

Walton County School District

Freeport Middle School



2022-23 Schoolwide Improvement Plan

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Freeport Middle School

360 KYLEA LAIRD DR, Freeport, FL 32439

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

Demographics

Principal: Nathan Smith

Start Date for this Principal: 7/19/2022

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 5-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2021-22 Title I School | No |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 51% |
| 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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2021-22: B (60%) 2018-19: A (62%) 2017-18: B (61%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northwest |
| Regional Executive Director | Rachel Heide |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | ATSI |
| * 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Freeport Middle School

360 KYLEA LAIRD DR, Freeport, FL 32439

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

School Demographics

| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Middle School 5-8 | No | 51% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 28% |

School Grades History

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

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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.

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

Provide the school's vision statement.

Freeport Middle School will be the model middle school in Walton County School District.

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 |
|------------------|---------------------|---------------------------------|
| Smith, Nathan | Principal | |
| Smith, Sharie | Assistant Principal | |
| Ellison, Chelsea | Teacher, K-12 | |
| English, Amanda | Teacher, ESE | |
| Dunaway, Megan | Paraprofessional | |

Demographic Information

Principal start date

Tuesday 7/19/2022, Nathan Smith

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.*

25

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

704

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

6

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 | 0 | 0 | 0 | 0 | 0 | 165 | 179 | 162 | 197 | 0 | 0 | 0 | 0 | 703 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 29 | 26 | 34 | 45 | 0 | 0 | 0 | 0 | 134 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 4 | 11 | 0 | 0 | 0 | 0 | 22 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 34 | 20 | 30 | 40 | 0 | 0 | 0 | 0 | 124 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 37 | 28 | 24 | 33 | 0 | 0 | 0 | 0 | 122 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 9 | 7 | 9 | 17 | 0 | 0 | 0 | 0 | 42 |

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 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 7 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 4 | 2 | 0 | 0 | 0 | 0 | 10 |

Date this data was collected or last updated

Tuesday 8/30/2022

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 8 | 22 | 13 | 16 | 0 | 0 | 0 | 0 | 59 |

The number of students identified as retainees:

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

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|-----|-----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 163 | 157 | 187 | 148 | 0 | 0 | 0 | 0 | 655 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 22 | 29 | 18 | 17 | 0 | 0 | 0 | 0 | 86 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 3 | 0 | 0 | 0 | 0 | 7 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 5 | 7 | 10 | 7 | 0 | 0 | 0 | 0 | 29 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 6 | 17 | 8 | 14 | 0 | 0 | 0 | 0 | 45 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 21 | 19 | 16 | 28 | 0 | 0 | 0 | 0 | 84 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 29 | 30 | 22 | 27 | 0 | 0 | 0 | 0 | 108 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 8 | 22 | 13 | 16 | 0 | 0 | 0 | 0 | 59 |

The number of students identified as retainees:

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

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 | 58% | 57% | 50% | | | | 62% | 52% | 54% |
| ELA Learning Gains | 53% | | | | | | 65% | 51% | 54% |
| ELA Lowest 25th Percentile | 46% | | | | | | 53% | 43% | 47% |
| Math Achievement | 68% | 44% | 36% | | | | 59% | 67% | 58% |
| Math Learning Gains | 66% | | | | | | 56% | 65% | 57% |
| Math Lowest 25th Percentile | 61% | | | | | | 54% | 69% | 51% |
| Science Achievement | 58% | 67% | 53% | | | | 55% | 61% | 51% |
| Social Studies Achievement | 73% | 58% | 58% | | | | 81% | 87% | 72% |

Grade Level Data Review - State Assessments

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

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 57% | 64% | -7% | 56% | 1% |
| Cohort Comparison | | | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 50% | 55% | -5% | 54% | -4% |
| Cohort Comparison | | -57% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 69% | 64% | 5% | 52% | 17% |
| Cohort Comparison | | -50% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 60% | 60% | 0% | 56% | 4% |
| Cohort Comparison | | -69% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 56% | 55% | 1% | 60% | -4% |
| Cohort Comparison | | | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 62% | 60% | 2% | 55% | 7% |
| Cohort Comparison | | -56% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 36% | 62% | -26% | 54% | -18% |
| Cohort Comparison | | -62% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 51% | 63% | -12% | 46% | 5% |
| Cohort Comparison | | -36% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 56% | 61% | -5% | 53% | 3% |
| Cohort Comparison | | | | | | |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -56% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 51% | 58% | -7% | 48% | 3% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 79% | 82% | -3% | 71% | 8% |

| HISTORY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 77% | 72% | 5% | 61% | 16% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 80% | 72% | 8% | 57% | 23% |

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 | 37 | 53 | 48 | 49 | 68 | 61 | 38 | 59 | 43 | | |
| ELL | 30 | 44 | 41 | 38 | 45 | 38 | 24 | 38 | | | |
| HSP | 44 | 48 | 38 | 53 | 57 | 50 | 43 | 48 | | | |
| MUL | 71 | 67 | | 65 | 73 | | 70 | | | | |
| WHT | 60 | 54 | 49 | 72 | 68 | 67 | 62 | 78 | 58 | | |
| FRL | 44 | 45 | 39 | 57 | 62 | 58 | 41 | 63 | 43 | | |
| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 36 | 47 | 39 | 44 | 57 | 54 | 38 | 65 | | | |
| ELL | 24 | 48 | 53 | 31 | 41 | 43 | 40 | 62 | | | |
| HSP | 46 | 51 | 60 | 43 | 45 | 50 | 55 | 73 | | | |
| MUL | 44 | 53 | | 35 | 53 | | 30 | | | | |
| WHT | 60 | 59 | 47 | 65 | 60 | 49 | 62 | 83 | 69 | | |
| FRL | 46 | 51 | 48 | 50 | 53 | 48 | 54 | 77 | 67 | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 28 | 56 | 47 | 39 | 62 | 46 | 29 | 30 | | | |
| ELL | 33 | 39 | 27 | 29 | 46 | 50 | 18 | | | | |
| HSP | 54 | 66 | 48 | 47 | 49 | 64 | 34 | 94 | 80 | | |
| MUL | 53 | 59 | | 53 | 41 | | | | | | |
| WHT | 64 | 65 | 55 | 61 | 58 | 55 | 59 | 79 | 71 | | |
| FRL | 57 | 63 | 49 | 54 | 55 | 50 | 47 | 76 | 73 | | |

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) | ATSI |
| OVERALL Federal Index – All Students | 60 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 56 |
| Total Points Earned for the Federal Index | 596 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 51 |
| 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 | 39 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| 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 | 49 |
| 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 | 69 |
| 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 | 63 |
| 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 | 50 |
| 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?

English Language Arts (ELA) learning gains have declined over the past 3 years while ELA performance has waivered up and down. Mathematics achievement has increased over the past 3 years, including learning gains. Social Studies achievement has decreased from 81% to 73%. Middle school acceleration has declined. ELA performance declined, moving from 5th to 6th and 6th to 7th.

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

ELA overall performance and ELA learning gains will need the most support in the 2022-2023 school year.

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

There were multiple factors that contributed to the need. First, there were two teachers that were new to the content area. Another factor was school-wide discipline referrals have increased more than they have been in previous years. Tier I instruction integrity and consistency also contributed to the need for improvement.

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

According to FSA and EOC results, Math performance showed the most improvement, moving from 60% to 68%.

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

Mathematics improvement was related to the collaboration with the secondary district math instructional coach. For the 2021-2022 school year, an intensive math course was added to the master schedule to provide support to struggling students. More so than previous years, students were also provided tiered interventions to meet specific needs by our interventionist.

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

Achievement Level Descriptors (ALDs) will be implemented in every content area and grade level. All teachers will also implement WICOR strategies, including a school-wide text-marking strategy and use of student AVID binders.

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.

All teachers will participate in weekly department-based PLCs designed to foster learning and growth with the implementation of ALDs and WICOR. Additional professional development (PD) and support will be provided by district instructional coaches as needed to support teachers. WICOR strategies will be shared through monthly staff meetings, which will focus highly on PD.

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

AVID and other evidence-based strategies will be implemented campus-wide and monitored for fidelity. The master schedule has been strategically organized to ensure department-wide PLCs are able to occur. The continuation of an extended first period for enrichments, interventions, etc. will also lend itself to sustainability of improvement.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to AVID**Area of Focus****Description and****Rationale:**

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

Freeport Middle School is an AVID middle school. Our vision is to be the model middle school in Walton County. In order to do so, the FMS AVID program needs to be implemented at the highest standard.

Measurable**Outcome:**

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

Using teacher-led student created artifacts FMS will move forward with AVID school wide initiatives such as focused notes, AVID binders and marking the text reading activities, to identify our ability to increase our student growth across the curriculum.

Monitoring:

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

The AVID Site Team will gather student created artifacts from across the curriculum quarterly, to evaluate the use of AVID strategies at FMS. Using these artifacts to help guide teachers to properly integrate AVID school wide initiatives such as focused notes, AVID binders and marking the text reading activities.

Person responsible for monitoring outcome:

Christopher Mayer (mayerc@walton.k12.fl.us)

Evidence-based**Strategy:**

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

FMS teachers will:

- Attend monthly faculty meetings focusing on AVID professional development
- Participate in weekly collaborative PLCs with their content areas
- Implement AVID/WICOR strategies in their classrooms with fidelity

An additional thirty (30) minutes will be added to first period classes to provide intervention and enrichment opportunities for students.

Rationale for Evidence-based**Strategy:**

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

"AVID offers a variety of classroom activities, lesson plans, professional learning videos, and timely articles that are relevant to students. These tools help educators implement and refine instructional practices. They also help educators provide the key academic and social supports students need to thrive. Schools can utilize the professional learning modules and materials for in-service training and can access all of these resources year-round." -AVID.org

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.

FMS teachers will:

- Attend monthly faculty meetings focusing on AVID professional development
- Participate in weekly collaborative PLCs with their content areas
- Implement AVID/WICOR strategies in their classrooms with fidelity

Person Responsible Christopher Mayer (mayerc@walton.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Parent Communication

Area of Focus Description and

Rationale:

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

Parent input from our annual climate survey rated FMS a 3.51 on question D5 "Our school communicates effectively about the school's goals and activities".

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, parents will rate FMS a 3.75 on question D5 "Our school communicates effectively about the school's goals and activities".

Monitoring:

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

The School Improvement Team will conduct a mid-year climate survey to gather parent input and progress towards our overall goal.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

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

Freeport Middle School will utilize digital platforms including Remind, Facebook, our website, the Focus Parent Portal, and newsletter to keep stakeholders informed of campus news and events.

Rationale for Evidence-based Strategy:

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

John Hattie's research indicates that parental involvement has a 0.50 rating to potentially accelerate student learning.

Source: (<https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf>)

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.

Conduct mid-year parent survey to track progress.

Person Responsible

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

Implement digital platforms such as Remind, Facebook, our website, the Focus Parent Portal, and newsletter to keep stakeholders informed of campus news and events.

Person Responsible

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

No description entered

Person Responsible

[no one identified]

#3. 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. For the 2021-2022 school year, FMS the number of Out of School Suspension (OSS) increased to 167 days and 92 students had one or more case of OSS.

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

For the 2022-2023 school year, FMS will have 10% fewer cases of Out of School Suspension (OSS) and 5% of students will have one or more case of Out of School Suspension.

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

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

**Person responsible
for monitoring
outcome:**

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

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

Positive Behavior Support strategies will be implemented throughout campus including focused campus competitions. All students will receive five hours of Social-Emotional Learning (SEL) through a district-approved platform. Administration will host quarterly meetings with grade levels to review expectations, etc. A systematic discipline plan will be implemented consistently and with fidelity across campus. Students with repeated discipline referrals will receive supports through MTSS.

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

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

Action Steps to Implement

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.

- Implementation of PBS strategies
- Focused campus competitions
- 5 hours of Social-Emotional Learning (SEL) for all students
- Quarterly student grade level meetings with administration
- A systematic discipline plan will be implemented consistently and with fidelity across campus
- Students with 3 referrals will be considered Tier 2 and will have a mentor or peer counseling course
- Students with 4 referrals will be considered Tier 3 and will receive mental health counseling, etc.

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

#4. 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. | According to 2022 FSA results, 56% of Freeport Middle School students made learning gains on the ELA portion of the FSA. |
| 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, 80% of FMS students will achieve proficiency on the Reading FAST assessment. |
| Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. | By the second FAST assessment, FMS students will decrease the achievement gap between AP1 and our goal by 50%. |
| Person responsible for monitoring outcome: | Nathan Smith (smithna@walton.k12.fl.us) -Weekly PLC meetings focusing on AVID and evidence-based strategies -Monthly professional development at faculty meetings -Implementation of AVID and evidence-based strategies in classrooms -District coaching |
| Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus. | |
| Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | These strategies were chosen because they are research-based and research-proven methods 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. | |
| -Weekly PLC meetings focusing on AVID and evidence-based strategies -Monthly professional development at faculty meetings -Implementation of AVID and evidence-based strategies in classrooms -District coaching | |
| Person Responsible | Nathan Smith (smithna@walton.k12.fl.us) |

#5. 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.

According to 2022 FSA results, 66% of Freeport Middle School students made learning gains on the Math portion of the FSA or their course-specific End of Course exam (EOC).

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, 80% of FMS students will achieve proficiency on the Math portion of the FAST or their course-specific End of Course exam (EOC).

Monitoring:

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

By the second FAST assessment, FMS students will decrease the achievement gap between AP1 and our goal by 50%.

Person responsible for monitoring outcome:

Nathan Smith (smithna@walton.k12.fl.us)

Evidence-based Strategy:

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

- Weekly PLC meetings focusing on AVID and evidence-based strategies
- Monthly professional development at faculty meetings
- Implementation of AVID and evidence-based strategies in classrooms
- District coaching

Rationale for Evidence-based Strategy:

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

These strategies were chosen because they are research-based and research-proven methods 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.

- Weekly PLC meetings focusing on AVID and evidence-based strategies
- Monthly professional development at faculty meetings
- Implementation of AVID and evidence-based strategies in classrooms
- District coaching

Person Responsible

Nathan Smith (smithna@walton.k12.fl.us)

#6. 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.

According to 2022 NGSS Science results, 57% of Freeport Middle School students achieved proficiency. The proficiency number reflects 65% proficiency for prior year's 5th graders and 48% proficiency for prior year's 8th graders.

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, 80% of FMS students will achieve proficiency on the NGSS Science assessment.

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

By the mid-year classroom-based progress monitoring assessment, FMS students will decrease the achievement gap between the beginning of the year assessment and our goal by 50%.

Person responsible for monitoring outcome:

Nathan Smith (smithna@walton.k12.fl.us)

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

- Weekly PLC meetings focusing on AVID and evidence-based strategies
- Monthly professional development at faculty meetings
- Implementation of AVID and evidence-based strategies in classrooms
- District coaching

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

These strategies were chosen because they are research-based and research-proven methods 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.

- Weekly PLC meetings focusing on ALDs and evidence-based strategies
- Monthly professional development at faculty meetings
- Implementation of AVID and evidence-based strategies in classrooms
- District coaching

Person Responsible

Nathan Smith (smithna@walton.k12.fl.us)

#7. Instructional Practice specifically relating to Social Studies**Area of Focus Description and****Rationale:**

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

According to 2022 Civics End of Course Exam (EOC) results, 73% of Freeport Middle School students enrolled in Civics achieved proficiency.

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, 80% of FMS students will achieve proficiency on the Civics End of Course Exam (EOC).

Monitoring:

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

By the mid-year progress monitoring assessment, FMS students will decrease the achievement gap between the results of the beginning of the year assessment and our goal by 50%.

Person responsible for monitoring outcome:

Nathan Smith (smithna@walton.k12.fl.us)

Evidence-based Strategy:

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

- Weekly PLC meetings focusing on AVID and evidence-based strategies
- Monthly professional development at faculty meetings
- Implementation of AVID and evidence-based strategies in classrooms
- District coaching

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

These strategies were chosen because they are research-based and research-proven methods 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.

- Weekly PLC meetings focusing on AVID and evidence-based strategies
- Monthly professional development at faculty meetings
- Implementation of AVID and evidence-based strategies in classrooms
- District coaching

Person Responsible

Nathan Smith (smithna@walton.k12.fl.us)

#8. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description****and Rationale:**

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

For the first time, the performance of our English Language Learner (ELL) population has reached 39%, which is lower than the 41% federal index. This means that 39% of the ELL population are meeting grade level performance expectations.

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, 80% of students enrolled in the ELL program will show a year's worth of growth on their annual WIDA assessment. The WIDA assessment measures their English language proficiency.

Monitoring:

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

This Area of Focus will be monitored by classroom progress monitoring assessments. By the mid-year assessment, 80% of students will show at least a half-year's worth of growth.

Person responsible for monitoring outcome:

Nathan Smith (smithna@walton.k12.fl.us)

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

Students who have been enrolled in a US school for less than two years will be enrolled in the Newcomers course. ELL students who are still acquiring the English language, but do not meet the Newcomers course criteria will be enrolled in a Critical Thinking course to assist in English language acquisition.

Rationale for Evidence-based Strategy:

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

Research indicates that the implementation of comprehensive and effective ELL programs positively impact language acquisition and academic success in ELL students.

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.

-Eligible 6th-8th grade ELL students will be enrolled in a Newcomers or Critical Thinking course with a bilingual teacher to provide language acquisition skills and instruction.

-Eligible 5th grade students will receive 40 minutes of pull-out language acquisition skills and instruction daily during intervention/enrichment time.

Person Responsible

Nathan Smith (smithna@walton.k12.fl.us)

#9. 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.

In order to become the model middle school in the Walton County School District, Freeport Middle School teachers must continue to attain and participate in impactful professional development to ensure students are able to achieve at all levels.

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, 100% of teachers on FMS' campus will actively participate in a Professional Learning Community (PLC) with at least 90% attendance.

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

The desired outcome for this Area of Focus will be monitored by teacher-leaders who serve as subject area PLC facilitators, the school-based Professional Learning Facilitator, and by administration.

Person responsible for monitoring outcome:

Nathan Smith (smithna@walton.k12.fl.us)

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

Teachers will participate in a department-based PLC weekly that will focus on achievement level descriptors (ALDs) and AVID/WICOR strategies.

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

Freeport Middle School strives to be the model middle school in the Walton County School District. By participating in collaborative PLCs and professional development, it will promote better teaching and assist all students in increasing overall proficiency.

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.

- Weekly PLC meetings focusing on AVID and evidence-based strategies
- Monthly professional development at faculty meetings

Person Responsible

Nathan Smith (smithna@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.

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

NA

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.

Freeport Middle School is:

- Continuing the implementation of a Peer Counseling course for our population of students who have the largest number of discipline referrals for mentoring, social skills remediation, etc.
- Encouraging and facilitating a collaborative culture with department-wide professional learning communities (PLCs).
- Continuing the addition of thirty (30) extra minutes to first period for not only enrichment and interventions, but for strategies to build a positive school culture and environment, including, but not limited to organization, AVID strategies, mentoring, etc.
- Encouraging teachers to participate in a committee that meets monthly.
- Revamping the Positive Behavior Support initiative to positively impact student behavior and school climate.
- Continuing to provide meaningful mentoring and other support opportunities to our new teachers.

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

- Administration (Mr. Smith and Mrs. Smith): Oversees campus and promotes positive culture and environment to all staff members.
- Staff: Facilitates learning and opportunities in the school to promote a positive culture and environment. Maintenance and custodial staff ensure the cleanliness and general operation of the school campus.
- Guidance Counselor (Meghan Turner): Promotes a positive culture and environment by providing and making referrals for mental health counseling to those who present a need.
- Professional Learning Facilitator: (Chelsea Ellison): Supports teachers and teacher leaders who lead PLCs, facilitates and guides teachers with the acquisition of new professional knowledge, etc.
- Office Staff: Provide quality customer service to all stakeholders to promote effective campus productivity and stakeholder communication.
- Bilingual Support Personnel (Veronica Matias & Gabrielah Padilla): Provide bilingual language support for students and their parents to ensure that ELL students are successful.
- Parents/Guardians/Community Stakeholders: Work collaboratively with staff members to ensure the success of their students.
- Students: Encourages others and works collaboratively with staff members to promote a positive culture and environment.
- District Staff (Coaches, Coordinators, Leaders, Safety Personnel, etc): Providing support to school staff and students to ensure an optimal student achievement and outcome.