faculty literacy spotlights.

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

10. The MTSS team meets weekly to monitor students in need of additional instruction following guidelines set forth by WCSD.

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

11. Materials and supplies to support ELA instruction in order to increase understanding.

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: In 2020-21, we must ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates. Students in our focus area will be on pace to learn a year's material in a year's time. Additionally, level 1 and 2 students will be on pace to earn a learning gain.

Measurable Outcome: Measurable Outcome #1 for Math:
 2020-21, STAR 2, 34% of all students on pace to learn a year's material in a year's time
 2020-21, STAR 3, 48% of all students on pace to learn a year's material in a year's time
 2020-21, STAR 4, 62% of all students on pace to learn a year's material in a year's time

Measurable Outcome #2 for Math:
 2020-21, STAR 2, 34% of level 1 and 2 students on pace to earn a learning gain
 2020-21, STAR 3, 48% of level 1 and 2 students on pace to earn a learning gain
 2020-21, STAR 4, 62% of level 1 and 2 students on pace to earn a learning gain

Person responsible for monitoring outcome: Scott Hulion (hulions@walton.k12.fl.us)

Evidence-based Strategy: Collaborative planning between 6th & 7th grade math teams with district coaching support. Evidence of implementing the strategies will consist of teacher lesson plans, PLC sign-in sheets and/or sign-in sheets from individual meetings with district math coach, PLC binder/artifacts.
 Class offerings are evidenced by the master schedule.

Rationale for Evidence-based Strategy: Data from the 2019-20 school year indicates the need to improve learning in 6th grade math. Evidence of implementing the strategies will consist of teacher lesson plans, required PLC artifacts reflecting learning, sign-in sheets/notes from individual meetings with designated content area coach. Class offerings will be evidenced by the master schedule. Effectiveness of additional support will be evidenced through tutoring schedules and required fidelity documentation

Action Steps to Implement

1. Maintain two or more (as needed) math remediation classes per grade level.

Person Responsible Scott Hulion (hulions@walton.k12.fl.us)

2. Continue use of instructional technology.

Person Responsible Scott Hulion (hulions@walton.k12.fl.us)

3. Utilize district math coach.

Person Responsible Scott Hulion (hulions@walton.k12.fl.us)

4. Provide rigorous academic offerings (7th grade—Algebra I Honors course & 8th grade—Geometry Honors course) for advanced students.

Person Responsible Sandy Love (loves@walton.k12.fl.us)

5. Hire Title I tutors and aides to provide interventions.

Person Responsible Scott Hulion (hulions@walton.k12.fl.us)

6. Utilize duty teachers in content area classrooms to provide individualized support.

Person Responsible Scott Hulion (hulions@walton.k12.fl.us)

7. Provide materials for ELL support.

Person Responsible Scott Hulion (hulions@walton.k12.fl.us)

8. Identify students in need of Tier III remediation and provide intervention resources and strategies based on individual student needs.

Person Responsible Scott Hulion (hulions@walton.k12.fl.us)

9. The MTSS team meets weekly to monitor students in need of additional instruction following guidelines set forth by the school district.

Person Responsible Scott Hulion (hulions@walton.k12.fl.us)

10. Materials and supplies to support math instruction, to include manipulatives, in order to increase understanding of mathematical concepts.

Person Responsible Scott Hulion (hulions@walton.k12.fl.us)

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

In prior years, Science scores have been consistently below district scores on the state assessment.

Measurable Outcome:

Sixty-two percent of 8th grade students will score a level 3 or higher on the Science FCAT.

Person responsible for monitoring outcome:

Heather Gandy (gandyh@walton.k12.fl.us)

Evidence-based Strategy:

- *Science classrooms will continue the use of instructional technology.
- *Science classes will facilitate opportunities for authentic learning through labs and hands-on activities.
- *8th grade science students will participate in a day-long, multi-grade level standards review ("Science-palooza").
- *7th grade students will go to Biophilia.
- *For the upcoming school year, WMS will have two Seaperch classes.
- *An Internal Review Board for Science Fair paperwork and project review will be utilized.
- *Teachers will be involved in data chats.
- *Together with science and literacy, leveled reading material will be provided to focus on text based response and ELL support.

Rationale for Evidence-based Strategy:

By using the first three strategies, science proficiency scores at WMS increased 7% from the 2018-2019 to the 2019-2020 school year. We plan to continue using these strategies with even more fidelity. By continuing the Seaperch classes and Internal Science Fair Review Committee, we will be providing more rigorous and hands-on opportunities for students.

Action Steps to Implement

1. Study Island (and/or other instructional technology) will be utilized in order to reinforce instruction of Science standards.

Person Responsible

Heather Gandy (gandyh@walton.k12.fl.us)

2. Lab activities will be used in classrooms (when applicable) to provide authentic learning and hands-on activities, to include Seaperch.

Person Responsible

Heather Gandy (gandyh@walton.k12.fl.us)

3. "Science-palooza" will be conducted in order to review 6th, 7th and 8th grade Science standards for 8th grade students before they take the Science FSA.

Person Responsible

Heather Gandy (gandyh@walton.k12.fl.us)

4. WMS will continue to implement an Internal Review Board for Science Fair.

Person Responsible

Heather Gandy (gandyh@walton.k12.fl.us)

5. Leveled reading materials will be provided to focus on text based response and ELL support.

Person Responsible Heather Gandy (gandyh@walton.k12.fl.us)

6. The MTSS team meets weekly to monitor students in need of additional instruction following guidelines set forth by the school district.

Person Responsible Heather Gandy (gandyh@walton.k12.fl.us)

7. Materials and supplies for STEM activities, to include Lego League, Seaperch, Biophilia, et al.

Person Responsible Heather Gandy (gandyh@walton.k12.fl.us)

#4. Other specifically relating to AVID

Area of Focus Description and Rationale: AVID is a program to help students with college readiness. It provides students with WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies to help them succeed in all classroom environments. By implementing the strategies in all classrooms, not just the AVID electives, we will be helping all students develop skills to enhance their academic careers

Measurable Outcome: AVID strategies will be implemented by classroom teachers 4 times per 9 weeks, at least 2 times digitally. Doing so will aid WMS in meeting the other academic goals set forth in the SIP.

Person responsible for monitoring outcome: Gabrielle Brown (browng@walton.k12.fl.us)

Evidence-based Strategy: WMS will continue implementing the components of AVID school-wide (one-binder system, WICOR strategies and focused note taking strategies) in all classrooms (as applicable) to improve student engagement and achievement

Rationale for

Evidence-based Strategy: This will be evidenced by lesson plans, artifacts and/or pictures submitted by teachers.

Action Steps to Implement

1. One binder organization system (graded by teachers twice per 9 weeks).

Person Responsible Gabrielle Brown (browng@walton.k12.fl.us)

2. WICOR Wednesdays in classrooms.

Person Responsible Gabrielle Brown (browng@walton.k12.fl.us)

3. Incentive drawings for teachers using WICOR strategies in classrooms, when recognized and reported by students.

Person Responsible Gabrielle Brown (browng@walton.k12.fl.us)

4. Using Pridebook for weekly planning via common board configuration.

Person Responsible Gabrielle Brown (browng@walton.k12.fl.us)

5. AVID training and PD for content area teachers.

Person Responsible Gabrielle Brown (browng@walton.k12.fl.us)

6. Materials and supplies to support AVID strategies.

Person Responsible Gabrielle Brown (browng@walton.k12.fl.us)

#5. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: Teachers throughout WMS face pandemic uncertainties that affect instructional delivery that is new and unfamiliar to most. PLCs will broadly focus on learning and utilizing Microsoft Teams as a learning platform to build routines, relationships, and resilience. PLCs will creatively tackle all pandemic related learning challenges as they arise.

Measurable Outcome: In 2020-21, 94% of teachers will fulfill PLC requirements for professional learning points.

Person responsible for monitoring outcome: Kristen Nelson (kristen.nelson@walton.k12.fl.us)

Evidence-based Strategy: Teachers in all content areas will participate in PLCs focused on targeted learning gains through quality instruction. Teachers will also participate in quality, research-based professional learning opportunities offered by expert organizations and within our school and by our district, as necessitated by our data.

Rationale for Evidence-based Strategy: Walton Middle School strives to improve literacy and math proficiency and seeks out opportunities to align instruction and resources with our data-based needs. WMS would like 62% of students to learn a year's material in a year's time as evidenced by STAR.

Action Steps to Implement

1. WMS teachers will participate in PLCs broadly focused on targeted learning gains through quality instruction by learning and utilizing Microsoft Teams as a learning platform. PLCs will creatively tackle all pandemic related learning challenges as they arise. Focus cycles will involve: data chats, collaborative planning sessions, peer-to-peer observation cycles (with substitute coverage), coaching cycles with appropriate content coach, monthly departmental PLC meetings, and personal reflection. Participation will be evidenced through artifact collection, to be outlined and monitored by the professional learning facilitator (PLF).

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

2. Designated content area teachers will participate in at least one day of professional development for Actively Learn, to include substitutes if necessary.

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

3. Reading teachers will participate in professional development as needed for Language! Live, to include substitutes if necessary.

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

4. AVID training/PD for content area teachers.

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

#6. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	WMS will continue to address parent communication barriers that hinder student achievement by utilizing a variety of contact methods. WMS believes that parents need to know and be aware of school and classroom happenings in order to help students be academically successful.
Measurable Outcome:	WMS will use various communication methods at least once per month to communicate school happenings. WMS will host at least 3 parent training events to help show and teach strategies to better assist their child's educational needs.
Person responsible for monitoring outcome:	Heather Gandy (gandyh@walton.k12.fl.us)
Evidence-based Strategy:	WMS will use technology, social media, parent meetings, and information sent home to parents via students at least once per month. Students will record weekly classroom activities in their Pridebooks, and teachers will be able to send notes to parents home in Pridebooks as needed. WMS will also provide training events and resources to implement at home for continuing student academic success.
Rationale for Evidence-based Strategy:	WMS has utilized some of these strategies in previous years. We will work to be more intentional with communication. Records from Bloomz, Facebook and sign-in sheets from parent events will serve as evidence of these efforts. Students' Pridebooks will also provide evidence of flyers and other information sent home, as well as classroom weekly plans.

Action Steps to Implement

1. Promote a Parent Resource Center, an area within WMS designated for materials and resources to be used by parents.

Person Responsible Heather Gandy (gandyh@walton.k12.fl.us)

2. Utilize Bloomz (text messaging system), WMS Facebook page and website to provide parents with updated school and/or classroom happenings.

Person Responsible Heather Gandy (gandyh@walton.k12.fl.us)

3. Provide parents with updated monthly newsletters, including calendar of events, training night notifications, breakfast/lunch menu, etc in both paper and digital formats.

Person Responsible Heather Gandy (gandyh@walton.k12.fl.us)

4. Teachers will provide students/parents with a syllabus. The syllabus will also include how grades are figured and the timeliness in which grades will be recorded, which should be no more than 7 days after due date. Teachers will ensure that each grading category contains at least one grade by midterm and an ample number thereafter to meet Student Progression Plan guidelines.

Person Responsible Heather Gandy (gandyh@walton.k12.fl.us)

5. Implement at least three "Parent Training" events to provide resources for assisting in improving student success and provide childcare for families to attend and participate in academic parent activities.

Person Responsible Heather Gandy (gandyh@walton.k12.fl.us)

6. Utilization of school Pridebook for weekly planning and sending home information for parents from WMS as well as teachers.

Person Responsible Heather Gandy (gandyh@walton.k12.fl.us)

7. WMS will use the Title I Parent Teacher Compact during conferences.

Person Responsible Heather Gandy (gandyh@walton.k12.fl.us)

#7. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**Area of Focus**

Description and Rationale: Student achievement is affected by not being in the classroom.

Measurable Outcome: To ensure more seat time for students, WMS will use PBS strategies to decrease the number of school referrals (excluding bus referrals) from 287 during the 2018-2019 school year by 5% during the 2020-2021 school year.

Person responsible for monitoring outcome: Scott Hulion (hulions@walton.k12.fl.us)

Evidence-based Strategy: PBS strategies, such as Pridebucks, Warrior Pride, and the Warrior Challenge Discipline log behavior plan

Rationale for Evidence-based Strategy: By using Pridebucks to reward desired behaviors, students will be able to use those Pridebucks to buy treats. Students also can qualify for Warrior Pride by having A, B, or C's and NO discipline referrals. Also, the Warrior Challenge during the 3rd 9 weeks focuses on a entire grade level in the hopes of all students focusing on grades and behavior in order to be the grade level to earn the reward.

Action Steps to Implement

1. Administration and teachers will establish norms for utilizing Pridebucks .

Person Responsible Scott Hulion (hulions@walton.k12.fl.us)

2. Requirements for Warrior Pride will be clear for all students.

Person Responsible Scott Hulion (hulions@walton.k12.fl.us)

3. Warrior Challenge requirements and tracking provided to students weekly (during the 3rd 9 weeks).

Person Responsible Scott Hulion (hulions@walton.k12.fl.us)

4. The MTSS team meets weekly to monitor students in need of additional instruction following guidelines set forth by WCSD.

Person Responsible Scott Hulion (hulions@walton.k12.fl.us)

5. Teachers will utilize the Second Step (social/emotional health curriculum) as scheduled.

Person Responsible Scott Hulion (hulions@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.

To build positive relationships, we will hold at least three parent trainings at various times during the day/evening to help parents learn how to best support their students' success. We will also have four School Advisory Council meetings (once a quarter) to share relevant data and address student/parent concerns. These meetings will also include community members and other stakeholders. We also provide parents with a resource center to keep them abreast of current school information.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$815.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0201 - Walton Middle School	School Improvement Funds		\$815.00
2	III.A.	Areas of Focus: Instructional Practice: Math				\$815.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0201 - Walton Middle School	School Improvement Funds		\$815.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$815.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0201 - Walton Middle School	School Improvement Funds		\$815.00
4	III.A.	Areas of Focus: Other: AVID				\$4,624.00

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0201 - Walton Middle School	School Improvement Funds		\$4,624.00
5	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
7	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$691.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0201 - Walton Middle School	School Improvement Funds		\$691.00
Total:						\$7,760.00