

Walton County School District

Freeport Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Freeport Middle School

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<http://fms.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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Smith, Nathan	Principal	
Ellison, Chelsea	SAC Member	
English, Amanda	SAC Member	
Lemus, Lyndsey	SAC Member	
Nunes, Amy	SAC Member	
Weeks, Jami	SAC Member	

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.

Our administrative team identifies campus leaders to represent their designated field. The recruitment process for community members, parents, and students begins with advertising the opportunity on our media outlets. We encourage all to participate. Next, the team identifies ideal stakeholder candidates that meet our demographics and personally invite them to participate.

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))

The SIP is regularly monitored at monthly SIT meetings and quarterly SAC meetings. Each department's teacher leader reports their area's progress towards the goal and collaborates with the team to ensure that optimal conditions are achievable.

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)	Middle School 5-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	28%
2022-23 Economically Disadvantaged (FRL) Rate	51%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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: B 2019-20: A 2018-19: A 2017-18: B
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	0	0	0	0	0	44	33	38	36	151	
One or more suspensions	0	0	0	0	0	2	1	4	2	9	
Course failure in English Language Arts (ELA)	0	0	0	0	0	2	0	0	1	3	
Course failure in Math	0	0	0	0	0	7	1	3	2	13	
Level 1 on statewide ELA assessment	0	0	0	0	0	39	32	35	35	141	
Level 1 on statewide Math assessment	0	0	0	0	0	27	30	19	14	90	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level 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	0	0	0	0	0	15	6	10	14	45

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	0	0	0	0	0	1	0	0	1	2
Students retained two or more times	0	0	0	0	0	1	3	0	3	7

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	0	0	0	0	0	29	26	34	45	134	
One or more suspensions	0	0	0	0	0	3	4	4	11	22	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	34	20	30	40	124	
Level 1 on statewide Math assessment	0	0	0	0	0	37	28	24	33	122	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	0	0	0	0	0	9	7	9	17	42

The number of students identified retained:

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

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	0	0	0	0	0	29	26	34	45	134	
One or more suspensions	0	0	0	0	0	3	4	4	11	22	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	34	20	30	40	124	
Level 1 on statewide Math assessment	0	0	0	0	0	37	28	24	33	122	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	0	0	0	0	0	9	7	9	17	42

The number of students identified retained:

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

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	56	49	58	57	50	57		
ELA Learning Gains				53			58		
ELA Lowest 25th Percentile				46			50		
Math Achievement*	67	76	56	68	44	36	60		
Math Learning Gains				66			57		
Math Lowest 25th Percentile				61			48		
Science Achievement*	59	67	49	58	67	53	60		
Social Studies Achievement*	83	76	68	73	58	58	81		
Middle School Acceleration	72	74	73	57	58	49	72		
Graduation Rate					61	49			
College and Career Acceleration					79	70			
ELP Progress	42	62	40	56	75	76	79		

* 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)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	377
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	596
Total Components for the Federal Index	10
Percent Tested	99
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	42			
ELL	31	Yes	2	1
AMI				
ASN	80			
BLK	46			
HSP	53			
MUL	52			
PAC				
WHT	70			
FRL	58			

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	51			
ELL	39	Yes	1	
AMI				
ASN				
BLK				
HSP	49			

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%
MUL	69			
PAC				
WHT	63			
FRL	50			

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			67			59	83	72			42
SWD	30			43			35	59	45		5	
ELL	25			34			14	42			5	42
AMI												
ASN	70			90							2	
BLK	33			58							2	
HSP	45			55			40	67	65		6	45
MUL	55			55			45				3	
PAC												
WHT	57			71			64	86	73		5	
FRL	44			61			49	80	68		6	46

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	58	53	46	68	66	61	58	73	57			56
SWD	37	53	48	49	68	61	38	59	43			
ELL	30	44	41	38	45	38	24	38				56
AMI												
ASN												

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
BLK												
HSP	44	48	38	53	57	50	43	48				59
MUL	71	67		65	73		70					
PAC												
WHT	60	54	49	72	68	67	62	78	58			
FRL	44	45	39	57	62	58	41	63	43			

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	57	58	50	60	57	48	60	81	72			79
SWD	36	47	39	44	57	54	38	65				
ELL	24	48	53	31	41	43	40	62				79
AMI												
ASN												
BLK												
HSP	46	51	60	43	45	50	55	73				79
MUL	44	53		35	53		30					
PAC												
WHT	60	59	47	65	60	49	62	83	69			
FRL	46	51	48	50	53	48	54	77	67			81

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	52%	64%	-12%	54%	-2%
07	2023 - Spring	51%	51%	0%	47%	4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	51%	53%	-2%	47%	4%
06	2023 - Spring	49%	52%	-3%	47%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	69%	72%	-3%	54%	15%
07	2023 - Spring	62%	63%	-1%	48%	14%
08	2023 - Spring	65%	73%	-8%	55%	10%
05	2023 - Spring	62%	72%	-10%	55%	7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	58%	61%	-3%	44%	14%
05	2023 - Spring	56%	67%	-11%	51%	5%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	75%	13%	50%	38%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	71%	29%	48%	52%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	80%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	74%	4%	66%	12%

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.

Our ELA performance was the area of lowest performance. We hypothesize that the elimination of the writing portion of the assessment, in addition to all online testing, and the adaptive nature to be contributing factors to the low performance. Our grade levels showed growth throughout the year, but did not meet proficiency expectations.

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

The ELA component showed the greatest decline from the last year. Factors that contributed to the decline include elimination of the writing portion of the assessment, all online testing, and the adaptive nature of the assessment.

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 with the greatest gap when compared to the state average was fifth grade ELA. Our school scored 2% lower than the state averages, while other grade levels exceeded the state's average.

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

Math components showed the most improvement. Our teachers solely focused on the implementation of Achievement Level Descriptors, learning targets, focused student scheduling, and district coaching

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

Looking at our EWS data, the biggest area of concern is the number of students who scored a level 1 on the state assessment.

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

ELA data and discipline are our highest priorities for the year.

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.

According to the 2023 FAST results, 53% of Freeport Middle School students were proficient on the FAST Reading assessment.

Measurable Outcome:

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

By the end of the 2023-2024 school year, 80% of FMS students will achieve proficiency on the Reading FAST assessment.

Monitoring:

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

By the second FAST assessment, FMS students will decrease the achievement gap between PM1 and our goal by 50%.

Person responsible for monitoring outcome:

Nathan Smith (smithna@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.)

- Weekly PLC meetings focusing on AVID and evidence-based strategies
- Monthly professional development at faculty meetings
- Implementation of AVID evidence-based strategies in classrooms
- District coaching
- Implementation of a 30-minute intervention time (Level Up) daily based on schoolwide content literacy initiative.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

- Weekly PLC meetings focusing on AVID and evidence-based strategies
- Monthly professional development at faculty meetings
- Implementation of AVID evidence-based strategies in classrooms
- District coaching
- Implementation of a 30-minute intervention time (Level Up) daily based on schoolwide content literacy initiative.

Person Responsible: Nathan Smith (smithna@walton.k12.fl.us)

By When: 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.

According to the 2023 FAST Math and EOC results, 72% of FMS students achieved proficiency.

Measurable Outcome:

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

By the end of the 2023-2024 school year, 80% of FMS students will achieve proficiency on the FAST Math or their course-specific End of Course exam (EOC).

Monitoring:

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

By PM2, FMS students will decrease the achievement gap between PM1 and our goal by 50%.

Person responsible for monitoring outcome:

Nathan Smith (smithna@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.)

- Weekly PLC meetings focusing on AVID and evidence-based strategies
- Monthly professional development at faculty meetings
- Implementation of AVID evidence-based strategies in classrooms
- District coaching
- Implementation of a 30-minute intervention time (Level Up) daily based on schoolwide content literacy initiative.
- Utilization of the "Big M" resource to meet the learning needs of Tier 2 and Tier 3 students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

- Weekly PLC meetings focusing on AVID and evidence-based strategies
- Monthly professional development at faculty meetings
- Implementation of AVID evidence-based strategies in classrooms
- District coaching
- Implementation of a 30-minute intervention time (Level Up) daily based on schoolwide content literacy initiative.
- Utilization of the "Big M" resource to meet the learning needs of Tier 2 and Tier 3 students.

Person Responsible: Nathan Smith (smithna@walton.k12.fl.us)

By When: Throughout the school year.

#3. Instructional Practice specifically relating to Student Engagement**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.

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

Measurable Outcome:

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

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

Monitoring:

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

AVID strategies will be implemented in all classrooms and will be the focus of each professional learning community. Artifacts and feedback collected will inform the site team and will be used to guide teachers to properly integrate AVID school wide initiatives.

Person responsible for monitoring outcome:

[no one identified]

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:

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

An additional thirty (30) minutes will be added to 5th period classes to provide intervention and enrichment opportunities for students based on content area literacy.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

Teachers will:

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

An additional thirty (30) minutes will be added to 5th period classes to provide intervention and enrichment opportunities for students based on content area literacy.

Person Responsible: [no one identified]

By When: Monthly

#4. 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.

Some of the lowest-scoring areas on our annual climate survey were related to parents feeling that they are informed of how students are graded and that they are informed of their students' progress. Only 40% of parents have access to their students' Focus portal.

Measurable Outcome:

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

By the end of the 2023-2024 school year, 80% of parents will have access to their students' Focus portal.

Monitoring:

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

The percentage of parents with parental access to their students' Focus portal will be monitored monthly at SIT meetings.

Person responsible for monitoring outcome:

Jami Weeks (jami.weeks@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.)

Freeport Middle School will provide resources to parents informing them of the availability, purpose, and enrollment instructions of the Focus portal. Teachers will also update Focus grades weekly to ensure that parents are adequately prepared of their students' progress.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

- Flyers with directions on accessing Focus will be made available on our website and Facebook page.
- Emails will be sent to parents who do not have access with directions on how to gain access.
- Opportunities to register for Focus portal will be available at campus events.

Person Responsible: Chelsea Ellison (ellisonc@walton.k12.fl.us)

By When: Progress will be monitored monthly.

- Flyers with directions on accessing Focus will be made available on our website and Facebook page.
- Emails will be sent to parents who do not have access with directions on how to gain access.
- Opportunities to register for Focus portal will be available at campus events.

Person Responsible: Chelsea Ellison (ellisonc@walton.k12.fl.us)

By When:

#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.

For the 2023-2024 school year, FMS students received 515 discipline referrals.

Measurable Outcome:

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

By the end of the 2023-2024 school year, FMS students will have 10% fewer discipline referrals.

Monitoring:

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

The Area of Focus will be monitored for the desired outcome at monthly SIT meetings, weekly administration meetings, and at MTSS meetings.

Person responsible for monitoring outcome:

Nathan Smith (smithna@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.)

- A mentoring team will be established to provide weekly supports for identified students based on needs.
- PBS strategies, including a house system, will be implemented.
- The continuation of the systematic discipline plan will be utilized.
- Students with repeated referrals will be referred to MTSS for development of interventions based on student needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students who miss instructional time due to behavior (e.g. ISS, OSS) are unable to participate in high quality instruction, which could decrease the student's 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.

- A mentoring team will be established to provide weekly supports for identified students based on needs.
- PBS strategies, including a house system, will be implemented.
- The continuation of the systematic discipline plan will be utilized.
- Students with repeated referrals will be referred to MTSS for development of interventions based on student needs.

Person Responsible: Nathan Smith (smithna@walton.k12.fl.us)

By When: Throughout the school year

- A mentoring team will be established to provide weekly supports for identified students based on needs.
- PBS strategies, including a house system, will be implemented.
- The continuation of the systematic discipline plan will be utilized.
- Students with repeated referrals will be referred to MTSS for development of interventions based on student needs.

Person Responsible: Nathan Smith (smithna@walton.k12.fl.us)

By When: Throughout the school year.

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

Include a rationale that explains how it was identified as a 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.

For the 2021-2022 school year, the performance of our English Language Learner (ELL) population has reached 39%, which is lower than the 41% federal index. This means that 39% of the ELL population are meeting grade level performance expectations.

Measurable Outcome:

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

By the end of the 2023-2024 school year, 80% of students enrolled in the ELL program will show a year's worth of growth on their annual WIDA assessment. The WIDA assessment measures their English language proficiency.

Monitoring:

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

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

Person responsible for monitoring outcome:

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

Evidence-based 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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

- Eligible 6th-8th grade students will be enrolled in a Newcomers or English Language Development course with a bilingual teacher to provide language acquisition skills and instruction.
- Eligible 5th graders will receive 40 minutes of pull-out language acquisition skills and instruction daily during intervention time.
- Our District Reading Coach will provide support for instructional materials.

Person Responsible: Nathan Smith (smithna@walton.k12.fl.us)

By When: Ongoing throughout the year.

#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.

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

Measurable Outcome:

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

By the end of the 2023-2024 school year, 100% of teachers on FMS' campus will actively participate in a Professional Learning Community (PLC) with at least 90% attendance.

Monitoring:

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

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

Person responsible for monitoring outcome:

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

Evidence-based 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.)

-Weekly PLC meetings will occur focusing on AVID and evidence-based strategies.

-Monthly professional development based on AVID strategies will be provided at faculty meetings

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of high-quality professional learning positively impacts the instructional practices of our teachers, which leads to the increase of 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.

-Weekly PLC meetings will occur focusing on AVID and evidence-based strategies.

-Monthly professional development based on AVID strategies will be provided at faculty meetings

Person Responsible: Nathan Smith (smithna@walton.k12.fl.us)

By When: Ongoing throughout the year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

The process to review school improvement funding allocations and to ensure resources are allocated adequately based on student needs is a multi-step process with checks and balances.

The process begins with the creation of the school improvement goals. The team who creates the goals is comprised of teacher representatives from each grade level and content area. Once goals have been written, the School Improvement Team (SIT) presents the plan to the School Advisory Committee (SAC), which contains members from stakeholder groups such as parents, community members, and students. The SAC votes on the validity of each goal to approve or disapprove the goal. Each goal is based on student needs. Once the SIT determines budgetary allocations, a parent or community member from the SAC reviews the purchase for approval.

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				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0146 - Freeport Middle School			\$1,000.00
			<i>Notes: Supplemental Materials</i>			
2	III.B.	Area of Focus: Instructional Practice: Math				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0146 - Freeport Middle School			\$500.00
			<i>Notes: Supplemental Materials</i>			
3	III.B.	Area of Focus: Instructional Practice: Student Engagement				\$5,172.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0146 - Freeport Middle School			\$4,059.00
			<i>Notes: AVID Dues</i>			
			0146 - Freeport Middle School			\$1,113.00
			<i>Notes: Supplemental Materials</i>			
4	III.B.	Area of Focus: Positive Culture and Environment: Other				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

			0146 - Freeport Middle School			\$500.00
			Notes: Supplemental Materials			
5	III.B.	Area of Focus: Positive Culture and Environment: Other				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0146 - Freeport Middle School			\$500.00
			Notes: Supplemental Materials			
6	III.B.	Area of Focus: ESSA Subgroup: English Language Learners				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0146 - Freeport Middle School			\$500.00
			Notes: Supplemental Materials			
7	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities				\$0.00
Total:						\$8,172.00

Budget Approval

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

No