

Walton County School District

Walton Middle School



2021-22 Schoolwide Improvement Plan

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Walton Middle School

605 BRUCE AVE, Defuniak Springs, FL 32435

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

Demographics

Principal: Jason Campbell

Start Date for this Principal: 7/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (61%) 2016-17: B (60%)
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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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 6-8	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	35%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Campbell, Jason	Principal	Principal
Hulion, Scott	Assistant Principal	Assistant Principal, will monitor Positive Behavior Goal
Howell, Jodi	School Counselor	Guidance Counselor
Love, Sandy	Teacher, K-12	Algebra I Honors & Geometry Honors teacher, SIT Chair, Math Chair, will write SIP and place SIP orders, will monitor Math Goal
Parker, Rachael	Teacher, K-12	6th grade ELA teacher, SIT Co-Chair, will monitor ELA/Literacy Goal
Brown, Gabrielle	Teacher, K-12	AVID Coordinator, 6th Grade Chair, will monitor AVID Goal
Baker, Kiplyn	Teacher, K-12	Media Specialist
Byrd, Stephen	Teacher, K-12	ICT/DIT teacher, 8th Grade Chair, Technology Contact
Nelson, Kristen	Instructional Coach	PLF, will monitor PLC goal
Gandy, Heather	Other	Title I Specialist, will monitor Parental Involvement Goal
Ellenburg, Makala	Teacher, K-12	7th grade Math teacher, 7th Grade Chair
Harvell, Greer	Teacher, K-12	8th grade Science and Seaperch teacher, Science Chair, will monitor Science Goal
Brackin, Pam	SAC Member	
Mitchell, Josh	SAC Member	
Rose, Rihanna	SAC Member	
Lara, Guadalupe	Paraprofessional	

Demographic Information

Principal start date

Monday 7/19/2021, Jason Campbell

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

3

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

14

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

829

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

4

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

3

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	0	272	262	266	0	0	0	0	800
Attendance below 90 percent	0	0	0	0	0	0	54	60	41	0	0	0	0	155
One or more suspensions	0	0	0	0	0	0	21	61	48	0	0	0	0	130
Course failure in ELA	0	0	0	0	0	0	11	16	6	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	10	12	9	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	38	29	0	0	0	0	91
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	32	47	45	0	0	0	0	124
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	0	34	60	50	0	0	0	0	144

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	13	10	6	0	0	0	0	29
Students retained two or more times	0	0	0	0	0	0	9	4	3	0	0	0	0	16

Date this data was collected or last updated

Monday 7/19/2021

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	0	259	272	246	0	0	0	0	777
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	42	31	52	0	0	0	0	125
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	54	46	34	0	0	0	0	134
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	0	259	272	246	0	0	0	0	777	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	42	31	52	0	0	0	0	125	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	54	46	34	0	0	0	0	134	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

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

The number of students identified as retainees:

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

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				52%	52%	54%	50%	50%	53%
ELA Learning Gains				51%	51%	54%	49%	49%	54%
ELA Lowest 25th Percentile				43%	43%	47%	48%	48%	47%
Math Achievement				67%	67%	58%	63%	63%	58%
Math Learning Gains				65%	65%	57%	61%	61%	57%
Math Lowest 25th Percentile				69%	69%	51%	76%	76%	51%
Science Achievement				61%	61%	51%	54%	54%	52%
Social Studies Achievement				87%	87%	72%	80%	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
06	2021					
	2019	40%	55%	-15%	54%	-14%
Cohort Comparison						
07	2021					
	2019	54%	64%	-10%	52%	2%
Cohort Comparison		-40%				
08	2021					
	2019	57%	60%	-3%	56%	1%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	53%	60%	-7%	55%	-2%
Cohort Comparison						
07	2021					
	2019	61%	62%	-1%	54%	7%
Cohort Comparison		-53%				
08	2021					
	2019	67%	63%	4%	46%	21%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	57%	58%	-1%	48%	9%
Cohort Comparison						

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	82%	82%	0%	71%	11%

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	93%	72%	21%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	72%	23%	57%	38%

Grade Level Data Review - Progress Monitoring Assessments

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

For ELA and Mathematics, STAR/K12 Lift data was used. The first number is the total # of students (in that category) followed by the % projected to be proficient.

Civics data is provided by teacher created pre/post test data.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	266/44%	266/50%	266/48%
	Economically Disadvantaged	212/42%	212/47%	212/47%
	Students With Disabilities	58/16%	58/20%	58/20%
	English Language Learners	27/21%	27/29%	27/39%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	270/21%	270/35%	270/33%
	Economically Disadvantaged	216/18%	216/32%	216/30%
	Students With Disabilities	59/2%	59/7%	59/13%
	English Language Learners	30/21%	30/27%	30/31%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	271/47%	271/53%	271/53%
	Economically Disadvantaged	209/41%	209/50%	209/50%
	Students With Disabilities	42/5%	42/10%	42/12%
	English Language Learners	31/21%	31/27%	31/40%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	186/16%	186/22%	186/25%
	Economically Disadvantaged	159/17%	159/23%	159/25%
	Students With Disabilities	40/3%	40/15%	40/5%
	English Language Learners	26/14%	26/15%	26/21%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students		19%	72%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	229/41%	229/42%	229/47%
	Economically Disadvantaged	159/34%	159/39%	159/40%
	Students With Disabilities	42/11%	42/13%	42/13%
	English Language Learners	17/0%	17/7%	17/27%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	201/23%	201/269%	201/46%
	Economically Disadvantaged	147/18%	147/23%	147/41%
	Students With Disabilities	39/13%	39/11%	39/30%
	English Language Learners	21/7%	21/30%	21/21%
	Number/% Proficiency	Fall	Winter	Spring
Science	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	22	39	36	24	41	44	26	57			
ELL	37	50	48	45	43	30	23	70			
BLK	26	35	25	33	44	43	31	48			
HSP	43	52	48	47	47	41	43	71	73		
MUL	38	40	41	42	43	67	39	75			
WHT	59	55	40	60	50	49	67	85	71		
FRL	47	49	41	50	48	49	49	75	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
SWD	25	41	30	37	59	64	35	74			
ELL	15	33	47	35	49	59		73			
BLK	30	49	47	43	63	68	22	80	46		

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

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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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
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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
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	48
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	60
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	54
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?

STAR AP4 indicates that nearly all subgroups in both reading and math in 6th, 7th, and 8th grade are making negative progress. (Only Level 1 students in reading and math in all three grade levels made positive learning gains, as indicated by STAR.)

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

STAR AP4 data for ELA & math indicates that Level 1 students showed growth and made positive learning gains. Level 2-5 students did not make adequate growth in all subject areas and grade levels.

STAR AP4 indicated higher growth for WMS' 8th grade ESE population.

In seventh grade, STAR AP4 indicates that the white, black, and female subgroups decreased significantly.

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

All level 1 students were scheduled in intensive reading and intensive math classes during the 2020-21 school year, which might be why that subgroup was the only one that made learning gains according to STAR AP4.

Many level 2 students were not scheduled in intensive classes, which might have impacted their academic performance.

WMS needs to make a committed effort to ensure rigor is scaffolded and maintained in all classes to impact all subgroups in all grade levels.

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

Learning gains on STAR AP4 reading and math for level 1 students

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

All level 1 students were scheduled in intensive reading and intensive math classes during the 2020-21 school year, which might be why that subgroup was the only one that made learning gains according to STAR AP4. Intensive reading classes implemented the Language! Live curriculum to address foundational gaps, which seems to have positively impacted our struggling readers.

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

Intentional scheduling of students based on targeted needs.

A strategic focus on improving targeted instruction through careful planning and assessment through the PLC process.

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.

Targeted weekly PLC meetings with grade level/subject area partners (following WMS' 3-Year PLC Implementation Plan)

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

Summer CAP to collaborate and build vertical and horizontal alignment.

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

AVID training/PD for content area teachers.

WMS ELA teacher will participate in at least one date of writing professional development.

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

Coaching cycles based on targeted needs with the school's instructional coach and district literacy, math, and digital technology coaches.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	In 2021-22, we must ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates. Students in our focus area will be on pace to learn a year's material in a year's time. Additionally, level 1 and 2 students will be on pace to earn a learning gain.
Measurable Outcome:	For the 2021-2022 school year, 62% of all students will be on pace to learn a year's material in a year's time based on STAR data. For the 2021-2022 school year, 62% of level 1 and level 2 students will be on pace to earn Walton Middle School will use STAR progress monitoring in order to ensure we are on track to meet this goal as follows: Measurable Outcome #1 for ELA: 2020-21, STAR 2, 34% of all students on pace to learn a year's material in a year's time 2020-21, STAR 3, 48% of all students on pace to learn a year's material in a year's time
Monitoring:	2020-21, STAR 4, 62% of all students on pace to learn a year's material in a year's time Measurable Outcome #2 for ELA: 2020-21, STAR 2, 34% of level 1 and 2 students on pace to earn a learning gain 2020-21, STAR 3, 48% of level 1 and 2 students on pace to earn a learning gain 2020-21, STAR 4, 62% of level 1 and 2 students on pace to earn a learning gain
Person responsible for monitoring outcome:	Rachael Parker (rachael.parker@walton.k12.fl.us)
Evidence-based Strategy:	ELA and content area teachers (reading, social studies, science, ESE, and elective) teachers will use knowledge and skills gained through their PLCs and research-based professional learning opportunities to target student needs and improve learning. Teachers will use their learning to continue to focus on standards/task alignment for their curriculum. In an effort to assist the lowest 25th percentile, WMS will strategically schedule students accordingly (in Intensive Reading, Tier 3 intervention, ELL Research, ESE Unique Skills classes, as needed). Title I tutors will be used to advance student learning. Across the curriculum, teachers will implement AVID WICOR strategies toward this end and will strive to motivate students to read for enjoyment through several reading challenge contests, which have proven successful in past years.
Rationale for Evidence-based Strategy:	In prior years, ELA has typically been a low performing component. Our efforts will focus on ensuring our students are on pace to earn a year's growth. Evidence of implementing the strategies will consist of teacher lesson plans, required PLC artifacts reflecting learning, sign-in sheets/notes from individual meetings with designated content area coach. Class offerings will be evidenced by the master schedule. Effectiveness of additional support will be evidenced through tutoring schedules and required fidelity documentation.

Action Steps to Implement

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

Person Responsible Rachael Parker (rachael.parker@walton.k12.fl.us)

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

Person Responsible Rachael Parker (rachael.parker@walton.k12.fl.us)

3. Continue CTE courses to promote technology literacy and instill “best practices” across the curriculum.

Person Responsible Stephen Byrd (stephen.byrd@walton.k12.fl.us)

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

Person Responsible Jodi Howell (howellj@walton.k12.fl.us)

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

Person Responsible Jason Campbell (campbelj@walton.k12.fl.us)

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

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

7. Utilize teachers for afterschool tutoring in order to provide extra individualized support.

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

8. ELL support, as needed, through scheduling/resources/professional development.

Person Responsible Rachael Parker (rachael.parker@walton.k12.fl.us)

9. Schoolwide reading challenges to bolster literacy achievement

Person Responsible Kiplyn Baker (bakerk@walton.k12.fl.us)

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

Person Responsible Jason Campbell (campbelj@walton.k12.fl.us)

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

Person Responsible Rachael Parker (rachael.parker@walton.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	In 2021-22, we must ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates. Students in our focus area will be on pace to learn a year's material in a year's time. Additionally, level 1 and 2 students will be on pace to earn a learning gain.
Measurable Outcome:	For the 2021-2022 school year, 62% of all students will be on pace to learn a year's material in a year's time based on STAR data. For the 2021-2022 school year, 62% of level 1 and level 2 students will be on pace to earn Walton Middle School will use STAR progress monitoring in order to ensure we are on track to meet this goal as follows: Measurable Outcome #1 for Math: 2020-21, STAR 2, 34% of all students on pace to learn a year's material in a year's time 2020-21, STAR 3, 48% of all students on pace to learn a year's material in a year's time
Monitoring:	2020-21, STAR 4, 62% of all students on pace to learn a year's material in a year's time Measurable Outcome #2 for Math: 2020-21, STAR 2, 34% of level 1 and 2 students on pace to earn a learning gain 2020-21, STAR 3, 48% of level 1 and 2 students on pace to earn a learning gain 2020-21, STAR 4, 62% of level 1 and 2 students on pace to earn a learning gain
Person responsible for monitoring outcome:	Sandy Love (loves@walton.k12.fl.us)
Evidence-based Strategy:	Collaborative planning between 6th, 7th and 8th grade math teams with district coaching support as needed. Evidence of implementing the strategies will consist of teacher lesson plans, PLC sign-in sheets and/or sign-in sheets from individual meetings with district math coach, PLC binder/artifacts. Class offerings are evidenced by the master schedule.
Rationale for Evidence-based Strategy:	STAR data and FSA/EOC data from the 2020-21 school year indicates the need to improve learning in all grade levels of math. Evidence of implementing the strategies will consist of teacher lesson plans, required PLC artifacts reflecting learning, sign-in sheets/notes from individual meetings with designated content area coach. Class offerings will be evidenced by the master schedule. Effectiveness of additional support will be evidenced through tutoring schedules and required fidelity documentation

Action Steps to Implement

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

Person Responsible Jodi Howell (howellj@walton.k12.fl.us)

2. Continue use of instructional technology.

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

3. Utilize district math coach.

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

4. Provide rigorous academic offerings (7th grade—Algebra I Honors course & 8th grade—Geometry Honors course) for advanced students. A summer “Bootcamp” will be provided to students in these courses to help prepare students for the rigor of these courses.

Person Responsible Jodi Howell (howellj@walton.k12.fl.us)

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

Person Responsible Jason Campbell (campbelj@walton.k12.fl.us)

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

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

7. Utilize teachers for afterschool tutoring in order to provide extra individualized support.

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

8. Provide materials for ELL support.

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

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

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

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

Person Responsible Jason Campbell (campbelj@walton.k12.fl.us)

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

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

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

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

Measurable Outcome:

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

Monitoring:

This will be monitored by using a pre-test, mid-year test and post-test.

Person responsible for monitoring outcome:

Greer Harvell (harvellg@walton.k12.fl.us)

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

In prior years, WMS has seen an increase in student performance using the first three strategies. We plan to continue using these strategies with even more fidelity. By continuing the Seaperch classes and Internal Science Fair Review Committee, we will be providing more rigorous and hands-on opportunities for students.

Action Steps to Implement

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

Person**Responsible**

Greer Harvell (harvellg@walton.k12.fl.us)

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

Person**Responsible**

Greer Harvell (harvellg@walton.k12.fl.us)

3. Participate in a day-long, multi-grade level standards review. (Science-palooza)

Person**Responsible**

Greer Harvell (harvellg@walton.k12.fl.us)

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

Person**Responsible**

Greer Harvell (harvellg@walton.k12.fl.us)

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

Person Responsible Greer Harvell (harvellg@walton.k12.fl.us)

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

Person Responsible Jason Campbell (campbelj@walton.k12.fl.us)

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

Person Responsible Greer Harvell (harvellg@walton.k12.fl.us)

#4. Other specifically relating to AVID

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

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

Monitoring: This will be monitored by lesson plans, artifacts, and pictures. Students and teachers will also fill out recognition forms when they observe each other implementing/using WICOR strategies.

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

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

Rationale for Evidence-based Strategy: WMS has been an AVID school for many years. The strategies have helped our students grow academically and socially. The attention given specifically to WICOR has made an impact on all our students, not just those that are in the AVID elective course.

Action Steps to Implement

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

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

2. WICOR Wednesdays in classrooms.

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

3. Weekly WICOR Wednesday spotlights shared with all stakeholders on social media platforms by the instructional coach.

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

4. Student and teacher recognition challenge for using AVID/WICOR strategies.

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

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

Person Responsible Jason Campbell (campbelj@walton.k12.fl.us)

6. Faculty spotlights focused on AVID/WICOR strategies

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

7. AVID training and PD for teachers

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

8. Materials and supplies to support AVID strategies.

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

#5. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:	WMS' student performance data indicates a great need for improvement in all subject area and grade levels. In an effort to strategically impact student learning, teachers will participate in focused, weekly PLC meetings with their grade level/subject area partners. PLC meeting discussions will be based upon Stephen DuFour's recommended 4 questions, especially the first two: What do we want students to learn? How will we know they have learned it? By carefully crafted instruction of each course's standards and intentional assessment of student learning, teachers will work to ensure they are moving students forward academically.
Measurable Outcome:	In 2021-22, 94% of teachers will fulfill PLC requirements for professional learning points.
Monitoring:	Teachers will submit weekly PLC Team Agenda/Notes sheet to the school's professional learning facilitator (PLF). The school's instructional coach/PLF and the admin team will conduct coaching cycles/walkthroughs (at least one per semester, per team) to provide each PLC feedback to improve their process. WMS will also follow action steps outlined on the three-year PLC implementation plan submitted to the WCSD.
Person responsible for monitoring outcome:	Kristen Nelson (kristen.nelson@walton.k12.fl.us)
Evidence-based Strategy:	Content area and elective teachers will use knowledge and skills gained through their PLCs and research-based professional learning opportunities to target student needs and improve learning. Teachers will use their learning to continue to focus on standards/task alignment for their curriculum.
Rationale for Evidence-based Strategy:	Walton Middle School strives to improve literacy and math proficiency and seeks out opportunities to align instruction and resources with our data-based needs. WMS would like 62% of students to learn a year's material in a year's time as evidenced by STAR.

Action Steps to Implement

1. WMS teachers will participate in PLCs organized by grade level/subject area and will focus on DuFour's #4 questions for learning". PLCs will progress monitor the SIP's SMART goals in an effort to impact student learning. PLCs will follow WMS' 3-Year Plan submitted to WCSD. Participation will be evidenced through artifact collection, to be outlined and monitored by the professional learning facilitator (PLF).

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

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

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

3. Summer CAP to collaborate and build vertical and horizontal alignment.

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

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

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

5. AVID training/PD for content area teachers.

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

6. WMS ELA teacher will participate in at least one date of writing professional development.

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

#6. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	WMS will continue to address parent communication barriers that hinder student achievement by utilizing a variety of contact methods. WMS believes that parents need to know and be aware of school and classroom happenings in order to help students be academically successful.
Measurable Outcome:	WMS will use various communication methods at least once per month to communicate school happenings. WMS will host at least 3 parent training events to help show and teach strategies to better assist their child's educational needs.
Monitoring:	We will monitor the success of parent involvement initiatives through the school advisory council process, Title 1 parent surveys, school improvement meetings, and student progress monitoring data.
Person responsible for monitoring outcome:	Heather Gandy (gandyh@walton.k12.fl.us)
Evidence-based Strategy:	WMS will use technology, social media, parent meetings, and information sent home to parents via students at least once per month. Students will record weekly classroom activities in their Pridebooks, and teachers will be able to send notes to parents home in Pridebooks as needed. WMS will also provide training events and resources to implement at home for continuing student academic success.
Rationale for Evidence-based Strategy:	WMS has utilized some of these strategies in previous years. We will work to be more intentional with communication. Records from Bloomz, Facebook and sign-in sheets from parent events will serve as evidence of these efforts. Students' Pridebooks will also provide evidence of flyers and other information sent home, as well as classroom weekly plans.

Action Steps to Implement

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

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

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

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

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

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

4. Use Adobe Spark as a means to maximize effective communication.

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

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

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

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

Person Responsible Jason Campbell (campbelj@walton.k12.fl.us)

7. Implement at least three "Parent Training" events to provide resources for assisting in improving student success and provide childcare for families to attend

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

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

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

9. WMS will mail Positive Post-cards and other pertinent information as means of communication to parents.

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

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

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

Measurable Outcome: To ensure more seat time for students, WMS will use PBS strategies to decrease the number of school referrals (excluding bus referrals) from 254 during the 2020-2021 school year by 5% during the 2021-2022 school year. (This will decrease the number of school referrals (not bus) to 241)

Monitoring: Mr. Hulion, or a designee, will regularly (at least quarterly) compare this year's referral data and compare it to last year's data to determine if we are on track.

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

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

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

Action Steps to Implement

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

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

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

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

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

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

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

Person Responsible Jason Campbell (campbelj@walton.k12.fl.us)

5. Teachers will utilize the Live 360/Capturing Kids' Hearts (social/emotional health curriculum) as scheduled.

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

6. Hire a Behavior Interventionist in order to help deter behavior issues that result in referrals.

Person Responsible Jason Campbell (campbelj@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.

According the SafeSchoolsforAlex.org, WMS is #2 of 3 in the county (of middle schools) and #248 out of 553 in the state. That is a moderate rating. We were ranked "high" for drug/public order incidents. Based on the referrals, many of these were due to vaping. Fighting was also a concern. We will work to more closely monitor areas where vaping and fighting occurs. We will also implement "Capturing Kids Hearts" strategies and work to foster relationships in order to help deter these things from happening.

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.

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

In addition, activities happening within the classrooms as well as extracurricular will be shared via the school's social media platforms. This will give stakeholders an insight as to what is going on academically, athletically, and socially.

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

Jason Campbell, principal
 Scott Hulton, assistant principal
 Jodi Howell, guidance counselor
 Kristen Nelson, PLF
 Heather Gandy, Title I Specialist

Teachers:

Sandy Love
 Rachael "Alex" Parker
 Stephen Byrd
 Makayla Ellenburg
 Gabrielle Brown
 Greer Harvell
 Kip Baker

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$827.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0201 - Walton Middle School	School Improvement Funds		\$827.00
2	III.A.	Areas of Focus: Instructional Practice: Math				\$827.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0201 - Walton Middle School	School Improvement Funds		\$827.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$827.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0201 - Walton Middle School	School Improvement Funds		\$827.00
4	III.A.	Areas of Focus: Other: AVID				\$4,609.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0201 - Walton Middle School	School Improvement Funds		\$4,609.00
			<i>Notes: This includes AVID Certification costs</i>			
5	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
7	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$650.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0201 - Walton Middle School			\$650.00
Total:						\$7,740.00