Paxton School

2022-23 Schoolwide Improvement Plan

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Paxton School

21893 US HIGHWAY 331 N, Paxton, FL 32538

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

Demographics

Principal: Brent Jones

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
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)	61%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: B (61%) 2017-18: B (58%)
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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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)
Combination School PK-12	No	61%

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

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Bringing Our Best Can Achieve Top Success in character, classroom, competition, and career.

Provide the school's vision statement.

Paxton will be the #1 K-12 school in the State of Florida!

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
Jones, Brent	Principal	
Cook, Jessica	Teacher, K-12	Chair
Morgan, Brian	Assistant Principal	
Thomas, Sasha	SAC Member	
Brinson , Ligaya	SAC Member	
Cook, Addison	SAC Member	
Daughtry , Donna	SAC Member	
Geoghagan, Jeff/Joy	SAC Member	
Leddon , Faye	SAC Member	
McQuaiq, Liz	SAC Member	
Thomas, John	SAC Member	
Miller, Scott	SAC Member	
Gainey, Toy	SAC Member	
Moore, Nate	Dean	
Currie, Nancy	SAC Member	
Petty, Sierra	SAC Member	
Usher, Greysen	SAC Member	

Demographic Information

Principal start date
Monday 7/1/2019, Brent Jones

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.*
3

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.*

14

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

795

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

7

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

9

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	48	60	53	64	70	63	53	61	59	57	50	50	66	754
Attendance below 90 percent	5	15	12	13	15	23	11	11	8	10	8	8	12	151
One or more suspensions	0	1	3	2	5	6	10	7	8	8	9	7	8	74
Course failure in ELA	3	1	3	0	2	1	2	1	0	0	5	5	5	28
Course failure in Math	2	0	1	0	4	0	3	6	5	0	2	1	1	25
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	4	5	6	7	11	14	14	15	12	91
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	5	8	6	3	6	4	8	5	3	48
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	2	1	4	1	7	8	7	7	9	6	9	12	10	83

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	3	3	3	3	6	1	3	1	4	0	1	0	0	28
Students retained two or more times	0	0	1	1	2	2	2	0	1	1	1	0	0	11

Date this data was collected or last updated

Monday 7/25/2022

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	59	53	67	67	67	53	65	60	66	49	51	76	47	780
Attendance below 90 percent	10	10	8	10	8	9	10	7	9	8	15	13	24	141
One or more suspensions	13	1	1	8	7	11	14	9	10	33	16	2	4	129
Course failure in ELA	2	1	7	3	2	0	3	1	1	0	0	0	0	20
Course failure in Math	1	1	0	5	3	1	7	4	5	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	5	2	9	12	12	10	13	0	0	74
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	8	3	10	8	10	0	0	0	0	44
Number of students with a substantial reading deficiency	2	1	10	11	4	3	0	10	11	4	9	6	11	82

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	2	2	1	9	8	7	11	6	4	50

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	1	7	9	3	1	4	1	5	0	0	1	0	34
Students retained two or more times	0	0	0	0	1	4	0	0	2	0	0	0	0	7

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	59	53	67	67	67	53	65	60	66	49	51	76	47	780
Attendance below 90 percent	10	10	8	10	8	9	10	7	9	8	15	13	24	141
One or more suspensions	13	1	1	8	7	11	14	9	10	33	16	2	4	129
Course failure in ELA	2	1	7	3	2	0	3	1	1	0	0	0	0	20
Course failure in Math	1	1	0	5	3	1	7	4	5	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	5	2	9	12	12	10	13	0	0	74
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	8	3	10	8	10	0	0	0	0	44
Number of students with a substantial reading deficiency	2	1	10	11	4	3	0	10	11	4	9	6	11	82

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	2	2	1	9	8	7	11	6	4	50

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	1	7	9	3	1	4	1	5	0	0	1	0	34
Students retained two or more times	0	0	0	0	1	4	0	0	2	0	0	0	0	7

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	64%	62%	55%				56%	70%	61%
ELA Learning Gains	50%						50%	60%	59%
ELA Lowest 25th Percentile	40%						41%	53%	54%
Math Achievement	71%	42%	42%				68%	74%	62%
Math Learning Gains	58%						57%	65%	59%
Math Lowest 25th Percentile	56%						45%	59%	52%
Science Achievement	69%	70%	54%				66%	70%	56%
Social Studies Achievement	68%	65%	59%				74%	85%	78%

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	73%	66%	7%	58%	15%
Cohort Comparison		0%				
04	2022					
	2019	54%	64%	-10%	58%	-4%
Cohort Comparison		-73%				
05	2022					
	2019	65%	64%	1%	56%	9%
Cohort Comparison		-54%				
06	2022					
	2019	42%	55%	-13%	54%	-12%
Cohort Comparison		-65%				
07	2022					
	2019	57%	64%	-7%	52%	5%
Cohort Comparison		-42%				
08	2022					
	2019	52%	60%	-8%	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	90%	65%	25%	62%	28%
Cohort Comparison		0%				
04	2022					
	2019	55%	65%	-10%	64%	-9%
Cohort Comparison		-90%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	64%	55%	9%	60%	4%
Cohort Comparison		-55%				
06	2022					
	2019	55%	60%	-5%	55%	0%
Cohort Comparison		-64%				
07	2022					
	2019	36%	62%	-26%	54%	-18%
Cohort Comparison		-55%				
08	2022					
	2019	69%	63%	6%	46%	23%
Cohort Comparison		-36%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	60%	61%	-1%	53%	7%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-60%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	56%	58%	-2%	48%	8%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	79%	79%	0%	67%	12%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	76%	82%	-6%	71%	5%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	77%	-7%	70%	0%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	72%	14%	61%	25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	72%	-10%	57%	5%

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	33	35	20	46	54	43	48	44			
BLK	33			45							
HSP	63	50		50	54						
MUL	60			60							
WHT	64	50	38	73	60	58	70	75	68	92	74
FRL	58	47	43	65	57	52	64	64	63	88	68
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	27	45	37	35	41	42	35	29			
BLK	25	40		23							
HSP	60			55							
MUL	50										
WHT	64	58	43	70	47	50	70	70	53	94	57
FRL	56	53	46	63	45	51	61	67	36	92	50
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	35	30	39	48	45	35	36			
BLK	30	32	30	41	53	30	33				
HSP	50										
MUL	50	40									
WHT	58	51	42	70	57	49	69	74	77	98	41
FRL	54	49	39	63	55	42	63	75	65	100	32

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	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	703
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	54
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	60
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	66
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	61
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?

Some trends we noticed when analyzing data, was that across grade levels and in core content areas students were reaching grade-level proficiency, but not making growth from the previous year. The number of Level 1 students in core content ELA increases annually as grade level increases. Subgroups were making improvements but still have not reached the 41% mark.

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

According to data components and 2019 state assessments, our overall school ELA scores and growth percentiles are lower than district averages.

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

Some contributing factors could be the increased number of SWD grade levels, the increased rigor of ELA standards, and higher-level questioning on state assessments. As a school, we need to focus on asking higher-level questions to increase the rigor of classroom instruction and on assessments.

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

Math Learning Gains showed the most improvement going from 46% in 2021 to 58% in 2022. The new actions the school took were: 3rd/4th/5th grade participated in Walk-to-Math lessons, daily spiral reviews, various computer programs, and after school tutoring. 6th -12th utilized interactive notebooks.

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

The new actions the school took were: 3rd/4th/5th grade participated in Walk-to-Math lessons, daily spiral reviews, various computer programs, and after school tutoring. 6th -12th utilized interactive notebooks and computer-aided instruction.

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

We plan to continue the above actions along with increasing the rigor of higher-level questions in classroom instruction and assessments. We also plan to add achieve-level descriptors in daily lessons. Also utilize district coaches, district generated pacing guides and ALDs.

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.

We will be providing professional development on the implementation of achieving level descriptors in daily classroom lessons. Also, we will provide professional development for writing to increase the level of rigor of higher-order thinking questions across content. Also, teachers will visit highly effective classroom across the district, and secondary PLC will be across district with like subject areas.

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

Teachers will participate in PLCs in content areas or grade levels that will focus on the implementations of achieving level descriptors in daily classroom lessons. These ALDs will allow students to take control of their learning and ensure they have met the learning target for the lessons. Utilize data from view visit.

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.**	Reading and writing is a critical aspect of a student's education and used in multiple everyday life settings. To be career and college ready by the time of graduation students need specific reading and writing skills taught throughout different grades levels and courses. Currently, the following combined grade level sections have an average STAR Student Growth Percentile (SGP) for grades K-2 and combine FSA proficiency level for grades 4-8. FSA achievement scores for ESSA-identified subgroup from 2022 administration. * Grades K-2 average SGP of 59% on STAR Reading and STAR Early Literacy on AP3 2021-2022 school year. * Grades 3-10 average proficiency level of 61% on FSA 2021-2022 school year. * Grades 3-10, 33% of the ESSA-identified subgroup of Black students and 33% SWD scored proficiency FSA ELA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Students in Reading grades K-2 will increase overall STAR Assessment SGP to an average of 65%. Students in Reading grades 3-10 will increase their overall proficiency level to 65% on state F.A.S.T assessment. The achievement of the ESSA- Identified sub group of black students and SWD in grades 3-10 will increase to 41% on state F.A.S.T assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	STAR reading will be used for progress monitoring grade levels K-2. STAR Reading will be administered at least 3 times a year. State progress monitoring system (F.A.S.T)will be used monitor students in grades 3-10. The F.A.S.T will be administered 3 times a year.
Person responsible for monitoring outcome:	Brent Jones (james.jones@walton.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Complex text(s) Read alouds AVID strategies Intentional Questioning and answering Vertical plan from grade level to grade level for writing instruction Formative Assessments Learning Targets ALDs
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the**	The underachieving students seem to be growing rapidly and with the number of students per elective class limited, the only way to effectively help all

resources/criteria used for selecting this strategy.	students is to utilize the AVID strategies throughout the school (Watt, Yanez, & Cossio, 2002). Reading standards require that teachers teach close reading of the complex text with intentional questioning. Learning targets and performance scales can help teachers develop more student-centered lessons, and students take ownership and learn how to monitor their progress toward a learning target (Creating Learning Targets & Performance Scales, 2018)

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. Paxton School will take specific action to ensure the implementation of literacy skills school-wide in all tiers through research-based strategies that are in alignment with the BEST standards in K-12 to increase reading comprehension.
* To increase literacy skills across all grade levels, the teacher will (daily) use grade level, complex text(s) through read-aloud, close and careful reading, choral reading, incorporating intentional questioning and answering. (T1)
* Students will read complex text daily across all disciplines. (T1)
* Strategies will be differentiated to guide students through increasingly complex levels of text(s). (T1,T2, T3)
* Students will use computer-based programs, including but not limited to Common Lit and My Path, to increase complex text reading level (T1, T2))

Person Responsible	Brent Jones (james.jones@walton.k12.fl.us)

2. Student responses in the form of writing will be facilitated through a formalized approach to vertical planning across all grade levels.
* Grade level cohorts (grade K-10) will implement a standards-based vertical plan to writing. The plan will include AVID strategies (Socratic seminars and Philosophical Chairs. (T1)
* Quarterly school-wide writing initiative will focus on key writing/grammar aspects. Students will participate in all subjects K-12 to ensure that writing is cross-curricular.

Person Responsible	Brent Jones (james.jones@walton.k12.fl.us)

3. Formative assessment will be used during units of study to address gaps in students' educational backgrounds. Also, implementation of achievement level descriptors to allow students to take ownership and monitor their learning.
* Kindergarten through 12th-grade teachers will implement the use of formative assessments to identify areas of weakness and strengths in students' educational backgrounds.
* Kindergarten through 12th-grade teachers will implement the use of ALDs in lessons.

Person Responsible	Brent Jones (james.jones@walton.k12.fl.us)

4. Progress monitoring analysis is a critical component of pacing and students mastery of standards.
* Data chats with administration will occur have each progress monitoring assessment to analysis data and adjust instruction.

Person Responsible	Brent Jones (james.jones@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.**	Math is a critical aspect of a student's education and is used in multiple everyday life settings. To be career and college ready by the time of graduation students need specific mathematical skills taught throughout different grades levels and courses. Currently, the following combined grade level sections have an average STAR Student Growth Percentile (SGP) for grades 1-2, combined proficiency grades 3-8, and combined proficiency of Algebra 1/Geometry students. FSA achievement scores for ESSA-identified subgroup from the 2022 administration. * Grades 1-2 average SGP of 52% on STAR Math on AP3 2021-2023 school year. * Grades 3-8 average proficiency of 68% on FSA Math during 2021-2022 school year. * Algebra 1 and geometry EOC overall proficiency for 2021-2022 school year is 59%. * Grades 3-8, 46% of the ESSA-identified subgroup of Black students and 45% SWD scored proficiency on FSA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Students in Math grades 1-2 will increase overall STAR Assessment SGP to an average of 65%. Students in Math for grades 3-8 will increase their overall proficiency level to 70% Students in Algebra and Geometry will increase their overall proficiency level to 62%. The achievement of the ESSA- Identified sub group of black students and SWD in grades 3-8 will increase to 47%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	STAR math will be used for progress monitoring grade levels 1-2 and Algebra 1/ Geometry classes. STAR Math will be administered at least 3 times a year. State progress monitoring system (F.A.S.T)will be used monitor students in grades 3-8. The F.A.S.T will be administered 3 times a year.
Person responsible for monitoring outcome:	Brent Jones (james.jones@walton.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Math manipulatives daily Exit tickets to extend math instruction whole group Daily spiral reviews Computer programs Interactive Notebooks ALDs Afterschool Tutoring Formative Assessments during units of study Learning Targets
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific**	Differentiating student instruction will increase mastery of standards-based math skills. Math manipulatives are physical objects that are designed to represent explicitly and

strategy. Describe the resources/criteria used for selecting this strategy.	concretely mathematical ideas that are abstract (Moyer, 2001). Bruner(1960) explained how this was possible through the concept of the spiral curriculum. This involved information being structured so those complex ideas can be taught at a simplified level first, and then revisited at more complex levels later. Learning targets and performance scales can help teachers develop more student-centered lessons, and students take ownership and learn how to monitor their progress toward a learning target (Creating Learning Targets & Performance Scales, 2018)

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. Through differentiating instruction, students in grades kindergarten through second grade will increase mastery of standards-based math skills.
* Kindergarten teachers will incorporate math manipulatives daily during math lessons. (T1)
* 1st & 2nd-grade students will complete daily spiral reviews. (T1)
* 2nd-grade teachers will use various district-approved computer programs for instruction and remediation on specific skills. (T2, T3)

Person Responsible	Brent Jones (james.jones@walton.k12.fl.us)

2. Third - Sixth Grade teachers will increase the understanding of BEST Standards through critical thinking, problem-solving skills, and visual representations that are scaffolded throughout instruction.
* 3rd-6th grade teachers will introduce, review, and reinforce standards with the use of interactive notebooks and learning targets. (T1)
*3rd-6th grade teachers will review grade-level standards by using utilizing spiral reviews that require higher-order thinking questioning and answering applications. (T1)
* 3rd-6th grade teachers will use various district-approved computer programs for instruction and remediation on specific skills. (T2, T3)
*4th-6th grade students will participate in flexible tiered grouping. (T1, T2)

Person Responsible	Brent Jones (james.jones@walton.k12.fl.us)

3. Solving real-life mathematical problems will be a focus of 6th through twelfth grades through the use of district-provided resource materials and modeling with mathematics to master BEST standards.
*6th-8th grade students will use interactive notebooks to reinforce state standards. (T1)
*Computer-aided instruction will be utilized to reinforce math concepts in grades 9-12. (T2, T3)
*9-12th grade students will use exit tickets to demonstrate mastery of learning targets/standards.

Person Responsible	Brent Jones (james.jones@walton.k12.fl.us)

4. Formative assessment will be used during units of study to address gaps in students' educational backgrounds. Also, implementation of achievement level descriptors to allow students to take ownership and monitor their learning.
* Kindergarten through 12th-grade teachers will implement the use of formative assessments to identify areas of weakness and strengths in students' educational backgrounds.
* Kindergarten through 12th-grade teachers will implement the use of ALDs in lessons.

Person Responsible	Brent Jones (james.jones@walton.k12.fl.us)

5. Progress monitoring analysis is a critical component of pacing and students mastery of standards.
* Data chats with administration will occur have each progress monitoring assessment to analysis data and adjust instruction.

Person Responsible   Brent Jones (james.jones@walton.k12.fl.us)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Science is a critical aspect of a student's education and is used in multiple everyday life settings. To be career and college ready by the time of graduation students need specific science skills taught throughout different grades levels and courses. Currently, the following combined grade level sections have an average proficiency achievement score for grades 5, 8, and Biology from the 2022 administration state science assessment. State science assessment achievement scores for ESSA-identified subgroup from 2022 administration. * Grades 5, 8, and Biology average 66% proficiency on state science assessment on 2021 administration. * Grades 5, 8, and Biology, 40%(overall) of the ESSA-identified subgroup of Black students and 48% SWD scored proficiency 2019 state science assessment.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	*Grade 5, 8, and Biology students taking the state science assessment will increase to 68% proficiency. * Grades 5, 8, and Biology students identified in black subgroup will increase to 41% proficiency and SWD will increase to 49% proficiency.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	District assessments will be used to progress monitor students in 5th, 8th and Biology three times a year.
Person responsible for monitoring outcome:	Brent Jones (james.jones@walton.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Interactive Notebooks Pacing Guides Data Analysis practice Small group and one-on-one instruction Learning Targets ALDs
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Interactive notebooks are one tool for students to keep their information and produced work organized (Walden & Crippen, 2009) It would also allow them to refer back to the contents and engage with new information, and process it more thoroughly(Rheingold et al., 2013) Student will also need to read complex scientific texts through close and careful

reading. Learning targets and performance scales can help teachers develop more student-centered lessons, and students take ownership and learn how to monitor their progress toward a learning target (Creating Learning Targets & Performance Scales, 2018)

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.Students will improve reading and writing skills in science content areas through exposure to a variety of informational sources and utilization of differentiated strategies.
* Kindergarten and 1st-grade students will utilize an interactive notebook/journal with science-related topics to demonstrate understanding of non-fiction texts by using non-fiction text.
* 2nd and 3rd-grade students will use INB/journals to write in response to science-related texts.
* Kindergarten through 12th-grade teachers will implement the use of formative assessments to identify areas of weakness and strengths in students' educational backgrounds.
*K-12th grade teachers will use ALDs in science lessons.

Person Responsible   Brent Jones (james.jones@walton.k12.fl.us)

2. Students will improve science content knowledge and understanding through a variety of educational techniques.
* 4th and 5th-grade students may participate in grade-level science fairs.
* 5th-grade students will utilize high-interest nonfiction science texts to remediate specific cross-curricular reading skills.
*6th -12th-grade students will utilize INB to organize notes and record new learning gained from various sources (such as experimentation, lecture, video, written text)
*6th -12th-grade students will be provided additional support in maintaining their interactive notebooks.
*9th -10th-grade students will participate in data analysis practice related to each unit of study throughout their science course depending on test results. Students will receive peer and teacher support during the practice of data analysis through small group and one-on-one instruction.

Person Responsible   Brent Jones (james.jones@walton.k12.fl.us)

3. Progress monitoring analysis is a critical component of pacing and students mastery of standards.
* Data chats with administration will occur have each progress monitoring assessment to analysis data and adjust instruction.

Person Responsible   Brent Jones (james.jones@walton.k12.fl.us)

#4. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Teachers need to stay up to date with new strategies, reinforce best teaching practices, and continue content area learning. Students will always learn better from highly qualified and enthusiastic teachers. As a result of these principals, one area of focus will be professional learning communities.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	During the 2022-2023 school year, 62% of teachers will participate in PLC at Paxton School, enroll in a component on ePDC, and complete the follow-up required to earn professional development points.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	PLC participate through out the year will be used to monitor
Person responsible for monitoring outcome:	Brent Jones (james.jones@walton.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Professional Learning Community participation
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Participation in professional learning communities is an evidence-based strategy that has been shown to improve student performance through continuous teacher collaboration.

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. All teachers will participate in a PLC that is connected to the school improvement plan. Grade Level and are content teachers will participate in data driven PLC either within Paxton school or across district schools. Elective teachers will participate in PLCs focused on Achievement Level Descriptors.
2. PLC facilitators will request a written component for their specific PLC.
3. Professional Learning facilitators will write a component for each requested PLC

Person Responsible	Brent Jones (james.jones@walton.k12.fl.us)

#5. 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.**	Parent Involvement in their child's education is a vital part of the success of our students and school. Students' learning is increased when parents are involved. We had 75% parental involvement during 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.**	Parental involvement will increase by 2% to make our goal for Paxton School parental involvement 77% for the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will use different parent involvement opportunities throughout the year to monitor parent involvement. Opportunities like orientation, open house, parent conference, etc...
Person responsible for monitoring outcome:	Brent Jones (james.jones@walton.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Paxton School believes parent involvement is a vital link to our student's success. We wish to involve parents in the academic and non-academic aspects of the learning process. Sign-in sheets for parent involvement activities for grades K-12 as well as parent participation in the school climate surveys will be used in determining the level of parental involvement.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. (Henderson, A.T., and K.L Mapp)

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. Parents, students, and teachers will incorporate communication folders or apps for teacher-parent communication.
* Pre-Kindergarten - 3rd Grade students will utilize a communication folder that includes classroom newsletters, teacher notes, parent informational letters, school calendars, lunch menus, graded papers,

etc.
* 1st-12th grade will utilize remind for parent communication.
* 3rd-grade teachers will conduct a meeting with parents to communicate 3rd-grade expectations and to prompt parental support for student success.
*A parent meeting will be conducted with parents of 9th grade students to communicate graduation requirements along with all options to meet those graduation requirements.

Person Responsible   Brent Jones
                                                   (james.jones@walton.k12.fl.us)

2.Paxton School will implement a variety of parent involvement opportunities to encourage connections between parents, students, faculty, and staff.
*AP teachers will have a mandatory parent meeting.
*Science Department will host a Science Night for grades K-12 to explore scientific investigations.
*K-12 students, parents, and community members will be invited to a high school concert.
*Paxton school will conduct senior parent meetings, an open house for all students, and orientations.
*The parental involvement team will create a survey to evaluate parental involvement activities and get input for suggested activities from parents.

Person Responsible   Brent Jones
                                                   (james.jones@walton.k12.fl.us)

#6. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	To be career and college-ready, students need unique skills in this day and time. These skills can be taught through the AVID program. This program will allow students to use a more student-centered approach to learning and prepare students for a career, college, and life after school. Students' progression of AVID strategies through multiple grade levels in support of all academic areas and will help increase the school's graduation rate.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Students in each grade level will be taught specific AVID strategies that will advance with them throughout their academic careers and increase the graduation rate. The graduation rate for the 2021-2022 school year is 91%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teaches will provide student artifacts of AVID strategies at the end of every 9 weeks.
Person responsible for monitoring outcome:	Brent Jones (james.jones@walton.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Interactive Notebooks or 2-Column Notes One-Pagers Focused Notes Socratic Seminar Planners Tutorials Philosophical Chairs
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The underachieving students seem to be growing rapidly and with the number of students per elective class limited, the only way to effectively help all students is to utilize the AVID strategies throughout the school (Watt, Yanes, & Cossio, 2002).

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.

Vertical alignment of AVID strategies will be implemented in grades K-12. Multiple grade level teachers and subject areas will be involved. The Paxton AVID School Coordinator will facilitate professional development as needed for strategies.
* K-2nd grade students will utilize Interactive Notebooks or 2 Column Notes
* 3rd Grade students will utilize the one-pager strategy
* 4th Grade students will utilize the focused note-taking strategy
* 5th Grade students will utilize Socratic Seminars, Philosophical chairs, One-Pager, Planners, and

Focused Note-Taking Strategies
* 6th Grade students will utilize tutorial, Socratic Seminars, Philosophical chairs, One-Pager, Planners, and Focused Note Taking Strategies
*6th -12th AVID Students will complete a Tutorial request form weekly 7th -12th students will utilize all previously taught strategies in grades 3-6
6th-12th AVID students will use AVID weekly for critical reading in content areas

Person Responsible   Brent Jones
                                                      (james.jones@walton.k12.fl.us)

Student will use rubric-driven focused note-taking in MS Social Sciences and secondary AVID courses. 70% of these students will pass the note taking category in the final grading period.

Person Responsible   Brent Jones
                                                      (james.jones@walton.k12.fl.us)

#7. Positive Culture and Environment specifically relating to Positive Behavior Support	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student behavior is always a vital aspect of any school. The way students act can increase or decrease the learning process of their learning and those around them. As a result of this, we are focusing on the climate/mental health of our student population to improve behavior. As of 2021-2022 school, we had a total of 6% of the student population with 3 or move referrals.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Referrals for grades K-12 will be no more than 4% of the student enrollment with 3 or more referrals.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The number of referrals at the end of each 9 weeks will be used to monitor referral rates throughout the year.
Person responsible for monitoring outcome:	Brent Jones (james.jones@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Positive Behavior Support Quarterly meeting Suite 360 Capturing kids hearts
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Positive behavior support is a community-based approach that involves learning more about the environment in which a child or adult lives, and working collaboratively with everyone in that setting to design strategies for promoting positive social and communication skills. Preventing problem behavior becomes the focus of planning for larger groups so that all children and adults within a setting are interacting in positive and meaningful ways. (Association for Positive Behavior Support, 2021)

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 . Paxton School will utilize positive behavior support strategies to promote positive character traits in our (K-12) students to see a reduction in behavioral referrals.
* Grades K-5 will participate in a PBS program to promote positive character traits.
* Grades 6-12 will participate in a quarterly meeting with the principal to review behavioral expectations, positive character traits, and referral data.
* Grades K-12 will participate in the character education program "Suite 360" to empower students to build positive relationships.
* Grades 6-12 students will participate quarterly in a reward program to decrease the number of referrals per grade level.
*Student of the Month for elementary, middle, and high will be awarded medals and enjoy a special lunch.

Person Responsible   Brent Jones (james.jones@walton.k12.fl.us)

#8. 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.**	Social Sciences are a critical aspect of a student's education and is used in multiple everyday life settings. To be career and college ready by the time of graduation students need specific civics and social science skills taught throughout different grades levels and courses. Currently, the following combined grade level sections have an average proficiency achievement score for grades 7 Civics and Grade 11 U.S. History from the 2022 administration state EOC assessments. State science assessment achievement scores for ESSA-identified subgroup from 2022 administration. * Grades 7 Civic and Grade 11 U.S History average 68% proficiency on state EOC assessment on 2022 administration. * Grades 7 Civic and Grade 11 U.S History average 38%(overall) of the ESSA-identified subgroup of Black students and 44% SWD scored proficiency 2022 state EOC assessment.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	* Grades 7 Civic and Grade 11 U.S History average 70% proficiency on state EOC assessment on 2023 administration. * Grades 7 Civic and Grade 11 U.S History average 41% of the ESSA-identified subgroup of Black students and 45% SWD scored proficiency 2023 state EOC assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	District/ teacher created assessments will be used to progress monitor students in 7th and 11th social science classes three times a year.
Person responsible for monitoring outcome:	Brent Jones (james.jones@walton.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Learning Targets ALDs Pacing Guide
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Learning targets and performance scales can help teachers develop more student-centered lessons, and students take ownership and learn how to monitor their progress toward a learning target (Creating Learning Targets & Performance Scales, 2018)

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. Progress monitoring analysis is a critical component of pacing and students mastery of standards.
* Data chats with administration will occur have each progress monitoring assessment to analysis data and adjust instruction.

Person Responsible   Brent Jones (james.jones@walton.k12.fl.us)

2.Students will improve reading and writing skills in social science content areas through exposure to a variety of informational sources and utilization of differentiated strategies.
* Kindergarten through 12th-grade teachers will implement the use of formative assessments to identify areas of weakness and strengths in students' educational backgrounds.
*Grade 7 Civic and Grade 11 U.S. History teachers will use ALDs and learning targets in social science lessons.

Person Responsible   Brent Jones (james.jones@walton.k12.fl.us)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

At Paxton, we know that Bringing Our Best Can Achieve Top Success in the classroom, in competition, in our careers, and in our character. Our school culture and environment are designed to build a bond between families and community by participating in community outreach to consult on concerns within the school environment, needs of the families, and opportunities for career advancement. Our School Advisory Council, compiled of administration, instruction, and non-instructional personnel, students, parents, and business leaders, provides guidance on the vision and direction of our school. Our school believes in an open-door policy. Our stakeholders play an important part of the design of our students' success. Our administration and teachers are always available to discuss any problems that arise but will also willingly share positive support and encouragement.

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

Our most valued stakeholders are comprised of the student body. They have the role of promoting a motivating environment that encourages a positive culture, motivating attitude and appropriate character on and off school grounds. Teachers and faculty will facilitate an inclusive learning environment that incorporates all aspects of school activity while the students create a positive atmosphere in the classroom, with competition and within the community. All staff will implement a safe learning community that includes parents, students, and community members. Parents and community members are stakeholders that are welcome and encouraged to participate and aid in promoting a positive culture.