

Walton County School District

Mossy Head School



2023-24

Schoolwide Improvement Plan (SIP)

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Mossy Head School

13270 US HIGHWAY 90 W, Defuniak Springs, FL 32433

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

School Board Approval

This plan was approved by the Walton County School Board on 9/19/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Honor the past; enrich the present; inspire the future.

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Hulion, Leslie	Principal	
Lawrence, Lindsey	Instructional Coach	Title 1, Instructional Coach for K-5 teachers, and SIT Chair
Klemkosky, Amie	Teacher, K-12	SIT Chair and Teacher
Nelson, Kristen	Assistant Principal	
Scott, Samantha	Teacher, K-12	
King, Angela	Teacher, K-12	
Golleher, Jennifer	School Counselor	
Coone, Leslie	Teacher, K-12	PLF
Larue, Gabriella	SAC Member	
Robinson, Tammy	SAC Member	
Renteria, Maritza	SAC Member	
Foy, Amber	Teacher, K-12	
Watson, Yvetta	Teacher, K-12	
Davis, Crystal	Teacher, ESE	
Phillips, Megan	Paraprofessional	
Yeakos, Rachel	Teacher, PreK	
Gregor, Brianne	SAC Member	
Hudson, Freedom	Teacher, K-12	
Coleman, Rodgers	Instructional Technology	
McNeill, Lisa	Instructional Media	
Ingle, Alan	Other	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At Mossy Head School all stakeholders are invited to be involved in the school's leadership team. To give all stakeholders an opportunity to join the school leadership team we post information on our Facebook page, send home letters with students (in report cards), display it on our school sign, send email reminders, and announcements. Our school has a School Improvement Team meeting once a month, as well as School Advisory Council meetings, which are held four or more times a school year. During these meetings ideas are brought up about what we can do to increase parent involvement, as well as, other strategies to improve our school. During our previous school leadership meetings parents have discussed how they would like all teachers to use the same electronic communication. After this input all teachers at our school use the Remind app to communicate with parents. Parents have also

stressed concerns of Mossy Head not having a social media to share events and other things happening at school. After parents brought up this concern Mossy Head School created a Facebook page to share these things.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

After creating this school improvement plan it will be regularly monitored by our school leadership team and our school advisory council. We will monitor this plan by reviewing the plan monthly during our school improvement team meetings and quarterly with our school advisory council. We will discuss action steps we are doing well, analyze action steps we have not addressed/or worked on, and add any action steps we deem necessary during these meetings. The school improvement plan will also be monitored and regularly checked by members who were assigned an action step. These members will be held accountable to make sure that their action step is being implemented school wide and that it is effective in helping close the achievement gap. Any time the plan is failing to meet the needs of all students we will revise the plan through the discussions at team meetings, and the SIT chairs will add/change any action steps the team deems necessary.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	30%
2022-23 Economically Disadvantaged (FRL) Rate	86%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A

	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	30	26	11	17	15	18	0	0	0	117
One or more suspensions	3	11	2	5	2	8	0	0	0	31
Course failure in English Language Arts (ELA)	11	14	0	4	1	2	0	0	0	32
Course failure in Math	9	4	0	3	4	0	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	4	5	8	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	7	4	9	0	0	0	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	21	21	12	28	8	2	0	0	0	92

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	15	21	4	14	5	11	0	0	0	70

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	9	7	7	1	0	0	0	0	31
Students retained two or more times	0	1	0	1	1	1	0	0	0	4

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	38	24	24	16	21	23	0	0	0	146
One or more suspensions	4	4	0	4	4	2	0	0	0	18
Course failure in ELA	7	3	3	4	3	2	0	0	0	22
Course failure in Math	8	0	1	1	0	1	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	9	8	11	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	9	6	9	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	22	13	14	15	5	13	0	0	0	82

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	20	9	10	11	9	7	0	0	0	66

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	13	6	3	6	1	1	0	0	0	30
Students retained two or more times	0	0	0	1	1	2	0	0	0	4

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	38	24	24	16	21	23	0	0	0	146
One or more suspensions	4	4	0	4	4	2	0	0	0	18
Course failure in ELA	7	3	3	4	3	2	0	0	0	22
Course failure in Math	8	0	1	1	0	1	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	9	8	11	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	9	6	9	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	22	13	14	15	5	13	0	0	0	82

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	20	9	10	11	9	7	0	0	0	66

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	13	6	3	6	1	1	0	0	0	30
Students retained two or more times	0	0	0	1	1	2	0	0	0	4

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	54	61	53	65	63	56	59		
ELA Learning Gains				75			72		
ELA Lowest 25th Percentile				52			81		
Math Achievement*	61	73	59	73	55	50	70		
Math Learning Gains				86			80		
Math Lowest 25th Percentile				64			53		
Science Achievement*	63	72	54	64	69	59	75		
Social Studies Achievement*					70	64			
Middle School Acceleration					59	52			
Graduation Rate					54	50			
College and Career Acceleration						80			
ELP Progress	78	65	59	73			70		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	295
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	552
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL	54			
AMI				
ASN				
BLK				
HSP	52			
MUL	61			
PAC				
WHT	57			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	59			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	53			
ELL	64			
AMI				
ASN				
BLK				
HSP	58			
MUL	55			
PAC				
WHT	75			
FRL	67			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	54			61			63					78
SWD	40			40			27				4	
ELL	42			42							3	78
AMI												
ASN												
BLK												
HSP	45			41			42				4	78
MUL	50			71							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	55			64			74				4	
FRL	55			61			61				5	81

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	65	75	52	73	86	64	64					73
SWD	38	54	42	47	79	67	42					
ELL	50	56		61	81							73
AMI												
ASN												
BLK												
HSP	50	62	50	57	73		42					73
MUL	60			50								
PAC												
WHT	69	82	64	80	91	69	69					
FRL	60	73	50	71	87	65	56					72

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	59	72	81	70	80	53	75					70
SWD	31	63		53	69		43					
ELL	53			59								70
AMI												
ASN												
BLK												
HSP	45	75		52	75		45					70
MUL	62			54								
PAC												
WHT	62	72		76	85	67	78					
FRL	57	74	85	68	81	62	75					72

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	64%	64%	0%	54%	10%
04	2023 - Spring	65%	64%	1%	58%	7%
03	2023 - Spring	36%	59%	-23%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	48%	72%	-24%	59%	-11%
04	2023 - Spring	79%	76%	3%	61%	18%
05	2023 - Spring	60%	72%	-12%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	60%	67%	-7%	51%	9%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was third grade ELA scoring 40% proficiency. There are a few contributing factors to third grade ELA having low performance. One factor is that four units were condensed to three in December when one of the teachers resigned. The third grade students struggled with basic phonics, decoding, and reading fluently. Due to these deficits, students struggle with comprehending grade level text.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the lowest performance was third grade ELA scoring 40% proficiency. There are a few contributing factors to third grade ELA having low performance. One factor is that four units were condensed to three in December when one of the teachers resigned. The third grade students struggled with basic phonics, decoding, and reading fluently. Due to these deficits, students struggle with comprehending grade level text.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was third grade ELA. Factors that contributed to this gap are basic phonics, decoding, and reading fluently. Due to these deficits students struggle with comprehending grade level text.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was fifth grade ELA increasing from 57% to 69%. The new strategies that were implemented were formative assessments to drive instruction, an increase of rigor in questioning using more level 2 and 3 DOK questions, and an experienced teacher was assigned to fifth grade ELA.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern is third grade reading deficiency and level one students. Another area of concern is our attendance rate across the school.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Third grade ELA
2. Attendance
3. Third grade Math proficiency
4. ESE subgroup
5. Fourth grade ELA

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Overall proficiency of grades 3-5 on FAST ELA was 54% for the 2022-2023 school year.

Measurable Outcome:

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

Student proficiency will increase to 70% or higher on the 2023-2024 ELA FAST.

Monitoring:

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

The area of focus will be monitored using FAST ELA and formative classroom assessments.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for this area of focus will be, (using school board approved curriculum) instruction that focuses on increasing students' performance in phonemic awareness, systematic phonics, fluency, vocabulary and comprehension instruction. While providing instruction aligned to the Florida B.E.S.T. standards. The intervention programs that will be used to increase student performance will be Sonday, Heggerty, Wilson, Great Leaps, Lexonick Leaps, Lexia, Visualizing and Verbalizing, Comprehension Toolkit, Imagine Learning, UFLI, and any other ELA, school board approved intervention program. We will build the capacity of all teachers to provide instruction aligned to the Florida B.E.S.T. standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By using these specific interventions and focusing on targeted instruction to the Florida B.E.S.T. standards, MHS will increase students' performance in phonemic awareness, systematic phonics, fluency, vocabulary and comprehension instruction. We will also build the capacity of all teachers to provide instruction aligned to the Florida B.E.S.T. standards. Through coaching, mentoring, and modeling, thus increasing student achievement..

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Implementing reading strategies to increase rigor. District reading coach will train new teachers with a shortened TNTP strategies training, specific reading strategies to enhance text-based writing structures using a variety of strategies for ReadyGen.

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

By When: Training will be completed by the end of September

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

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

By When: Integrated through out the school year; started by September and continued through May

K, 1, and 2 teachers will implement UFLI (phonics program). District reading coach will provide training for all intervention programs for new teachers and provide modeling of best strategies.

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

By When: Phonics programs will be implemented by first week of September. Teachers will be trained on programs by end of August.

Use close reading strategies and text/note-taking to answer text-dependent questions and focus questions to achieve learning targets. Teachers will use a universal text/note taking system that is presented at the beginning of the year by Angela King and Mandy Callahan. Teachers will share examples of student text/note taking skills and strategies in faculty meetings throughout the year.

Person Responsible: [no one identified]

By When: Presentation will be given by beginning of September, strategies will be implemented after presentation and last throughout the whole school year.

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

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

By When: To be worked on weekly, and completed by May

Teachers will implement one of the following interventions with their Tier 2 and Tier 3 groups: Sunday, Reading Eggs, Lexia, Heggerty, Wilson, Great Leaps, Exact Path, Lexonik Leaps, Visualizing and Verbalizing, Comprehension toolkit, Imagine Learning (for ELL's) and UFLI.

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

By When: Start by end of August, Finish end of May

Provide tutoring before and after school throughout the year by teachers and paraprofessionals that meet Title I requirements. Tutoring should begin during mid-nine weeks. Tutoring will be for 2 weeks every 9 weeks (pending funding)

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

By When: Tutoring will start by October and continue throughout the school year

Kindergarten and first grade will continue to use sight words, teaching through motions to increase fluency.

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

By When: Completed by end of May

K-3 interventionist, 3-5 interventionist, and instructional coach will provide differentiated, targeted interventions and progress monitor student growth and achievement. Interventionists and instructional coach will collaborate with teachers about student progress and concerns, with a focus on the lowest 25%. Teacher/interventionist/instructional coach will share a One Drive file through Microsoft Outlook. In this document teachers/interventionist/instruction coach will be able to share and discuss targeted skills that students are struggling achieving on grade level achievement.

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

By When: Files will be created and shared by early September and continue throughout the entire school year.

The TSA/AAP will provide support for the K-3 and 3-5 interventionists to provide differentiated, targeted interventions and progress monitor student growth and achievement.

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

By When: Start monitoring by beginning of September, continue for the entire school year

Higher performing students in fourth and fifth grade will meet for enrichment lessons.

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

By When: Begin enrichment groups by the beginning of September continue throughout the whole year.

The RACE writing strategy will be implemented starting in first grade and following grade appropriate strategies. First grade will implement restating the question. Second grade will implement restating and answering. Third grade will implement restating, answering and citing. Fourth and Fifth grade will implement restating, answering, citing, and elaborating.

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

By When: These strategies will begin to be taught in early September and continue throughout the entire school year.

Structures vocabulary will be implemented whole group in grades 4 and 5. District reading coach will provide training to teachers for implementation.

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

By When: Training will be completed by beginning of September, then teachers will implement program until end of school year.

Teachers will implement the B.E.S.T. ELA standards using their grade level Achievement Level Descriptors booklet, Depth of Knowledge question stems, and Readygen alignment to B.E.S.T. standards. Teachers will also ensure that students' oral and written responses reflect the level of Depth of Knowledge questions presented to them. (Exemplar responses created by teachers)

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

By When: This implementation will begin by August 14 and continue throughout the entire school year.

AR testing will be implemented school wide. Each grade level will set goals for student success for every nine weeks. Rewards and awards will be purchased for students meeting their goals (Example: Limo for final goal). To encourage good reading habits and a love of reading we will implement book buddies. Students in grades 3-5 will partner with students in K-2 to read together.

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

By When: AR reading will begin by beginning of September and continue until the end of May

Training will be provided to teachers for implementing differentiated instruction in Tier 1. Teachers will implement strategies for differentiated instruction in Tier 1. These strategies may include manipulatives, gallery walks, scaffolding questions, turn and talk (accountable talk) and holding students accountable to answer to the Depth of Knowledge level of questioning.

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

By When: Training will take place in November and teachers will work on incorporating tier 1 differentiation strategies all year.

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

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

By When: Learning walks will begin by mid-September and continue throughout the school year as needed.

A summer reading challenge will be implemented for the 2024 summer. Students will be able to earn a reward for completing their summer packets.

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

By When: Reading challenge will be sent home in the May 2024 report cards

Funding for onboarding PD days.

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

By When: TBA

LETRS training for teachers not reading endorsed.

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

By When: Start at the beginning of the school year and finish with endorsement by end of May.

Tier 2 and 3 training for new teachers.

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

By When: Training will be completed by the end of August.

MHS will implement the District Writing Plan (Writing Revolution and Write Score) and strategies that are in the plan.

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

By When: Writing will begin implementation by beginning of September and continue throughout the entire school year.

All teachers will have a board configuration with learning targets and performance scales using Achievement Level Descriptors.

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

By When: This will begin by August 14 and continue throughout the entire school year.

Exemplar Achievement Level Descriptors will be given by the district reading coach during PLC meetings.

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

By When: This will begin by early September and continue throughout the entire school year.

Teachers will utilize online platforms that are district approved intervention and curriculum programs.

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

By When: Start utilizing programs by early September and continue throughout the whole school year.

School Board approved reading material for small group instruction (B.E.S.T. state approved).

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

By When: Reading material will be purchased throughout the school year when needed and implemented as needed throughout the school year.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Overall proficiency of grades 3-5 on FAST Math was 62% for the 2022-2023 school year.

Measurable Outcome:

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

Student proficiency will increase to 73% or higher on the 2023-2024 FAST math assessment.

Monitoring:

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

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

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Build capacity of all teachers to provide instruction aligned to the new Florida B.E.S.T. standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Provide tutoring before and after school throughout the year by teachers and paraprofessionals that meet Title I requirements. Tutoring should begin during mid-nine weeks. Tutoring will be for 2 weeks every 9 weeks (pending funding)

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

By When: Will begin by the second nine weeks and continue on and off until April 15

Students will use Big Ideas, Exact Path, and Khan Academy to increase understanding of math concepts.

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

By When: This will begin August 14 and continue throughout the school year.

Teachers will utilize math manipulatives to support math instruction.

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

By When: Throughout the entire school year.

K-3 interventionist, 3-5 interventionist and instructional coach will provide differentiated, targeted interventions using Big Ideas. Interventionist and instructional coach will monitor student growth and achievement by utilizing shared drive documentation to discuss and share student progress with teachers. The lowest 25% in grades 3-5 will be a specific area of focus.

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

By When: Interventions will begin by mid-September and continue throughout the entire school year.

Students that meet fact fluency goals, in each grade level, will participate in a special celebration at the end of each semester. Goals will be set by grade levels at the beginning of the school year. Each grade level will choose and plan their celebration.

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

By When: Start working on goals by mid-September and continue until final celebrations in April.

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

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

By When: Learning walks will start in August and continue periodically throughout the school year.

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

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

By When: Teachers will begin this by August 14 and continue throughout the entire school year.

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

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

By When: Teachers will begin this in the first nine weeks and continue through out the entire school year.

B.E.S.T. math standards will be implemented in K-5.

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

By When: Standards will begin starting no later than August 14 and continuing for the entire school year.

New teachers or new to Mossy Head School teachers will be trained for implementation of the Big Ideas math curriculum by the digital learning specialist.

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

By When: New teachers will be trained by late August

We will utilize Big Ideas math curriculum for instruction and as an intervention program and extension for math enrichment.

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

By When: Begin by Mid-September for intervention and enrichment groups and continue throughout the entire school year.

Teachers will incorporate Achievement Level Descriptors for all students.

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

By When: Teachers will begin this by August 14 and continue throughout the entire school year.

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

Measurable Outcome:

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

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Build capacity of all teachers to provide instruction aligned to Florida B.E.S.T. standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Implement Exact Path, Big Ideas, and Khan academy for progress monitoring students.

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

By When: Start by beginning of September for progress monitoring.

Utilize Imagine Learning and the various reports, resources and trainings that accompany the program (Teacher training as needed).

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

By When: Begin by mid-September and continue throughout the entire school year.

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

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

By When: The MTSS process will begin by mid August and continue throughout the entire school year.

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

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

By When: Interventions will begin by September and continue throughout the entire school year.

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

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

By When: Start progress monitoring by August 14

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

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

By When: Continue throughout the entire school year as needed.

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

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

By When: This will continue throughout the entire school year

Pocket Pals will be implemented for the Lowest 25% of students. This will be staff mentors who check in with students and hold students accountable for setting and meeting their goals. When teachers select a student the homeroom teachers' name will be put with the student's name.

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

By When: Pocket pals will begin after the first FAST test and continue throughout the school year.

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Proficiency of Grade 5 Science NGSSS is 59% for the 2022-2023 school year.

Measurable Outcome:

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

Increase proficiency to 65% on the 2023-2024 Grade 5 Science NGSSS.

Monitoring:

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

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

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Build capacity of all teachers to provide instruction aligned to the B.E.S.T. standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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

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

By When: Start by October and continue throughout the entire school year.

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

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

By When: STEM night hosted by February 2024.

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

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

By When: Teachers will begin using Study Island by early September and continue throughout the entire school year.

Learning will be supported by developing and providing hands-on activities and labs to support the curriculum. Teachers will incorporate a minimum of 1 STEM lesson each 9 weeks.

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

By When: Teachers will have the first STEM lesson completed by October and continue at least one STEM each nine weeks.

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

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

By When: Start Lego team and Odyssey team by November and continue throughout the school year.

Kindergarten and first grade classes will support the science curriculum with hands-on learning by planting and growing flowers and vegetables in the planters outside their classroom, pending funding.

Person Responsible: Samantha Scott (sam364013@yahoo.com)

By When: Planters will begin no later than October and continue throughout the school year as needed.

Fourth grade will support the science curriculum by attending field trips to the Biophilia center for hands on learning.

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

By When: Fields trips will all be completed by April

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Two areas of focus for positive culture and environment at Mossy Head School are referrals and student attendance. During the 2022-2023 school year there were 143 referrals issued, an increase of 15 from the previous year. The average attendance rate for the 2022-2023 school year was 93%. Mossy Head had 251 students with 10 or more absences and 102 students with 20 or more absences.

Measurable Outcome:

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

The goal for the 2023-2024 school year is to decrease the number of students with 10 or more absences to 185 or less, and maintain the daily, average attendance rate of 93%. The goal for the 2023-2024 school year is to decrease the number of discipline referrals to 80 or less.

Monitoring:

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

This area of focus will be monitored through the PBS committee, the attendance committee and through weekly Focus checks.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

To decrease the number of referrals and increase the attendance rate Mossy Head School will implement strategies from Capturing Kids Hearts and we will implement the Ron Clark House System.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By providing teachers and students with social and emotional strategies from Capturing Kids Hearts, teachers will be able to form better relationship with students in hopes of increasing student attendance rates and decreasing the number of referrals. The Ron Clark House system will also be implemented to encourage students to become family and further build the relationships between staff and students. By implementing the house system students will be held accountable for their actions and being at school. This system will encourage students to have good behavior and to be at school through rewards for good behavior and for good attendance. By incorporating all of these strategies this should also help to increase positive relationships between staff members, therefore making Mossy Head School a more positive environment for staff and students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The principal will send out monthly Mustang Memos. These memos will be used to keep staff informed of events and other things happening throughout the school. By increasing communication with office and teachers, better relationships will be formed leading to a more positive school climate.

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

By When: Start Mustang Memos by September and continue monthly throughout the school year.

All staff will be trained in the 3 universal hand signals a Capturing Kids Heart strategy. These hand signals will be used in all classrooms to create a uniformity throughout our school. Mossy Head will also incorporate the Capturing Kids Hearts character traits in our monthly house meetings.

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

By When: Hand signals will be introduced by early August.

To build a better community at Mossy Head school and within the community we will participate in the K-Kids program.

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

By When: Begin program by October and continue throughout the entire school year.

In order to help build relationships and community at Mossy Head we will implement Mustang Marshals. These students will be picked based on behavior and attendance. These students will help with showing students where to go in the morning and other duties around the school.

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

By When: Mustang Marshals will begin by September and continue throughout the entire school year.

In order to gain buy-in from students for the Ron Clark House system Mossy Head will post pictures of past house events around the school for students to see, and become more excited about house rewards and meetings.

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

By When: Teacher will begin posting pictures by late August and continue throughout the school year.

An attendance committee of teachers and office staff will be created in order to promote positive attendance. Administration, guidance, and teachers will communicate with parents and students to uphold the district attendance policies.

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

By When: The committee will begin before October and continue throughout the entire school year.

To decrease the number of tardies Mossy Head School will implement monthly No Tardy Parties to encourage students and parents to be at school on time.

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

By When: The first no tardy party will be held in September and continue monthly throughout the school year.

Mossy Head School will continue implementing and developing the Ron Clark House System. We will continue to formally schedule breakout house and all house meetings each month throughout the school year. House leaders will rotate assigned roles/jobs for meetings. House leaders will meet monthly with the PBS and House teams to discuss rewards and activities to encourage good behavior and attendance. House leaders and staff will use a point tracking app (RCA, Live School) to display the winning house.

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

By When: House meetings will begin the first week of school and continue monthly throughout the entire school year.

Mossy Head School will create an attendance committee for the 2023-2024 school year. The committee will meet monthly to contact parents about students who have excessive absences. This committee will

follow the district policy of contacting parents about students missing 10 or more days of school or 5 unexcused within a 30 day period.

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

By When: Attendance committee will begin meeting in September and continue throughout the entire school year.

Teachers will implement Capturing Kids Hearts strategies. By the 3rd week of the school year, all classrooms will have a social contract in place to create/monitor classroom cultures.

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

By When: By September 5 all teachers will have a classroom social contract and be implementing Capturing kids hearts strategies in the classroom

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

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

By When: PBS committee will begin meeting in September and continue meeting monthly throughout the entire school year.

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

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

By When: As needed throughout the school year.

Students will participate in gaining knowledge about a variety of careers during academic nights.

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

By When: This will begin in September and continue throughout the year.

All grade levels will use the same common language in discipline plans. All grade levels will include the 4 Capturing Kids Hearts questions in their discipline plan.

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

By When: Implemented starting on the first day of school August 10, and continued throughout the entire school year.

Teachers will award house points each week for students that have perfect attendance, no tardies, and no referrals. Students can earn a total of 5 points each week. Teacher will include this in their discipline plan.

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

By When: This will begin the first full week of school and continue throughout the entire school year.

Give students a survey about things they would like as a reward. This will build relationships between students and staff; showing students that their opinion is valued.

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

By When: Give survey by October.

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

Measurable Outcome:

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

Mossy Head School will increase Parent School Climate surveys from 83 to 150, during the 2023-2024 school year and increase parent opportunities to support academic achievement.

Monitoring:

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

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

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Increasing and improving communication between Mossy Head School and families.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

STEM night (Emerald Coast Science Center activities), Nonie's Ark, and career booths for families to explore (per parent request).

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

By When: By February 2024

Reading/ELA/ parent night to include book fair and other career areas for families to explore. Requesting to have the DeFuniak Springs library mobile at our reading night. The Annual Title I Meeting will be held at this event.

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

By When: September 30, 2023

Teachers will schedule student led parent conferences. These meetings may be in person or through phone conferences. Conferences may be held in the media center and have multiple student led conferences going on, at one time while the teacher circulates and assists as needed. These conferences may discuss students STAR/FAST data and classroom data. A parent conference night may be held in order to meet the needs of all parent schedules. During these meetings teachers will help parents connect to Focus.

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

By When: Hold parent conference by December 2023

Teachers, parents, and students will review student data folders and Title 1 compacts during parent conferences. An agenda will be created for each conference held for Title I documentation.

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

By When: Start in August and continue throughout the school year.

The MHS website, Remind app, and Facebook page will be utilized as school wide communication tools. All teachers will utilize the Remind App as their electronic communication service as parent requested during SAC meeting. The office staff will share a Mustang Memo with parents to keep them informed and up to date on events at Mossy Head.

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

By When: Utilized all year

Mossy Head will increase the number of parents connected to Focus by providing training for parents. To increase the number of parents connected to Focus we will host break out sessions for parents at the beginning of the year, orientation day and parent trainings during event nights.

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

By When: Start connecting parents in August and continue throughout the school year.

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

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

By When: Throughout the whole school year.

Mossy Head will host a back to school orientation for all grade levels on August 8, 2023.

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

By When: August 8, 2023

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

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

By When: Implemented as needed throughout the school year.

Pre-k and kindergarten will have a separate back to school orientation for parents to provide additional information and allow time for questions as their students begin school.

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

By When: August 8, 2023

Mossy Head School will offer an ELL day/evening back to school orientation at the beginning of the school year. This will offer ELL families a chance to ask questions, receive welcome bags, list of things students/parents need when students miss school, and provide assistance for beginning of year paperwork.

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

By When: August 7, 2023

Open house and annual Title I meeting will be scheduled before September 29, 2023.

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

By When: September 29, 2023

#7. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will participate in grade level PLCs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers will participate in PLCs to increase and implement knowledge in areas of need for both students and teachers.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Ron Clark house system training for new teachers.

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

By When: August 10, 2023

Curriculum alignment and planning (CAP) days at the district and Mossy Head School.

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

By When: July 2024

Train new teachers with TNTP/best instruction strategies.

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

By When: End of August 2023

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

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

By When: August 2023

All teachers have a self-assigned role in PLCs. All teachers follow the agreed upon norms for every PLC meeting and discuss how to address breached norms during meetings.

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

By When: September 2023

Teachers will be trained on different intervention programs by district literacy coach or Instructional coach.

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

By When: September 2023

PLF will provide examples of PLC binders, professional binders, and PAEC training for any teachers that need additional support.

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

By When: September 2023

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

Person Responsible: [no one identified]

By When: May 2024

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

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

By When: Start in August and continue throughout the school year.

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

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

By When: Start in October and continue every nine weeks until May 2024.

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

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

By When: Start in August and continue throughout the school year.

Teachers will be encouraged to video and critique one of their own lessons during the first semester. Teachers can schedule a meeting with Mrs.Hulion, Mrs. Nelson, or mentor/peer to discuss the lesson.

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

By When: December 2023

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

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

By When: August 2023

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

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

By When: May 2024

Teachers will participate in Mental Health training as needed.

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

By When: Throughout the whole school year as needed.

Mentors for new teachers will be provided. Teachers will collect data and give systematic feedback using STAR/FAST data collected from mentees. Monthly mentor/mentee meetings will be scheduled at the beginning of the school year.

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

By When: September 2023

Mossy Head School will ensure the use of roles, norms, and four questions with implementation over a three year period. (This is year 3)

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

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

By When: September 2023

School improvement Planning Day will be scheduled for the end of the 2023-2024 school year in June.

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

By When: June 2024

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

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

By When: September 2023 and continue throughout the whole school year.

PLC role meeting with administration during the first 9 weeks; administration will join weekly PLC meetings at least once per nine weeks.

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

By When: Start by September and continue throughout the entire school year.

To strengthen Tier 1 differentiation Mossy Head school will schedule a school wide differentiation professional learning activity.

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

By When: November 2023

Administration will implement focus walks. Administration will let teachers know what they are focusing on when observing in the classroom and provide classroom feedback. Best strategies will be highlighted at faculty meetings.

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

By When: May 2024

Mossy Head will provide teachers with a 1/2 day PD. This PD will include Dave Weber and train teachers on positive culture and environment.

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

By When: September 2023

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

87% of students qualify for free and reduced lunch. Students are part of the lower SE population possess greater needs that contribute to many of the qualifying risk factors which demonstrate a need for social emotional support. Mossy Head School will implement Walton County School Districts safety and security initiatives.

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Pockets Pals will be implemented with our lowest 25% of students to build extra relationships with lower achieving students to help close the achievement gap.

Person Responsible: [no one identified]

By When: May 2024

Ron Clark house system will be implemented to help students form relationships with peers.

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

By When: Begin in August 2023 and continue until May 2024

Threat Assessment Team will meet monthly and safety drills will be conducted as scheduled by the district.

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

By When: Start by early August 2023 and continue throughout the entire school year.

Guardian and school resource deputy will be utilized on Mossy Head School Campus.

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

By When: Start in August and continue throughout the entire school year.

New students will draw for their house in the office on their first day of enrollment to promote a sense of belonging and strong school culture.

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

By When: Start in August and continue throughout the entire school year.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

According to the 2022-2023 STAR Reading/Early Literacy Progress Monitoring Assessment 3, Kindergarten students demonstrated 70% performing above the 40th percentile, 1st grade students demonstrated 57% above the 40th percentile, and 2nd grade students demonstrated 72% above the 40th percentile.

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

According to the 2022-2023 FAST ELA Progress Monitoring Assessment 3, 3rd grade students demonstrated 38% proficiency, 4th grade students demonstrated 71% proficiency, and 5th grade students demonstrated 69% proficiency.

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 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 Measurable Outcomes

By STAR Reading/Early Literacy Progress Monitoring Assessment 3 in Spring 2024, Kindergarten students will demonstrate at least 72% performing above the 40th percentile, 1st grade will demonstrate at least 60% above the 40th percentile, and 2nd grade will demonstrate at least 72% above the 40th percentile.

Grades 3-5 Measurable Outcomes

By FAST ELA Progress Monitoring Assessment 3 in Spring 2024, 3rd grade students will demonstrate at least 50% proficiency, 4th grade students will demonstrate at least 71% proficiency, and 5th grade students will demonstrate at least 71% proficiency.

Monitoring

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 impact student achievement outcomes.

The area of focus will be monitored through FAST Progress Monitoring Assessments, grade level data chats, grade level PLCs, Administration Focus Walks, and targeted coaching support utilizing the District Literacy Coach, School Instructional Coach, and Digital Support Teacher.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Hulion, Leslie, hulionle@walton.k12.fl.us

Evidence-based Practices/Programs

Description:

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. §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?

Mossy Head School will use evidence-based practices and programs to increase overall student achievement, specifically in the area of focus. Programs/practices will include implementation of the B.E.S.T. ELA Standards, Achievement level descriptors within lessons, utilizing School Board approved curriculum/resources, providing research-based and School Board approved reading intervention programs (e.g., Sonday, Lexia, Wilson, Comprehension Toolkit, Lexonik Leap, Imagine Learning, Phonics First, Structures), and scheduled learning walks to see exemplar classroom instruction.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Each strategy utilized is evidence-based and School Board approved, and included in our District Reading Plan. Each practice is specifically tailored to meet individual student needs to differentiate based on strengths and deficits. These practices will be utilized to increase student achievement in the following areas, but not limited to, phonics, fluency, decoding, vocabulary, comprehension, and phonological awareness.

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
<ol style="list-style-type: none"> 1. Mossy Head School will provide instructional coaching with our District Literacy Coach, site-based Instructional Coach, Digital Support Teacher, and Administration walk-throughs. 2. Teachers will be provided Tier 2 and Tier 3 Intervention training with District Literacy Coach and/or site-based Instructional Coach. 3. The School Improvement Team/Literacy Team will meet to monitor ELA strategy implementation and student achievement based on FAST ELA Progress Monitoring throughout the 23-24 School Year. 	Hulion, Leslie, hulionle@walton.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP is disseminated on our webpage under Title I and on the CIMS website for parents to view. Parents are given a SIP summary of the goals for our school in English and in Spanish at the beginning of the year once the plan has been board approved. A copy of the summary and plan is available for viewing in the office for parents at any time. Copies are also kept in the Parent Resource Center in the school's safe lobby and included in new student registration packets to ensure every family receives the same information. Parents and stakeholders are also invited monthly to our School Improvement Plan meetings and the meeting dates are posted on our marquee and in monthly newsletters. .

<https://mhs.walton.k12.fl.us/o/mhs/page/title-i>
<https://www.floridacims.org/districts/walton/schools/0261>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build positive relationships with parents, families and other community stakeholders by inviting them into our school. We host a back to school orientation for parents and students to meet the teachers. We provide academic parent training nights and handout resources to parents to better help their children at home. During our academic nights, Mossy Head School will host different careers throughout the community for parents and students to be able to go and visit. Teachers will also use a school wide communication tool by using the REMIND app to communicate effectively with parents. Teachers will hold at least two parent conferences throughout the year to support the needs of their students. Teachers will disseminate progress reports quarterly to keep parents informed of their child's progress. Academic nights (ELA night and Math/Science Night) as well as social events (Pastries with Parents, Fall Fling, and Book Fair) are scheduled throughout the year to build positive relationships and

to support the students and parents as they make progress towards their goals.

<https://mhs.walton.k12.fl.us/o/mhs/documents/title-i/title-1-documents/486973>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen the academic program in the school by implementing Tier 1 small groups in ELA using a systematic and research based proven curriculum in K-2. Teachers will increase rigor by creating higher level depth of knowledge questioning and having students answer or respond to that level. Teachers will continue using online resources from the math curriculum Big Ideas. Teachers will be intentional when planning and when participating in their PLC's to make sure they are teaching to the standard and utilizing formative assessments to help drive their instruction. Grade level schedules allow for common grade-level planning times to allow teachers to develop higher-level questioning, learning targets, performance scales, and analyze student data together.

District-level Literacy, Science, and Digital Support Coaches meet regularly with administration and teachers to provide support as needed. Mossy Head School plans for after school tutoring pending funding to help reach the needs of students and also to help enrich students who need that extension piece in Reading or Math.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

1. Head Start Information regarding this program will be provided by the school to parents via: Parent Resource Center, flyers, announcements in the newsletter, and postings on the website. This program provides opportunities for pre-school age children to become better prepared for kindergarten. Activities may include: meeting with parents to discuss learning needs of individual students, developing transition plans, and weekly parent communication.

2.VPK & PKD Kindergarten orientation will be held the week prior to school starting in the Fall. Parents will be provided information regarding Florida Standards and expectations for their school-age child.

3. Individuals with Disabilities Act (IDEA) MHS will meet annually with parents of Students With Disabilities (SWDs) to develop Individual Education Plans (IEPs) that include learning goals and transition plans, if needed. Translators are provided for parent meetings. Supplemental instructional support provided by school will be discussed with parents during the development of the students Individual Educational Plans (IEP).

4. Our school partners with local communities programs such as, Food for Thought, United Way (No Hungry Child) and Junior League Clothing Project. These programs provide multiple opportunities for all students to gain and provide the needed resources to maximize their learning.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The guidance counselor at the school works with students, parents, administration, teachers, and the district mental health counselor to address counseling needs. District mental health referrals are written based on student needs. The guidance counselor may be assigned a student or students for a daily check-in to provide social, academic, behavior, and attendance support. During parent meetings, the guidance counselor links families to community resources for needed support. "Capturing Kids Hearts" is being implemented school-wide. This program equips school staff to implement transformational processes focused on social-emotional well-being, create a relationship-driven campus culture, and student connectedness. Our school utilizes the Ron Clark HOUSE System to create a positive climate and culture for students and staff. All staff and students are assigned to a HOUSE and meet monthly to discuss and practice activities that create a culture that builds character, relationships, and school spirit. Title I Interventionists and the Title I Instructional Coach are involved in the MTSS process. The interventionist and instructional coach help to make sure lower achieving students are in the appropriate interventions and seeing that these students make their goals.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Mossy Head School will integrate different careers during the 2023-2024 school year with our parent nights. This is to expose students to different career opportunities that are available to them in the future. We will invite guests from a variety of career fields to participate, in order for students to see a wide range of career opportunities and gain first-hand knowledge about various jobs.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

This school year our school is implementing the Capturing Kids Heart system into our school. Every classroom and special area will have social contracts. The school will be implementing the CKH questions when a student has breached the social contract. THE CKH program will help with problem behaviors by having that early intervening service in place. At Mossy Head School we also use the Ron Clark House Point System. Students get to earn points for their house and receive quarterly rewards for the winning house. This system is put in place to reinforce good behavior and character throughout our school. Each month our school hosts a house meeting, this is where we come together as a school: we discuss character traits, challenges that we may have throughout the school for that month, sing our school song and house chants, review house point totals and recognize students for academics, perfect attendance or for displaying our character traits for the month. Our school also implements the MTSS process. The guidance counselor, instructional coach and interventionists help in this process to prevent and address problem behaviors or any academic needs or interventions that students may need. A District Behavior Specialist is assigned to our school and meets with the MTSS team and identified students on a regular basis. The Behavior Specialist provides the MTSS team, and specifically the classroom teacher, with behavior plans and strategies to de-escalate negative behavior and decrease time off-task. Teachers are also used a tutors throughout the school year to assist in closing any learning gaps. At Mossy Head School, each grade level develops a behavior expectation plan that is submitted to administration at the beginning of the school year. This plan consists of rewards for expected behavior and consequences for unwanted behavior. The plan specifically states how teachers will communicate behaviors to parents and determine Conduct grades on report cards.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

This school year our school is providing two interventionists to help drive instruction in helping us meet our goals. These interventionists are reading endorsed and will be seeing small groups for thirty minutes at a time to help students close learning gaps or extend their learning beyond the classroom environment. Our school is also providing an instructional coach, this employee will work with specific grade levels in planning and PLC's, mentor new teachers, assist with classroom management and model lessons with board approved curriculum. The guidance counselor, instructional coach and resource teacher work over the summer to help close out MTSS files and plan with other grade levels for interventions and curriculum. The Title I Contact assists over the summer with MTSS and Title I documentation. Pending funds, our teachers may get to experience a Ron Clark PD for those whom would like to bring more ideas to our school to help improve behaviors. Our school is focusing on whole group differentiation and school data to help us focus on learning, collaboration and results while meeting in our PLC's. Our school would like to implement Curriculum Alignment Planning for grade levels over the summer if funds are available. The instructional coach works throughout the months of June and July to prepare and schedule these activities. Our school conducts data meetings for each individual grade level after each Progress Monitoring period of testing to look at grade level and individual teacher & student data to determine strengths, weaknesses, and trends that we see. Teachers also analyze student data (both formative and summative) in weekly grade level PLC (Professional Learning Community) meetings by grade levels. ESE teachers join the PLC for the grade level they serve. Special Area teachers attend a district wide PLC specific to their content focus.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The Voluntary Pre-Kindergarten Developmental program is offered by the school district for qualifying children. The Pre-K Developmental program allows a smoother transition for students who have not been in a prior school setting. State and local results indicate children who participated in the VPK program performed better on the Kindergarten screening than those who did not. Registration for the Voluntary Pre-K program coincides with Kindergarten registration to encourage participation. Each year the school reaches out to our local preschools in the area and invites them to bring the students who are planning to come to Mossy Head School for Kindergarten in for a tour. The preschool teachers schedule a good time and bring the students and they receive a tour of our school. Each student spends 10 minutes in a kindergarten class and gets to meet all the teachers. The students go to the library and listen to a book, see the cafeteria and sit at a table and enjoy a snack, they get to walk through the front office and meet the office staff, the students get to see where the parent drop-off doors are and bus ramp along with all the special areas on the tour. Our school also implements a Parent Orientation, before school starts, just for Kindergarten parents to come and listen to information provided by the teachers and ask any questions they may have before their child start school. Also, the students have an allotted orientation time to come and meet their teacher and see the classroom before school starts.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA				\$685.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0261 - Mossy Head School	School Improvement Funds		\$685.50

2	III.B.	Area of Focus: Instructional Practice: Math				\$685.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0261 - Mossy Head School	School Improvement Funds		\$685.50
3	III.B.	Area of Focus: Instructional Practice: Intervention				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0261 - Mossy Head School	School Improvement Funds		\$1,000.00
4	III.B.	Area of Focus: Instructional Practice: Science				\$685.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0261 - Mossy Head School	School Improvement Funds		\$685.50
5	III.B.	Area of Focus: Positive Culture and Environment: Other				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0261 - Mossy Head School	School Improvement Funds		\$100.00
6	III.B.	Area of Focus: Positive Culture and Environment: Other				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0261 - Mossy Head School	School Improvement Funds		\$1,000.00
7	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities				\$1,227.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0261 - Mossy Head School	School Improvement Funds		\$1,227.50
8	III.B.	Area of Focus: Positive Culture and Environment: Other				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0261 - Mossy Head School	School Improvement Funds		\$100.00
					Total:	\$5,484.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No