

Walton County School District

Walton Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Walton Middle School

605 BRUCE AVE, Defuniak Springs, FL 32435

<http://wms.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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Campbell, Jason	Principal	
Hulion, Scott	Assistant Principal	Monitor Behavior Goal
Kent, Emily	Dean	
Howell, Jodi	School Counselor	
Love, Sandy	Teacher, K-12	Algebra I Honors & Geometry Honors teacher, SIT Chair, Math Chair, Monitor Math Goal
Anderson, Jessica	Instructional Coach	PLF, Monitor PLC
Brown, Gabrielle	Teacher, K-12	AVID Coordinator, 6th Grade Chair, Monitor AVID Goal
Byrd, Stephen	Teacher, K-12	ICT/DIT teacher, 8th Grade Chair, Technology Contact
Ellenburg, Makala	Teacher, K-12	7th grade Math teacher, 7th Grade Chair
Gandy, Heather	Other	
Parker, Rachael	Teacher, K-12	Reading teacher, SIT Co-Chair, SAC Co-Chair, Monitor ELA Goal
Clemmons, Jackie	Teacher, K-12	EBD Classroom Teacher
McLaney, Chastity	Teacher, K-12	LMC Specialist
Harvell, Greer	Teacher, K-12	8th grade Science and Seaperch teacher, Science Chair, Monitor Science Goal
Quinley, Dana	Teacher, K-12	7th Grade Science teacher
Thorson, Sandy	Teacher, K-12	7th Grade Science Teacher
Rhodes, Kaylyn	Teacher, K-12	7th Grade ELA teacher, FCA facilitator
Mosley, Seth	Teacher, K-12	7th Grade Reading, 7th & 8th Grade AVID
Brack, Janet	Administrative Support	District Contact
Hurley, Harriet	SAC Member	

Name	Position Title	Job Duties and Responsibilities
Tindall, Ashley	SAC Member	
Waites, Joyanna	SAC Member	
Holden, Ashley	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.

The SIP team at WMS consists of administration, subject area chairs, grade level chairs, and is open for other teachers that want to be an active part of the school improvement team. There is also a SAC team that is involved in the process. Data is analyzed to determine our strengths and weaknesses, as well as subgroups that may need extra support. This helps us determine what has previously worked, so that we can maintain those strategies as well as aides in identifying those strategies that were not as effective, in order to discuss, develop, and implement strategies that will help us achieve our goal.

The SAC team was not complete until after school started, but the SIT chair attended the first meeting to share, explain, and answer any questions or take any suggestions in regards to the school improvement plan. Moving forward, members of the SAC will be invited to any meetings in which the SIT will be revising the plan.

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 will be monitored during the SI team's regularly scheduled, typically monthly, meeting. Data will be reviewed quarterly, especially when the progress monitoring results are available. This will allow us as a team to determine the effectiveness of the strategies being implemented to decide if the plan needs to be revised. Focus will also be on the SWD subgroup in PLC meetings. Any concerns in implementing the SIP within the PLC should be reported to the PLF. Administrators will also be in PLC meetings to help address concerns if/as they arise.

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 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	34%

2022-23 Economically Disadvantaged (FRL) Rate	76%
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)* 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: 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	0	55	56	35	146	
One or more suspensions	0	0	0	0	0	0	24	48	47	119	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	6	4	10	
Course failure in Math	0	0	0	0	0	0	1	2	4	7	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	30	38	59	127	
Level 1 on statewide Math assessment	0	0	0	0	0	0	32	41	39	112	
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	0	26	40	35	101

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	0	0	7	7	14
Students retained two or more times	0	0	0	0	0	0	2	6	10	18

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	0	75	55	69	199	
One or more suspensions	0	0	0	0	0	0	21	62	79	162	
Course failure in ELA	0	0	0	0	0	0	1	3	14	18	
Course failure in Math	0	0	0	0	0	0	3	5	12	20	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	44	70	73	187	
Level 1 on statewide Math assessment	0	0	0	0	0	0	46	49	51	146	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	2	0	0	2	

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	0	38	47	77	162

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

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	0	75	55	69	199	
One or more suspensions	0	0	0	0	0	0	21	62	79	162	
Course failure in ELA	0	0	0	0	0	0	1	3	14	18	
Course failure in Math	0	0	0	0	0	0	3	5	12	20	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	44	70	73	187	
Level 1 on statewide Math assessment	0	0	0	0	0	0	46	49	51	146	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	2	0	0	2	

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	0	38	47	77	162

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

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*	50	56	49	50	57	50	52		
ELA Learning Gains				46			51		
ELA Lowest 25th Percentile				41			40		
Math Achievement*	70	76	56	56	44	36	54		
Math Learning Gains				50			48		
Math Lowest 25th Percentile				52			48		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	54	67	49	53	67	53	58		
Social Studies Achievement*	82	76	68	74	58	58	79		
Middle School Acceleration	74	74	73	72	58	49	72		
Graduation Rate					61	49			
College and Career Acceleration					79	70			
ELP Progress	71	62	40	32	75	76	59		

* 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	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	401
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	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	526
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	35	Yes	2	
ELL	49			
AMI				
ASN				
BLK	52			
HSP	59			
MUL	63			
PAC				
WHT	70			
FRL	63			

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	37	Yes	1	
ELL	37	Yes	1	
AMI				
ASN				
BLK	41			
HSP	44			
MUL	58			
PAC				
WHT	60			
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	50			70			54	82	74			71
SWD	20			49			16	56			4	
ELL	37			59			29	50			5	71
AMI												
ASN												
BLK	33			58			30	88			4	
HSP	40			66			45	66	63		6	71
MUL	43			67			53	82	70		5	
PAC												
WHT	55			73			59	85	76		5	
FRL	43			67			48	79	72		6	70

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	50	46	41	56	50	52	53	74	72			32
SWD	20	39	38	28	39	45	32	51				
ELL	30	33	28	35	45	47	27	43	50			32
AMI												
ASN												
BLK	26	45	50	30	38	50	33	52				
HSP	40	37	27	44	50	52	34	60	59			35
MUL	47	51	55	41	51	67	55	71	80			
PAC												
WHT	56	48	45	65	52	51	62	82	76			
FRL	44	43	40	50	47	52	49	72	66			39

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	52	51	40	54	48	48	58	79	72			59
SWD	22	39	36	24	41	44	26	57				
ELL	37	50	48	45	43	30	23	70				59

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
AMI												
ASN												
BLK	26	35	25	33	44	43	31	48				
HSP	43	52	48	47	47	41	43	71	73			57
MUL	38	40	41	42	43	67	39	75				
PAC												
WHT	59	55	40	60	50	49	67	85	71			
FRL	47	49	41	50	48	49	49	75	66			61

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
07	2023 - Spring	50%	51%	-1%	47%	3%
08	2023 - Spring	46%	53%	-7%	47%	-1%
06	2023 - Spring	45%	52%	-7%	47%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	63%	72%	-9%	54%	9%
07	2023 - Spring	71%	63%	8%	48%	23%
08	2023 - Spring	78%	73%	5%	55%	23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	51%	61%	-10%	44%	7%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	75%	12%	50%	37%

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	81%	74%	7%	66%	15%

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.

According to the FAST PM 3 testing, Walton Middle School's lowest performance occurred in ELA. In looking further, data showed a large discrepancy in achievement with students with disabilities (SWD) in both ELA and Math.

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

ELA for 6th grade show the greatest decline, but that was only 5%.

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 shows that WMS students are close to, or above, the state average in all components. ELA scores for 6th and 8th grade are just slightly (1-2%) below the state average. We feel that this was gained through our work in PLCs and being intentional with instruction. By utilizing aides and duty teachers in classrooms here they can be of the most assistance, WMS has been able to improve student achievement as evidenced through the state assessments.

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

Most improved for this year was 7th grade math.

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

According to the EWS data, 146 students are reported as being absent 10% or more. This is the category with the highest number of students. The second highest category is for students that scored Level 1 on the ELA assessment, followed by the number of students with suspensions.

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

Our highest priorities for the 2023-2024 school year will include closing the gap with SWD versus their peers, increasing literacy proficiency, keeping students in classrooms (by encouraging attendance and working to decrease suspensions), and making sure to maintain or strengthen strategies implemented previously in order to keep or improve student performance.

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.

In 2023-2024, we must ensure teachers are equipped to accelerate student learning across all tiers of instruction. In this second year of FAST assessments, we will strategically target learning in Tier 1. We will also strengthen instruction based upon the science of reading in Tiers 2 & 3. We will also work on building literacy in all content areas and strengthen the writing element for our students.

Measurable Outcome:

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

For the 2023-2024 school year, at least 80% of students will be a level 3 or above by FAST Progress Monitoring (PM) 3.

Monitoring:

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

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

Person responsible for monitoring outcome:

Rachael Parker (rachael.parker@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.)

ELA and content area teachers (reading, social studies, science, ESE, and elective) teachers will use knowledge and skills gained through their PLCs and research-based professional learning opportunities to target student needs and improve learning. Teachers will use their learning to continue to focus on standards/task alignment for their curriculum. In an effort to impact the lowest 25th percentile, WMS will strategically schedule students accordingly (in intensive reading, tier 3 intervention, ELL research, ESE unique skills classes, as needed). This will also ensure the SWD and ELL subgroups receive the supported needed to make learning gains and increase proficiency. Instructional aides and duty teachers will be used to advance student learning. Across the curriculum, teachers will continue to implement AVID WICOR strategies and will motivate students to read for enjoyment through WMS' annual reading challenge contest, which has proven successful in past years.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Since ELA was our lowest performing area in the 2022-2023 school year, our efforts will focus on strengthening tier 1 instruction to impact overall achievement. Evidence of implementing these strategies will consist of teacher lesson plan and required PLC artifacts reflecting teaching and learning. Class offerings will be evidenced by the master schedule. Effectiveness of educational support will be evidenced through schedules and required fidelity documentation.

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.

Utilize Springboard state-recommended texts for B.E.S.T. in ELA and district reading curriculum (Exact Path, Commonlit 360, Structures, Bridge the Gap, and other resources following the WCSD pacing guide) in intensive reading classes.

Person Responsible: Rachael Parker (rachael.parker@walton.k12.fl.us)

By When: This will occur throughout the 2023-2024 school year.

Use the screening data (PAST, LETRS Spelling Screener, Exact Path Diagnostic, and CommonLit Assessments) to provide targeted interventions in all Tier 2 and Tier 3 classes.

Person Responsible: Rachael Parker (rachael.parker@walton.k12.fl.us)

By When: This will occur throughout the 2023-2024 school year.

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

Person Responsible: Rachael Parker (rachael.parker@walton.k12.fl.us)

By When: This will occur throughout the 2023-2024 school year.

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

Person Responsible: Rachael Parker (rachael.parker@walton.k12.fl.us)

By When: This will occur throughout the 2023-2024 school year.

Schedule students based on targeted needs (ELL English Language Development, ELL Reading, ESE Unique Skills, Intensive Reading for all level 1s and as many level 2s as possible, following the district reading plan and AVID certification system. (ASTI)

Person Responsible: Rachael Parker (rachael.parker@walton.k12.fl.us)

By When: This will occur throughout the 2023-2024 school year.

Intentionally schedule instructional aides in Intensive Reading and Unique Skills classes to provide high levels of support, following the district reading plan.(ASTI)

Person Responsible: Rachael Parker (rachael.parker@walton.k12.fl.us)

By When: This will occur throughout the 2023-2024 school year.

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

Person Responsible: Rachael Parker (rachael.parker@walton.k12.fl.us)

By When: This will occur throughout the 2023-2024 school year.

Provide ELL support, as needed, through scheduling/resources/professional learning through push-in services. (ASTI)

Person Responsible: Rachael Parker (rachael.parker@walton.k12.fl.us)

By When: This will occur throughout the 2023-2024 school year.

Provide Tier 1 professional learning (at least one full day per semester) regarding reading curriculum and B.E.S.T. standards for ELA teachers. Provide Curriculum Alignment Planning (CAP) for science, math, ELA and reading teachers.

Person Responsible: Jessica Anderson (andersonj@walton.k12.fl.us)

By When: This will occur throughout the 2023-2024 school year.

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

Person Responsible: Jessica Anderson (andersonj@walton.k12.fl.us)

By When: This will occur throughout the 2023-2024 school year.

Schoolwide reading challenges to bolster literacy achievement.

Person Responsible: Rachael Parker (rachael.parker@walton.k12.fl.us)

By When: This will occur throughout the 2023-2024 school year.

Materials and supplies to support ELA instruction to increase understanding.

Person Responsible: Rachael Parker (rachael.parker@walton.k12.fl.us)

By When: This will occur throughout the 2023-2024 school year.

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

Person Responsible: Rachael Parker (rachael.parker@walton.k12.fl.us)

By When: This will occur throughout the 2023-2024 school year.

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

Person Responsible: Rachael Parker (rachael.parker@walton.k12.fl.us)

By When: This will occur throughout the 2023-2024 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.

While math score overall improved from previous years, there is still a significant achievement gap between SWD and their peers. There has also been an increase in ELL students from previous years, which will need additional support in order to be successful. In addition, the 7th grade scores were such that additional 8th grade Algebra I Honors will be needed in the upcoming school year. These classes will need support, since those students will be skipping the pre-algebra course.

Measurable Outcome:

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

For the 2023-2024 school year, at least 80% of students will be a level 3 or above by FAST Progress Monitoring (PM) 3.

Monitoring:

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

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

Person responsible for monitoring outcome:

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

Evidence-based 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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

For the 2022-2023 school year, math scores improved. However, there was still an achievement gap for SWD students compared to their peers. With this being the second year of implementing the B.E.S.T. standards, we will continue to build upon what we did last year and develop targeted strategies to focus on helping ESE and ELL students be successful.

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.

Maintain math remediation classes per grade level based on prior year PM 3 data.

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

By When: This will be determined during the summer when the master schedule is being created.

Continue use of instructional technology.

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

By When: This will occur throughout the 2023-2024 school year.

Utilize district math coach.

Person Responsible: [no one identified]

By When: This will occur throughout the 2023-2024 school year.

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

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

By When: Course offerings will be determined during the summer, based off final state assessment scores.

Intentionally schedule instructional aides and duty teachers in Foundational Math and Unique Skills classes to provide high levels of support.(ASTI)

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

By When: This will occur throughout the 2023-2024 school year.

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

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

By When: This will occur throughout the 2023-2024 school year.

Schedule bilingual aides in content area classrooms to provide ELL support. (ASTI)

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

By When: This will occur throughout the 2023-2024 school year.

Provide materials for ELL support.(ASTI)

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

By When: This will occur throughout the 2023-2024 school year.

Utilize teachers for before and/or after school tutoring to provide extra individualized support.

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

By When: This will occur throughout the 2023-2024 school year.

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

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

By When: This will occur throughout the 2023-2024 school year.

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

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

By When: This will occur throughout the 2023-2024 school year.

#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.

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

Measurable Outcome:

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

For the 2023-2024 school year, 65% of 8th grade students will score a level 3 or higher on Science FCAT.

Monitoring:

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

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

Person responsible for monitoring outcome:

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

Evidence-based 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.)

Science classrooms at WMS will continue to use instructional technology, while also facilitating opportunities for authentic learning through labs and hands-on activities. 7th grade students attend Biophilia. WMS will maintain two Seaperch classes in the 2023-2024 school year. While Advanced Science students will be required to participate in the district Science Fair, all students will be required to complete at least one research based project. Together with science and literacy, leveled reading material will be provided to focus on text based response and ELL support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In prior years, WMS has seen an increase in student performance using instructional technology and hands-on labs. By continuing the Seaperch classes and implementing the research based project for all students, we will be providing more rigorous and hands-on opportunities for students, as well as helping students become more familiar with the research and writing processes.

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.

Study Island will be used weekly to reinforce standards.

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

By When: This will be implemented throughout the 2023-2024 school year.

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

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

By When: This will be implemented throughout the 2023-2024 school year.

Science Field Day each semester for intervention/enrichment activities. Cross collaboration for grades 6-8.

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

By When: This will be implemented throughout the 2023-2024 school year.

Science Fair participation for all advanced Science students. All Science students will be required to complete at least 1 research-based project

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

By When: This will be implemented throughout the 2023-2024 school year.

Attempt to provide supplemental reading materials to focus on text-based response and ELL support.

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

By When: This will be implemented throughout the 2023-2024 school year.

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

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

By When: This will be implemented throughout the 2023-2024 school year.

Materials and supplies for STEAM activities, to include Lego League, Seaperch, FFA, Biophilia, Art, and sheet music for Band and Chorus.

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

By When: This will be implemented throughout the 2023-2024 school year.

#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.

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

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

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

Evidence-based 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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

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

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

By When: This will occur throughout the 2023-2024 school year.

WICOR/AVID strategy of the month implemented in classrooms.

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

By When: This will occur throughout the 2023-2024 school year.

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

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

By When: The date will be determined once the material for the PSAT for 8th graders is received. 6th & 7th graders will test the same day as the 8th graders.

Using Pridebook for weekly planning via common board configuration.

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

By When: This will occur throughout the 2023-2024 school year.

Faculty spotlights focused on AVID/WICOR strategies.

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

By When: This will occur throughout the 2023-2024 school year.

Provide AVID training and professional learning for teachers.

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

By When: This could occur throughout the 2023-2024 school year, when available.

Provide materials and supplies to support AVID strategies.

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

By When: This will occur throughout the 2023-2024 school year.

#5. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**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.

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

Measurable Outcome:

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

In 2023-24, 100% of teachers will fulfill PLC requirements for professional learning points.

Monitoring:

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

Teachers will submit weekly PLC Team Agenda/Notes to the schools professional learning facilitator (PLF). A member of the WMS leadership team will also involved in on campus PLC meetings. WMS will also follow action steps outlined on the three-year PLC implementation plan submitted to the WCSD.

Person responsible for monitoring outcome:

Jessica Anderson (andersonj@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.)

Content area and elective teachers will use knowledge and skills gained through their PLCs and research-based professional learning opportunities to target student needs and improve learning. Teachers will use their learning to continue to focus on standards/task alignment for their curriculum. In addition to answering the four questions, special attention will be given to differentiation, especially in regards to ESE and ELL students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

WMS has used this approach for the past couple of years, each year building on the strengths and improving the weaknesses. By using DuFour's four questions approach, teacher have been able to more clearly focus on instruction, thereby increasing overall student performance.

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.

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

Person Responsible: Jessica Anderson (andersonj@walton.k12.fl.us)

By When: PLC roll out will occur during pre-planning, and weekly PLC meetings will begin the first week of school and carry on until the end of the 2023-2024 school year.

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

Person Responsible: Jessica Anderson (andersonj@walton.k12.fl.us)

By When: This will occur in the summer 2024.

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

Person Responsible: Jessica Anderson (andersonj@walton.k12.fl.us)

By When: This will occur throughout the 2023-2024 school year

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

Person Responsible: Jessica Anderson (andersonj@walton.k12.fl.us)

By When: This will occur by the end of the 2023-2024 school year

Include a member of the WMS leadership team as an active participant in all school-based PLCs.

Person Responsible: Jessica Anderson (andersonj@walton.k12.fl.us)

By When: This will occur throughout the 2023-2024 school year.

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

Person Responsible: Jessica Anderson (andersonj@walton.k12.fl.us)

By When: This will occur throughout the 2023-2024 school year

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

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

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

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

Heather Gandy (gandyh@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.)

WMS will use technology, social media, parent meetings and student Pridebooks as means to send information to parents/guardians. This will occur at least once per month.

Students will record the weekly agendas from each class in their Pridebooks and teachers will be able to utilize the Pridebooks to send information/notes to parents.

WMS will also provide parent training events and resources to implement at home for continuing student academic success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

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

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

By When: This will occur throughout the 2023-2024 school year.

Utilize Remind (text messaging system), WMS Facebook page and website to provide parents with updated school and/or classroom happenings.

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

By When: This will occur throughout the 2023-2024 school year.

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

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

By When: This will occur throughout the 2023-2024 school year.

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

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

By When: The syllabus will need to go home within the first week of school, while the grading practices will occur throughout the 2023-2024 school year.

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

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

By When: This will occur throughout the 2023-2024 school year.

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

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

By When: This will occur throughout the 2023-2024 school year.

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

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

By When: This will occur throughout the 2023-2024 school year.

#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 achievement is affected when students are not in the classroom. "If you can capture a kid's heart, you can capture their mind."

Measurable Outcome:

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

To ensure more seat time for students, WMS will use Positive Behavior Support (PBS) and/or Capturing Kids' Hearts (CKH) strategies to decrease total number of disciplinary referrals (excluding bus referrals) by 5%. That would be a decrease of 17 referrals, from 343 to 326.

Monitoring:

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

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

Person responsible for monitoring outcome:

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

Evidence-based 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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

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

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

By When: This should occur within the first couple of weeks of school starting and referenced throughout the year.

Classroom teachers using “Good Things” (CKH strategy) at least ONCE per week.

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

By When: This will occur throughout the 2023-2024 school year.

Classroom teachers implementing CKH’s greeting strategies.

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

By When: This will occur throughout the 2023-2024 school year.

Classroom teachers implementing CKH’s Discipline Model:

-What are you doing?

-What are you supposed to be doing?

-Are you doing that?

-What are you going to do about it?

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

By When: This will occur throughout the 2023-2024 school year.

Utilize the CKH Process Champions Committee to keep the learning moving forward.

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

By When: This will occur throughout the 2023-2024 school year.

To continue to decrease the number of ISS incidents, after school detention will be maintained as a consequence for referrals (Behavior Intervention Tutoring).

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

By When: This will occur throughout the 2023-2024 school year.

Campbell, Hulion, Kent, and Howell will meet quarterly with students.

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

By When: This will occur throughout the 2023-2024 school 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).

Walton Middle School (WMS) has two subgroups that fell below the 41% mark: Students with Disabilities (37%) and English Language Learners (37%). This identifies WMS as a school that must offer Additional Targeted Support and Improvement (ATSI).

In order to review the funding allocations, spending will be addressed at the monthly School Improvement meetings. The school improvement chair will note and report any funds that have been spent on resources for the needs of those specific subgroups.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

WMS creates and disseminates a parent friendly School Improvement at a Glance that is sent home with all students. We also post this document on our school website, in the parent resource center in the safe lobby, and it is available by request from the office. WMS also has a School Improvement team that meets monthly to discuss our goals and progress towards these goals. WMS has an active School Advisory Council that meets quarterly and is comprised of students, staff, parents, and community members to share progress towards these goals and the data related to these goals.

<https://wms.walton.k12.fl.us/o/wms/documents/title-i/documents/486640>

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

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

WMS holds quarterly School Improvement Council meetings to get input from stakeholders. WMS also communicates weekly with families and stakeholders through Remind101. WMS also shares information through our website, Facebook, syllabuses, and monthly newsletters. WMS holds parent trainings 3 times a year to involve families, stakeholders, and the community. WMS uses parent/teacher/student compact during parent-teacher conferences to review the roles and responsibilities of teachers, students, and parents. WMS uses information from our Title I surveys to improve our school environment, communication, and relationships.

<https://wms.walton.k12.fl.us/o/wms/documents/title-i/documents/486640>

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

The SIP will be monitored during the SI team's regularly scheduled, typically monthly, meeting. Data will be reviewed quarterly, especially when the progress monitoring results are available. This will allow us as a team to determine the effectiveness of the strategies being implemented to decide if the plan needs to be revised. Focus will also be on the SWD subgroup in PLC meetings. Any concerns in implementing the SIP within the PLC should be reported to the PLF. Administrators will also be in PLC meetings to help address concerns if/as they arise.

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

Title I supplemental instructional support provided by Title I will be discussed with parents during the development of the student's IEP. Title I personnel meet jointly with ESE personnel to plan for Title I schools' ESE Parent Training Night. The training provides parents with information about different state and county agencies parents can contact for help.

PAEC provides migrant education services through meetings and home services to ensure parents have information on ELL, FAST, and homeless services. Translators are provided for parent meetings.

Supplemental instructional support provided by Walton Middle School will be discussed with parents during the development of the students Individual Educational Plans (IEP).

Optional Component(s) of the Schoolwide Program Plan

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

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

WMS provides support for AVID through research-based strategies using WICOR. WMS also supports STEAM through art, chorus, band, and engineering with regard to their content literacy--both digitally and hard copies. "Capturing Kids Hearts" is being implemented school-wide. This program equips school staff to implement transformational processes focused on social-emotional well-being, create a relationship-driven campus culture, and student connectedness.

The guidance counselor at the school works with students, parents, administration, teachers, and the district mental health counselor to address counseling needs. District mental health referrals are written based on student needs. The guidance counselor corresponds with the district mental health counselor through email to ensure that the school is providing social support to students receiving mental health services.

The Dean of students meets with parents (guardians) concerning attendance issues to create a plan of action to encourage school attendance.

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

WMS provides access to CTE classes which exposes students to workforce programs/opportunities. WMS provides access to Algebra and Geometry for high school credits. WMS also supports AVID which allows students to explore college and career opportunities. Teachers also use strategies learned at AVID Summer Institute on a daily basis to create a classroom environment that supports academic language, accountable talk, and college/career readiness.

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

WMS holds monthly MTSS meetings to address behavior, academic, and mental health of students. During these monthly meetings--faculty review interventions and make changes as necessary. WMS also provides students with a T2 behavior class to ensure students have access to the district behavior analyst and mental health counselor. WMS also uses Capturing Kids Heart strategies (social contacts, good things, affirmations, and 4 questions) with all students. Mrs. Kent (Dean of Students) developed and will support behavior interventions through Capturing Kids Hearts. Teachers as tutors also support students through academic and behavior focused (before/after school) tutoring using District approved curriculum. A District Behavior Specialist is assigned to our school and meets with the MTSS team and

identified students on a regular basis. The Behavior Specialist provides the MTSS team, and specifically the classroom teacher, with behavior plans and strategies to de-escalate negative behavior and decrease time off-task.

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

WMS has an instructional coach to provide professional development. Teachers are provided content-based training/planning through CAP training. WMS participates in AVID Summer Institute to support teachers with implementing AVID strategies, Capturing Kids Hearts, and Ron Clark to help promote positive relationships. WMS teachers also participate in data chats with the instructional and reading coach. Science teachers have the opportunity to participate in Florida Association of Science Teachers professional development. Faculty at WMS would like the opportunity to participate in The Literacy Institute. The guidance counselor, instructional coach and Title I resource teacher work over the summer to help close out MTSS files and plan with other grade levels for interventions and curriculum. The instructional coach meets with the District Literacy Coach throughout the year to discuss relevant data.

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

N/A

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					\$1,157.25
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			0201 - Walton Middle School			\$1,157.25	
2	III.B.	Area of Focus: Instructional Practice: Math					\$1,157.25
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			0201 - Walton Middle School			\$1,157.25	
3	III.B.	Area of Focus: Instructional Practice: Science					\$1,157.25
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			0201 - Walton Middle School			\$1,157.25	
4	III.B.	Area of Focus: Positive Culture and Environment: Other					\$5,216.25
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			0201 - Walton Middle School			\$5,216.25	
5	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning					\$0.00
6	III.B.	Area of Focus: Positive Culture and Environment: Other					\$0.00

7	III.B.	Area of Focus: Positive Culture and Environment: Other				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0201 - Walton Middle School			\$600.00
Total:						\$9,288.00

Budget Approval

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

No