

Walton County School District

Mossy Head School



2022-23 Schoolwide Improvement Plan

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Mossy Head School

13270 US HIGHWAY 90 W, Defuniak Springs, FL 32433

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

Demographics

Principal: Leslie Hulion

Start Date for this Principal: 7/1/2007

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (68%) 2018-19: A (62%) 2017-18: C (50%)
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.

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

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 PK-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

“Enrich the Present, Inspire the Future, Honor the Past”

Provide the school's vision statement.

To provide a safe and positive environment for ALL students, while striving to be the number one elementary school.

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
Hinote, Ronita	Principal	
Hulion, Leslie	Assistant Principal	
Lawrence, Lindsey	Other	Title 1 and SAC and SIT Chair
Klemkosky, Amie	Teacher, K-12	SIT Chair and 5th grade math
Golleher, Jennifer	Teacher, K-12	Cognia and 1st grade teacher
Smith, Carol	Instructional Coach	Reading coach
Davis, Crystal	Teacher, ESE	ESE
Yeakos, Rachel	Teacher, PreK	Pre-K teacher
Abernathy, Rhonda	Teacher, K-12	Kindergarten teacher
Foy, Amber	Teacher, K-12	Third Grade Teacher
Coone, Leslie	Teacher, K-12	PLF and Fifth grade ELA teacher
Poole, Gillian	SAC Member	
Davis, Lacey	SAC Member	
Robinson, Tammy	SAC Member	
Thompson, Anna	Teacher, K-12	
McNeill, Lisa	Other	
Phillips, Megan	Paraprofessional	
Larue, Gabriella	SAC Member	

Demographic Information

Principal start date

Sunday 7/1/2007, Leslie Hulion

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.*

4

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.*

8

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

430

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

11

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

11

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	79	69	72	60	62	59	0	0	0	0	0	0	0	401
Attendance below 90 percent	38	24	24	16	21	23	0	0	0	0	0	0	0	146
One or more suspensions	4	4	0	4	4	2	0	0	0	0	0	0	0	18
Course failure in ELA	7	3	3	4	3	2	0	0	0	0	0	0	0	22
Course failure in Math	8	0	1	1	0	1	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	8	11	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	6	9	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	22	13	14	15	5	13	0	0	0	0	0	0	0	82

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	20	9	10	11	9	7	0	0	0	0	0	0	0	66

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	13	6	3	6	1	1	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	1	1	2	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Monday 7/11/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	0	0	2	4	7	0	0	0	0	0	0	0	17

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	0	0	2	4	7	0	0	0	0	0	0	0	17

The number of students identified as retainees:

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

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	65%	63%	56%				61%	66%	57%
ELA Learning Gains	75%						64%	65%	58%
ELA Lowest 25th Percentile	52%						57%	59%	53%
Math Achievement	73%	55%	50%				65%	64%	63%
Math Learning Gains	86%						67%	62%	62%
Math Lowest 25th Percentile	64%						55%	48%	51%
Science Achievement	64%	69%	59%				67%	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	53%	66%	-13%	58%	-5%
Cohort Comparison		0%				
04	2022					
	2019	57%	64%	-7%	58%	-1%
Cohort Comparison		-53%				
05	2022					
	2019	60%	64%	-4%	56%	4%
Cohort Comparison		-57%				

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	62%	65%	-3%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	61%	65%	-4%	64%	-3%
Cohort Comparison		-62%				
05	2022					
	2019	59%	55%	4%	60%	-1%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	63%	61%	2%	53%	10%
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	38	54	42	47	79	67	42				
ELL	50	56		61	81						
HSP	50	62	50	57	73		42				
MUL	60			50							
WHT	69	82	64	80	91	69	69				
FRL	60	73	50	71	87	65	56				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	31	63		53	69		43				
ELL	53			59							
HSP	45	75		52	75		45				
MUL	62			54							
WHT	62	72		76	85	67	78				
FRL	57	74	85	68	81	62	75				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	46	44	43	57	50	47				
ELL											
HSP	67	56		75	69		80				
WHT	60	64	63	64	67	52	66				
FRL	59	63	54	64	69	56	67				

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	69
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	73
Total Points Earned for the Federal Index	552
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	53
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	64
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
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	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	75
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	67
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?

One trend that has emerged both last year and this year is that second grade students are not showing the same growth in reading as previous year data. This group is our covid group from kindergarten. They finished Kindergarten virtually due to covid. These students have also dropped on math.

Another trend is our subgroup of ESE students and lowest 25%. These students scored 52% for ELA and 56% for math.

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

Our greatest need for improvement is ELA and our lowest 25%. Mossy Head Schools lowest 25% was 52% on FSA ELA testing.

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

Contributing factors to this need for improvement is consistency in instructional practices. New actions that will be addressed to help students improve are an increase focus on our ELA lowest 25%. Mossy Head School will be intentional and systematic in the grouping of students along with the intervention programs that are used with these students. Whole group instruction will also be more consistent this year due to incorporating a new teacher in fifth grade ELA.

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

Data components based off of the state assessment that show the most improvement are math specifically learning gains in fifth grade math.

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

The contributing factors to this improvement was intentional planning of small group time. New actions that our school took to improve this area were being very intentional and forward thinking in both whole group and small group instruction.

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

Strategies that will need to be implemented in order to accelerate learning is differentiation in Tier 1. During PLC meetings teachers will be intentional in planning for lowest 25% of students in order to help close the achievement gaps.

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.

The professional development opportunities that will be provided at Mossy Head will be specific time set aside for PLC and professional development training for differentiation in Tier 1 during faculty meetings/ PLC.

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

PLC will be supported by administration and district coaches.

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.

Overall proficiency of grades 3-5 on FSA ELA was 65% for the 21-22 school year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student proficiency will maintain 65% or increase on the 22-23 ELA FAST.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored using the FAST Reading Assessment

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Build capacity of all teachers to provide instruction aligned to the Florida BEST standards.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

If we build capacity of all teachers to provide instruction aligned to the Florida BEST standards, then teachers will be able to increase student achievement.

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.

Implementing reading strategies to increase rigor. Carol Smith (district reading coach) will train new teachers with specific reading strategies to enhance text-based writing structures using TNTP strategies.

Person Responsible

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

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

Person Responsible

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

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

Person Responsible

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

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

Person Responsible

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

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

Person Responsible

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

Teachers will implement one of the following interventions with their Tier 2 and Tier 3 groups: Sonday, Heggerty, Wilson, Great Leaps, Tyner, MyPath, Lexonik Leaps, LLI, Visualizing and Verbalizing, Comprehension toolkit, Imagine Learning (for ELL's) and education galaxy (pending funding)

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

Provide tutoring before and after school throughout the year by teachers and paraprofessionals that meet Title 1 requirements. Tutoring should begin during mid-nine weeks/interim reports.

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

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

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

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

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

The Assistance Principal will provide support for the K-3 and 3-5 interventionists to provide differentiated targeted interventions and progress monitor student growth and achievement.

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

Higher performing students in 4th and 5th grade will meet for enrichment lessons.

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

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

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

Structures vocabulary will be implemented whole group in grades 4 and 5, need to purchase more for all teachers.

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

Practice Coach Plus and iReady will be used as curriculum for tutoring. (upon district approval)

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

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

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

AR testing will be implemented school wide. Each grade level will set goals for student success for every nine weeks. Rewards and awards will need to be purchased for students meeting their goals.

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

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

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

Teachers will participate in learning walks at MHS and other schools. Teachers will also schedule a time to observe instruction of teachers in the same grade level.

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

A summer reading challenge will be implemented for the 2023 summer. Students will be able to earn a reward for completing their summer packets.

Person Responsible Lisa McNeill (lisa.mcneill@walton.k12.fl.us)

Funding for onboarding PD days.

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

LETRS training for teachers not reading endorsed.

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

Retain the same district reading coach.

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

Tier 2 and 3 training for new teachers.

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

MHS will utilize the district writing plan and strategies that are implemented in the plan.

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

All teachers will have a board configuration with learning targets and performance scale using ALD.

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

Exemplar ALD responses by the district reading coach during PLC

Person Responsible Carol Smith (carol.smith@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.

Overall proficiency of grades 3-5 on FSA Math was 73% for the 2021-2022 school year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student proficiency will increase to 73% or higher on the 2022-2023 FAST math assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored using the FAST math assessment.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Build capacity of all teachers to provide instruction aligned to the new Florida BEST standards.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

If we build capacity of all teachers to provide instruction aligned to the Florida BEST standards, then teachers will be able to increase student achievement.

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.

Provide tutoring before and after school throughout the year by teachers and paraprofessionals that meet Title 1 requirements. Tutoring should begin during mid-nine weeks/interim reports.

Person Responsible

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

Students will use Education Galaxy (pending funding), MyPath, and Khan Academy to increase understanding of math concepts.

Person Responsible

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

Teachers will utilize math manipulatives to support math instruction.

Person Responsible

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

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

Person Responsible

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

Students that meet fact fluency goals in each grade level, will participate in a special celebration at the end of each semester. Goals will be set at School Improvement Meetings each month. Xtra math may be used for these goals, pending funding.

Person Responsible

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

Teachers will participate in learning walks at MHS and other schools. Teachers will schedule a time to observe peer teachers during instructional time.

Person Responsible

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

Teachers will implement the Problem of the Day, in which teachers will introduce and frontload a skill students have not learned or spiral back to previously learned standards. The strategy will be used to spiral up or down standards and skills.

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

Practice Coach Plus and iReady will be used as a curriculum for tutoring. (pending district approval)

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

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

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

BEST math standard will be implemented in K-5.

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

All teachers will be trained in the new math program Big Ideas.

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

Utilize Big Ideas math curriculum for intervention program and extension for enrichment.

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

Incorporating ALD's for all students.

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

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Overall learning gains on FSA ELA was 75% for the 2021-2022 school year. Lowest 25% learning gains on FSA ELA was 52% for the 2021-2022 school year. Overall learning gains FSA Math was 86% for the 2021-2022 school year. Lowest 25% learning gains on FSA math was 64% for the 2021-2022 school year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Overall FSA ELA learning gains will maintain 75%. Students in the lowest 25% in the area of reading, will increase learning gains from 52% to 62% on FSA ELA.

Overall FSA Math learning gains will maintain 86%. Students in the lowest 25% in the area of Math, will maintain learning gains of 64% on FSA Math.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored through FAST reading and math state assessments.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Build capacity of all teachers to provide instruction aligned to the Florida State Standards and the new BEST standards.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

If we build capacity of all teachers to provide instruction aligned to the Florida State Standards and the new BEST standards, then teachers will be able to increase student achievement.

Action Steps to Implement

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.

Implement MyPath, Education Galaxy (pending funding) and Xtra math (pending funding) for progress monitoring students.

Person Responsible

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

Utilize Imagine Learning and the various reports, resources (teacher lessons etc.) and trainings that accompany the program (training as needed for teachers)

Person Responsible

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

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

Person Responsible

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

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

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

Utilize classroom data, FAST (3-5), STAR (K-2), Pre-k STAR and K12 LIFT data to monitor progress and tailor instruction for students in the L25 groups (Level 1's and 2's).

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

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

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

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

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

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

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

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

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

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

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

#4. 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.

Proficiency of Grade 5 Science NGSSS is 64% for the 2021 - 2022 school year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase proficiency to 65% on the 2022 - 2023 Grade 5 Science NGSSS.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Build capacity of all teachers to provide instruction aligned to the BEST standards.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

If we build capacity of all teachers to provide instruction aligned to the BEST standards, then teachers will be able to increase student achievement.

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

Person Responsible

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

2. Emerald Coast Science Center and Nonie's Ark will provide lessons and hands-on activities for STEM Night, pending funding.

Person Responsible

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

3. Grades 3-5 will utilize Study Island standards-based diagnostic tests and lessons, pending funding.

Person Responsible

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

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

Person Responsible

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

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

Person Responsible

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

6. Provide enrichment opportunities by sponsoring school LEGO Team and Odyssey of the Mind, pending support for programs.

Person Responsible

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

7. Kindergarten and First Grade classes will support curriculum with hands-on learning by planting and growing flowers and vegetables in the planters outside their classrooms, pending grant approval.

Person Responsible

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

8. Fourth Grade will support curriculum by attending a field trip to Biophelia for a hands on learning experience.

Person Responsible

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

#5. Positive Culture and Environment specifically relating to School Climate**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

After implementing the Ron Clark House System, MHS had a increase in the number of referrals form the 2021-2022 school year. There were 128 referrals issued during the 2021-2022 school year. The number of students that had 10 or more absences during the 2021-2022 school year increased. There were 247 students with 10 or more absences during the 2021-2022 school year (183 in the 2020-2021). There were 98 students who had 20 or more absences. From the beginning of the 2021-2022 school year until May 19, the number of discipline referrals was 56, but there was a total of 128 referrals. As of late May, the average attendance rate was 91.73%.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

The goal for the 2022-2023 school year is to decrease the number of students with 10 or more absences to 183 or less, and increase the average daily attendance rate to 93% or higher. The goal for the 2022-2023 school year is to continue to decrease the number of discipline referrals to 79 or less.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitored through Focus weekly.

Person

responsible for monitoring outcome:

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

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Continue to implement and develop the Ron Clark House System and implement the Capturing Kids Hearts strategies.

Rationale for Evidence-based Strategy: Explain the

By providing teachers and students with social and emotional strategies from Capturing Kids Hearts, the student attendance rate will increase and the number of discipline referrals will decrease. The Ron Clark House System has had a positive impact on student accountability and motivation, as evidenced by the decrease in the number of referrals.

rationale for selecting this specific strategy. Describe the resources/ criteria used for 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.

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

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

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

Person Responsible [no one identified]

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

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

Teachers will implement Capturing Kids Hearts strategies.

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

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

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

Staff that need mental health training will participate and utilize mental health PD provided by district staff.

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

Students will participate in career day in first semester.

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

Each grade level must come up with an incentive for students with no referrals. Grade levels must include on discipline plan. Grade levels must use same verbiage (common language) in discipline plans.

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

Teachers will award one house point each week for students that have perfect attendance, no tardies, and no referrals. Student could earn a total of 3 points each week. Teachers will include this in their discipline plans.

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

All students that have perfect attendance each month will receive a reward of a party or other reward.

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

Give students a survey about things they would like as a reward. This will build relationship between students and staff showing students that we value their opinion.

Person Responsible Lindsey Lawrence (lindsey.lawrence@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.

Research shows that parent involvement can improve students' behavior, attendance, and academic achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Mossy Head School will increase Parent School Climate Surveys from 112 to 150, during the 2022-2023 school year and increase parent opportunities to support academic achievement.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through sign in sheets participation logs, Title I parent survey, and Cognia surveys.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Increase and improve communication between the school and families.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research shows that parent involvement can improve student behavior, attendance, and academic achievement.

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.

STEM Night (Emerald Coast Science Center) and Nonie's Ark, pending funding

Person Responsible

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

Reading/ELA parent night

Person Responsible

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

Two student-led parent conferences will be scheduled by teachers (one meeting each semester). These meetings may be in person or through phone conferences. Conferences may be held in the media center. These conferences may consist of having multiple parent/students conferencing about STAR/FAST testing while the teacher circulates the room to assist and answer any questions. A parent conference night may be held in order to meet the needs of all parent schedules.

Person Responsible

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

Teachers, parents, and students will review student data folders and Title I compacts during parent conferences. An agenda must be created for each conference held for Title I documentation.

Person Responsible

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

Special areas will be formally scheduled in rotation and activities for math, reading, and STEM night.

Person Responsible

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

The MHS website, Remind app, and the school's Facebook page will be utilized as school-wide communication tools. All teachers will utilize the Remind App as their electronic communication service as parent requested.

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

We will increase the number of parents connected to Focus by providing training for parents. To increase the number of parents connected to Focus we will host break out sessions for parents at the beginning of the year and offer a parent training night for focus.

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

Teachers and staff may utilize app/websites to hold conferences, meet with committees, etc. with people who are unable to attend meetings physically.

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

The whole school orientation will be on August 8, 2022

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

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

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

Kindergarten will have their own orientation for parents.

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

To increase the amount of surveys completed Mossy Head School will provide a booth for completing surveys during Fall Fling. This booth will have computers set up and offer parents who complete surveys to be entered into a drawing for a basket of prizes.

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

Mossy Head School will offer an ELL day/evening at the beginning of the school year. This will offer ELL families parents a chance to ask questions, receive welcome bags, a list of things students/parents need when students miss school, bilingual books, food, younger sibling daycare (parent volunteer to babysit) etc.

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

Electronic sign for the school for better communication with parents.

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

Open House and Annual Title I Meeting will be scheduled before September 30, 2022.

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

#7. 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.

Teachers and staff need Professional Learning Community support in order to meet School Improvement goals and support student achievement. Teachers and staff will commit to their agreed upon roles and norms during their weekly allotted PLC time.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

All teachers will participate in school-wide PLCs in order to support student achievement and learning. Teachers will use a self check rubric to evaluate their performance during the PLC.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored through documentation of forms and sign in sheets, as well as EPDC follow up for completion.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will register and complete school-wide PLCs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teachers will participate in PLCs to increase and implement knowledge in areas of need (student and teacher).

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.

Ron Clark House System training for new teachers.

Person Responsible

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

CAP days at the district and Mossy Head School.

Person Responsible

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

Train new teachers with TNTP strategies.

Person Responsible

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

STAR and FAST training for how to find and read assessment reports.

Person Responsible

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

All teachers have a self-assigned role in PLC's. All teachers follow the agreed upon norms for every PLC meeting, and discuss how staff who breaks the norms want to be addressed during the meetings.

Person Responsible

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

Teachers will be trained on different intervention programs by Carol Smith and/or Lindsey Lawerance.

Person Responsible

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

Leslie Coone will provide examples of PLC binders, professional binders, and PAEC training for any teachers that need it.

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

LETRS offered as needed for any teachers without reading endorsement certificate.

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

Teachers will plan lessons incorporating learning targets and achievement level descriptors. The achievement level descriptors will be displayed for students and others to see in the classroom and incorporated into teachers lessons.

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

Data chats will be scheduled once a nine weeks, per grade level, to discuss STAR data for Pre-k through 2 and FAST data for 3-5.

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

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

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

Teachers will video and critique one of their own lessons during the first semester. Teachers will then schedule a meeting with Mrs. Hinote or Mrs. Hulton to discuss the lesson and critiques during the first semester.

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

Teachers will participate in Tiered intervention training and district writing plan training.

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

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

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

Teachers will participate in Mental Health training as needed.

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

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

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

Mossy Head School will ensure the use of roles, norms, and four questions with implementation over a three year period.

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

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

School Improvement Planning Day in May.

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

Exemplar responses for ALD questioning during PLC by district reading coach.

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

PLC role meeting with administration once a 9 weeks; push meetings where all participate equally.

Person Responsible [no one identified]

To strengthen Tier 1 differentiation we will schedule a differentiation training with district reading coach during faculty meetings, and PLC meetings.

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

Data Meetings will be scheduled to discuss grade level data.

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

#8. Positive Culture and Environment specifically relating to Social and Emotional Learning & School Safety

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

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

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Evidence based strategies that will be implemented are Capturing Kids Hearts, YMHFA, Pocket Pals, the Ron Clark House System, and training students about see something, say something.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

Action Steps to Implement

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.

Pocket pals will be implemented with our lowest 25% of students to build extra relationship with lower achieving students to help fill their academic gaps.

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

Mossy Head School will share one Capturing Kids Hearts strategy at each faculty meeting.

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

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

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

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

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

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

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

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

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

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

Person Responsible Leslie Hulion (hulionle@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

NA

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

NA

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)

NA

Grades 3-5: Measureable Outcome(s)

NA

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.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Hinote, Ronita, hinoter@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?

NA

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?

NA

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
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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.

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

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

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