

Walton County School District

Walton High School



2019-20 Schoolwide Improvement Plan

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Walton High School

449 WALTON RD, Defuniak Springs, FL 32433

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

Demographics

Principal: Brianna Leavins

Start Date for this Principal: 6/13/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: B (59%) 2016-17: C (53%) 2015-16: C (53%) 2014-15: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Walton County School Board on 9/17/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	B	C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Walton High School is to provide the highest quality educational experiences. By engaging students in rigorous coursework and fostering a culture of excellence, we prepare students to be successful in their college and career endeavors.

Provide the school's vision statement.

We at Walton High School want to create an atmosphere that will inspire an environment of discovery, critical thinking, and understanding where children are stimulated to seek innovative and effective educational experiences.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Currid, Janet	Principal	Manage and provide leadership for all components of Walton High School.
Pert, David	Teacher, K-12	SIT Chair, Organizes the Schoolwide Improvement Plan and SIT Meetings
Cramer, Anna	Teacher, K-12	SIT Co-Chair, Assists the SIT Chair
Ingle, Alan	Teacher, K-12	SIT Member, Provides feedback on the development of the Schoolwide Improvement Plan
King, Tammie	Teacher, K-12	SIT Member, Provides feedback on the development of the Schoolwide Improvement Plan
Harless, Holly	Teacher, K-12	SIT Member, Provides feedback on the development of the Schoolwide Improvement Plan
McKie, Randi	School Counselor	SIT Member, Provides feedback on the development of the Schoolwide Improvement Plan
Huff, Donna	Teacher, K-12	SIT Member, Provides feedback on the development of the Schoolwide Improvement Plan
Resch, Wendy	Teacher, K-12	SIT Member, Provides feedback on the development of the Schoolwide Improvement Plan
Stephenson, Kelley	Teacher, K-12	SIT Member, Provides feedback on the development of the Schoolwide Improvement Plan

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	20	24	26	130	200	
One or more suspensions	0	0	0	0	0	0	0	0	0	33	38	32	17	120	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	44	35	33	26	138	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	31	50	33	27	141	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	40	39	33	46	158

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)**Date this data was collected or last updated**

Thursday 6/13/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	56%	62%	56%	46%	57%	53%
ELA Learning Gains	57%	57%	51%	46%	56%	49%
ELA Lowest 25th Percentile	34%	46%	42%	40%	49%	41%
Math Achievement	62%	69%	51%	51%	71%	49%
Math Learning Gains	49%	58%	48%	47%	61%	44%
Math Lowest 25th Percentile	49%	57%	45%	36%	55%	39%
Science Achievement	69%	83%	68%	61%	81%	65%
Social Studies Achievement	77%	81%	73%	65%	72%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	20 (0)	24 (0)	26 (0)	130 (0)	200 (0)
One or more suspensions	33 (0)	38 (0)	32 (0)	17 (0)	120 (0)
Course failure in ELA or Math	44 (0)	35 (0)	33 (0)	26 (0)	138 (0)
Level 1 on statewide assessment	31 (0)	50 (0)	33 (0)	27 (0)	141 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
09	2019	61%	64%	-3%	55%	6%
	2018	44%	56%	-12%	53%	-9%
Same Grade Comparison		17%				
Cohort Comparison						
10	2019	48%	59%	-11%	53%	-5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	54%	58%	-4%	53%	1%
Same Grade Comparison		-6%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	79%	-10%	67%	2%
2018	72%	73%	-1%	65%	7%
Compare		-3%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	76%	77%	-1%	70%	6%
2018	76%	75%	1%	68%	8%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	57%	72%	-15%	61%	-4%
2018	68%	80%	-12%	62%	6%
Compare		-11%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	72%	-10%	57%	5%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	55%	70%	-15%	56%	-1%
Compare		7%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	26	18	48						70	
ELL	8	38									
BLK	26	29	25	39	47		33	42		95	60
HSP	55	61	33	71	50		68	77		75	
MUL	31	44		46	20					100	50
WHT	64	64	41	66	51	55	79	81		95	79
FRL	49	54	29	61	45	35	64	71		92	69
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	40	22	27				77		64	
BLK	23	31	25	45	60		42	61		70	43
HSP	47	56	50	61	47		79	75		93	31
MUL	25	20		42							
WHT	56	52	42	65	53	45	80	83		89	56
FRL	43	45	36	58	52	43	65	71		82	47
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	36	21	33			50			75	8
BLK	18	32	36	26	33	15	33	36		79	9
HSP	51	40		42	47		73				
MUL	48	58		48	45		50			70	
WHT	51	49	33	56	49	38	64	75		91	50
FRL	40	47	41	43	45	36	49	60		81	34

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	652
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	26
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Only 34% of the the ELA Lowest 25% made gains on the 2018-19 FSA. Consistently for four years, the Low 25% gains has been dropping by 3% for each assessment. Reading Teachers have been using the Achieve Program consistently, but it may not be pushing students to reach grade-level appropriate texts fast enough.

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

Math Learning Gains showed a 3% decline from the previous year. The previous number was inflated because students in Informal Geometry and Algebra IB are not included in the learning gains which lead to a jump in the previous year's data.

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 ELA Lowest 25% Gains has the highest gap. This gap is occurring due to the programs that we have been using.

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

The Math Lowest 25% Gains showed the most improvement. Math teachers were visited by Instruction Partners and focused on teaching grade level standards. Also, the introduction of an Informal Geometry class helped lead to the increase.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The two areas of concern are the number of students below 90% attendance and the number of students who are Level 1.

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

1. ELA Lowest 25% Gains
2. Attendance
3. Students with Disabilities and English Language Learner Achievement
4. Math Lowest 25% Gains and Math Gains
5. Professional Learning & Leadership

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading/Writing
Rationale	On the 2018-2019 Grade 9-10 FSA ELA Exam, 34% of the Low 25s made gains, 57% of the 9th/10th graders made gains, and 56% of the 9th/10th graders were a Level 3 or higher.
State the measurable outcome the school plans to achieve	On the 2019-2020 Grade 9-10 FSA ELA Exam, 40% of the Low 25s will make gains, 62% of the 9th/10th graders will make gains, and 65% of the 9th/10th graders will be a Level 3 or higher.
Person responsible for monitoring outcome	Janet Currid (curridj@walton.k12.fl.us)
Evidence-based Strategy	Common Lit Lessons, WICOR Strategies, Intentional Questioning, Student Discourse, Intentional Scheduling, Intentional Small Group Instruction
Rationale for Evidence-based Strategy	Each of the strategies were selected because they will provide teachers with high impact tools for the classroom. The goal is to provide higher quality instruction throughout all content areas so that students are building critical thinking skills in every classroom setting.
Action Step	
Description	<ol style="list-style-type: none"> 1. Guidance will schedule the ELA Lowest 25% in elective classes so they are available for tutoring with a certified ELA teacher. 2. Reading Teachers will use Common List Lessons to teach more complex text. 3. Reading Teachers will include small group instruction as part of their regular instruction. 4. ELA certified teachers will meet with the ELA Lowest 25% in a small group setting for tutoring during their elective classes. 5. All teachers will utilize WICOR Strategies, Intentional Questioning, and Student Discourse Techniques during lessons to raise the level of student engagement and critical thinking.
Person Responsible	Janet Currid (curridj@walton.k12.fl.us)

#2	
Title	Math
Rationale	On the 2018-2019 Algebra I & Geometry EOCs, 49% of the Low 25s made gains, 49% of the Algebra I & Geometry students made gains, and 62% of the Algebra I & Geometry were a Level 3 or higher.
State the measurable outcome the school plans to achieve	On the 2019-2020 Algebra I & Geometry EOCs, 53% of the Low 25s will make gains, 52% of the 9th/10th graders will make gains, and 65% of the Algebra I & Geometry students will be a Level 3 or higher.
Person responsible for monitoring outcome	Nathan Smith (smithna@walton.k12.fl.us)
Evidence-based Strategy	Math Nation, WICOR Strategies, Khan Academy, EOC Formatted Questions
Rationale for Evidence-based Strategy	Each of the strategies will provide students with extra opportunities to build their math skills. The WICOR Strategies will help build critical thinking and collaboration in the classroom. Math Nation and Khan Academy will provide computer-based curriculum that will help students improve their math skills. Finally, the EOC Formatted Questions will help provide opportunities for students to see the types of questions they will face on the End of Course Assessments.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will provide students with access to Math Nation and Khan Academy for additional work assignments. 2. Teachers will use WICOR Strategies to strengthen lessons. 3. Teachers will utilize EOC Formatted Questions to provide students with opportunities to deal with those types of questions. 4. 5.
Person Responsible	Nathan Smith (smithna@walton.k12.fl.us)

#3	
Title	Behavior (Attendance)
Rationale	For the 2018-2019 School Year, students were absent a total of 8,322 days, 38,595 excused periods, and 50,424 unexcused periods.
State the measurable outcome the school plans to achieve	For the 2019-2020 School year, the number of unexcused periods will decrease by 10%.
Person responsible for monitoring outcome	Nathan Smith (smithna@walton.k12.fl.us)
Evidence-based Strategy	Brave Bucks, Mentoring Program, Focus Parent Contact, Tardy Detention for 1st Period
Rationale for Evidence-based Strategy	The Mentoring Program will give teachers an opportunity to build a strong relationship with students who have attendance problems. Brave Bucks will help encourage students who are coming to school by allowing them to purchase items from the school store. Parents will be notified through FOCUS when students are absent. Finally, students will have tardy detention for being late to first period.
Action Step	
Description	<ol style="list-style-type: none"> 1. Administration will determine the process of tardy detention for 1st Period late arrivals. 2. The Brave Bucks system will be redefined and a school store will be added for students. 3. FOCUS will send out an immediate alert when a student is absent from any given period. 4. A Mentoring Program will be developed by administration and teachers. 5.
Person Responsible	Nathan Smith (smithna@walton.k12.fl.us)

#4	
Title	Parent Involvement
Rationale	On the 2018-2019 Parent Survey, we received a rating of 2.17 out of 5 on Indicator 16 that deals with parents being well-informed about what is going on at school.
State the measurable outcome the school plans to achieve	On the 2019-2020 Parent Survey, we will receive a level of 3 out of 5 on Indicator 16 that deals with parents being well-informed about what is going on at school..
Person responsible for monitoring outcome	Nathan Smith (smithna@walton.k12.fl.us)
Evidence-based Strategy	Focus Training for Teachers on Letter Templates, PTO Frequently Asked Questions Video, Facebook Informational Videos, Teachers Updating Grades Weekly, Brave Book Planners
Rationale for Evidence-based Strategy	The strategies were selected as ways to increase parent and teacher communication. By selecting different avenues of communication, more parents will feel as if they are informed about their child's grades and activities at Walton High School
Action Step	
Description	<ol style="list-style-type: none"> 1. Order Brave Books Planners for students to use for class assignments. 2. Create Facebook Informational Videos to share what is happening at the school. 3 Department Chairs will discuss the importance of updating grades weekly with their teachers. 4. The PTO will develop a list of Frequently Asked Questions and film videos that answer the FAQ. 5. Teachers will be provided with training on developing and using letter templates through FOCUS to send to parents concerning activities and grades.
Person Responsible	Nathan Smith (smithna@walton.k12.fl.us)

#5	
Title	Professional Learning Communities
Rationale	Only 50% of teachers received credit for participation in a PLC.
State the measurable outcome the school plans to achieve	100% of teachers will participate by attending PLC meetings.
Person responsible for monitoring outcome	Wendy Resch (reschw@walton.k12.fl.us)
Evidence-based Strategy	A 4 Cycle Approach Focusing on Writing & Reading Strategies and/or Inquiry or Collaboration Strategies, Intentional Questioning, Student Discourse, Rotate PLC Leader After Each Cycle
Rationale for Evidence-based Strategy	In order to facilitate content area reading, teachers will be divided into cross-curricular groups. They will utilize WICOR strategies, write intentional questions, and plan student discourse activities in order to increase the level of student engagement and critical thinking in each classroom.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teacher will be divided into cross-curricular groups. 2. Cycle 1 will begin in September with data collection and planning the use of WICOR strategies. 3. Cycle 1 will end in October with teacher visits to classrooms modeling the techniques selected. 4. Cycle 2 will begin in November with data collection and planning the use of WICOR strategies. 5. Cycle 2 will end in December with teacher visits to classrooms modeling the techniques selected. 6. Cycle 3 will begin in January with data collection and planning the use of WICOR strategies. 7. Cycle 3 will end in February with teacher visits to classrooms modeling the techniques selected. 8. Cycle 4 will begin in March with data collection and planning the use of WICOR strategies. 3. Cycle 4 will end in April with teacher visits to classrooms modeling the techniques selected.
Person Responsible	Wendy Resch (reschw@walton.k12.fl.us)

#6	
Title	AVID
Rationale	Over 90% of students will be on track to meet graduation requirements or making adequate progress toward college and career readiness.
State the measurable outcome the school plans to achieve	100% of teachers will meet bi-weekly with their homeroom (BRAG) students to have productive conversations and collect data regarding pertinent goals relating to each student's college and career readiness plan. By the end of the year, 90% of students will be on track to meet graduation requirements or making adequate progress toward college and career readiness.
Person responsible for monitoring outcome	Janet Currid (curridj@walton.k12.fl.us)
Evidence-based Strategy	Transcript Check, Graduation Check, Organize Binders, Grade Reflection, Job Search, Career Interest Inventory, AVID and Critical Thinking Tutorials, College Visits
Rationale for Evidence-based Strategy	These activities will insure that students understand their progress in high school in order to reflect on their future in terms of career and education, and they are prepared to tackle the rigor in classes and understand the process of college selection and college admission.
Action Step	
Description	<ol style="list-style-type: none"> 1. Organize BRAG Meetings & Topics 2. Brag Teachers complete all activities with students. 3. AVID and Critical Thinking Skills teachers will organize tutorials in their classes. 4. The AVID Coordinator will organize college visit field trips for each AVID grade level twice per school year. 5.
Person Responsible	Janet Currid (curridj@walton.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

n/a

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

n/a

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

n/a

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

n/a

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

n/a

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

n/a

Part V: Budget

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

1	III.A.	Areas of Focus: Reading/Writing				\$1,079.40
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0271 - Walton High School	School Improvement Funds		\$1,079.40
			<i>Notes: Student resources will be needed for small group instruction. The resource, Florida Instruction Coach World Literature and Informational Texts, will be purchased to assist teachers in this instruction. A set of 60 student editions will cost \$899.40 plus shipping and handling. A set of six teacher editions at will be \$180 plus shipping and handling..</i>			
2	III.A.	Areas of Focus: Math				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0271 - Walton High School	School Improvement Funds		\$750.00
			<i>Notes: We will order Math Manipulatives for real world problem solving.</i>			
3	III.A.	Areas of Focus: Behavior (Attendance)				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			0271 - Walton High School	School Improvement Funds		\$250.00
			<i>Notes: Student incentives and supplies for the Brave Bucks Store will be purchased.</i>			
4	III.A.	Areas of Focus: Parent Involvement				\$1,638.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0271 - Walton High School	School Improvement Funds		\$1,638.00
			<i>Notes: Brave Books will be purchased.</i>			
5	III.A.	Areas of Focus: Professional Learning Communities				\$663.25
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0271 - Walton High School	School Improvement Funds		\$663.25
			<i>Notes: PLCs will purchase the book, The Writing Revolution, for each staff member. The book will be used as a resource for writing instruction within the cross-curricular PLCs.</i>			
6	III.A.	Areas of Focus: AVID				\$3,899.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0271 - Walton High School			\$3,899.00
Total:						\$8,279.65