Paxton School

2023-24

Schoolwide Improvement Plan (SIP)

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Paxton School

21893 US HIGHWAY 331 N, Paxton, FL 32538

http://pax.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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Cook, Jessica	Teacher, K-12	SIP/SAC chair
Jones, Brent	Principal	SIP Monitor/ Principal
Morgan, Brian	Assistant Principal	SIP Monitoring/ Vice Principal
Moore, Nate	Dean	SIP Monitoring/ Dean of Students
Thomas, Sasha	Paraprofessional	SAC Member/ School Paraprofessional
Geoghagan, Jeff/Joy	SAC Member	Community Member/ Parent
Brinson , Ligaya	SAC Member	Parent
Miller, Scott	SAC Member	Community Member/ Parent
Daughtry , Donna	SAC Member	Parent
Cook, Addison	SAC Member	Student Member
Thomas, John	SAC Member	Parent Member
Leddon , Faye	SAC Member	Community Member
Currie, Nancy	SAC Member	Community Member
Farrior , Eddie	SAC Member	Parent
Moore , Clete	SAC Member	Student Member
Orange , Bill	SAC Member	Community Member/ Parent
McQuaiq, Liz	SAC Member	Community Member/ Parent
Wright, Samie	Graduation Coach	Graduation Coach

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.

Stakeholders are included in townhall meetings, invited to join the School Advisory Council, and multiple times throughout the year, such as open house, science night, etc. Our School Advisory Council will review data, approve SIP plan/ budget, and recommend ideas to improve our school. We also ask all stakeholders to complete climate surveys to express their input on the school progress.

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))

We will have monthly SIT meetings to ensure the SIP plan is effective or determine if new strategies need to be implemented. Our SAC meeting will meet quarterly to discuss SIP and data. Professional Learning Communities will also review SIP to ensure we are closing learning gains, proficiency and acceleration points. In addition to these, the district View Team will ensure our continuous improvement.

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)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	12%
2022-23 Economically Disadvantaged (FRL) Rate	61%
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)* Black/African American Students (BLK)* 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: B

	2018-19: B
	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	15	11	8	12	11	16	2	8	4	87
One or more suspensions	3	1	2	3	10	16	13	15	8	71
Course failure in English Language Arts (ELA)	7	4	2	4	5	0	12	11	10	55
Course failure in Math	6	0	1	4	4	5	17	12	9	58
Level 1 on statewide ELA assessment	0	0	0	1	7	5	6	8	14	41
Level 1 on statewide Math assessment	0	0	0	0	6	7	5	5	9	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	9	7	13	11	2	0	0	0	47

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	8	4	4	7	10	11	16	16	13	89

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	3	2	1	1	4	1	0	2	1	15
Students retained two or more times	0	0	1	0	1	1	0	0	1	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	5	15	12	13	15	23	11	11	8	151
One or more suspensions	0	1	3	2	5	6	10	7	8	74
Course failure in ELA	3	1	3	0	2	1	2	1	0	28
Course failure in Math	2	0	1	0	4	0	3	6	5	25
Level 1 on statewide ELA assessment	0	0	0	3	4	5	6	7	11	91
Level 1 on statewide Math assessment	0	0	0	0	5	8	6	3	6	48
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	2	1	4	1	7	8	7	7	9	83

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	3	3	6	1	3	1	4	28
Students retained two or more times	0	0	1	1	2	2	2	0	1	11

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	5	15	12	13	15	23	11	11	8	113
One or more suspensions	0	1	3	2	5	6	10	7	8	42
Course failure in ELA	3	1	3	0	2	1	2	1	0	13
Course failure in Math	2	0	1	0	4	0	3	6	5	21
Level 1 on statewide ELA assessment	0	0	0	3	4	5	6	7	11	36
Level 1 on statewide Math assessment	0	0	0	0	5	8	6	3	6	28
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	2	1	4	1	7	8	7	7	9	46

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	3	3	6	1	3	1	4	27
Students retained two or more times	0	0	1	1	2	2	2	0	1	9

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*	57	57	53	64	62	55	62		
ELA Learning Gains				50			58		
ELA Lowest 25th Percentile				40			46		
Math Achievement*	71	68	55	71	42	42	68		
Math Learning Gains				58			46		
Math Lowest 25th Percentile				56			48		
Science Achievement*	63	64	52	69	70	54	68		
Social Studies Achievement*	74	82	68	68	65	59	70		
Middle School Acceleration	63	67	70	67	55	51	51		
Graduation Rate	96	89	74	91	64	50	95		
College and Career Acceleration	70	72	53	69	75	70	56		
ELP Progress		44	55		62	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)	ATSI
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	96

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	703
Total Components for the Federal Index	11
Percent Tested	99
Graduation Rate	91

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	47			
ELL				
AMI				
ASN				
BLK	50			
HSP	63			
MUL	62			
PAC				
WHT	71			

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	68			

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	40	Yes	2	
ELL				
AMI				
ASN				
BLK	39	Yes	3	
HSP	54			
MUL	60			
PAC				
WHT	66			
FRL	61			

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	57			71			63	74	63	96	70	
SWD	39			55			37	50			5	
ELL												
AMI												
ASN												
BLK	50			50							2	
HSP	47			78							2	
MUL	67			56							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	57			72			64	72	66	72	8	
FRL	52			69			63	75	63	69	8	

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	64	50	40	71	58	56	69	68	67	91	69	
SWD	33	35	20	46	54	43	48	44				
ELL												
AMI												
ASN												
BLK	33			45								
HSP	63	50		50	54							
MUL	60			60								
PAC												
WHT	64	50	38	73	60	58	70	75	68	92	74	
FRL	58	47	43	65	57	52	64	64	63	88	68	

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	62	58	46	68	46	48	68	70	51	95	56	
SWD	27	45	37	35	41	42	35	29				
ELL												
AMI												
ASN												
BLK	25	40		23								
HSP	60			55								
MUL	50											
PAC												
WHT	64	58	43	70	47	50	70	70	53	94	57	
FRL	56	53	46	63	45	51	61	67	36	92	50	

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
10	2023 - Spring	41%	62%	-21%	50%	-9%
05	2023 - Spring	56%	64%	-8%	54%	2%
07	2023 - Spring	46%	51%	-5%	47%	-1%
08	2023 - Spring	56%	53%	3%	47%	9%
09	2023 - Spring	52%	59%	-7%	48%	4%
04	2023 - Spring	66%	64%	2%	58%	8%
06	2023 - Spring	63%	52%	11%	47%	16%
03	2023 - Spring	66%	59%	7%	50%	16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	77%	72%	5%	54%	23%
07	2023 - Spring	65%	63%	2%	48%	17%
03	2023 - Spring	94%	72%	22%	59%	35%
04	2023 - Spring	72%	76%	-4%	61%	11%
08	2023 - Spring	86%	73%	13%	55%	31%
05	2023 - Spring	64%	72%	-8%	55%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	62%	61%	1%	44%	18%
05	2023 - Spring	49%	67%	-18%	51%	-2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	75%	-28%	50%	-3%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	71%	-17%	48%	6%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	80%	-10%	63%	7%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	74%	-3%	66%	5%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	78%	-7%	63%	8%

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.

Overall our ELA proficiency for grades 3-10 performance was our lowest at 56%. Some contributing factors could be the new FAST testing requirements and computer platform. We also had a large number of professional changes in secondary ELA, as well as a drop in overall ELA scores district and statewide.

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

The greatest decline noted was our 5th grade Science. Some of the factors that we feel contributed to this decline was mid-year professional changes, out of state student transfers, and behavior issues.

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 component that had the greatest gap when compared to the state average is our 10th grade ELA. We scored 9 points lower than the state level. (Paxton average 41 to State average 50) We feel that our professional changes were the greatest contributing factor and new standards/ testing format.

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

Components that showed the most improvement were noted in our 3rd grade (33% above state) and 8th grade (31% above state). Some actions that help in this area are spiral reviews, afterschool tutoring, and ALDs.

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

A couple of areas of potential concerns are 89 students (18 SWD) with 2 or more indicators on the early warning system. Our other area of concern is 87 students had 10% or more absences.

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

1. ELA in all grade levels
2. Focus Students(acceleration point, growth)
3. 5th grade Science

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.

Reading and writing is a critical aspect of a student's education and used in multiple everyday life settings. To be career and college ready by the time of graduation students need specific reading and writing skills taught throughout different grades levels and courses. Currently, the following combined grade level sections have an average STAR Student Growth Percentile (SGP) for grades K-2 and combine FAST proficiency level for grades 3-10. FAST achievement scores for ESSA-identified subgroup from 2023 administration.

* Grades K-2 average SGP of 57% on STAR Reading and STAR Early Literacy on AP3 2022-2023 school year.
* Grades 3-10 average proficiency level of 56% on PM3 FAST 2022-2023 school year.
* Grades 3-10, 33% of the ESSA-identified subgroup of Black students and 33% SWD scored proficiency FAST ELA (2022 FSA administration).

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

Students in Reading grades K-2 will increase overall STAR Assessment SGP to an average of 65%.
Students in Reading grades 3-10 will increase their overall proficiency level to 65% on state F.A.S.T assessment.
The achievement of the ESSA- Identified sub group of black students and SWD in grades 3-10 will increase to 41% on state F.A.S.T assessment.

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

STAR reading/ Early Literacy will be used for progress monitoring grade levels K-2. STAR Reading will be administered at least 3 times a year. State progress monitoring system (F.A.S.T)will be used monitor students in
grades 3-10. The F.A.S.T will be administered 3 times a year.

Person responsible for monitoring outcome:
Brent Jones (james.jones@walton.k12.fl.us)

Evidence-based 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.)

Complex text(s)
AVID strategies
Intentional Questioning and answering
Vertical plan from grade level to grade level for writing instruction
Formative Assessments
Learning Targets
ALDs
Science of Reading Implementation

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

The underachieving students seem to be growing rapidly and with the number of students per elective class limited, the only way to effectively help all students is to utilize the AVID strategies throughout the school

(Watt, Yanez, & Cossio, 2002). Reading standards require that teachers teach close reading of the complex text with intentional questioning. Learning targets and performance scales can help teachers develop more student centered lessons, and students take ownership and learn how to monitor their progress toward a learning target (Creating Learning Targets & Performance Scales, 2018)

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.

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

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

By When: Artifacts will be turned in each quarter

2. Student responses in the form of writing will be facilitated through a formalized approach to vertical planning across all grade levels.
* Grade level cohorts (grade K-10) will implement a standards-based vertical plan to writing. The plan will include AVID strategies (Socratic seminars and Philosophical Chairs. (T1)

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

By When: Artifacts will be turned in each quarter

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

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

By When: Artifacts will be turned in each quarter

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

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

By When: After each Progress Monitoring Assessment

#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.

Math is a critical aspect of a student's education and is used in multiple everyday life settings. To be career and college ready by the time of graduation students need specific mathematical skills taught throughout different grades levels and courses. Currently, the following combined grade level sections have an average STAR Student Growth Percentile (SGP) for grades 1-2, combined proficiency grades 3-8, and combined proficiency
of Algebra 1/Geometry students. FSA achievement scores for ESSA identified subgroup from the 2023 administration.

* Grades 1-2 average SGP of 67% on STAR Math on AP3 2022-2023 school year.
* Grades 3-8 average proficiency of 70% on FAST Math during 2022-2023 school year.
* Algebra 1 and geometry EOC overall proficiency for 2022-2023 school year is 55%.
* Grades 3-8, 45% of the ESSA-identified subgroup of Black students and 46% SWD scored proficiency on FSA. (2022)

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

Students in Math grades 1-2 will increase overall STAR Assessment SGP to an average of 68%.
Students in Math for grades 3-8 will increase their overall proficiency level to 72%.
Students in Algebra and Geometry will increase their overall proficiency level to 65%.
The achievement of the ESSA- Identified sub group of black students will increase to 47%
and SWD in grades 3-8 will increase to 48%.

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

STAR math will be used for progress monitoring grade levels 1-2 and Algebra 1/ Geometry classes. STAR Math will be administered at least 3 times a year. State progress monitoring system (F.A.S.T) will be used monitor students in grades 3-8. The F.A.S.T will be administered 3 times a year.

Person responsible for monitoring outcome:
Brent Jones (james.jones@walton.k12.fl.us)

Evidence-based 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.)

Math manipulatives
Exit tickets to extend math instruction whole group
Daily spiral reviews
Computer programs
Interactive Notebooks
ALDs
Afterschool Tutoring
Formative Assessments during units of study
Learning Targets

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

Differentiating student instruction will increase mastery of standards based math skills. Math manipulatives are physical objects that are designed to represent explicitly and concretely mathematical ideas that are abstract (Moyer, 2001). Bruner(1960) explained how this was possible through the concept of the spiral curriculum. This involved information being structured so those complex ideas can be taught at a simplified level first, and then revisited at more complex levels later. Learning targets and performance scales can help teachers develop more student-centered lessons, and
students take ownership and learn how to monitor their progress toward a learning target (Creating Learning Targets & Performance Scales, 2018)

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.

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

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

By When: Artifacts will be turned in each quarter

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

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

By When: Artifacts will be turned in each quarter

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

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

By When: Artifacts will be turned in each quarter

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

areas of weakness and strengths in students' educational backgrounds.
* Kindergarten through 12th-grade teachers will implement the use of ALDs in lessons.

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

By When: Artifacts will be turned in each quarter

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

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

By When: After each Progress Monitoring

#3. 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.

Science is a critical aspect of a student's education and is used in multiple everyday life settings. To be career and college ready by the time of graduation students need specific science skills taught throughout different

grades levels and courses. Currently, the following combined grade level sections have an average proficiency

achievement score for grades 5, 8, and Biology from the 2022 administration state science assessment.
State science assessment achievement scores for ESSA identified subgroup from 2022 administration.
* Grades 5, 8, and Biology average 60% proficiency on state science assessment on 2023 administration.
* Grades 5, 8, and Biology, 39%(overall) of the ESSA-identified subgroup of Black students and 40%SWD scored proficiency 2022 state science assessment.

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

*Grade 5, 8, and Biology students taking the state science assessment will increase to 65% proficiency.
* Grades 5, 8, and Biology students identified in black subgroup will increase to 41% proficiency and SWD will increase to 42% proficiency.

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

District assessments will be used to progress monitor students in 5th, 8th and Biology three times a year.

Person responsible for monitoring outcome:

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

Evidence-based 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.)

Interactive Notebooks
Pacing Guides
Data Analysis practice
Small group and one-on-one instruction
Learning Targets
ALDs

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

Interactive notebooks are one tool for students to keep their information and produced work organized (Walden & Crippen, 2009) It would also allow them to refer back to the contents and engage with new information, and process it more thoroughly(Rheingold et al., 2013) Student will also need to read complex scientific texts through close and careful reading. Learning targets and performance scales can help teachers develop more student-centered lessons, and students take ownership and learn how to monitor their progress toward a learning target (Creating Learning Targets & Performance Scales, 2018)

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.

1.Students will improve reading and writing skills in science content areas through exposure to a variety of informational sources and utilization of differentiated strategies.
* Kindergarten and 1st-grade students will utilize an interactive notebook/journal with science-related topics to demonstrate understanding of non-fiction texts by using non-fiction text.
* 2nd- 4th grade students will use INB/journals to write in response to science-related texts.
* Kindergarten through 12th-grade teachers will implement the use of formative assessments to identify areas of weakness and strengths in students' educational backgrounds.
*5th, 8th, and Biology teachers will use ALDs in science lessons.

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

By When: Artifacts will be turned in at the end of each quarter.

2. Students will improve science content knowledge and understanding through a variety of educational techniques.
*Science teachers in grades K-12th will incorporate study island computer program in lessons.
*2nd -6th grade teachers will conduct at least one science experiment with class during the school year.
*6th -12th-grade students will utilize INB to organize notes and record new learning gained from various sources (such as experimentation, lecture, video, written text)
*6th -12th-grade students will be provided additional support in maintaining their interactive notebooks.
*9th -10th-grade students will participate in data analysis practice related to each unit of study throughout their science course depending on test results. Students will receive peer and teacher support during the practice of data analysis through small group and one-on-one instruction.

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

By When: Artifacts will be turned in at the end of each quarter.

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

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

By When: After each progress mentoring.

#4. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a 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 need to stay up to date with new strategies, reinforce best teaching practices, and continue content area learning. Students will always learn better from highly qualified and enthusiastic teachers. As a result of
these principals, one area of focus will be professional learning communities.

During the 2022-2023 school year, 48% of teachers will participate in PLC at Paxton School, enroll in component on ePDC, and complete the follow-up required to earn professional development points.

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

During the 2023-2024 school year, 65% of teachers will participate in PLC at Paxton School, enroll in component on ePDC, and complete the follow-up required to earn professional development points.

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

PLC participate through out the year will be used to monitor.

Person responsible for monitoring outcome:

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

Evidence-based 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.)

Professional Learning Community participation

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

Participation in professional learning communities is an evidence-based strategy that has been shown to improve student performance through continuous teacher collaboration

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.

1. All teachers will participate in a PLC that is connected to the school improvement plan. All content teachers will participate in data driven PLC either within Paxton school or across district schools focusing on intentional questioning and higher order responds. During PLC meetings, T1 differentiation should be one of the questions addressed at every meeting.

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

By When: PLC agenda and meetings will be turned in monthly.

2. PLC facilitators will request a written component for their specific PLCs. Professional Learning facilitators will write a component for each requested PLC

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

By When: This should be completed by the end of the 1st semester.

#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.

Parent Involvement in their child's education is a vital part of the success of our students and school. Students' learning is increased when parents are involved. We had 84% parental involvement during 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.

Parental involvement will increase by 2% to make our goal for Paxton School
parental involvement 86% for the 2023-2024 school year.

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

We will use different parent involvement opportunities throughout the year to monitor parent involvement. Opportunities like orientation, open house, parent conference, etc...

Person responsible for monitoring outcome:

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

Evidence-based 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.)

Paxton School believes parent involvement is a vital link to our student's success. We
wish to involve parents in the academic and non-academic aspects of the learning
process. Sign-in sheets for parent involvement activities for grades K-12 as well as parent participation in the school climate surveys will be used in determining the level of parental involvement.

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

Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved
behavior, and adapt well to school. (Henderson, A.T., and K.L Mapp)

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.

1. Parents, students, and teachers will incorporate communication folders or apps for teacher-parent communication.
* Pre-Kindergarten - 5th Grade students will utilize a communication folder that includes classroom newsletters, teacher notes, parent informational letters, school calendars, lunch menus, graded papers,
* 1st-12th grade will utilize remind for parent communication.

* Pre-K, K, 3rd, 7th, 8th and 12th teachers will conduct a meeting with parents to communicate expectations and to prompt parental support for student success.

*A parent meeting will be conducted with parents of 9th grade students to communicate graduation requirements along with all options to meet those graduation requirements.

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

By When: During the 1st 9 weeks.

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

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

By When: By the end of the 2nd Semester

#6. Graduation specifically relating to Graduation

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.

To be career and college-ready, students need unique skills in this day and
time. These skills can be taught through the AVID program. This program will allow students to use a more student centered approach to learning and prepare students for a career, college, and life after school. Students' progression of AVID strategies through multiple grade levels in support of all academic areas and will help increase the school's graduation rate. The graduation rate for the 2022-2023 school year was 95%.

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

Students in each grade level will be taught specific AVID strategies that will
advance with them throughout their academic careers and increase the graduation rate.
The graduation rate for the 2023-2024 school year was 97%.

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

Teaches will provide student artifacts of AVID strategies at the end of every 9 weeks.

Person responsible for monitoring outcome:

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

Evidence-based 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.)

Interactive Notebooks or 2-Column Notes
One-Pagers
Focused Notes
Socratic Seminar
Planners
Tutorials
Philosophical Chairs

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

The underachieving students seem to be growing rapidly and with the number of students per elective class limited, the only way to effectively help all students is to utilize the AVID strategies throughout the school (Watt, Yanes, & Cossio, 2002).

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.

Vertical alignment of AVID strategies will be implemented in grades K-12. Multiple grade level teachers and subject areas will be involved. The Paxton AVID School Coordinator will facilitate professional development as needed for strategies.
* K-2nd grade students will utilize Interactive Notebooks or 2 Column Notes
* 3rd Grade students will utilize the one-pager strategy
* 4th Grade students will utilize the focused note-taking strategy
* 5th Grade students will utilize Socratic Seminars, Philosophical chairs, One-Pager, Planners, and Focused Note-Taking Strategies
* 6th Grade students will utilize tutorial, Socratic Seminars, Philosophical chairs, One-Pager, Planners, and Focused Note Taking Strategies
*6th -12th AVID Students will complete a Tutorial request form weekly 7th -12th students will utilize all previously taught strategies in grades 3-6
6th-12th AVID students will use AVID weekly for critical reading in content areas.

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

By When: Artifacts will be turned in at the end of each 9 weeks.

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

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

By When: Artifacts will be turned in at the end of each 9 weeks.

8th grade students will travel to ECTC to explore courses offered at the college.

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

By When: By the end of the 2nd semester.

Summer school will also be used for credit recovery for students needing to recover credits.

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

By When: By the end of Summer 2024

#7. 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.

Student behavior is always a vital aspect of any school. The way students act can increase or decrease the learning process of their learning and those around them. As a result of this, we are focusing on the climate/ mental health of our student population to improve behavior. As of 2022-2023 school, we had a total of 2% of the student population with 3 or move referrals.

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

Referrals for grades K-12 will be no more than 2% of the student enrollment with 3 or more referrals.

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

The number of referrals at the end of each 9 weeks will be used to monitor referral rates throughout the year

Person responsible for monitoring outcome:

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

Evidence-based 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.)

Positive Behavior Support
Quarterly meeting
Suite 360
Capturing kids hearts

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

Positive behavior support is a community based approach that involves learning more about the environment in which a child or adult lives, and working collaboratively with everyone in that setting to design strategies for promoting positive social and communication skills. Preventing problem behavior becomes the focus of planning for larger groups so that all children and adults within a setting are interacting in positive and
meaningful ways. (Association for Positive Behavior Support, 2021)

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.

1 . Paxton School will utilize positive behavior support strategies to promote positive character traits in our (K-12) students to see a reduction in behavioral referrals.
* Grades K-5 will participate in a PBS program to promote positive character traits.

* Grades 6-12 will participate in a quarterly meeting with the principal to review behavioral expectations, positive character traits, and referral data.
* Grades K-12 will participate in the character education program "Suite 360" to empower students to build positive relationships.
* Grades 6-12 students will participate quarterly in a reward program to decrease the number of referral per grade level.
*Student of the Month for elementary, middle, and high will be awarded for their achievement.
* Capturing Kids Hearts will be used throughout the school.

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

By When: Artifacts will be turned in at the end of each quarter

After school detention will be used for K-12 students to help promote positive behavior in classrooms.

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

By When: Throughout the year as needed.

#8. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a 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.

Social Sciences are a critical aspect of a student's education and is used in multiple
everyday life settings. To be career and college ready by the time of graduation students need specific civics and social science skills taught throughout different grades levels and courses. Currently, the following combined grade level sections have an average proficiency achievement score for grades 7 Civics and Grade 11 U.S. History from the 2023 administration state EOC assessments. State EOC assessment achievement scores for ESSA-identified subgroup from 2023 administration.
* Grades 7 Civic and Grade 11 U.S History average 71% proficiency on state EOC assessment on 2022 administration.
* Grades 7 Civic and Grade 11 U.S History average 39%(overall) of the ESSA-identified subgroup of Black students and 40% SWD scored proficiency 2022 state EOC assessment.

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

* Grades 7 Civic and Grade 11 U.S History average 73% proficiency on state EOC assessment on 2024 administration.
* Grades 7 Civic and Grade 11 U.S History average 41% of the ESSA-identified subgroup of Black students and 42% SWD scored proficiency 2024 state EOC assessment.

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

District/ teacher created assessments will be used to progress monitor students in 7th and 11th social science
classes three times a year.

Person responsible for monitoring outcome:

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

Evidence-based 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.)

Learning Targets
ALDs
Pacing Guide

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

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

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.

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

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

By When: After each progress monitoring

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

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

By When: Artifacts turned in at the end of each 9 weeks.

#9. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

Reading and writing is a critical aspect of a student's education and used in multiple everyday life settings. To be career and college ready by the time of graduation students need specific reading and writing skills taught throughout different grades levels and courses. Currently, the following combined grade level sections have an average STAR Student Growth Percentile (SGP) for grades K-2 and combine FAST proficiency level for grades 3-10. FAST achievement scores for ESSA-identified subgroup from 2023 administration.
* Grades 3-10, 33% of the ESSA-identified subgroup of Black students and 33% SWD scored proficiency FAST ELA (2022 FSA administration).

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

The achievement of the ESSA- Identified sub group of black students and SWD in grades 3-10 will increase to 41% on state F.A.S.T assessment.

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

State progress monitoring system (F.A.S.T)will be used monitor students in
grades 3-10. The F.A.S.T will be administered 3 times a year.

Person responsible for monitoring outcome:

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

Evidence-based 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.)

Complex text(s)
AVID strategies
Intentional Questioning and answering
Vertical plan from grade level to grade level for writing instruction
Formative Assessments
Learning Targets
ALDs
Science of Reading Implementation

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

The underachieving students seem to be growing rapidly and with the number of students per elective class limited, the only way to effectively help all students is to utilize the AVID strategies throughout the school (Watt, Yanez, & Cossio, 2002). Reading standards require that teachers teach close reading of the complex text with intentional questioning. Learning targets and performance scales can help teachers develop more student centered lessons, and students take ownership and learn how to monitor their progress toward a learning target (Creating Learning Targets & Performance Scales, 2018)

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.

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

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

By When: Artifacts will be turned in each quarter

2. Student responses in the form of writing will be facilitated through a formalized approach to vertical planning across all grade levels.
* Grade level cohorts (grade K-10) will implement a standards-based vertical plan to writing. The plan will include AVID strategies (Socratic seminars and Philosophical Chairs. (T1)

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By When: Artifacts will be turned in each quarter

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

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

By When: Artifacts will be turned in each quarter

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

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

By When: After each Progress Monitoring Assessment

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).

School improvement funds will be allocated based on review of data and distributed in the areas of ELA, Science, and AVID. In order to meet our school goal, funds will be allocated to purchase district approved reading material for small group instruction. Based on the number of students within our school, $4,059 will be utilized for AVID and $5,589 will be utilized to purchase reading and science material (from district approved book list), positive behavior support rewards, and parent communicate involvement.

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					$4,305.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
	Writing Paper		0101 - Paxton School	School Improvement Funds		$600.00	
	Classroom Books		0101 - Paxton School	School Improvement Funds		$3,705.00	
2	III.B.	Area of Focus: Instructional Practice: Math					$0.00
3	III.B.	Area of Focus: Instructional Practice: Science					$0.00
4	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities					$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Other					$1,284.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
	Communication Folders		0101 - Paxton School	School Improvement Funds		$1,134.00	
	Science Night		0101 - Paxton School	School Improvement Funds		$150.00	
6	III.B.	Area of Focus: Graduation: Graduation					$4,059.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
	AVID School		0101 - Paxton School	School Improvement Funds		$4,059.00	
7	III.B.	Area of Focus: Positive Culture and Environment: Other					$0.00
8	III.B.	Area of Focus: Instructional Practice: Social Studies					$0.00
9	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups					$0.00
						Total:	$9,648.00

Budget Approval

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

No