

Walton County School District

Freeport Middle School



2021-22 Schoolwide Improvement Plan

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Freeport Middle School

360 KYLEA LAIRD DR, Freeport, FL 32439

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

Demographics

Principal: Nathan Smith

Start Date for this Principal: 8/1/2019

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 5-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 51% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: A (62%) 2017-18: B (61%) 2016-17: B (55%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northwest |
| Regional Executive Director | Rachel Heide |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |

* 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 10/5/2021.

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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| Budget to Support Goals | 30 |

Freeport Middle School

360 KYLEA LAIRD DR, Freeport, FL 32439

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

School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Middle School 5-8 | No | 41% |
| 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 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | A | A | B |

School Board Approval

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Freeport Middle School, in partnership with all stakeholders, will empower and support every student to be a life-long learner who is a responsible, productive, and an engaged member of society.

Provide the school's vision statement.

Freeport Middle School stakeholders believe every student will achieve through a prescriptive rigorous curriculum in a safe respectful environment that prepares students with the necessary knowledge to succeed in future academic and career opportunities.

FMS stakeholders believe every student will achieve through a prescriptive rigorous curriculum in a safe respectful learning environment that prepares students with the necessary knowledge to succeed in future academic and career opportunities.

School Leadership Team

Membership

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

| Name | Position Title | Job Duties and Responsibilities |
|------------------|---------------------|---------------------------------|
| Olson, John T. | Principal | |
| Smith, Sharie | Assistant Principal | |
| Ellison, Chelsea | Instructional Coach | |
| Farris, Brenda | School Counselor | |
| Dunaway, Megan | Paraprofessional | |
| Cagle, Sue Ann | SAC Member | |

Demographic Information

Principal start date

Thursday 8/1/2019, Nathan Smith

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

0

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.*

18

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

657

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data**Early Warning Systems****2021-22****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 | 163 | 157 | 187 | 148 | 0 | 0 | 0 | 0 | 655 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 22 | 29 | 18 | 17 | 0 | 0 | 0 | 0 | 86 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 3 | 0 | 0 | 0 | 0 | 7 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 5 | 7 | 10 | 7 | 0 | 0 | 0 | 0 | 29 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 6 | 17 | 8 | 14 | 0 | 0 | 0 | 0 | 45 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 21 | 19 | 16 | 28 | 0 | 0 | 0 | 0 | 84 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 29 | 30 | 22 | 27 | 0 | 0 | 0 | 0 | 108 |
| Number of students with a substantial reading deficiency | 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 | 8 | 22 | 13 | 16 | 0 | 0 | 0 | 0 | 59 |

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 | 5 | 0 | 6 | 3 | 0 | 0 | 0 | 0 | 14 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 3 | 2 | 0 | 0 | 0 | 0 | 10 |

Date this data was collected or last updated

Thursday 8/26/2021

2020-21 - 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 | 121 | 148 | 134 | 121 | 0 | 0 | 0 | 0 | 524 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 23 | 22 | 37 | 24 | 0 | 0 | 0 | 0 | 106 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 18 | 11 | 19 | 10 | 0 | 0 | 0 | 0 | 58 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 17 | 27 | 23 | 10 | 0 | 0 | 0 | 0 | 77 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|----|----|----|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 13 | 12 | 19 | 5 | 0 | 0 | 0 | 0 | 49 |

The number of students identified as retainees:

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

2020-21 - 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 | 121 | 148 | 134 | 121 | 0 | 0 | 0 | 0 | 524 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 23 | 22 | 37 | 24 | 0 | 0 | 0 | 0 | 106 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 18 | 11 | 19 | 10 | 0 | 0 | 0 | 0 | 58 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 17 | 27 | 23 | 10 | 0 | 0 | 0 | 0 | 77 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|----|----|----|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 13 | 12 | 19 | 5 | 0 | 0 | 0 | 0 | 49 |

The number of students identified as retainees:

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

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

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 62% | 52% | 54% | 57% | 50% | 53% |
| ELA Learning Gains | | | | 65% | 51% | 54% | 56% | 49% | 54% |
| ELA Lowest 25th Percentile | | | | 53% | 43% | 47% | 47% | 48% | 47% |
| Math Achievement | | | | 59% | 67% | 58% | 57% | 63% | 58% |
| Math Learning Gains | | | | 56% | 65% | 57% | 61% | 61% | 57% |
| Math Lowest 25th Percentile | | | | 54% | 69% | 51% | 50% | 76% | 51% |
| Science Achievement | | | | 55% | 61% | 51% | 61% | 54% | 52% |
| Social Studies Achievement | | | | 81% | 87% | 72% | 78% | 80% | 72% |

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 57% | 64% | -7% | 56% | 1% |
| Cohort Comparison | | | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 50% | 55% | -5% | 54% | -4% |
| Cohort Comparison | | -57% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 69% | 64% | 5% | 52% | 17% |
| Cohort Comparison | | -50% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 60% | 60% | 0% | 56% | 4% |
| Cohort Comparison | | -69% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 56% | 55% | 1% | 60% | -4% |
| Cohort Comparison | | | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 62% | 60% | 2% | 55% | 7% |
| Cohort Comparison | | -56% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 36% | 62% | -26% | 54% | -18% |
| Cohort Comparison | | -62% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 51% | 63% | -12% | 46% | 5% |
| Cohort Comparison | | -36% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 56% | 61% | -5% | 53% | 3% |
| Cohort Comparison | | | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 51% | 58% | -7% | 48% | 3% |
| Cohort Comparison | | -56% | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 79% | 82% | -3% | 71% | 8% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

| ALGEBRA EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 77% | 72% | 5% | 61% | 16% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 80% | 72% | 8% | 57% | 23% |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Teachers utilized STAR and classroom progress monitoring assessments to track progress.

| Grade 5 | | | | |
|-----------------------|----------------------------|---------|---------|---------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 133/33% | 133/47% | 133/48% |
| | Economically Disadvantaged | 61/24% | 61/38% | 61/31% |
| | Students With Disabilities | 29/12% | 29/19% | 29/29% |
| | English Language Learners | 13/0% | 13/0% | 13/0% |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 133/31% | 133/44% | 133/51% |
| | Economically Disadvantaged | 61/18% | 61/39% | 61/40% |
| | Students With Disabilities | 29/12% | 29/15% | 29/21% |
| | English Language Learners | 13/18% | 13/31% | 13/27% |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 6 | | | | |
|-----------------------|----------------------------|---------|---------|---------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 161/57% | 161/60% | 161/69% |
| | Economically Disadvantaged | 75/47% | 75/44% | 75/60% |
| | Students With Disabilities | 25/28% | 25/18% | 25/32% |
| | English Language Learners | 14/11% | 14/17% | 14/45% |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 159/39% | 159/49% | 159/50% |
| | Economically Disadvantaged | 74/29% | 74/43% | 74/39% |
| | Students With Disabilities | 25/16% | 25/13% | 25/20% |
| | English Language Learners | 14/20% | 14/25% | 14/9% |
| | | | | |
| Grade 7 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 137/54% | 137/53% | 137/57% |
| | Economically Disadvantaged | 72/44% | 72/43% | 72/46% |
| | Students With Disabilities | 27/42% | 27/36% | 27/41% |
| | English Language Learners | 15/36% | 15/33% | 15/33% |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 120/85% | 120/40% | 120/45% |
| | Economically Disadvantaged | 70/24% | 70/37% | 70/35% |
| | Students With Disabilities | 26/26% | 26/30% | 26/42% |
| | English Language Learners | 15/36% | 15/23% | 15/25% |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Civics | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | | | | |

| Grade 8 | | | | |
|-----------------------|----------------------------|---------|---------|---------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 130/56% | 130/63% | 130/65% |
| | Economically Disadvantaged | 49/49% | 49/60% | 49/60% |
| | Students With Disabilities | 19/25% | 19/24% | 19/39% |
| | English Language Learners | 5/33% | 5/67% | 5/33% |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 90/34% | 90/46% | 90/49% |
| | Economically Disadvantaged | 35/39% | 35/45% | 35/38% |
| | Students With Disabilities | 16/31% | 16/29% | 16/33% |
| | English Language Learners | 4/0% | 4/0% | 4/0% |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 36 | 47 | 39 | 44 | 57 | 54 | 38 | 65 | | | |
| ELL | 24 | 48 | 53 | 31 | 41 | 43 | 40 | 62 | | | |
| HSP | 46 | 51 | 60 | 43 | 45 | 50 | 55 | 73 | | | |
| MUL | 44 | 53 | | 35 | 53 | | 30 | | | | |
| WHT | 60 | 59 | 47 | 65 | 60 | 49 | 62 | 83 | 69 | | |
| FRL | 46 | 51 | 48 | 50 | 53 | 48 | 54 | 77 | 67 | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 28 | 56 | 47 | 39 | 62 | 46 | 29 | 30 | | | |
| ELL | 33 | 39 | 27 | 29 | 46 | 50 | 18 | | | | |
| HSP | 54 | 66 | 48 | 47 | 49 | 64 | 34 | 94 | 80 | | |
| MUL | 53 | 59 | | 53 | 41 | | | | | | |

| 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 |
| WHT | 64 | 65 | 55 | 61 | 58 | 55 | 59 | 79 | 71 | | |
| FRL | 57 | 63 | 49 | 54 | 55 | 50 | 47 | 76 | 73 | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 17 | 34 | 29 | 18 | 48 | 50 | 27 | 41 | | | |
| HSP | 50 | 50 | 67 | 52 | 56 | 71 | 48 | 75 | | | |
| MUL | 28 | 38 | | 44 | 57 | | 20 | | | | |
| WHT | 60 | 58 | 45 | 59 | 61 | 49 | 66 | 76 | 84 | | |
| FRL | 48 | 49 | 43 | 50 | 56 | 49 | 58 | 73 | 86 | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 62 |
| 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 | 79 |
| Total Points Earned for the Federal Index | 622 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 48 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 47 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |

| Native American Students | |
|--|-----|
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 56 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 43 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 62 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 58 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

All tested areas are staying consistent or are making gains and improvement, despite the pandemic.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math and ELA proficiency in grades 7 and 8 have historically been lower than that of grades 5 and 6.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

FMS believes that the pandemic, increasing ELL and ESE population, and the number of discipline referrals are impacting achievement in 7th and 8th grades. To address this concern, we are increasing support for 7th and 8th grade teachers including interventions, instructional aides, the number of walkthroughs, coach visits, overall Tier 1 instructional support, ELL support, etc.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our 7th grade Civics scores have shown the most improvement. For the 2021 Civics EOC, Freeport Middle School had the highest scores in Walton County.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Freeport Middle School implemented a Civics boot camp to remediate and accelerate student achievement in the weeks before the test. Civics was also the first tested area of the 2021 testing season.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning, Freeport Middle School has built in an additional 30 minutes to first period teach day for enrichment and remediation.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

For the 2021-2022 school year, Freeport Middle School teachers will work in collaborative PLCs that focus on creating high-quality and rigorous instruction and assessments, creating achievement levels, and other best practices. The structure of the PLCs will be revised to meet the new district recommendations from Solution Tree.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented for the 2021-2022 school year include the addition of the Newcomers program for our ELL students who have been in the United States for two or fewer years. This program will assist with language acquisition, which will increase student achievement in all

content areas. The 30 minute period of enrichment and remediation that was added to first period will also increase student proficiency levels and learning gains. Freeport Middle School has also added an Intensive Math class for our 6th grade students who need Tier 2 Math interventions and brought back the seven period day to provide teachers more time for interventions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus
Description
and Rationale:**

According to 2021 FSA results, 59% of Freeport Middle School students made learning gains on the ELA portion of the FSA.

Parent input from our annual climate survey rated FMS a 2.80 on keeping parents informed regularly of how their child is graded (E7), and 2.97 on helping parents understand their child's progress (E6).

By the end of the 2021-2022 school year, FMS will have 70% of its students make learning gains in ELA.

**Measurable
Outcome:**

By the end of the 2021-2022 school year, FMS will earn a 3.5 rating on the annual climate survey pertaining to keeping parents informed regularly of how their child is graded (E7) and on helping parents understand their child's progress (E6).

The Area of Focus will be monitored for the desired outcome at monthly data chat meetings, weekly administration team meetings, and at monthly SAS (School Accountability System) meetings.

Monitoring:

Progression Goals: (As evidenced by STAR & K-12 Lift Analysis)

AP1: Increase by 3% (62%)

AP2: Increase by 6% (65%)

AP3: Increase by 9% (68%)

AP4: Increase by 11% (70%)

**Person
responsible for
monitoring
outcome:**

Lauren Slatcoff (lauren.slatcoff@walton.k12.fl.us)

**Evidence-
based
Strategy:**

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

-Students will be strategically placed in courses, interventions, and/or enrichment opportunities to ensure that students make continuous progress towards performing at high levels as evidenced by FSA learning gains.

-Quality and rigorous instruction will be implemented through district-approved methods including, but not limited to SpringBoard/ReadyGen and AVID/WICOR higher-order strategies.

-ELA teachers will participate in "Writing Revolution Training" to increase students' writing abilities

-Students will participate in monthly FSA-style comprehension assessments to monitor their progress towards learning gains and proficiency and to guide instructional decision making.

-Students will participate in quarterly FSA-style writing assessments to monitor their progress towards learning gains and proficiency and to guide instructional decision making.

-ELL students who have been in the ELL program for less than 2 years will be placed in a Newcomers course to language acquisition.

**Rationale for
Evidence-
based
Strategy:**

These strategies were chosen because they are research-based and research-proven methods to increase student achievement.

Action Steps to Implement

Monthly data chats

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

Strategic and purposeful scheduling for courses, interventions, and/or enrichment

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

Quality and rigorous instruction occurring in classrooms

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

Monthly comprehension progress monitoring and quarterly writing progress monitoring

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

Writing Revolution training for teachers with Mrs. Seigler

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

ELL students who have been in the ELL program for less than 2 years will be placed in a Newcomers course to language acquisition.

Person Responsible Brenda Farris (farrisb@walton.k12.fl.us)

#2. Instructional Practice specifically relating to Math

| | |
|---|---|
| Area of Focus Description and Rationale: | <p>According to 2021 FSA results, 55% of Freeport Middle School students made learning gains on the Math FSA and EOC exams.</p> <p>Parent input from our annual climate survey rated FMS a 2.80 on keeping parents informed regularly of how their child is graded (E7), and 2.97 on helping parents understand their child's progress (E6).</p> |
| Measurable Outcome: | <p>By the end of the 2021-2022 school year, FMS will have 70% of its students make learning gains in Math FSA.</p> <p>By the end of the 2021-2022 school year, FMS will earn a 3.5 rating on the annual climate survey pertaining to keeping parents informed regularly of how their child is graded (E7) and on helping parents understand their child's progress (E6).</p> <p>Progression Goals: (As evidenced by STAR & K-12 Lift Analysis)</p> <p>AP1: Increase by 4% (59%)</p> <p>AP2: Increase by 8% (63%)</p> |
| Monitoring: | <p>AP3: Increase by 12% (67%)</p> <p>AP4: Increase by 15% (70%)</p> |
| Person responsible for monitoring outcome: | <p>[no one identified]</p> |
| Evidence-based Strategy: | <p>-Monthly data chats will occur to analyze student progress towards targeted achievement.</p> <p>-Students will be strategically placed in courses, interventions, and/or enrichment opportunities to ensure that students make continuous progress towards performing at high levels as evidenced by FSA learning gains.</p> <p>-Quality and rigorous instruction will be implemented through district-approved methods including, but not limited to Engage NY/Eureka Math/Algebra Nation, AVID/WICOR higher-strategies, etc.</p> |
| Rationale for Evidence-based Strategy: | <p>These strategies were chosen because they are research-based and research-proven methods to increase student achievement.</p> <p>The Area of Focus will be monitored for the desired outcome at monthly data chat meetings, weekly administration team meetings, and at monthly SAS (School Accountability System) meetings.</p> |

Action Steps to Implement

Monthly data chats

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

Quality and rigorous instruction occurring in classrooms

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

#3. Instructional Practice specifically relating to Science

| | |
|---|--|
| Area of Focus Description and Rationale: | Freeport Middle School's average proficiency on the 2021 NGSSS Science Assessments was 57% (5th grade- 59%, 8th grade- 55%). |
| Measurable Outcome: | By the end of the 2021-2022 school year, the school's Science proficiency average will increase to 70% as evidenced by the 2022 NGSSS Science Assessment results. The Area of Focus will be monitored for the desired outcome at monthly data chat meetings, weekly administration team meetings, and at monthly SAS (School Accountability System) meetings. |
| Monitoring: | Progression Goals: (As evidenced by classroom progress monitoring assessments) Middle (January): Increase by 6% (63%) End (May): Increase by 7% (70%) |
| Person responsible for monitoring outcome: | Christopher Cashman (cashmanc@walton.k12.fl.us) |
| Evidence-based Strategy: | -Monthly data chats will occur to analyze student progress towards targeted achievement. -Quality instruction will be implemented through district-approved methods including, but not limited to AVID/WICOR higher-order strategies, best practices, high-quality and strategic lesson planning, etc. -Teachers will utilize STEM activities, labs, and other hands-on learning activities. -Vertical and cross-curricular collaboration will occur to also implement writing within the curriculum while enhancing Science content knowledge. |
| Rationale for Evidence-based Strategy: | This is an area of focus because our overall proficiency rate decreased from 61% overall in 2018. Freeport Middle School strives to be #1 in the Walton County School District, but was in the bottom quartile for 5th grade and #2 of 5 for 8th grade. |
| Action Steps to Implement | |
| Monthly data chats | |
| Person Responsible | Chelsea Ellison (ellisonc@walton.k12.fl.us) |
| Quality and rigorous instruction occurring in classrooms | |
| Person Responsible | John T. Olson (john.olson@walton.k12.fl.us) |
| Teachers will utilize hands-on activities, STEM activities, and labs in Science classes | |
| Person Responsible | Christopher Cashman (cashmanc@walton.k12.fl.us) |
| Vertical and cross-curricular collaboration | |
| Person Responsible | Christopher Cashman (cashmanc@walton.k12.fl.us) |

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

Description and Rationale: Freeport Middle School's proficiency on the 2021 Civics End of Course (EOC) exam was 81%.

Measurable Outcome:

On the 2021 Civics End of Course exam, the school's proficiency average will increase to 85% proficiency.

Progression Goals: (as evidenced by classroom progress monitoring assessments)
Middle (January): Increase by half of our difference between our beginning of the year assessment and 85% (+50% of overall goal).

The Area of Focus will be monitored for the desired outcome at monthly data chat meetings, weekly administration team meetings, and at monthly SAS (School Accountability System) meetings.

Monitoring:

Progression Goals: (as evidenced by classroom progress monitoring assessments)
Middle (January): Increase by half of our difference between our beginning of the year assessment and 85% (+50% of overall goal).

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Social Studies teachers will implement AVID strategies within Social Studies classrooms monthly to engage students through WICOR strategies, best practices, and PLC-based learning. Social Studies will also participate in vertical alignment and cross-curricular writing.

Rationale for Evidence-based Strategy:

This is an area of focus so that Freeport Middle School can maintain their top-ranking status among middle schools in the Walton County School District.

Action Steps to Implement

Quality and rigorous instruction will be implemented in the classroom.

Person Responsible

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

Vertical and cross-curricular collaboration will occur.

Person Responsible

Dan Wilkerson (wilkersond@walton.k12.fl.us)

#5. Instructional Practice specifically relating to Professional Learning Communities

| | |
|---|--|
| Area of Focus Description and Rationale: | 100% of teachers did not participate in the school-based Professional Learning Community (PLC) last year with 90% attendance. |
| Measurable Outcome: | By the end of the 2021-2022 school year, 100% of teachers will participate in the school-based PLC with 90% attendance. By the end of the school year, 50% of all questioning on classroom assessments and discussions will be at a Depth of Knowledge (DOK) level 2 or higher. |
| Monitoring: | The Area of Focus will be monitored for the desired outcome through classroom walkthroughs from the administration team, district coaches, district VIEW team, collection of classroom assessments and artifacts, etc. All data will be reviewed at monthly data chat meetings, weekly administration team meetings, and at monthly SAS (School Accountability System) meetings. |
| Person responsible for monitoring outcome: | John T. Olson (john.olson@walton.k12.fl.us) |
| Evidence-based Strategy: | Teachers will participate in a school-based PLC monthly that will correlate with monthly grade level data chats. During PLCs, teachers will learn best practices relating to common grading practices, higher order questioning, the creation of standards-based and rigorous quality assessments, etc. |
| Rationale for Evidence-based Strategy: | Freeport Middle School was not ranked #1 in the Walton County School District for all tested areas. By participating in the PLC based on best practices, it will promote better teaching and assist all students in making learning gains and increasing overall proficiency. |

Action Steps to Implement

Monthly PLC meetings

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

Classroom walkthroughs (coaches, VIEW team, administration team)

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

Monthly data chats

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

#6. Culture & Environment specifically relating to Parent Involvement

| | |
|--|---|
| Area of Focus Description and Rationale: | For the 2020-2021 Parent Climate Survey, Freeport Middle School (FMS) received an average score of 2.80 on question E7, "All of my child's teachers keep me informed regularly of how my child is being graded" and 2.97 on question E6, "All of my child's teachers help me to understand my child's progress". This area was chosen due to the decline in ratings from the 3.52 in 2019-2020, 3.39 in 2018-2019, and 3.2 in 2017-2018. |
| Measurable Outcome: | By the end of the 2021-2022 school year, FMS will earn a 3.5 rating on the annual climate survey pertaining to keeping parents informed regularly of how their child is graded (E7) and on helping parents understand their child's progress (E6). |
| Monitoring: | Parent feedback will be collected throughout the year to ensure that we are moving towards our goal. |
| Person responsible for monitoring outcome: | Chelsea Ellison (ellisonc@walton.k12.fl.us) |
| Evidence-based Strategy: | FMS teachers will collaborate and create common grade level grading policies that will be shared with parents through a variety of methods. All core subject teachers will also utilize a digital platform such as Remind, website, etc. to communicate with parents on a regular basis. Students and parents will be trained in practices relating to student progress and home-to-school communication such as Focus, Teams, planners, etc. |
| Rationale for Evidence-based Strategy: | According to John Hattie's list, "What Works Best In Raising Student Achievement", parental involvement has a 0.51 effect rating towards raising student achievement, which ranks it as #8. Any item over the rating of .40 is believed to accelerate student learning. |
| Action Steps to Implement | |
| Train teachers in using Focus during pre-planning. | |
| Person Responsible | Chelsea Ellison (ellisonc@walton.k12.fl.us) |
| Teachers will implement "Focus Fridays" during first period where students will routinely check their Focus accounts for missing and incomplete work. This will allow students time to review teacher feedback and to create a plan on how to improve their achievement. | |
| Person Responsible | Sharie Smith (smiths@walton.k12.fl.us) |
| FMS will host an Open House during the first nine weeks to promote stakeholder relationships, provide instructions to parents on how to access educational resources such as Teams and Focus, etc. | |
| Person Responsible | Chelsea Ellison (ellisonc@walton.k12.fl.us) |

#7. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: On the 2020-2021 Climate Survey, 30% of Freeport Middle School students disagreed with the statement, "In my school, all students are treated with respect." (Survey B4).

Measurable Outcome: On the 2021-2022 Climate Survey, only 20% of Freeport Middle School students will disagree with the statement, "In my school, all students are treated with respect." (Survey B4).

Monitoring: This area of focus will be monitored at monthly data chats, weekly administrative meetings, and quarterly "EPIC" meetings with grade levels. Teachers will submit their lesson check-off lists at the end of the year to Administration.

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

Evidence-based Strategy: Students will participate in monthly social-emotional learning during their first period class utilizing the district-provided, grade-appropriate program and materials. Teachers will implement their professional learning from "Capturing Kids' Hearts" to address the social-emotional needs of children by promoting student collaboration and peer relationships in order to maximize student achievement.

Rationale for Evidence-based Strategy: The designated programs are research-based practices that directly address the social-emotional needs of children by promoting student collaboration and peer relationships in order to maximize student achievement.

Action Steps to Implement

Designated teacher leaders will participate in "Capturing Kids' Hearts" training and will share their professional learning with other staff members at faculty meetings.

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

Teachers will facilitate monthly social-emotional learning during their first period classes utilizing the district-provided, grade-appropriate program and materials.

Person Responsible Brenda Farris (farrisb@walton.k12.fl.us)

#8. Culture & Environment specifically relating to Discipline**Area of Focus Description and Rationale:**

For the 2020-2021 school year, FMS had 79 cases of Out of School Suspension (OSS) and 7% (39 students) had one or more case of OSS.

Measurable Outcome:

For the 2021-2022 school year, FMS will have 10% fewer cases (approx. 70 total cases) of Out of School Suspension (OSS) and 5% of students (approximately 35 students total) will have one or more case of Out of School Suspension.

Monitoring:

The Area of Focus will be monitored for the desired outcome at monthly data chat meetings, weekly administration team meetings, and at monthly SAS (School Accountability System) meetings.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Students will participate in social emotional learning during their first period class through the district-provided platform. Students who receive three (3) or more referrals will be scheduled into the Peer Counseling course. Quarterly "EPIC" meetings to review student expectations will occur between administration and grade levels.

Rationale for Evidence-based Strategy:

Students who receive Out of School Suspension miss important instructional time. By implementing strategies to reduce the number of Out of School Suspensions, students will be able to participate in school-based instruction, which will increase student proficiency.

Action Steps to Implement

Students will participate in social emotional learning during their first period class through the district-provided platform.

Person Responsible

Brenda Farris (farrisb@walton.k12.fl.us)

Discipline data will be discussed at data chat meetings, MTSS meetings, and weekly school administration meetings.

Person Responsible

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

Quarterly "EPIC" meetings to review student expectations will occur between administration and grade levels.

Person Responsible

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

#9. Culture & Environment specifically relating to Student Attendance

During the 2020-2021 school year, Freeport Middle School documented 1,458 first period tardies. 8% (44 students) received ten (10) or more first period tardies.

**Area of
Focus
Description
and
Rationale:**

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

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

**Measurable
Outcome:**

By the end of the 2021-2022 school year, Freeport Middle School will decrease first period tardies by 25% (approx. 365). 5% of students (approx. 33 students) will have ten (10) or more first period tardies.

Monitoring:

The MTSS Facilitator/Interventionist will monitor tardiness daily to search for patterns and trends, implement the school's first period tardy policy with fidelity, and communicate the findings with stakeholders at monthly data chats, monthly SAS meetings, quarterly SAC meetings, and weekly administration team meetings.

Progression Goals: (Focus Data)

Mid-Year (January): FMS will have 10% fewer first period tardies and 2% of students will receive ten (10) or more first period tardies.

**Person
responsible
for
monitoring
outcome:**

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

**Evidence-
based
Strategy:**

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

**Rationale
for
Evidence-
based
Strategy:**

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

*Ashli Tyre, Laura Feuerborn & Jennifer Pierce (2011) Schoolwide Intervention to Reduce Chronic Tardiness at the Middle and High School Levels, Preventing School

Failure: Alternative Education for Children and Youth, 55:3, 132-139, DOI: 10.1080/10459880903472918

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the SafeSchoolsforAlex website, Freeport Middle School's total reported suspensions rank 393 out of 553 or "high". Our school culture and environment will be monitored and reviewed thoroughly with all stakeholder groups including weekly administrative reviews, monthly School Advisory System meetings, monthly grade level data chats, quarterly EPIC meetings with students, and quarterly School Advisory Council meetings.

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.

Freeport Middle School is:

- Adding a Peer Counseling course for our population of students who have the largest number of discipline referrals for mentoring, social skills remediation, etc.
- Returning to a seven period day which will allow for more intervention time, teacher leadership opportunities, and more effective systems and organization across campus.
- Returning to a traditional schedule where students rotate from class to class in lieu of teachers rotating from class to class with carts. This will have a positive impact on teacher morale.
- Encouraging and facilitating a collaborative culture with PLCs.
- Adding 30 extra minutes to first period for not only enrichment and interventions, but for strategies to build a positive school culture and environment, including, but not limited to organization, AVID strategies, mentoring, etc.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

-Administration (Mr. Olson and Mrs. Smith): Oversees campus and promotes positive culture and environment to all staff members.

-Staff: Facilitates learning and opportunities in the school to promote a positive culture and environment. Maintenance and custodial staff ensure the cleanliness and general operation of the school campus.

-Guidance Counselor (Brenda Farris): Promotes a positive culture and environment by providing and making referrals for mental health counseling to those who present a need.

-MTSS & Professional Learning Facilitator: (Chelsea Ellison): Facilitates, manages, and ensures the fidelity of interventions and enrichment opportunities for students, supports teachers with data-based instructional decision-making, facilitates and guides teachers with the acquisition of new professional knowledge, etc.

-Office Staff: Provide quality customer service to all stakeholders to promote effective campus productivity and stakeholder communication.

-Parents/Guardians/Community Stakeholders: Work collaboratively with staff members to ensure the success of their students.

-Students: Encourages others and works collaboratively with staff members to promote a positive culture and environment.

-District Staff (Coaches, Coordinators, Leaders, Safety Personnel, etc): Providing support to school staff and students to ensure an optimal student achievement and outcome.

Part V: Budget

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

| | | | | | | |
|----------|---------------|---|---------------------------------------|--------------------------|-----|-------------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | \$4,459.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | 510-Supplies | 0146 - Freeport Middle School | School Improvement Funds | | \$500.00 |
| | | 510-Supplies | 0146 - Freeport Middle School | School Improvement Funds | | \$150.00 |
| | | | <i>Notes: AVID</i> | | | |
| | | 500-Materials and Supplies | 0146 - Freeport Middle School | School Improvement Funds | | \$3,809.00 |
| | | | <i>Notes: AVID Certification Fees</i> | | | |
| 2 | III.A. | Areas of Focus: Instructional Practice: Math | | | | \$550.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |

| | | | | | | |
|---------------|---------------|--|-------------------------------|----------------|-----|-------------------|
| | | 510-Supplies | 0146 - Freeport Middle School | | | \$400.00 |
| | | 510-Supplies | 0146 - Freeport Middle School | | | \$150.00 |
| | | | Notes: AVID | | | |
| 3 | III.A. | Areas of Focus: Instructional Practice: Science | | | | \$600.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | 510-Supplies | 0146 - Freeport Middle School | | | \$600.00 |
| 4 | III.A. | Areas of Focus: Instructional Practice: Social Studies | | | | \$400.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | 510-Supplies | 0146 - Freeport Middle School | | | \$400.00 |
| 5 | III.A. | Areas of Focus: Instructional Practice: Professional Learning Communities | | | | \$0.00 |
| 6 | III.A. | Areas of Focus: Culture & Environment: Parent Involvement | | | | \$100.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | 510-Supplies | 0146 - Freeport Middle School | | | \$100.00 |
| 7 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | | | | \$0.00 |
| 8 | III.A. | Areas of Focus: Culture & Environment: Discipline | | | | \$100.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | 510-Supplies | 0146 - Freeport Middle School | | | \$100.00 |
| 9 | III.A. | Areas of Focus: Culture & Environment: Student Attendance | | | | \$100.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | 510-Supplies | 0146 - Freeport Middle School | | | \$100.00 |
| Total: | | | | | | \$6,309.00 |