

Walton County School District

Mossy Head School



2021-22 Schoolwide Improvement Plan

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Mossy Head School

13270 US HIGHWAY 90 W, Defuniak Springs, FL 32433

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

Demographics

Principal: Leslie Hulion

Start Date for this Principal: 7/1/2007

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: C (50%) 2016-17: B (54%)
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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13270 US HIGHWAY 90 W, Defuniak Springs, FL 32433

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

"Enrich the Present, Inspire the Future, Honor the Past"

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Hinote, Ronita	Principal	
Hulion, Leslie	Other	
Cook, Alicia	Other	
Klemkosky, Amie	Teacher, K-12	
Blanton, Allie	Other	
Gregor, Brianne	School Counselor	
Betts, Alyssen	Teacher, K-12	
Jackson, Christine	Teacher, ESE	
Golleher, Jennifer	Teacher, K-12	
Lawrence, Kelcie	Teacher, K-12	
Lawrence, Lindsey	Other	
Smith, Carol	Other	
Coone, Leslie	Teacher, K-12	
Yeakos, Rachel	Teacher, PreK	
Roos, Sarah	Teacher, K-12	
Robert, Chanrina	Teacher, K-12	
Norris, Patricia	Teacher, K-12	
Poole, Gillian	SAC Member	
Davis, Lacey	SAC Member	
Scott, Samantha	SAC Member	
Goodman, William	Teacher, K-12	
Bryan, Dena	Paraprofessional	
Robinson, Tammy	SAC Member	

Demographic Information

Principal start date

Sunday 7/1/2007, Leslie Hulion

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

2

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.*

3

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

394

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

9

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

12

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	64	64	59	59	58	76	0	0	0	0	0	0	0	380
Attendance below 90 percent	13	17	16	15	10	15	0	0	0	0	0	0	0	86
One or more suspensions	3	1	1	1	5	1	0	0	0	0	0	0	0	12
Course failure in ELA	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in Math	2	0	0	1	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	7	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	10	0	0	0	0	0	0	0	13
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	4	0	0	2	4	7	0	0	0	0	0	0	0	17

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 6/14/2021

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	63	69	63	57	79	63	0	0	0	0	0	0	0	394
Attendance below 90 percent	12	8	8	5	8	5	0	0	0	0	0	0	0	46
One or more suspensions	1	2	2	3	5	1	0	0	0	0	0	0	0	14
Course failure in ELA	2	0	0	0	0	1	0	0	0	0	0	0	0	3
Course failure in Math	2	0	0	0	0	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	14	13	8	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide Math assessment	0	0	0	10	11	11	0	0	0	0	0	0	0	32

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	0	2	4	5	5	0	0	0	0	0	0	0	22

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	4	4	5	2	1	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	1	2	2	0	0	0	0	0	0	0	0	5

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	63	69	63	57	79	63	0	0	0	0	0	0	0	394	
Attendance below 90 percent	12	8	8	5	8	5	0	0	0	0	0	0	0	46	
One or more suspensions	1	2	2	3	5	1	0	0	0	0	0	0	0	14	
Course failure in ELA	2	0	0	0	0	1	0	0	0	0	0	0	0	3	
Course failure in Math	2	0	0	0	0	1	0	0	0	0	0	0	0	3	
Level 1 on 2019 statewide ELA assessment	0	0	0	14	13	8	0	0	0	0	0	0	0	35	
Level 1 on 2019 statewide Math assessment	0	0	0	10	11	11	0	0	0	0	0	0	0	32	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	6	0	2	4	5	5	0	0	0	0	0	0	0	22

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	4	4	5	2	1	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	1	2	2	0	0	0	0	0	0	0	0	5

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				61%	66%	57%	57%	63%	56%
ELA Learning Gains				64%	65%	58%	43%	52%	55%
ELA Lowest 25th Percentile				57%	59%	53%	36%	41%	48%
Math Achievement				65%	64%	63%	62%	65%	62%
Math Learning Gains				67%	62%	62%	52%	54%	59%
Math Lowest 25th Percentile				55%	48%	51%	35%	43%	47%
Science Achievement				67%	64%	53%	62%	58%	55%

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
03	2021					
	2019	53%	66%	-13%	58%	-5%
Cohort Comparison						
04	2021					
	2019	57%	64%	-7%	58%	-1%
Cohort Comparison		-53%				
05	2021					
	2019	60%	64%	-4%	56%	4%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	65%	-3%	62%	0%
Cohort Comparison						
04	2021					
	2019	61%	65%	-4%	64%	-3%
Cohort Comparison		-62%				
05	2021					
	2019	59%	55%	4%	60%	-1%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	63%	61%	2%	53%	10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools used to compile this data were the STAR Reading and STAR Math assessments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	60 / 28%	60 / 45%	60 / 34%
	Economically Disadvantaged	41 / 27%	41 / 43%	41 / 30%
	Students With Disabilities	13 / 25%	13 / 50%	13 / 33%
	English Language Learners	6 / 33%	6 / 67%	6 / 33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	60 / 30%	60 / 35%	60 / 40%
	Economically Disadvantaged	41 / 27%	41 / 33%	41 / 38%
	Students With Disabilities	13 / 13%	13 / 27%	13 / 17%
	English Language Learners	6 / 33%	6 / 33%	6 / 50%
	Number/% Proficiency	Fall	Winter	Spring
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62 / 51%	62 / 68%	62 / 62%
	Economically Disadvantaged	49 / 45%	49 / 64%	49 / 59%
	Students With Disabilities	9 / 56%	9 / 78%	9 / 78%
	English Language Learners	3 / 0%	3 / 0%	3 / 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	62 / 23%	62 / 43%	62 / 53%
	Economically Disadvantaged	49 / 20%	49 / 43%	49 / 53%
	Students With Disabilities	9 / 11%	9 / 33%	9 / 33%
	English Language Learners	3 / 0%	3 / 0%	3 / 0%
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58 / 28%	58 / 43%	58 / 53%
	Economically Disadvantaged	46 / 24%	46 / 43%	46 / 51%
	Students With Disabilities	7 / 29%	7 / 43%	7 / 57%
	English Language Learners	9 / 0%	9 / 11%	9 / 11%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	58 / 40%	58 / 46%	58 / 47%
	Economically Disadvantaged	46 / 34%	46 / 43%	46 / 42%
	Students With Disabilities	7 / 43%	7 / 57%	7 / 57%
	English Language Learners	9 / 33%	9 / 33%	9 / 33%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57 / 43%	57 / 53%	57 / 50%
	Economically Disadvantaged	46 / 35%	46 / 47%	46 / 47%
	Students With Disabilities	10 / 29%	10 / 10%	10 / 22 %
	English Language Learners	6 / 0%	6 / 17%	6 / 20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57 / 30%	57 / 50%	57 / 46%
	Economically Disadvantaged	46 / 27%	46 / 43%	46 / 42%
	Students With Disabilities	10 / 14%	10 / 40%	10 / 33%
	English Language Learners	6 / 20%	6 / 50%	6 / 40%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75 / 44%	75 / 54%	75 / 48%
	Economically Disadvantaged	61 / 39%	61 / 53%	61 / 44%
	Students With Disabilities	13 / 22%	13 / 8%	13 / 8%
	English Language Learners	5 / 0%	5 / 20%	5 / 20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74 / 25%	74 / 34%	74 / 44%
	Economically Disadvantaged	60 / 22%	60 / 31%	60 / 42%
	Students With Disabilities	12 / 0%	12 / 18%	12 / 0%
	English Language Learners	5 / 20%	5 / 60%	5 / 40%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	49	62	74
	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	31	63		53	69		43				
ELL	53			59							
HSP	45	75		52	75		45				
MUL	62			54							
WHT	62	72		76	85	67	78				
FRL	57	74	85	68	81	62	75				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	46	44	43	57	50	47				
ELL											
HSP	67	56		75	69		80				
WHT	60	64	63	64	67	52	66				

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
FRL	59	63	54	64	69	56	67				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	41	42	41	49	48	43	40				
HSP	63	44		63	38						
WHT	59	45	38	63	54	38	65				
FRL	56	42	32	61	47	24	64				

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	70
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	70
Total Points Earned for the Federal Index	560
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
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	61
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 Subgroup Below 41% in the Current Year?	N/A

Native American Students	
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	60
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	58
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	73
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	72
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?

Fourth grade and first grade dropped in math based on the K-12 lift data.

K and 1 students are not showing the same growth in reading compared to other years data.

The appropriate learning gains were not made in 3 - 5.

High achieving students in K, 1, 2, 3 are not making the growth in comparison to their peers, based on STAR.

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

Primary grades ELA based on STAR assessment

Intermediate grades is math based on STAR assessment

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

K - 5 teachers using the Achievement Level Descriptors in grade level planning and in PLC, specifically for K - 2 to become more focused.

Contributing factors are that students have gaps in instruction due to COVID lockdown based on CDC guidelines.

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

STAR and state assessments and K-12 Lift data.

Fifth grade ELA showed the most growth in both proficiency and learning gains based on STAR comparison from the previous year.

Second grade all students made growth in ELA and math from the prior year based on STAR comparison from the previous year.

Third grade math students made appropriate growth based on STAR comparison from the previous year.

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

Contributing factors that led to improvement were the extra paraprofessionals and interventionist intentionally scheduled to assess. Schedule and strategic placement of paraprofessionals and interventionist helped improve fifth and second grade scores. Second grade differentiated all groups to meet the needs of all learners.

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

Strategies that will be implemented in order to accelerate learning is focused instruction in ELA in K - 2 with an emphasis on phonics and phonemic awareness. Continue to ensure that the 90 minute ELA block is uninterrupted. A systematic group for enriching students will be intentionally planned.

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.

Professional Development that will be used is the Just Read conference, PAEC conference for leaders, the Solution Tree.

The reading coach will be training new teachers on ReadyGen, Phonics First, and Heggarty.

We will be incorporating Achievement Level Descriptors during PLC.

We will be implementing the Writing Revolution PLC in all subjects. Text coding will also be unified through out the school.

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

Grade levels (K-5), will utilize achievement level descriptors and text coding strategies during instruction and will collaborate during grade level PLC's to plan how to implement these additional concepts. The reading coach will ensure all new teachers are trained on programs that are used within the classroom and will attend grade level PLC's throughout the year to provide assistance to teachers to ensure additional services are being implemented.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	Overall proficiency of grades 3-5 on FSA ELA was 59% for the 2020-2021 school year.
Measurable Outcome:	Student proficiency will increase to 61% or higher on the 2021-2022 ELA FSA and STAR.
Monitoring:	The area of focus will be monitored using the STAR Reading Assessments.
Person responsible for monitoring outcome:	Ronita Hinote (hinoter@walton.k12.fl.us)
Evidence-based Strategy:	Build capacity of all teachers to provide instruction aligned to the Florida State Standards.
Rationale for Evidence-based Strategy:	If we build capacity of all teachers to provide instruction aligned to the Florida State Standards, then teachers will be able to increase student achievement.

Action Steps to Implement

All grade levels will apply what was learned from the TNTP professional development (18-19) by implementing reading strategies to increase rigor. Carol Smith, district reading coach will train new teachers with a short, specific version to enhance text-based writing structures.

Person Responsible Alicia Cook (cooka@walton.k12.fl.us)

First through Fifth grades will work on comparing multiple (paired) text/passages to ReadyGen. Specifically, non-fiction text sets that integrate Social Studies and Science (resources: Common Lit, Readworks, Scholastic Materials). In order to strengthen integration of knowledge skills, students will read and show comprehension of multiple grade-level texts in the forms of paragraphs, articles, and passages (depending on the grade level) presented as a set.

Person Responsible Alicia Cook (cooka@walton.k12.fl.us)

The Writing Revolution will be integrated into all teachers' writing instruction. Alicia Cook will present the school PD for The Writing Revolution.

Person Responsible Alicia Cook (cooka@walton.k12.fl.us)

K, 1, and 2 teachers will implement Phonics First. Carol Smith will provide training for Phonics First.

Person Responsible Alicia Cook (cooka@walton.k12.fl.us)

Use close-reading strategies and text marking to answer text-dependent questions, focus questions, and achieve/reach learning targets. Teachers will use a universal text coding system that is presented at the beginning of the year. Teachers will share examples of students' text marking skills and strategies in faculty meetings throughout the year.

Person Responsible Alicia Cook (cooka@walton.k12.fl.us)

Kindergarten through Third grade teachers will follow the District's scope and sequence to build writing skills.

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

K-1 teachers will implement handwriting strategies. Teachers will use three lined paper and spend approximately 10 minutes a day teaching handwriting.

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

Teachers will implement one of the following interventions with their Tier 2 and Tier 3 groups: Sonday, Heggerty, Wilson, Great Leaps, Tyner, Compass Learning, Lexonik Leaps, LLI, Visualizing Verbalizing, Comprehension Toolkit (Readworks, News ELA, Imagine Learning (for ELL's) and Education Galaxy.

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

Provide tutoring before and after school throughout the year by teachers and paraprofessionals that meet Title I requirements. Tutoring should begin during mid-nine weeks/interim reports.

Person Responsible Lindsey Lawrence (lindsey.lawrence@walton.k12.fl.us)

Kindergarten and First grade will continue to use Snap Words: Sight words (Fry Words) through motions to increase fluency.

Person Responsible Leslie Hulton (hultonle@walton.k12.fl.us)

K-3 Interventionist and 3-5 Interventionist will provide differentiated, targeted interventions and progress monitor student growth and achievement. Interventionists will collaborate with teachers about student progress and concerns, with a focus on the L25. Teacher/Interventionist will sign Tiered sheets and discuss target skills missed on the back of the Tier documentation sheets with teacher.

Person Responsible Alyssen Betts (alyssen.betts@walton.k12.fl.us)

The Dean of students will provide support for the K-3 and 3-5 Interventionists to provide differentiated, targeted interventions and progress monitor student growth and achievement.

Person Responsible Leslie Hulton (hultonle@walton.k12.fl.us)

Higher performing students in 4th and 5th grades will meet with Mrs. Blanton for enrichment lessons.

Person Responsible Allie Blanton (blantona@walton.k12.fl.us)

The RACE writing strategy will be implemented in First through Fifth grades.

Person Responsible Alicia Cook (cooka@walton.k12.fl.us)

Structures Vocabulary intervention will be implemented in grades 3 through 5, need to purchase more for all teachers.

Person Responsible Leslie Hulton (hultonle@walton.k12.fl.us)

Practice Coach Plus and iReady will be used as curriculum for tutoring.

Person Responsible Lindsey Lawrence (lindsey.lawrence@walton.k12.fl.us)

Teachers will implement the new BEST ELA standards using their grade level ALD booklet, DOK question stems, and Readygen alignment to BEST standards booklet. Teachers will also ensure that students' oral and written responses reflect the level of DOK questions presented to them.

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

AR testing will be implemented school wide. There will be grade level goals for each nine weeks.

Person Responsible Allie Blanton (blantona@walton.k12.fl.us)

Teachers will implement strategies for differentiated instruction during Tier 1. These strategies may include manipulatives, gallery walk, scaffolding questions, turn/talk (accountable talk) and hold students accountable to answer to the DOK level of questioning.

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

Teachers will participate in learning walks at MHS and other schools.

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

A summer reading challenge will be implemented for the 2022 summer. Students will be able to earn a reward for completing their summer packets.

Person Responsible Allie Blanton (blantona@walton.k12.fl.us)

#2. Other specifically relating to Math Overall Proficiency

Area of Focus Description and Rationale: Overall proficiency of grades 3-5 on FSA Math was 70% for the 2020 - 2021 school year.

Measurable Outcome: Student proficiency will increase to 71% or higher on the 2021-2022 FSA Math.

Monitoring: This area of focus will be monitored using STAR Math assessments.

Person responsible for monitoring outcome: Ronita Hinote (hinoter@walton.k12.fl.us)

Evidence-based Strategy: Build capacity of all teachers to provide instruction aligned to the Florida State Standards.

Rationale for Evidence-based Strategy: If we build capacity of all teachers to provide instruction aligned to the Florida State Standards, then teachers will be able to increase student achievement.

Action Steps to Implement

Provide tutoring before and after school throughout the year by teachers and paraprofessionals that meet Title I requirements. Tutoring should begin during mid-nine weeks/interim reports.

Person Responsible Lindsey Lawrence (lindsey.lawrence@walton.k12.fl.us)

Students will use Education Galaxy, Xtra Math, Compass Learning, and Khan Academy to increase understanding of math concepts.

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

Greg Tang Jr. will provide training on Greg Tang math strategies for students, parents, and teachers in order to improve math fluency and problem-solving skills. Students and teachers, K-5, will implement these strategies throughout the year, pending CDC guidelines and funding.

Person Responsible Lindsey Lawrence (lindsey.lawrence@walton.k12.fl.us)

Teachers will utilize math manipulatives to support math instruction.

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

K-3 Interventionist and 3-5 Interventionist will provide differentiated, targeted interventions, including the Bridges program, as they progress monitor student growth and achievement. Lowest 25 in grades 3-5 will be a specific area of focus.

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

Mrs. Klemkosky will provide a one hour, 6 Step training for new teachers in K-5 on solving word problems

Person Responsible Amie Klemkosky (amie.klemkosky@walton.k12.fl.us)

Students that meet fact fluency goals in each grade level, will participate in a special celebration at the end of each nine weeks. Goals will be set at School Improvement Meetings (Xtra Math)

Person Responsible Amie Klemkosky (amie.klemkosky@walton.k12.fl.us)

Teachers will participate in learning walks at MHS and other schools.

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

Teachers will implement the Problem of the Day, in which they will introduce and frontload a math problem or skill that they have not formally taught yet. The strategy will be used to spiral up in standards and skills.

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

Practice Coach Plus and iReady will be used as a curriculum for tutoring.

Person Responsible Lindsey Lawrence (lindsey.lawrence@walton.k12.fl.us)

Teachers will incorporate mathematical concepts through music or rhyme as a way to differentiate tier one instruction.

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

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

Area of Focus Description and Rationale:	Overall learning gains on FSA ELA was 72% for the 2020 - 2021 school year. Lowest 25% learnings gains on FSA ELA was 81% for the 2020 - 2021 school year. Overall learning gains on FSA Math was 80% for the 2020 - 2021 school year. Lowest 25% learning gains on FSA math was 53% for the 2020 - 2021 school year.
Measurable Outcome:	Overall FSA ELA learning gains will increase from 72% to 73%. Students in the lowest 25% in the area of Reading, will increase learning gains from 81% to 82% on FSA ELA. Overall FSA Math learning gains will increase from 80% to 81%. Students in the lowest 25% in the are of Math, will increase learning gains from 53% to 55% on FSA Math.
Monitoring:	This area of focus will be monitored through STAR Reading and Math assessments.
Person responsible for monitoring outcome:	Ronita Hinote (hinoter@walton.k12.fl.us)
Evidence-based Strategy:	Build capacity of all teachers to provide instruction aligned to the Florida State Standards and the new BEST standards.
Rationale for Evidence-based Strategy:	If we build capacity of all teachers to provide instruction aligned to the Florida State Standards and the new BEST standards, then teachers will be able to increase student achievement.

Action Steps to Implement

Implement Compass Learning and Education Galaxy for progress monitor students.

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

Utilize Imagine Learning and the various reports, resources (teacher lessons etc.) and trainings that accompany the program (training during the first four weeks of school)

Person Responsible Allie Blanton (blantona@walton.k12.fl.us)

Utilize the MTSS problem solving process for students with specific areas of need to plan appropriate targeted interventions and progress monitor student performance to determine need for continued interventions. Additional Imagine Learning and Language and Literacy program licenses will be purchased, if funds are available, and utilized to support students in the MTSS process.

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

K-3 Interventionist and 3-5 Interventionist will provide differentiated, targeted interventions and progress monitor student growth and achievement, along with formal documentation of notes.

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

Utilize classroom data, STAR, and K12 LIFT data to monitor progress and tailor instruction for students in the L25 groups (Level 1's and 2's)

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

Provide additional resources in K-5 to support closing the achievement gap.

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

Teachers will participate in learning walks at MHS and other schools.

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

Pocket Pals will be implemented for the L25 students. This will be staff mentors who check in with students and hold students accountable for meeting their goals.

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

#4. Other specifically relating to Science Overall Proficiency

Area of Focus
Description and Rationale: Proficiency of Grade 5 Science NGSSS is 75% for the 2020 - 2021 school year.

Measurable Outcome: Increase proficiency to 76% on the 2021-2022 Grade 5 Science NGSSS.

Monitoring: This area of focus will be monitored by using the pre, mid, and post-tests from the district.

Person responsible for monitoring outcome: Ronita Hinote (hinoter@walton.k12.fl.us)

Evidence-based Strategy: Build capacity of all teachers to provide instruction aligned to the Florida State Standards.

Rationale for Evidence-based Strategy: If we build capacity of all teachers to provide instruction aligned to the Florida State Standards, then teachers will be able to increase student achievement.

Action Steps to Implement

Third grade classes will participate in the Grasses in the Classes program, pending funding.

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

Emerald Coast Science Center will provide lessons and hands-on activities for STEM Night, pending CDC guidelines and funding.

Person Responsible Lindsey Lawrence (lindsey.lawrence@walton.k12.fl.us)

Grades 3-5 will utilize Study Island Standards-based Diagnostic Tests and lessons, pending funding.

Person Responsible Patricia Norris (patricia.norris@walton.k12.fl.us)

Support student learning by developing and providing hands-on activities and labs to support the Science curriculum and STEM.

Person Responsible Allie Blanton (blantona@walton.k12.fl.us)

Support student learning in the area of STEM by incorporating a minimum of 1 STEM lesson each 9 weeks.

Person Responsible Allie Blanton (blantona@walton.k12.fl.us)

Provide enrichment opportunities for classes by implementing the STEM maker lab curriculum and maker spaces through the library media center.

Person Responsible Allie Blanton (blantona@walton.k12.fl.us)

Provide enrichment opportunities by sponsoring school LEGO Team and Odyssey of the Mind.

Person Responsible Allie Blanton (blantona@walton.k12.fl.us)

Kindergarten and First grade classes will support curriculum with hands-on learning by planting and growing flowers and vegetables in the planters outside their classrooms.

Person Responsible Kelcie Lawrence (lawrencek@walton.k12.fl.us)

#5. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	After implementing the Ron Clark House System, MHS had a decrease in the number of referrals from the 2020-2021 school year. There were 79 referrals issued during the 2020-2021 school year. The number of students that had 10 or more absences during the 2020-2021 school year increased. There were 183 students with 10 or more absences during the 2020-2021 school year (175 in the 2019-2020). There were 44 students who had 20 or more absences. The number of students with a 90% attendance rate or higher was 92.9% for the 2020-2021 school year. From the beginning of the 2019-2020 school year until March 12, the number of discipline referrals was 93. From the beginning of the 2019-2020 school year until March 12, the average daily attendance rate was 92.71%. As of late May, the average attendance rate was 94.32%.
Measurable Outcome:	The goal for the 2021-2022 school year is to decrease the number of students with 10 or more absences to 183 or less, and increase the number of students with a 90% attendance rate or higher to 93.5%. The goal for the 2021-2022 school year is to continue to decrease the number of discipline referrals to 79 or less.
Monitoring:	Monitored through Focus weekly.
Person responsible for monitoring outcome:	Ronita Hinote (hinoter@walton.k12.fl.us)
Evidence-based Strategy:	Continue to implement and develop the Ron Clark House System and implement the Sanford Harmony curriculum.
Rationale for Evidence-based Strategy:	By providing teachers and students with social and emotional strategies from the Sanford Harmony curriculum, the student attendance rate will increase and the number of discipline referrals will decrease. The Ron Clark House System has had a positive impact on student accountability and motivation, as evidenced by the decrease in the number of referrals.

Action Steps to Implement

Continue implementing and developing the Ron Clark House System by continuing with formally scheduled Breakout House and All House meetings each month throughout the year. House leaders will rotate and assign roles/jobs for meetings. House leaders will meet monthly with PBS and House Teams. House leaders and staff will write grants in an effort to obtain and use a token tracking app (RCA, Live School).

Person Responsible Leslie Coone (coonel@walton.k12.fl.us)

After 5 unexcused absences within 30 days a truancy meeting and plan will be created.

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

Students will be recognized for perfect attendance at All House Meetings, each nine weeks, with a certificate.

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

Teachers will implement and document the Sanford Harmony curriculum, with fidelity. Mrs. Gregor will join grade level PLC meetings to ensure implementation.

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

PBS committee chair will monitor the progress and implementation of the Ron Clark House System. This will include individual houses to meet before house meetings to discuss important information.

Person Responsible Alyssen Betts (alyssen.betts@walton.k12.fl.us)

All staff will participate and utilize mental health PD provided by district staff on August 5.

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

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

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

Students will participate in career day.

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

#6. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	Research shows that parent involvement can improve students' behavior, attendance, and academic achievement.
Measurable Outcome:	Mossy Head School will increase Parent School Climate Surveys from 148 to 190, during the the 2021-2022 school year and increase parents' opportunities to support academic achievement.
Monitoring:	This area of focus will be monitored through sign in sheets, participation logs, Title I parent surveys, and cognia surveys.
Person responsible for monitoring outcome:	Ronita Hinote (hinoter@walton.k12.fl.us)
Evidence-based Strategy:	Increase and improve communication between the school and families.
Rationale for Evidence-based Strategy:	Research shows that parent involvement can improve students' behavior, attendance, and academic achievement.
Action Steps to Implement	
Greg Tang Jr. Math Night, pending funding.	
Person Responsible	Lindsey Lawrence (lindsey.lawrence@walton.k12.fl.us)
STEM Night (Emerald Coast Science Center), pending funding.	
Person Responsible	Lindsey Lawrence (lindsey.lawrence@walton.k12.fl.us)
Reading/ELA night.	
Person Responsible	Lindsey Lawrence (lindsey.lawrence@walton.k12.fl.us)
Two student-led parent conferences will be scheduled by teachers (one meeting each semester). These meetings may be in person or through phone conferences.	
Person Responsible	Lindsey Lawrence (lindsey.lawrence@walton.k12.fl.us)
Teachers, parents, and students will review student data folders and Title I compacts during conferences. An agenda must be created for each conference held for Title I documentation.	
Person Responsible	Lindsey Lawrence (lindsey.lawrence@walton.k12.fl.us)
Special areas will be formally scheduled in rotations and activities for math, reading, and STEM night.	
Person Responsible	Ronita Hinote (hinoter@walton.k12.fl.us)
Staff, students, and visitors will follow and implement CDC guidelines in school-wide and individual classroom procedures and routines in order to support a healthy learning environment.	
Person Responsible	Ronita Hinote (hinoter@walton.k12.fl.us)
The MHS website, Remind app, and the school's Facebook page will be utilized as school-wide communication tools.	

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

We will increase the number of parents connected to Focus by providing training for parents.

Person Responsible [no one identified]

Teachers may utilize a digital communication tool to improve frequency and quality of communication with parents. Teachers and staff may utilize app/website to hold conferences, meet with committees, etc. who are unable to attend physically.

Person Responsible Lindsey Lawrence (lindsey.lawrence@walton.k12.fl.us)

The whole school orientation will be on August 6, 2021.

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

Strategies will be implemented in an effort to increase parent accessibility to and participation in surveys, including providing opportunities for parents to take surveys during school-related events (Fall Fling, after-school activities, Field Day, Academic Awards), providing iPads as an option for taking surveys along with laptops, and offering incentives for parents.

Person Responsible Jennifer Golleher (jennifer.golleher@walton.k12.fl.us)

#7. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:	Teachers and staff need Professional Learning Community support in order to meet School Improvement goals and support student achievement. Teachers and staff will commit to their agreed upon roles and norms during their weekly allotted PLC time.
Measurable Outcome:	Teachers will participate in school-wide PLCs in order to support student achievement and learning. Teachers will use a self check rubric to evaluate their performance during the PLC.
Monitoring:	The area of focus will be monitored through documentation of forms and sign in sheets, as well as EPDC follow up for completion.
Person responsible for monitoring outcome:	Alicia Cook (cooka@walton.k12.fl.us)
Evidence-based Strategy:	Teachers will register and complete school-wide PLCs.
Rationale for Evidence-based Strategy:	Teachers will participate in PLCs to increase and implement knowledge in areas of need (student and teacher).

Action Steps to Implement

Ron Clark House System training for new teachers.

Person Responsible Leslie Coone (coonel@walton.k12.fl.us)

CAP Days

Person Responsible Lindsey Lawrence (lindsey.lawrence@walton.k12.fl.us)

School Improvement Planning Day (May)

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

Tyner training for teachers as needed.

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

TNTP condensed version training for new teachers.

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

Phonics First training and implementation.

Person Responsible Carol Smith (carol.smith@walton.k12.fl.us)

ALICE Training.

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

STAR Report Training

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

"Claim it, Name it, Explain it," for sharing of best practices during whole group meetings.

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

Greg Tang Math Training, pending funding.

Person Responsible Lindsey Lawrence (lindsey.lawrence@walton.k12.fl.us)

LETRS offered as needed for new teachers.

Person Responsible Carol Smith (carol.smith@walton.k12.fl.us)

Learning Targets and ALDs

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

PLC Days

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

Data Days

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

Learning walks will be implemented to focus on different content areas.

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

Teachers will video and critique one of their own lessons during the year and meet with Mrs. Hinote or Hulion during the first semester.

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

Teachers will participate in Tier 3 intervention training and district writing PD.

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

Teachers will participate in "The Writing Revolution" training from Alicia Cook and Carol Smith, beginning in August.

Person Responsible Alicia Cook (cooka@walton.k12.fl.us)

Attend learning walks at academically successful schools to observe specific teachers and subject areas.

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

Teachers will participate in Mental Health training on August 5th.

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

Mentors for new teachers will be provided. Teachers will collect data and give systematic feedback using STAR data collected from the new teachers.

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

We will ensure the use of four questions with implementation over a three year period.

1. What do we want students to learn?
2. How do we know students learned it?
3. What do we do when students do not learn it?
4. What do we do when students learn it?

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

#8. Other specifically relating to Social Emotional Learning & School Safety

Area of Focus Description and Rationale: 77% of students qualify for free and reduce lunch. Students that are part of the lower SES population possess greater needs that contribute to many of the qualifying risk factors which demonstrate a need for social emotional support. Mossy Head School will implement Walton County School District safety and security initiatives.

Measurable Outcome: 100% of staff members will receive training during monthly faculty meetings on Capturing Kids Hearts and all staff will be trained in YMHFA throughout the school year. 100% of staff members will also be trained on ALICE.

Monitoring: This will be documented on sign in sheets, staff meeting agendas, and follow up notes from observations.

Person responsible for monitoring outcome: Leslie Hulion (hulionle@walton.k12.fl.us)

Evidence-based Strategy: A new evidence based strategy that will be implemented is Capturing Kids Hearts, YMHFA, Pocket Pals, the Ron Clark House System, and training students on the see something/say something strategy.

Rationale for Evidence-based Strategy: Students who have strong social and emotional rapport and feel safe and secure with their teachers have been shown to have higher levels of academic achievement. These programs will be implemented with fidelity daily by our forward-thinking staff members.

Action Steps to Implement

We will use pocket pals.

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

We will train teachers in capturing kids hearts, by sharing one strategy at each faculty meeting.

Person Responsible Amie Klemkosky (amie.klemkosky@walton.k12.fl.us)

Sanford Harmony will be implemented in classrooms to help students with their social and emotional health

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

Ron Clark House system will be implemented to help students with social and emotional health.

Person Responsible Alyssen Betts (alyssen.betts@walton.k12.fl.us)

THREAT Assessment Team will meet monthly and safety drills will be conducted monthly.

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

Guardian and School Resource Deputy will be utilized on Mossy Head School campus.

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

Staff Members may utilize the RAVE app on their smart device for emergency purposes.

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

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.

In 2019-2020 Mossy Head School was ranked 824 out of 1,395 elementary schools statewide. Mossy Head School was currently considered to be in the moderate category when compared to all elementary schools statewide. MHS was ranked #5 out of 6 elementary schools in the county in the 2019-2020 SY. The primary concern from the 2020-2021 SY, that the school will monitor is bus safety. A secondary concern that the school will monitor during the school year will be failure to follow classroom rules. By implementing the Ron Clark House Systems the school culture and environment will be monitored. MHS will conduct monthly house meetings and review rules, procedures and bus safety protocols with students school wide.

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.

New teachers will be provided training on how to implement achievement level descriptors. Reading night, Math night, and Science night have been scheduled along with other activities that parents are invited to participate in with their student in order to build positive relationships and support parents' and students' education. MHS will invite parents and stakeholders to the volunteer orientation, Manufacturing Day, School Improvement Planning Day following CDC guidelines, thus providing an opportunity to be an active participant at Mossy Head School.

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

Parents, community members and businesses in the surrounding area are invited to help build positive relationships, and help support parents' and students' education. Through surveys and feedback, this will help Mossy Head School formulate our school goals.

Part V: Budget

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

1	III.A.	Areas of Focus: Other: ELA/Literacy Overall Proficiency				\$241,883.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0261 - Mossy Head School	School Improvement Funds		\$500.00
			Notes: All grade levels will apply what was learned from the TNTP professional development (18-19) by implementing reading strategies to increase rigor. Carol Smith, district reading coach will train new teachers with a short, specific version to enhance text-based writing structures.			
			0261 - Mossy Head School	Title, I Part A		\$4,318.00
			Notes: First through Fifth grades will work on comparing multiple (paired) text/passages to ReadyGen. Specifically, non-fiction text sets that integrate Social Studies and Science (resources: Common Lit, Readworks, Scholastic Materials). In order to strengthen integration of knowledge skills, students will read and show comprehension of multiple grade-level texts in the forms of paragraphs, articles, and passages (depending on the grade level) presented as a set.			
			0261 - Mossy Head School	Other		\$1,000.00
			Notes: The Writing Revolution will be integrated into all teachers' writing instruction. Alicia Cook will present the school PD for The Writing Revolution.			
			0261 - Mossy Head School	School Improvement Funds		\$2,000.00
			Notes: K, 1, and 2 teachers will implement Phonics First. Carol Smith will provide training for Phonics First.			
			0261 - Mossy Head School	Title, I Part A		\$200.00
			Notes: K-1 teachers will implement handwriting strategies. Teachers will use three lined paper and spend approximately 10 minutes a day teaching handwriting.			
			0261 - Mossy Head School	Title, I Part A		\$5,000.00
			Notes: Teachers will implement one of the following interventions with their Tier 2 and Tier 3 groups: Sonday, Heggerty, Wilson, Great Leaps, Tyner, Compass Learning, Lexonik Leaps, LLI, Visualizing Verbalizing, Comprehension Toolkit (Readworks, News ELA, Imagine Learning (for ELL's) and Education Galaxy.			
			0261 - Mossy Head School	Title, I Part A		\$6,800.00
			Notes: Provide tutoring before and after school throughout the year by teachers and paraprofessionals that meet Title I requirements. Tutoring should begin during mid-nine weeks/interim reports.			
			0261 - Mossy Head School	Title, I Part A		\$400.00
			Notes: Kindergarten and First grade will continue to use Snap Words: Sight words (Fry Words) through motions to increase fluency			
			0261 - Mossy Head School	Title, I Part A		\$131,465.00
			Notes: K-3 Interventionist and 3-5 Interventionist will provide differentiated, targeted interventions and progress monitor student growth and achievement. Interventionists will collaborate with teachers about student progress and concerns, with a focus on the L25. Teacher/ Interventionist will sign Tiered sheets and discuss target skills missed on the back of the Tier documentation sheets with teacher.			
			0261 - Mossy Head School	Title, I Part A		\$85,000.00

			<i>Notes: The Dean of students will provide support for the K-3 and 3-5 Interventionists to provide differentiated, targeted interventions and progress monitor student growth and achievement.</i>			
			0261 - Mossy Head School	School Improvement Funds		\$1,000.00
			<i>Notes: Structures Vocabulary intervention will be implemented in grades 3 through 5, need to purchase more for all teachers.</i>			
			0261 - Mossy Head School	Title, I Part A		\$3,000.00
			<i>Notes: Practice Coach Plus and iReady will be used as curriculum for tutoring.</i>			
			0261 - Mossy Head School	Title, I Part A		\$700.00
			<i>Notes: Teachers will participate in learning walks at MHS and other schools.</i>			
			0261 - Mossy Head School	School Improvement Funds		\$500.00
			<i>Notes: A summer reading challenge will be implemented for the 2022 summer. Students will be able to earn a reward for completing their summer packets.</i>			
2	III.A.	Areas of Focus: Other: Math Overall Proficiency				\$152,365.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0261 - Mossy Head School	Title, I Part A		\$6,800.00
			<i>Notes: Provide tutoring before and after school throughout the year by teachers and paraprofessionals that meet Title I requirements. Tutoring should begin during mid-nine weeks/interim reports.</i>			
			0261 - Mossy Head School	Title, I Part A		\$4,000.00
			<i>Notes: Students will use Education Galaxy, Xtra Math, Compass Learning, and Khan Academy to increase understanding of math concepts.</i>			
			0261 - Mossy Head School	Title, I Part A		\$6,000.00
			<i>Notes: Greg Tang Jr. will provide training on Greg Tang math strategies for students, parents, and teachers in order to improve math fluency and problem-solving skills. Students and teachers, K-5, will implement these strategies throughout the year, pending CDC guidelines and funding.</i>			
			0261 - Mossy Head School	Title, I Part A		\$300.00
			<i>Notes: Teachers will utilize math manipulatives to support math instruction.</i>			
			0261 - Mossy Head School	Title, I Part A		\$131,465.00
			<i>Notes: K-3 Interventionist and 3-5 Interventionist will provide differentiated, targeted interventions, including the Bridges program, as they progress monitor student growth and achievement. Lowest 25 in grades 3-5 will be a specific area of focus.</i>			
			0261 - Mossy Head School	Other		\$300.00
			<i>Notes: Students that meet fact fluency goals in each grade level, will participate in a special celebration at the end of each nine weeks. Goals will be set at School Improvement Meetings (Xtra Math)</i>			
			0261 - Mossy Head School	Title, I Part A		\$500.00
			<i>Notes: Teachers will participate in learning walks at MHS and other schools.</i>			
			0261 - Mossy Head School	Title, I Part A		\$3,000.00
			<i>Notes: Practice Coach Plus and iReady will be used as a curriculum for tutoring.</i>			
3	III.A.	Areas of Focus: Other: Learning Gains and Learning Gains for the Lowest 25%				\$138,965.00

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0261 - Mossy Head School	Title, I Part A		\$4,000.00
			<i>Notes: Implement Compass Learning and Education Galaxy for progress monitor students</i>			
			0261 - Mossy Head School	School Improvement Funds		\$2,000.00
			<i>Notes: Utilize Imagine Learning and the various reports, resources (teacher lessons etc.) and trainings that accompany the program (training during the first four weeks of school) Utilize the MTSS problem solving process for students with specific areas of need to plan appropriate targeted interventions and progress monitor student performance to determine need for continued interventions. Additional Imagine Learning and Language and Literacy program licenses will be purchased, if funds are available, and utilized to support students in the MTSS process.</i>			
			0261 - Mossy Head School	Title, I Part A		\$131,465.00
			<i>Notes: K-3 Interventionist and 3-5 Interventionist will provide differentiated, targeted interventions and progress monitor student growth and achievement, along with formal documentation of notes.</i>			
			0261 - Mossy Head School	Title, I Part A		\$1,000.00
			<i>Notes: Provide additional resources in K-5 to support closing the achievement gap.</i>			
			0261 - Mossy Head School	Title, I Part A		\$500.00
			<i>Notes: Teachers will participate in learning walks at MHS and other schools.</i>			
4	III.A.	Areas of Focus: Other: Science Overall Proficiency				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0261 - Mossy Head School	General Fund		\$3,500.00
			<i>Notes: Third grade classes will participate in the Grasses in the Classes program, pending funding</i>			
			0261 - Mossy Head School	Title, I Part A		\$500.00
			<i>Notes: Emerald Coast Science Center will provide lessons and hands-on activities for STEM Night, pending CDC guidelines and funding.</i>			
			0261 - Mossy Head School	School Improvement Funds		\$1,000.00
			<i>Notes: Grades 3-5 will utilize Study Island Standards-based Diagnostic Tests and lessons, pending funding.</i>			
			0261 - Mossy Head School	Title, I Part A		\$3,000.00
			<i>Notes: Support student learning by developing and providing hands-on activities and labs to support the Science curriculum and STEM. Support student learning in the area of STEM by incorporating a minimum of 1 STEM lesson each 9 weeks. Provide enrichment opportunities for classes by implementing the STEM maker lab curriculum and maker spaces through the library media center.</i>			
			0261 - Mossy Head School	General Fund		\$500.00
			<i>Notes: Provide enrichment opportunities by sponsoring school LEGO Team and Odyssey of the Mind.</i>			
			0261 - Mossy Head School	General Fund		\$500.00
			<i>Notes: Kindergarten and First grade classes will support curriculum with hands-on learning by planting and growing flowers and vegetables in the planters outside their classrooms.</i>			
5	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$7,650.00

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0261 - Mossy Head School	School Improvement Funds		\$2,500.00
			Notes: Continue implementing and developing the Ron Clark House System by continuing with formally scheduled Breakout House and All House meetings each month throughout the year. House leaders will rotate and assign roles/jobs for meetings. House leaders will meet monthly with PBS and House Teams. House leaders and staff will write grants in an effort to obtain and use a token tracking app (RCA, Live School).			
			0261 - Mossy Head School	Title, I Part A		\$50.00
			Notes: Students will be recognized for perfect attendance at All House Meetings, each nine weeks, with a certificate.			
			0261 - Mossy Head School			\$0.00
			Notes: All staff will participate and utilize mental health PD provided by district staff on August 5.			
			0261 - Mossy Head School	General Fund		\$5,000.00
			Notes: Staff and students will follow and implement CDC guidelines in school-wide and individual classroom procedures and routines in order to support a healthy learning environment.			
			0261 - Mossy Head School	General Fund		\$100.00
			Notes: Students will participate in career day.			
6	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$9,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0261 - Mossy Head School	Title, I Part A		\$6,000.00
			Notes: Greg Tang Jr. Math Night, pending funding.			
			0261 - Mossy Head School	Title, I Part A		\$500.00
			Notes: STEM Night (Emerald Coast Science Center), pending funding.			
			0261 - Mossy Head School	Title, I Part A		\$500.00
			Notes: Reading/ELA night.			
			0261 - Mossy Head School	Title, I Part A		\$700.00
			Notes: Two student-led parent conferences will be scheduled by teachers (one meeting each semester). These meetings may be in person or through phone conferences. Teachers, parents, and students will review student data folders and Title I compacts during conferences. An agenda must be created for each conference held for Title I documentation.			
			0261 - Mossy Head School	Title, I Part A		\$1,500.00
			Notes: The MHS website, Remind app, and the school's Facebook page will be utilized as school-wide communication tools. Teachers may utilize a digital communication tool to improve frequency and quality of communication with parents. Teachers and staff may utilize app/website to hold conferences, meet with committees, etc. who are unable to attend physically.			
			0261 - Mossy Head School	General Fund		\$300.00
			Notes: Strategies will be implemented in an effort to increase parent accessibility to and participation in surveys, including providing opportunities for parents to take surveys during school-related events (Fall Fling, after-school activities, Field Day, Academic Awards), providing iPads as an option for taking surveys along with laptops, and offering incentives for parents.			
7	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$17,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

			0261 - Mossy Head School	Title, I Part A		\$7,000.00
			Notes: CAP Days			
			0261 - Mossy Head School	School Improvement Funds		\$500.00
			Notes: School Improvement Planning Day (May)			
			0261 - Mossy Head School	Title, I Part A		\$800.00
			Notes: Tyner training for teachers as needed. TNTP condensed version training for new teachers. LETRS offered as needed for new teachers			
			0261 - Mossy Head School	Title, I Part A		\$500.00
			Notes: Phonics First training and implementation.			
			0261 - Mossy Head School	Title, I Part A		\$6,000.00
			Notes: Greg Tang Math Training, pending funding.			
			0261 - Mossy Head School	Title, I Part A		\$1,000.00
			Notes: Data Days			
			0261 - Mossy Head School	General Fund		\$300.00
			Notes: Teachers will participate in Tier 3 intervention training and district writing PD			
			0261 - Mossy Head School			\$1,000.00
			Notes: Teachers will participate in "The Writing Revolution" training from Alicia Cook and Carol Smith, beginning in August.			
			0261 - Mossy Head School	Title, I Part A		\$600.00
			Notes: Attend learning walks at academically successful schools to observe specific teachers and subject areas.			
8	III.A.	Areas of Focus: Other: Social Emotional Learning & School Safety				\$72,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0261 - Mossy Head School	General Fund		\$2,500.00
			Notes: Ron Clark House system will be implemented to help students with social and emotional health.			
			0261 - Mossy Head School	Other		\$70,000.00
			Notes: Guardian and School Resource Deputy will be utilized on Mossy Head School campus			
			0261 - Mossy Head School			\$0.00
			Notes: Staff Members may utilize the RAVE app on their smart device for emergency purposes.			
Total:						\$649,563.00