

Walton County School District

Walton Middle School



2022-23 Schoolwide Improvement Plan

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Walton Middle School

605 BRUCE AVE, Defuniak Springs, FL 32435

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

Demographics

Principal: Jason Campbell

Start Date for this Principal: 7/25/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: A (64%) 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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Walton Middle School

605 BRUCE AVE, Defuniak Springs, FL 32435

<http://wms.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 6-8	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

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

School Board Approval

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SIP Authority

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<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.

To be the highest performing middle school, both academically and socially, in Walton County.

Provide the school's vision statement.

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

School Leadership Team

Membership

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
Campbell, Jason	Principal	
Hulion, Scott	Assistant Principal	Monitor Positive Behavior Goal
Howell, Jodi	School Counselor	
Love, Sandy	Teacher, K-12	Algebra I Honors & Geometry Honors teacher, SIT Chair, Math Chair, Monitor Math Goal
Smith, Dennie	Dean	
Gandy, Heather		Title I Specialist, Monitor Parental Involvement Goal
Nelson, Kristen	Instructional Coach	PLF, Monitor PLC & ELA goals
Parker, Rachael	Teacher, K-12	Reading teacher, SIT Co-Chair, SAC Co-Chair
Quinley, Dana	Teacher, K-12	7th Grade Science Teacher
Harvell, Greer	Teacher, K-12	8th grade Science and Seaperch teacher, Science Chair, Monitor Science Goal
Brown, Gabrielle	Teacher, K-12	AVID Coordinator, 6th Grade Chair, Monitor AVID Goal
Kent, Emily	Teacher, K-12	AVID and Reading Teacher
Baker, Kiplyn	Teacher, K-12	
Byrd, Stephen	Teacher, K-12	ICT/DIT teacher, 8th Grade Chair, Technology Contact
Ellenburg, Makala	Teacher, K-12	7th grade Math teacher, 7th Grade Chair
Brackin, Pam	SAC Member	
Mosley, Seth	Teacher, K-12	
Clemmons, Jackie	Teacher, K-12	
Rhodes, Kaylyn	Teacher, K-12	
Thorson, Sandy	Teacher, K-12	
Thompson, Robert	SAC Member	

Name	Position Title	Job Duties and Responsibilities
Parson, Kendra	SAC Member	

Demographic Information

Principal start date

Thursday 7/25/2013, Jason Campbell

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.*

2

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.*

11

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

804

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

1

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	0	0	0	0	0	0	260	282	262	0	0	0	0	804
Attendance below 90 percent	0	0	0	0	0	0	75	55	69	0	0	0	0	199
One or more suspensions	0	0	0	0	0	0	21	62	79	0	0	0	0	162
Course failure in ELA	0	0	0	0	0	0	1	3	14	0	0	0	0	18
Course failure in Math	0	0	0	0	0	0	3	5	12	0	0	0	0	20
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	44	70	73	0	0	0	0	187
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	46	49	51	0	0	0	0	146
Number of students with a substantial reading deficiency	0	0	0	0	0	0	2	0	0	0	0	0	0	2

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	38	47	77	0	0	0	0	162

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	0	4	10	10	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	6	8	6	0	0	0	0	20

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	34	60	50	0	0	0	0	144

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	13	10	6	0	0	0	0	29
Students retained two or more times	0	0	0	0	0	0	9	4	3	0	0	0	0	16

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	272	262	266	0	0	0	0	800
Attendance below 90 percent	0	0	0	0	0	0	54	60	41	0	0	0	0	155
One or more suspensions	0	0	0	0	0	0	21	61	48	0	0	0	0	130
Course failure in ELA	0	0	0	0	0	0	11	16	6	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	10	12	9	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	38	29	0	0	0	0	91
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	32	47	45	0	0	0	0	124
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	34	60	50	0	0	0	0	144

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	13	10	6	0	0	0	0	29
Students retained two or more times	0	0	0	0	0	0	9	4	3	0	0	0	0	16

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	50%	57%	50%				52%	52%	54%
ELA Learning Gains	46%						51%	51%	54%
ELA Lowest 25th Percentile	41%						43%	43%	47%
Math Achievement	56%	44%	36%				67%	67%	58%
Math Learning Gains	50%						65%	65%	57%
Math Lowest 25th Percentile	52%						69%	69%	51%
Science Achievement	53%	67%	53%				61%	61%	51%
Social Studies Achievement	74%	58%	58%				87%	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
06	2022					
	2019	40%	55%	-15%	54%	-14%
Cohort Comparison						
07	2022					
	2019	54%	64%	-10%	52%	2%
Cohort Comparison		-40%				
08	2022					
	2019	57%	60%	-3%	56%	1%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	53%	60%	-7%	55%	-2%
Cohort Comparison						
07	2022					
	2019	61%	62%	-1%	54%	7%
Cohort Comparison		-53%				
08	2022					
	2019	67%	63%	4%	46%	21%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	57%	58%	-1%	48%	9%
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	82%	82%	0%	71%	11%
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	93%	72%	21%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	72%	23%	57%	38%

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	20	39	38	28	39	45	32	51			
ELL	30	33	28	35	45	47	27	43	50		
BLK	26	45	50	30	38	50	33	52			
HSP	40	37	27	44	50	52	34	60	59		
MUL	47	51	55	41	51	67	55	71	80		
WHT	56	48	45	65	52	51	62	82	76		
FRL	44	43	40	50	47	52	49	72	66		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	39	36	24	41	44	26	57			
ELL	37	50	48	45	43	30	23	70			
BLK	26	35	25	33	44	43	31	48			
HSP	43	52	48	47	47	41	43	71	73		
MUL	38	40	41	42	43	67	39	75			
WHT	59	55	40	60	50	49	67	85	71		
FRL	47	49	41	50	48	49	49	75	66		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	41	30	37	59	64	35	74			
ELL	15	33	47	35	49	59		73			
BLK	30	49	47	43	63	68	22	80	46		
HSP	46	44	42	62	62	68	55	94	71		
MUL	26	41	33	47	63	62	36				
WHT	58	54	44	73	66	71	74	87	82		
FRL	44	48	43	63	65	68	55	86	71		

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	53
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	32
Total Points Earned for the Federal Index	526
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	37
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	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students 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	60
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?

FSA 2021-22 data indicate significant achievement gaps between subgroups in all grade levels across ELA and mathematics. For students scoring level 3 or above in ELA, large gaps appear between these subgroups: 59% non-economically disadvantaged to 43% economically disadvantaged; 54% non-SwD to 13% SwD; 55% white; 44% two or more races; 36% hispanic; 22% black; 11% ELL. Similar trends emerge for math: 62% non-economically disadvantaged to 41% economically disadvantaged; 53% non SwD to 19% SwD; 57% white; 34% hispanic; 33% two or more races; 24% black.

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

Learning gains for both math and ELA demonstrate a tremendous need for improvement when comparing FSA 2021-22 to 2018-19 (pre-Covid-19) achievement. Overall ELA learning gains decreased by 5 percentage points to 46%. ELA learning gains for low 25% decreased 2 percentage points to 41%. Overall math learning gains decreased 15 percentage points to 50%. Math learning gains for low 25% decreased 17 percentage points to 52%.

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

The impact of loss of learning from Covid-19 largely impacted these gaps. Level 1 and 2 students will be scheduled in intensive reading and foundational math classes to target performance. Intensive reading will implement a new district-wide reading curriculum based upon the science of reading. Students will be screened to target weaknesses to be addressed instructionally. Title 1 parent training nights will focus on ELL and ESE needs, ensuring stakeholders are knowledgeable about and invested in student learning. Across the curriculum, we will implement and progress monitor strategies to strengthen core instruction in Tier 1.

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

WMS is consistently strong in the EOC grades for Algebra I Honors, Geometry Honors and Civics. Even though the percentage of students that show proficiency may have slightly decreased from the pre-covid level, Geometry EOC and scores for 7th grade students taking the Algebra I EOC have remained at a 100% proficiency level.

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

Factors that contribute to the success rate in EOC based courses rely heavily on teacher collaboration. There is a Civics team that work to plan meaningful, rigorous lessons that involve many learning modalities. There is only one Algebra/Geometry teacher on campus, so collaboration is done through utilizing the district math coach or reaching out to other Algebra/Geometry teachers within the district. Main reasons for the success of the 7th grade Algebra student is that the Algebra teacher is able to convey to the 6th grade advance math teachers what skills are necessary for the students to succeed. Also, the summer bootcamp for 7th grade Algebra helps students with foundational skills and confidence, in a less intimidating situation.

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

Through the DuFour PLC process, teachers will progress monitor the learning of students and address needs as they arise. By meeting weekly in PLCs, teachers will address these four questions: 1. What do we want students to know and be able to do? 2. How will we know when students have learned it? 3. What will we do when students haven't learned it? 4. What will we do when students already know it? Through PLCs, teachers will collaboratively deconstruct standards and plan instructional strategies, create common formative assessments and analyze data, and plan and deliver systematic interventions and extensions to differentiate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Targeted weekly PLC meetings with grade level/subject area partners
 Summer curriculum alignment planning (CAP) to collaborate and build vertical and horizontal alignment
 B.E.S.T. standards training for ELA and reading teachers, to include substitutes as needed
 AVID training/PD for content area teachers

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

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

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

In 2022-23, we must ensure teachers are equipped to accelerate student learning across all tiers of instruction. As we shift to Florida's new FAST assessment, we will strategically target learning in Tier 1. We will also strengthen instruction based upon the science of reading in Tiers 2 & 3.

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, at least 80% of students will be a level 3 or above by FAST Progress Monitoring (PM) 3.

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

This will be monitored through the results from FAST progress monitoring throughout the school year.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being

ELA and content area teachers (reading, social studies, science, ESE, and elective) teachers will use knowledge and skills gained through their PLCs and research-based professional learning opportunities to target student needs and improve learning. Teachers will use their learning to continue to focus on standards/task alignment for their curriculum. In an effort to impact the lowest 25th percentile, WMS will strategically schedule students accordingly (in intensive reading, tier 3 intervention, ELL research, ESE unique skills classes, as needed). Title 1 tutors and instructional aides will be used to advance student learning. Across the curriculum, teachers will implement AVID WICOR strategies toward

implemented for this Area of Focus.

this end and will motivate students to read for enjoyment through WMS' annual reading challenge contest, which has proven successful in past years.

Rationale for Evidence-based Strategy:**Explain the rationale for selecting this specific strategy.**

Since ELA performance has dropped, our efforts will focus on strengthening tier 1 instruction to impact overall achievement. Evidence of implementing these strategies will consist of teacher lesson plan and required PLC artifacts reflecting teaching and learning. Class offerings will be evidenced by the master schedule. Effectiveness of educational support will be evidenced through schedules and required fidelity documentation.

Describe the resources/ criteria used for selecting this strategy.**Action Steps to Implement**

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

1. Utilize Springboard state-recommended texts for B.E.S.T. in ELA and district reading curriculum (Exact Path, Commonlit 360, Structures, and other resources) in intensive reading classes.

Person**Responsible**

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

2. Use screening data to provide targeted interventions in all Tier 2 and Tier 3 classes.

Person**Responsible**

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

3. Utilize core curriculum and AVID WICOR strategies to lift literacy in all content areas.

Person**Responsible**

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

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

Person**Responsible**

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

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

Person**Responsible**

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

6. Hire Title 1 tutors and aides to provide interventions as needed.

Person**Responsible**

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

7. Intentionally schedule Title 1 tutors, instructional aides, and duty teachers in intensive reading and Unique Skills classes to provide high levels of support.

Person**Responsible**

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

8. Schedule duty teachers in content areas classrooms to provide differentiated Tier 1 support.

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

9. Provide ELL support, as needed, through scheduling/resources/professional learning.

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

10. Provide Tier 1 professional learning (at least one full day per semester) regarding Springboard and B.E.S.T. standards for ELA teachers.

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

11. Provide Tier 2 professional learning (at least one full day per semester) regarding reading curriculum and B.E.S.T. standards for intensive reading teachers.

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

12. Schoolwide reading challenges to bolster literacy achievement.

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

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

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

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

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

15. Utilize teachers for after school tutoring in order to provide extra individualized support.

Person Responsible Heather Gandy (gandyh@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 scores took a hit this past year in regards to achievement and learning gains. The lowest 25% only improved by 1 percentage point (from 2019). School-wide, WMS showed deficits in both the ESE and ELL subgroups. Therefore, with the implementation of the B.E.S.T. standards, we will also develop targeted strategies to focus on helping ESE and ELL students be successful.

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, at least 80% of students will be a level 3 or above by FAST Progress Monitoring (PM) 3.

Monitoring:

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

This will be monitored through the results from the progress monitoring throughout the school year.

Person

responsible for monitoring outcome:

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

Evidence-based**Strategy:**

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

Collaborative planning between 6th, 7th, and 8th grade math teams with district coaching support as needed. Evidence of implementing the developed strategies will consist of teacher lesson plans, PLC sign-in sheets and/or sign-in sheets from individual meetings with district math coach, PLC binder/artifacts.

Rationale for**Evidence-based****Strategy:**

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

STAR data and FSA/EOC data from the 2021-22 school year indicates the need to improve learning in all grade levels of math. Evidence of implementing the strategies will consist of teacher lesson plans, required PLC artifacts reflecting learning, sign-in sheets/notes from individual meetings with designated content area coach. Class offerings will be evidenced by the master schedule. Effectiveness of additional support will be evidenced through tutoring schedules and required documentation.

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

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

2. Continue use of instructional technology.

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

3. Utilize district math coach.

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

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

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

5. Hire Title 1 tutors and aides to provide interventions as needed

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

6. Intentionally schedule Title 1 tutors, instructional aides, and duty teachers in intensive math and Unique Skills classes to provide high levels of support.

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

7. Schedule duty teachers in content areas classrooms to provide differentiated Tier 1 support

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

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

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

9. Utilize teachers for after school tutoring in order to provide extra individualized support.

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

10. Identify students in need to Tier III remediation and provide intervention resources and strategies based on individual students needs.

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

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

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

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

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

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

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

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

Measurable**Outcome:**

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

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

Monitoring:

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

This will be monitored by using a pre-test, mid-year test and a post-test in order to gauge student proficiency.

Person responsible for monitoring outcome:

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

Evidence-based

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

Science classrooms at WMS will continue to use instructional technology, while also facilitating opportunities for authentic learning through labs and hands-on activities. 8th grade science students will participate in a day-long, multi-grade level standards review ("Science-palooza") and 7th grade students attend Biophilia. WMS will maintain two Seaperch classes in the 2022-2023 school year. An Internal Review Board for Science Fair paperwork and project review will be utilized. Teachers will be involved in data chats. Together with science and literacy, leveled reading material will be provided to focus on text based response and ELL support

Rationale for Evidence-based Strategy: Explain the rationale for

In prior years, WMS has seen an increase in student performance using instructional technology, hands-on labs and Science-palooza. Due to various circumstances, Science-palooza did not occur last school year. We hope to be able to reestablish that strategy, while continuing to implement the others with even more fidelity. By continuing the Seaperch classes and Internal Science Fair Review Committee, we will be providing more rigorous and hands-on opportunities for students.

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

Action Steps to Implement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8. Utilize teachers for after school tutoring in order to provide extra individualized support.

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

#4. 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.

WMS has been an AVID school for several years. AVID is a program to help students with college readiness. It provides students with WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies to help them succeed in all classroom environments. By implementing the strategies in all classrooms, not just the AVID electives, we will be helping all students develop skills to enhance their academic careers

Measurable Outcome:

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

AVID strategies will be implemented by classroom teachers 4 times per 9 weeks.

Monitoring:

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

This will be monitored by lesson plans, artifacts and pictures.

Person responsible for monitoring outcome:

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

Evidence-based**Strategy:**

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

WMS will continue implementing the components of AVID school-wide (one-binder system, WICOR strategies and focused note taking strategies) in all classrooms (as applicable) to improve student engagement and achievement. This will also include ensuring that all students enrolled in the AVID elective course are also enrolled in at least one advanced/Honors level course.

Rationale for Evidence-based Strategy:

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

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

Action Steps to Implement

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. Maintain one binder organization system (graded by teachers twice per 9 weeks).

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

2. Continue to utilize WICOR Wednesdays in classrooms.

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

3. All 8th grade students will take the PSAT, and all 6th and 7th grade students will take a practice pre-collegiate exam.

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

4. Host a High School and College Planning virtual parent training event focused on high school, local college/career opportunities, financial aid, Take Stock in Children, My Career Shines, Bright Futures, etc.

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

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

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

6. Spotlight effective WICOR instruction on social media, website, Remind, email, faculty meetings, etc.

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

7. Provide AVID training and professional learning for teachers.

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

8. Provide materials and supplies to support AVID strategies.

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

#5. 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.

WMS' student performance data indicates a great need for improvement in all subject areas and grade levels. In an effort to strategically impact student learning, teachers will continue to participate in focused, weekly PLC meetings with their grade level/subject area partners. PLC meeting discussions will be based on Stephen DuFour's recommended 4 questions. Through carefully crafted instruction based on standards and intentional assessment of student learning, paired with data-based interventions and extensions, teachers will work to ensure they are moving students forward academically.

Measurable**Outcome:**

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

In 2022-2023, 100% of teachers will fulfill PLC requirements for professional learning points

Monitoring:

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

Teachers will submit weekly PLC Team Agenda/Notes to the schools professional learning facilitator (PLF). The school's instructional coach/PLF and the admin team will conduct coaching cycles/walkthroughs (at least one per semester, per team) to provide each PLC feedback to improve their process. WMS will also follow action steps outlined on the three-year PLC implementation plan submitted to the WCSD.

Person responsible for monitoring outcome:

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

Evidence-based**Strategy:**

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

Content area and elective teachers will use knowledge and skills gained through their PLCs and research-based professional learning opportunities to target student needs and improve learning. Teachers will use their learning to continue to focus on standards/task alignment for their curriculum.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy.

WMS strives to improve literacy and math proficiency and seeks out opportunities to align instruction and resources with data-based needs. WMS would like 80% of students to achieve proficiency as evidenced by FAST.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

1. Participate in PLCs organized by grade level/subject area focused on DuFour's "four questions for learning." PLCs will progress monitor the SIP's SMART goals to impact student learning, evidenced through artifact collection outlined and monitored by the professional learning facilitator (PLF).

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

2. Participate in WMS curriculum alignment planning (CAP) in the summer to collaborate and build vertical and horizontal alignment.

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

3. Participate in targeted professional learning based on student learning needs as identified through the PLC process.

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

4. Attend AVID Summer Institute and other professional learning opportunities as offered.

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

5. Develop a PLC "A Team" (guiding coalition) to learn about and celebrate the right work to have an academic and cultural shift.

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

6. Provide teachers with relevant professional learning resources to support students' academic and social needs.

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

#6. Positive Culture and Environment specifically relating to Parent Involvement**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Communication still seems to be a concern from the parent climate surveys. Therefore, WMS will continue to try to address the barriers by using various methods in order convey information to parents, so that parents will have the means to help their student be academically successful.

**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, WMS will use various communication methods at least once per month to communicate school happenings. WMS will host at least 3 parent training events to help show and teach strategies to better assist their child's educational needs.

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

WMS will monitor the success of parent involvement initiatives through the school advisory council process, Title I parent surveys, school improvement meetings, and student progress monitoring data. Parent interaction will also be monitor through Remind reports and Facebook analytics.

Person responsible for monitoring outcome:

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

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

WMS will use technology, social media, parent meetings and student Pridebooks as means to send information to parents/guardians. This will occur at least once per month. Students will record the weekly agendas from each class in their Pridebooks and teachers will be able to utilize the Pridebooks to send information/notes to parents. WMS will also provide parent training events and resources to implement at home for continuing student academic success.

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

WMS has used some of these strategies for years, but will more deliberate and intentional about the use. WMS will use Remind on a school-level as well as classroom and extracurricular level. Records from Remind, Facebook, and sign-in sheets from parent trainings will be evidence of the implementation and use of these strategies. Students' Pridebook will also provide evidence of the monthly calendar of events (that includes the menus for breakfast and lunch) and other flyers/information sent home, as well as weekly classroom agendas for all classes.

selecting this strategy.

Action Steps to Implement

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

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

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

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

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

3. Utilize Remind, WMS's Facebook page and website to provide parents with updated school and/or classroom happenings.

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

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

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

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

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

6. Implement at least three "Parent Training" events to provide resources for assisting in improving student success and provide childcare for families to attend and participate in academic parent activities.

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

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

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

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

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

#7. Positive Culture and Environment specifically relating to Positive Behavior Intervention and 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 achievement is affected when students are not in the classroom.

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

To insure more seat time for students, WMS will use Positive Behavior Support (PBS) and/or Capturing Kids' Hearts (CKH) strategies to decrease total number of disciplinary referrals (excluding bus referrals) by 15% (65 referrals).

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

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

Person responsible for monitoring outcome:

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

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

CKH strategies of using classroom social contracts, specific school-wide hand signals and "good things" will be implemented. WMS will also continue the use of Pridebucks, Warrior Pride and the Warrior Challenge. The discipline log system will also remain in use at WMS.

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

CKH strategies will help teachers and students form relationships, and relationships are key to help instill student learning. For this reason, faculty will implement the training received during the summer to help build the relationships that will foster the learning culture desired for our school. The continued use of Pridebucks will allow for students to earn Pridebucks for desired behaviors. They will be allowed to use their Pridebucks to "buy" treats. Students can qualify for Warrior Pride reward activities that are held during the school day by earning grades of A, B, or C's and have NO referrals. The Warrior Challenge will be during the 3rd 9 weeks and focuses on the behavior of an entire grade level.

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. Classroom teachers creating Capturing Kids Hearts social contracts for every class and using the document as a living document

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

2. Classroom teachers using "Good Things" (CKH strategy) at least ONCE per week.

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

3. Classroom teachers implementing CKH's greeting strategies.

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

4. Classroom teachers implementing CKH's Discipline Model (4 questions)

-What are you doing?

-What are you supposed to be doing?

-Are you doing that?

-What are you going to do about it

Person Responsible Dennie Smith (dennie.smith@walton.k12.fl.us)

5. Creating a Capturing Kids Hearts Committee to keep the learning moving forward.

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

6. To decrease the number of ISS incidents, add After School Detention and Saturday School as consequences for referrals (funded by Title 1—Behavior Intervention Tutoring).

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

7. Campbell, Hulion, Smith, and Howell will meet quarterly with the students identified on the Early Warning System List.

Person Responsible Jason Campbell (campbelj@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

N/A (Middle school)

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

N/A (Middle school)

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)

N/A (Middle school)

Grades 3-5: Measureable Outcome(s)

N/A (Middle school)

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.

N/A (Middle school)

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?

N/A (Middle school)

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?

N/A (Middle school)

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**

N/A (Middle school)

Positive Culture & Environment

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

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

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

In addition, activities happening within the classrooms as well as extracurricular will be shared via the school's social media platforms. This will give stakeholders an insight as to what is going on academically, athletically, and socially. This also includes showcasing CKH and/or AVID strategies being implemented and used in the classroom.

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

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

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