Maude Saunders Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Maude Saunders Elementary School

416 JOHN BALDWIN RD, Defuniak Springs, FL 32433

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

Demographics

Principal: Cindy Neale

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2021-22 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	2021-22: B (56%) 2018-19: C (42%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Walton County School Board on 9/20/2022.

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.

Table of Contents

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

MSE takes pride in educating and valuing the whole child.

Provide the school's vision statement.

We believe all students can achieve excellence.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities**.:**

Name	Position Title	Job Duties and Responsibilities
Neale, Cindy	Principal	
Johnson, William	Assistant Principal	
Dawkins, Lydia	Teacher, K-12	
Evans, Sheryl	Other	
Zorn, Shannon	Other	
Spence, Krisy	Other	
Kent, Maerea	Other	
Parker, Tina	Teacher, ESE	
Peterson, Lindy	Other	
Chatman, Roslyn	Paraprofessional	
Merchant, Sonya	Other	
Smothers, Haley	Teacher, K-12	
Laviolette, Jessica	SAC Member	
Anderson, Alannah	SAC Member	
Matthews, Elaine	SAC Member	
Smith, Casie	SAC Member	

Demographic Information

Principal start date
Wednesday 7/1/2020, Cindy Neale

Number of teachers with a 2022 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.*
1

Number of teachers with a 2022 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.*

4

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

539

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	86	89	83	94	76	86	0	0	0	0	0	0	0	514
Attendance below 90 percent	38	27	23	20	28	31	0	0	0	0	0	0	0	167
One or more suspensions	5	4	3	9	9	12	0	0	0	0	0	0	0	42
Course failure in ELA	5	6	4	9	3	3	0	0	0	0	0	0	0	30
Course failure in Math	4	1	1	13	3	3	0	0	0	0	0	0	0	25
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	18	16	21	0	0	0	0	0	0	0	55
Level 1 on 2022 statewide FSA Math assessment	0	0	0	19	18	27	0	0	0	0	0	0	0	64
Number of students with a substantial reading deficiency	0	0	0	1	0	2	0	0	0	0	0	0	0	3

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	0	0	0	0	

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	12	0	0	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	2	2	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Tuesday 7/12/2022

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	80	84	82	68	79	92	0	0	0	0	0	0	0	485
Attendance below 90 percent	19	27	21	8	18	20	0	0	0	0	0	0	0	113
One or more suspensions	1	6	2	1	4	10	0	0	0	0	0	0	0	24
Course failure in ELA	1	11	2	4	2	3	0	0	0	0	0	0	0	23
Course failure in Math	3	3	3	3	3	2	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	9	6	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	15	0	0	0	0	0	0	0	24
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	2	8	4	5	11	13	0	0	0	0	0	0	0	43

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	12	0	0	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	2	2	0	0	0	0	0	0	0	4

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	80	84	82	68	79	92	0	0	0	0	0	0	0	485
Attendance below 90 percent	19	27	21	8	18	20	0	0	0	0	0	0	0	113
One or more suspensions	1	6	2	1	4	10	0	0	0	0	0	0	0	24
Course failure in ELA	1	11	2	4	2	3	0	0	0	0	0	0	0	23
Course failure in Math	3	3	3	3	3	2	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	9	6	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	15	0	0	0	0	0	0	0	24
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	2	8	4	5	11	13	0	0	0	0	0	0	0	43

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	12	0	0	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	2	2	0	0	0	0	0	0	0	4

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%	63%	56%				51%	66%	57%
ELA Learning Gains	54%						55%	65%	58%
ELA Lowest 25th Percentile	59%						42%	59%	53%
Math Achievement	53%	55%	50%				40%	64%	63%
Math Learning Gains	63%						31%	62%	62%
Math Lowest 25th Percentile	73%						17%	48%	51%
Science Achievement	41%	69%	59%				60%	64%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	66%	-10%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	38%	64%	-26%	58%	-20%
Cohort Comparison		-56%				
05	2022					
	2019	63%	64%	-1%	56%	7%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	65%	-10%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	35%	65%	-30%	64%	-29%
Cohort Comparison		-55%				
05	2022					
	2019	34%	55%	-21%	60%	-26%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	61%	-1%	53%	7%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	45	48	35	74	68	30				
ELL	42			55							
BLK	35	57		35	46						
HSP	55	56			55	67		55			
MUL	53	55		58	65						
WHT	47	52	60	53	65	69	42				
FRL	46	53	57	48	62	72	41				

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	29	13	32	65	50	44				
BLK	26	33		28	55		30				
HSP	54	45		58	82		45				
MUL	52			57							
WHT	58	57		65	73		73				
FRL	50	47	26	56	68	53	55				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	41	38	25	29	24	15				
ELL	47	54		24	15						
BLK	27	50		22	23						
HSP	50	56		26	16		64				
MUL	44	50		26	21						
WHT	57	57	43	49	35	18	64				
FRL	47	53	42	38	29	18	59				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	59
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	80
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

writing 4th 57%
writing 5th 54%
Writing Domain 1
organization 53%
organization 48%
Writing Domain 2
evidence 4th 50%
evidence 5th 45%

Integration of knowledge 56%
Key Ideas and details 51%
Language 58%

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Integration of knowledge 56%
Key Ideas and details 51%
Writing Domain 1
organization 4th 53%
organization 5th 48%
Writing Domain 2
evidence 4th 50%
evidence 5th 45%

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

lack of read alouds (vocabulary development)

new actions
read alouds
AR accountability across grade levels (vocabulary quizzes, articles, goal tracking)

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The craft and structure section was the strongest for all grade levels taking the FSA at 59% mastery.

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

The use of Writing Revolution Strategies allowed students to better understand how paragraphs are put together increasing their ability to comprehend text.

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

Fully implementing the Writing Revolution
AR
incorporating read-alouds in. the classroom to allow for vocabulary discussion

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.

Continued training in the use of strategies from the Writing Revolution for new teachers
AR information given during faculty meetings

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

Support from district reading coach
PLCs focusing on writing
Data chats
MTSS
Tutoring services

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2021-2022 STAR Data, it has been determined that the core curriculum is not effective based on the percentage of students not proficient.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the final administration of F.A.S.T., a minimum of 65% of all K-5th grade, students will be proficient.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring using F.A.S.T. three times per year in addition to diagnostic testing recommended in the Walton County School District Reading Plan.
Person responsible for monitoring outcome:	Cindy Neale (cindy.neale@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	WICOR Strategies Writing Revolution Student goal setting and self-monitoring Research-based interventions Attendance Read Alouds Accelerated Reader Program
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	For grades 3-5 based on ELA FSA scores 3rd 49% proficient 4th 53% proficient 5th 42% proficient For grades K-2 based on STAR ELA K 62% proficient 1st 58% proficient 2nd 63% proficient

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Tier 1 Strategy 1 AVID strategies K-5
a. AVID strategies will be modeled monthly
b. Incorporated across curriculum
c. Student use of WICOR strategies
d. Student goal-setting using AVID/organizational skills
e. Student quarterly self-assessment of organizational skill using rubric
f. Collaboration with community partners to assist with student needs

Person Responsible	Shannon Zorn (shannon.zorn@walton.k12.fl.us)

Tier 1 Strategy 2 Writing to learn and reflective writing strategies
a. Writing Revolution training for new teachers/ESPs provided by Reading Coach
b. Incorporate strategies from Writing Revolution across the curriculum
c. Analysis and feedback of student writing by teacher weekly
d. Students will use district-approved rubrics to self-evaluate work

Person Responsible	Maerea Kent (kentm@walton.k12.fl.us)

Tier 1 Strategy 3 Student goal setting
a. Achievement Level Descriptors are posted and incorporated into lessons

b. Students will rate and provide evidence of their performance levels
c. Students will goal set (AR, summative assessments, FAST, state and district assessments, and attendance)

Person Responsible   Maerea Kent (kentm@walton.k12.fl.us)

Tier 2 and Tier 3 Strategy 1 District-approved research-based interventions
a. Bilingual aide will use district-approved ESOL programs and ESOL strategies
b. Intensive reading instruction provided daily
c. ESE teachers will push in during Tier 1 core instruction to aid with differentiation
d. Utilize the MTSS process to identify Tier 2/Tier 3 students and provide research-based interventions

Person Responsible   Cindy Neale (cindy.neale@walton.k12.fl.us)

Tier 1 Strategy 4 Full implementation of the AR program including goal setting
a. use of tracking sheets
b. rewards for meeting goals
c. graph AR scores
d. recognition in the classroom

Person Responsible   Maerea Kent (kentm@walton.k12.fl.us)

Tier 1 Strategy 5 District-approved computer-based programs
a. Study Island (3rd - 5th grades)

b. Nearpod (training will be provided during pre-planning)

Person Responsible   Maerea Kent (kentm@walton.k12.fl.us)

Tier 2 and 3 Strategy 4
Utilize the Title 1 reading interventionist

Person Responsible   Maerea Kent (kentm@walton.k12.fl.us)

Tier 1 Strategy 6
a. Read aloud to increase vocabulary will be incorporated daily
b. verbal Questioning and student response

Person Responsible   Maerea Kent (kentm@walton.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2021-2022 STAR Data, it has been determined that the core curriculum is not effective based on the percentage of students not proficient.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the final administration of FAST, 65% of all K-5th grade students will be proficient
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring using F.A.S.T. three times per year in addition to diagnostic testing recommended in the Walton County School District Math plan.
Person responsible for monitoring outcome:	Cindy Neale (cindy.neale@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	AVID Strategies Student Self-report grades (ALD and student goal setting) STEM (Science, Technology, Engineering, and Math) Math BEST Standards in grades K-5 Research-based interventions
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	For grades 3-5 based on Math FSA scores the specific areas where there is an opportunity for growth 3-58% 4th-56% 5th-39% For grades K-2 based on STAR Math/district-created assessment K- 87% proficient on the district-created assessment 1st -51% 2nd -52%

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Tier 1 Strategy 1 AVID strategies K-5
a. Training for new teachers and ESPs
b. Incorporated across curriculum
c. Student use of WICOR strategies
d. Student goal-setting using AVID/organizational skills
e. Student rated organizational skills using rubric
f. Collaboration with community partners to assist with student needs

Person Responsible	Shannon Zorn (shannon.zorn@walton.k12.fl.us)

Tier 1 Strategy 2 Student goal setting
a. Achievement Level Descriptors
b. Students will rate themselves and provide evidence using ALDs
c. Students will goal set (AR, summative assessments, FAST, state and district assessments, and attendance)

Person Responsible	Shannon Zorn (shannon.zorn@walton.k12.fl.us)

Tier 1 Strategy 3 STEAM (Science Technology Engineering, Art and Math)
a. Support Science standards across grade levels

b. Students will rate themselves and provide evidence using the ALDs/Performance Scales

c. Student Goal setting

Person Responsible   Shannon Zorn (shannon.zorn@walton.k12.fl.us)

Tier 1 Strategy 4 BEST standards for Math

a. Use of district-approved computer programs to aid in differentiation

b. Teachers will work with the instructional coach to implement standards-based instruction

c. CAP training provided (Curriculum Alignment Project)

Person Responsible   Shannon Zorn (shannon.zorn@walton.k12.fl.us)

Tier 2 and Tier 3 Strategy 1 District-approved research-based interventions

a. Teacher and/or Interventionist provide tiered instruction

b. ESP small group support to aid in differentiation

c. ESE teachers push into classrooms during Tier 1 core instruction to aid in differentiation

d. Purchase a math intervention program

e. Purchase needed math manipulatives

f. Utilize the MTSS process to identify Tier 2/Tier 3 students

Person Responsible   Shannon Zorn (shannon.zorn@walton.k12.fl.us)

Tier 1 Strategy 5 District-approved computer-based programs

a. Study Island (3rd - 5th grades)

b. NearPod

Person Responsible   Shannon Zorn (shannon.zorn@walton.k12.fl.us)

Utilize K-2 Math Interventionist

Person Responsible   Sheryl Evans (evanss@walton.k12.fl.us)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In order for 5th grade to be able to meet the rigor of the FCAT Science assessment, grade level standards-based instruction will be implemented in grades 1-5.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the final administration of the 2022-2023, District-approved Science Assessment 65% of all 1-5th grade students will score 70% or higher.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring three times per year using the curriculum-based/district common science assessments.
Person responsible for monitoring outcome:	Cindy Neale (nealec@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	STEM Enrichment activities Scientific Inquiry Skills District-approved computer-based programs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	5th-grade FCAT scores make up 78% of the school grade. Earth and Space was the lowest area at 56%

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Tier 1 Strategy 1 STEAM a. Support Science Standards b. Collaboration among grade levels c. Incorporate hands-on activities d. Implement 21st Century skills	
Person Responsible	Sheryl Evans (evanss@walton.k12.fl.us)
Tier 1 Strategy 2 Enrichment activities a. Lego League b. Science Boot Camp (5th grade) c. Biophilia (4th grade) d. Hands on Science Labs (5th grade)	
Person Responsible	Sheryl Evans (evanss@walton.k12.fl.us)
Tier 1 Strategy 3 Scientific Inquiry Skills a. STEAM b. Hands-on projects relating to nature and science standards addressing the scientific method.	
Person Responsible	Sheryl Evans (evanss@walton.k12.fl.us)
Tier 1 Strategy 4 District-approved computer-based programs a. Study Island (3rd - 5th grades) b. FCIMS/All in Learning c. NearPod	
Person Responsible	Sheryl Evans (evanss@walton.k12.fl.us)

#4. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The use of professional learning communities is a requirement of the Federal Title 1 program, the Florida Professional Learning Protocol and Learning Protocol, and the AdvancEd Accreditation System. Best practice promotes the use of PLC's as the most effective method of professional learning. Teachers will work together and engage in collective inquiry to find what works in terms of teaching and learning to ensure there are no gaps in the curriculum. Teachers will share responsibility for the total development of the student and their success. In 2022-2023, we must ensure teachers are ready to accelerate student learning. Our area of focus will be Tier 1 proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	PLC teams will meet on average of 7 times per quarter as evidence by the agendas.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored by the submission of and averaging of the agendas.
Person responsible for monitoring outcome:	Haley Smothers (smothersh@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Continue to improve the PLC process Professional Development for teachers
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	To strengthen our Tier 1 core instruction To increase Team collaboration

**selecting this
strategy.**

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Tier 1 Strategy 1 Continue to improve the PLC process
a. The goal for the PLC facilitator will be a grade-level teacher
b. PLC Team meetings will be held weekly to incorporate team efficacy
c. PLC Facilitators will attend Solution Tree Training
d. The principal will meet with the various roles of a PLC group
e. Differentiate Tier 1
f. Utilize Collective responsibility

**Person
Responsible**   Haley Smothers (smothersh@walton.k12.fl.us)

#5. Positive Culture and Environment specifically relating to discipline	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	To provide a supportive and fulfilling environment with conditions that are conducive to learning and meet the needs of all students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year, the number of students with 3 or more referrals will be reduced by 20%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	It will be monitored on a monthly basis utilizing disciplinary reports through Focus Student Information System.
Person responsible for monitoring outcome:	William Johnson (william.johnson@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Ron Clark House System 2. Character Development 3. Create a framework for staff/student check in program 4. Capturing Kids' Hearts
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	During the 2021-2022, school year 76% of referrals were earned by students with 3 or more referrals.

Action Steps to Implement	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	

Tier 1 Strategy 1 House System
a. House meeting per 9 weeks
b. Utilization of the Ron Clark App by staff on a quarterly basis
c. House Spirit Days throughout the school year

Person Responsible	William Johnson (william.johnson@walton.k12.fl.us)

Tier 1 Strategy 2 Character Development
a. Continue the Morning Messages
b. Suite 360

Person Responsible	Cindy Neale (cindy.neale@walton.k12.fl.us)

Tier 1 Strategy 3 Create and implement a framework for staff/student check in program
a. Identified students
b. Documentation sheet for accountability (meet 2 times per month)

Person Responsible	Krisy Spence (spencek@walton.k12.fl.us)

Tier 1 Strategy 4 Utilize the Title 1 behavior interventionist

Person Responsible	Sonya Merchant (merchans@walton.k12.fl.us)

#6. Positive Culture and Environment specifically relating to parent involvement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Two way communication between parents, students, and teachers utilizing planners or communication folders on a quarterly basis.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	During the 2022-2023 school year, 80% of student planners/folders will show two-way communication on a quarterly basis.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The class percentage will be calculated and shared with the Title 1 resource teacher at the end of each 9 weeks.
Person responsible for monitoring outcome:	Krisy Spence (spencek@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Based on prior year observation planner/ communication folders were not utilized effectively.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We will utilize the planner/folders to increase family engagement by improving ongoing two way communication.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Training in the use of the planners and communication folders

2. Dedicated time during faculty meetings to discuss use of planners and communication folders

3. Incentives such as drawings each nine weeks to reward students whose family participated in conference

4. Utilize bilingual staff to improve communication with ELL families

5. Planner/ communication folder use will be incorporated into Family Engagement Activities

6. Use of planners for 2 way communication

Person Responsible	Krisy Spence (spencek@walton.k12.fl.us)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Percentage of students below level 3 based on 2022 progress monitoring data
K-38%
1-42%
2-37%

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Percentage of students below level 3 on the 2022 state wide assessment
3rd-52%
4th-49%
5th-60%

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By the final administration of F.A.S.T., a minimum of 50% of all K-2nd grade students will be proficient. Students will be progressed monitored using F.A.S.T.

Grades 3-5: Measureable Outcome(s)

By the final administration of F.A.S.T., a minimum of 50% of all 3-5th grade students will be proficient. Students will be progressed monitored using F.A.S.T.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Progress monitoring will take place using the FAST. Data chats will be used to discuss the progress of the students.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Appel, Crystal, appelc@walton.k12.fl.us

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Learning walk-throughs for grades 3 and 5 to reinforce best practices
Diagnostic testing from our WCSD Reading Plan to Identify students with gaps and provide research based interventions

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The programs selected are State approved and a part of the District Reading Plan.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
The School Improvement ELA Committee will work together to assure strategies are being completed. The District Literacy Coach will work with teachers to assure that best practices are being implemented. Formative and Summative assessments will be used to monitor students' skill levels and to monitor them for the MTSS process. PLCs will focus on best practices.	Neale, Cindy, cindy.neale@walton.k12.fl.us

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

To see how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students click on the PFEP Document link

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

To see how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students click on the PFEP Document link