

Walton County School District

# West Defuniak Elementary School



2019-20 Schoolwide Improvement Plan

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# West Defuniak Elementary School

815 LINCOLN AVE, Defuniak Springs, FL 32435

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

## Demographics

**Principal: Darlene Paul**

Start Date for this Principal: 6/6/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	70%
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (60%) 2017-18: B (60%) 2016-17: B (57%) 2015-16: B (59%) 2014-15: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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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<http://wde.walton.k12.fl.us/>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	Yes	72%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

## School Grades History

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

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

West DeFuniak Elementary School strives to utilize best instructional practices and high expectations to support all students on their pathway to college and career readiness.

**Provide the school's vision statement.**

We envision West DeFuniak Elementary School as the highest academically performing elementary school in Walton County.

### 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
Paul, Darlene	Principal	<p>The West DeFuniak Elementary Leadership Team consists of two administrators who share the roles and responsibilities of leadership through faculty, grade level, committee meetings, and communicating with grade level chairpersons to provide leadership at each grade level. Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders to staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice. Administration requires the use of documented, systematic continuous improvement process for improving student learning and the conditions that support learning.</p>
Free, Rodney	Assistant Principal	
Sconiers, Carla	Teacher, K-12	
Allen, Hope	Teacher, K-12	
Barone, Dawn	School Counselor	
Goodman, Tammy	Instructional Media	
Willcox, Amanda	Teacher, K-12	
Rockett, Jessica	Teacher, K-12	
Childs, Shelby	Teacher, K-12	
Callahan, Amanda	Teacher, K-12	
Currid, Jana	Teacher, K-12	
Reed, Mindi	Teacher, ESE	
Hill, Debra	Paraprofessional	
Cosson, Tammy	Instructional Coach	
Stafford, Andy	Teacher, K-12	



Name	Title	Job Duties and Responsibilities
Garrett, Olivia	Teacher, K-12	
Carroll, Nyssa	Teacher, K-12	
Adams, Katherine	Teacher, K-12	

## 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	122	137	100	132	116	113	0	0	0	0	0	0	0	720
Attendance below 90 percent	18	14	10	7	11	13	0	0	0	0	0	0	0	73
One or more suspensions	5	4	4	6	7	12	0	0	0	0	0	0	0	38
Course failure in ELA or Math	6	8	2	7	6	0	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	36	27	32	0	0	0	0	0	0	0	95

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	3	2	0	10	6	11	0	0	0	0	0	0	0	32

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	7	9	2	6	1	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	1	0	1	0	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

37

Date this data was collected or last updated

Thursday 7/25/2019

### Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

**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	17	12	11	9	15	20	0	0	0	0	0	0	0	84
One or more suspensions	8	4	3	15	7	10	0	0	0	0	0	0	0	47
Course failure in ELA or Math	0	7	3	3	1	0	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	25	20	27	0	0	0	0	0	0	0	72

**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	1	1	0	8	5	11	0	0	0	0	0	0	0	26

## 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	59%	66%	57%	56%	64%	55%
ELA Learning Gains	62%	65%	58%	48%	52%	57%
ELA Lowest 25th Percentile	54%	59%	53%	42%	41%	52%
Math Achievement	68%	64%	63%	71%	70%	61%
Math Learning Gains	63%	62%	62%	64%	55%	61%
Math Lowest 25th Percentile	51%	48%	51%	60%	41%	51%
Science Achievement	65%	64%	53%	56%	51%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	122 (0)	137 (0)	100 (0)	132 (0)	116 (0)	113 (0)	720 (0)
Attendance below 90 percent	18 ( )	14 ( )	10 ( )	7 ( )	11 ( )	13 ( )	73 (0)
One or more suspensions	5 ( )	4 ( )	4 ( )	6 ( )	7 ( )	12 ( )	38 (0)
Course failure in ELA or Math	6 ( )	8 ( )	2 ( )	7 ( )	6 ( )	0 ( )	29 (0)
Level 1 on statewide assessment	0 ( )	0 ( )	0 ( )	36 ( )	27 ( )	32 ( )	95 (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
03	2019	53%	66%	-13%	58%	-5%
	2018	56%	66%	-10%	57%	-1%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	65%	64%	1%	58%	7%
	2018	61%	64%	-3%	56%	5%
Same Grade Comparison		4%				
Cohort Comparison		9%				
05	2019	55%	64%	-9%	56%	-1%
	2018	55%	60%	-5%	55%	0%
Same Grade Comparison		0%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	72%	65%	7%	62%	10%
	2018	67%	68%	-1%	62%	5%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	67%	65%	2%	64%	3%
	2018	69%	66%	3%	62%	7%
Same Grade Comparison		-2%				
Cohort Comparison		0%				
05	2019	62%	55%	7%	60%	2%
	2018	65%	58%	7%	61%	4%
Same Grade Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison				-7%		

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	63%	61%	2%	53%	10%
	2018	65%	63%	2%	55%	10%
Same Grade Comparison				-2%		
Cohort Comparison						

### 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	17	29	39	21	45	50	37				
ELL	46	65		66	58		45				
BLK	40	41	31	35	44	40	38				
HSP	46	65	62	59	57	58	52				
MUL	67	62		67	69						
WHT	65	65	63	77	68	54	76				
FRL	52	60	53	62	60	52	58				
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	27	43	45	33	48	33	38				
ELL	43	44		70	63						
BLK	31	33	40	54	45	36					
HSP	44	45	53	65	61	38	56				
MUL	63	30		42							
WHT	67	67	71	74	67	59	71				
FRL	50	52	54	63	59	52	59				
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	34	42	39	47	47					
ELL	24	47	54	66	63	50					
BLK	23	26	40	44	50		17				
HSP	38	49	47	63	58	47	39				
MUL	62			83							
WHT	66	50	37	77	66	75	67				
FRL	45	44	42	63	65	60	43				

**ESSA Data**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	8
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	60
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	66
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	67
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	59
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.**

Over the last three years, students in the lowest quartile, students with disabilities, and African Americans have consistently performed below the school average in learning gains and proficiency in ELA and Math on FSA.

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

In 2016-2017, student proficiency in ELA was 56% and Math Proficiency was 71%.  
 In 2017-2018, student proficiency in ELA was 59% and Math Proficiency was 69%.  
 In 2018-2019, student proficiency in ELA was 59% while Math proficiency dropped to 68%.

Implementation of a new math curriculum is a contributing factor to the decline. We are actively working toward aligning the curriculum to meet Florida Standards.

**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.**

Our greatest gap when compared to the state average was FSA Math proficiency which was 22% higher than the state average.

School: 68%

State: 46%

Every teacher collaborated within a grade level PLC to develop and administer common, formative, and summative assessments to guide real-time instruction. All assessments administered were aligned with state standards, consistent in format and rigor with those used by other teachers in the PLC. Teachers assessed student learning on a consistent and equitable basis. Teachers used results from common assessments to make decisions for future changes in content, instruction, and assessments. Teachers planned for students to receive extra support and enrichment opportunities. All students were guaranteed access to this systematic intervention regardless of the teacher to whom they are assigned. There was an additional focus on the implementation and effectiveness of an assigned intervention/enrichment block built into the master schedule.

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

Overall ELA learning gains improved by 4% from the previous year.

We began implementing learning targets and specific AVID strategies school-wide to support the curriculum.

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

Level 1 on statewide assessments

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

1. FSA ELA Proficiency for students with disabilities
2. FSA Math Proficiency for students with disabilities
3. FSA ELA Proficiency for African American students
4. FSA Math Proficiency for African American students
5. FSA ELA Performance for lowest quartile

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Reading/ELA
<b>Rationale</b>	<p>Students in the students with disabilities and African American populations are not making adequate learning gains in ELA. We need to provide additional attention and support to close this learning gap.</p> <p>52% of our economically disadvantaged students were proficient on FSA ELA. 17% of our SWD were proficient on FSA ELA. 40% of our African American population were proficient on FSA ELA.</p>
<b>State the measurable outcome the school plans to achieve</b>	By June 2020, WDE will increase proficiency on FSA ELA from 59% to 63% and/or increase proficiency on Renaissance Star Reading® Assessment from 65% to 69% by addressing educational needs through diverse and rigorous instruction, specifically focusing on students with disabilities and African Americans.
<b>Person responsible for monitoring outcome</b>	Darlene Paul (pauld@walton.k12.fl.us)
<b>Evidence-based Strategy</b>	<p>Renaissance Star Reading® Assessment data will be collected and reviewed each quarter. Quarterly data meetings will be held to monitor progress and to group and re-group students based on needs. Both administration and teachers will be present for these meetings.</p> <p>In addition, the Multi-tiered System of Support (MTSS) Problem Solving Process will be used to plan appropriate targeted interventions for students' specific needs and progress monitor students' performance.</p> <p>Training for new teachers is included in the new teacher mentoring program and an overview for all staff is part of the first faculty meeting of each year. Each grade level has an experienced teacher that guides their grade level in the MTSS process.</p> <p>The Renaissance Star Reading® test is research-validated and gives state-specific learning data on students' progress toward mastery of state standards, all in less than 20 minutes of testing time.</p> <p>Since the Renaissance Star Reading® Assessment is administered each quarter, this provides data to guide real-time instruction. Administration and teachers use results from these assessments to make informed decisions and personalize learning decisions for future changes in content, instruction, and assessments. Teachers will plan for students to receive extra support and enrichment opportunities.</p>
<b>Rationale for Evidence-based Strategy</b>	Title I tutors, teachers and instructional aides are utilized to provide interventions. Meetings are held every Thursday during a teachers' planning time and the MTSS team coordinates with school teams to identify and address new needs as they occur. Teachers who have a student of concern meet once every 4 to 8 weeks. The MTSS meeting schedule is designed so that K-2 teachers alternate weeks with teachers in grades 3-5.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Students in the students with disabilities and African American subgroups will utilize Pathblazer by Compass Learning Inc. at least 40 minutes each week.</li> <li>2. Students in the students with disabilities and African American subgroups will participate in relationship building activities with teachers and mentors (staff and administration).</li> </ol>



3. Mentors will meet monthly with students to provide encouragement and help with goal setting.
4. Teachers and the MTSS team will identify the lowest quartile, students with disabilities, and African American students in reading.
5. Identified students will be monitored monthly.
6. Lesson plans are developed with full team collaboration and shared with ESE teachers to support students with disabilities.
7. Teachers will implement AVID note-taking strategies (2 and 3 column notes, take-home folders, AVID Binders, and/or student agendas) in grades K-5; uploading 1 example per quarter to Baseline Edge.
8. Grades 1-5 will implement Socratic Seminar and/or Philosophical Chairs at least once per quarter and upload facilitator notes and/or pictures to Baseline Edge. Kindergarten will begin implementation in semester 2.
9. Students will be expected to use accountable talk in classroom discussions.
10. K-5 will use text coding strategies to support comprehension (Writing in the margins, highlighting, underlining, color coding, symbols, etc.).
11. Implement multi-sensory strategies to support phonics and vocabulary instruction (specifically targeting the students with disabilities and African American subgroups).
12. Teachers will provide before/after-school tutoring opportunities (targeting economically disadvantaged students).
13. WDE will have an interventionist to support Tier 3 students (targeting economically disadvantaged students).
14. Provide substitute teachers for quarterly data meetings
15. Hire tutors to provide additional Tier 2 and Tier 3 support
16. Implement Souday System for Tier 2 and Tier 3 intervention
17. Implement Leveled Literacy Intervention for second grade

**Person Responsible** Darlene Paul (pauld@walton.k12.fl.us)

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#2	
<b>Title</b>	Math
<b>Rationale</b>	<p>Students in the students with disabilities and African American populations are not making adequate learning gains in Math. We need to provide additional attention and support to close this learning gap.</p> <p>62% of our economically disadvantaged students were proficient on FSA Math. 21% of our students with disabilities were proficient on FSA Math. 35% of our African American population were proficient on FSA Math.</p>
<b>State the measurable outcome the school plans to achieve</b>	Increase proficiency on FSA Math from 68% to 72% and/or increase proficiency on Renaissance Star Math® Assessment from 79% to 83% by addressing educational needs through diverse and rigorous instruction by June 2020.
<b>Person responsible for monitoring outcome</b>	Darlene Paul (pauld@walton.k12.fl.us)
<b>Evidence-based Strategy</b>	<p>Renaissance Star Math® Assessment data will be collected and reviewed each quarter. Quarterly data meetings will be held to monitor progress and to group and re-group students based on needs. Both administration and teachers will be present for these meetings.</p> <p>In addition, the Multi-tiered System of Support (MTSS) Problem Solving Process will be used to plan appropriate targeted interventions for students' specific needs and progress monitor students' performance.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>The Renaissance Star Math® test is research-validated and gives state-specific learning data on students' progress toward mastery of state standards, all in less than 20 minutes of testing time.</p> <p>Since the Renaissance Star Math® Assessment is administered each quarter, this provides data to guide real-time instruction. Administration and teachers use results from these assessments to make informed decisions and personalize learning decisions for future changes in content, instruction, and assessments. Teachers will plan for students to receive extra support and enrichment opportunities.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Students in the students with disabilities and African American subgroups will utilize Pathblazer by Compass Learning Inc. at least 20 minutes each week.</li> <li>2. Students in the students with disabilities and African American subgroups will participate in relationship building activities with teachers and mentors (staff and administration).</li> <li>3. Mentors will meet monthly with students to provide encouragement and help with goal setting.</li> <li>4. Teachers and MTSS team will identify the lowest quartile, students with disabilities, and African American students in reading.</li> <li>5. Identified students will be monitored monthly.</li> <li>6. Lesson plans are developed with full team collaboration and shared with ESE teachers to support students with disabilities.</li> <li>7. Teachers will provide before/after-school tutoring opportunities (targeting economically disadvantaged students).</li> </ol>

8. WDE will have an interventionist to support Tier 3 students (targeting economically disadvantaged students).
9. Provide substitute teachers for quarterly data meetings.
10. Hire tutors to provide additional Tier 2 and Tier 3 support
11. Utilize Safari Montage program to support math and science instruction

**Person Responsible** Darlene Paul (pauld@walton.k12.fl.us)

### #3

**Title** Professional Learning Communities

**Rationale**

Educational best practices identify the use of small learning communities as one of the most effective methods of promoting professional learning and introducing new concepts to a school faculty. Use of professional learning communities is also a requirement of the federal Title 1 programs, the Florida Differentiated Accountability Program, the Florida Professional Learning Protocol, and the AdvancEd Accreditation System.

**State the measurable outcome the school plans to achieve**

Ninety-nine percent of instructional staff participating in a Professional Learning Community will complete the ePDC follow-up to increase student achievement in ELA.

**Person responsible for monitoring outcome**

Tammy Cosson (cossont@walton.k12.fl.us)

**Evidence-based Strategy**

The Professional Learning Community at Work (PLC) model offers a systems approach to school improvement. Teachers are organized into grade level, course specific, or interdisciplinary collaborative teams in which educators work interdependently to achieve common goals for which members are mutually accountable.

**Rationale for Evidence-based Strategy**

Professional learning communities create a reduction of isolation of teachers, shared responsibility for the total development of students, and collective responsibility for students' success.

### Action Step

**Description**

1. This year we will implement the LETRS training as our PLC for classroom teachers. LETRS provides educators with the background, depth of knowledge, and tools to teach language and literacy skills to every student. LETRS can be used regardless of the literacy program in use.
2. All instructional personnel will meet at least twice per month to participate in professional learning communities.

**Person Responsible** Tammy Cosson (cossont@walton.k12.fl.us)

<b>#4</b>	
<b>Title</b>	Parent Involvement
<b>Rationale</b>	Research shows that effective family engagement is critical to student achievement.
<b>State the measurable outcome the school plans to achieve</b>	Increase parent survey response from 57% in 2018-2019 to 60% in 2019-2020.
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	Distribute parent surveys three times throughout the school year. Provide academic family activities to encourage parents to participate in the surveys in order to get feedback to help guide us when creating school goals for the following school year.
<b>Rationale for Evidence-based Strategy</b>	Family Engagement is centered on connecting families to student learning by sharing data, providing strategies to support learning at home, and providing opportunities for two-way communication.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Continue "Bring Your Dad to School Day/Donuts with Dad"</li> <li>2. Provide after school academic events for parents (Math/Science Night, Literacy Night, etc.)</li> <li>3. Continue Muffins and Memories with Mom</li> <li>4. Provide Substitute Teachers for Parent/Teacher Conferences (minimum 1 face to face conference per year)</li> <li>5. Implement student-led conferences in grades 2-5 in the first semester</li> <li>6. Investigate the Watch Dog Dads program</li> <li>7. Distribute parent surveys</li> </ol>
<b>Person Responsible</b>	Hope Allen (allenh@walton.k12.fl.us)

<b>#5</b>	
<b>Title</b>	Behavior
<b>Rationale</b>	A total of 70 students received office referrals (K-4) in the 2018-19 school year. 31% (22 students) of these students had two or more referrals.
<b>State the measurable outcome the school plans to achieve</b>	Decrease the percentage of students receiving two or more referrals from the previous school year (22 students) by 20% (4 students) by May 2020 through consistent communication between administration, teachers, and bus drivers.
<b>Person responsible for monitoring outcome</b>	Rodney Free (freer@walton.k12.fl.us)
<b>Evidence-based Strategy</b>	<p>This year we will focus on building positive relationships with the theme “BE” (Be Nice, Be Responsible, Be Curious, Be a Leader, etc.)</p> <p>To continue our commitment to build positive relationships, we are starting a House system at WDE. Each grade level will represent a house. This House will be their family during their years at WDE. Students can earn house points for good behavior, excellent grades, leadership activities, attending school academic events, etc., and students can lose house points when receiving disciplinary referrals.</p> <p>Each group (K-2 and 3-5) house will compete for a House Trophy to be awarded each quarter during the P2 (Positivity Project) Pep Rally. The banners of the winning houses will also be displayed in the cafeteria.</p>
<b>Rationale for Evidence-based Strategy</b>	The quality of a school’s social environment has a profound impact on student outcomes such as academic performance, attendance, behavior, and even education completion rates. By focusing on positive behavioral interventions and supports, educators create an environment that helps all students achieve important behavior changes.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide a special activity for students maintaining an E or S in conduct at the end of each quarter</li> <li>2. Incorporate a student and bus driver recognition component using incentives for buses with no referrals and/or the most improvement at the end of each quarter</li> <li>3. Continue implementation of the Positivity Project to build positive relationships through recognition of character strengths in self and others, and increase attendance</li> <li>4. Implement response to discipline curriculum from Advantage Press</li> <li>5. Provide teachers with a copy of bus referrals to prompt counseling session with students</li> <li>6. Continue implementation of a BRAVE Club for students with three (3) referrals to focus on character education</li> <li>7. Utilize restorative practices to build relationships as central to learning, growth, and a healthy school climate for students and adults</li> <li>8. Youth mental health training for all teachers</li> </ol>
<b>Person Responsible</b>	Rodney Free (freer@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).**

The following links provide general state, district and school level information considered during goal selection.

School Grades Trend Data – [schoolgrades.fldoe.org](http://schoolgrades.fldoe.org)

Florida PK-20 Education Information Portal- <https://edstats.fldoe.org/SASPortal/main.do>

Florida Standards Assessment Trend Data – [fldoe.org/accountability/assessments](http://fldoe.org/accountability/assessments)

High School Feedback Report – [data.fldoe.org/readiness](http://data.fldoe.org/readiness)

School Public Accountability Reports (SPAR)- <http://doeweb-prd.doe.state.fl.us/eds/nclbpar/index.cfm>

K-12 Comprehensive Research Based Reading Plan – <http://www.fldoe.org/academics/standards/just-read-fl/>

All school administrators hold current and sufficient state certification for their job description and regularly attend training sessions to become more highly qualified.

Instructional coaches assigned to the school are properly certified for their duties and regularly attend training sessions to remain current in the latest best practices.

The school maintains a process to recruit and retain effective and highly effective teachers. Any personnel teaching out of field or deemed less than effective are placed in an individualized program.

The school has an active mentoring program to support new or struggling teachers that pairs them with more seasoned, effective instructors to carry out activities individualized to the needs of the mentee.

## 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.**

West DeFuniak Elementary (WDE) believes in involving parents in all aspects of the Title I program. WDE's SAC (School Advisory Council) is composed as follows. The majority of the SAC members are not employed by the school district. The SAC is composed of an administrator, an education support employee, teachers, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by West DeFuniak Elementary. The SAC meets quarterly to coordinate and oversee the school improvement planning process throughout the school. The SAC has final approval over the content of the school improvement plan before they are submitted to the School Board and monitors the use of school improvement funds. This committee serves as our Parent Advisory Committee as well and develops the Parent Involvement Policy/Plan and the Student/Parent/Teacher Compact. The Title I Budget is reviewed at the Fall SAC meeting. Surveys are sent one section at a time to all parents with report cards asking for input on the school and the school's programs. These surveys are used in developing the Policy/Plan and Compact. Every effort is made to schedule the meetings so that all parents on the Council will be able to attend. Minutes are kept of these SAC

meetings and filed by the Title I Contact. Parents also serve on the School Improvement Team (SIT). Minutes of the SIT meeting are kept and are filed by the Title I Contact.

### **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.**

West DeFuniak Elementary School implements a formalized and documented process for the identification and referral of all students who need additional assistance, services, and resources. WDE consistently utilizes internal and external resources and monitors and evaluates all programs and progress toward addressing the specialized needs of students, and relevant data are regularly used to modify and adjust services. (AdvancED 2.9)

West DeFuniak works with stakeholders including family members, local community, and faculty and staff to provide a multitude of opportunities for children to demonstrate leadership, exercise their talents, and become life-long learners. Some examples include: Kiwanis-Kids; a fifth grade student is recognized each month for outstanding leadership and academic success by our local Kiwanis Club.

Media Assistants: Selected students participate in assisting students and staff members with book check-out in the media center.

Academic (Math/Science and ELA) Parent Nights and Classroom Data Meetings are held to inform parents of grade level academic expectations and provide materials and strategies for at-home academic support.

Parents are invited to a variety of non-academic events at school such as field day, Donuts with Dad, Muffins and Memories with Mom, award assemblies, Thanksgiving lunch, and Grandparents Day.

Community donations from various sources including Target, Wal-Mart, Sheriff's Dept., and Food for Thought.

Parent Center display in safe lobby to provide parents access to school and community information.

Food for Thought program provides weekly backpack of food for identified students to take home on Fridays.

School-based interpreter to assist ELL parents in communicating with teachers and staff, a well-organized PTO program, childcare for school-wide parent activities, staff training in effective Parent Conferencing during pre-planning, email system to notify parents about school activities, active volunteers, School Improvement Team meetings, parent and instructional staff representation on Walton County District Advisory Committee.

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

West DeFuniak Elementary School provides several opportunities to make transitions easier for students, including tours and visitations for local pre-kindergarten students and kindergarten orientation for parents and students. Additionally, WDE partners with Walton Middle School to provide tours and parent nights prior to middle school enrollment.

**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.**

Teachers at Title I schools will continue to be provided with professional development (in district training opportunities, materials, subscriptions, consultants and conferences) targeting effectively implementing Florida's Standards and Florida's Multi-Tiered System of Support in order to provide students with appropriate and timely interventions.

The majority of Walton County's Title I schools are elementary schools; with only one middle school and one alternative secondary school. Therefore, the primary focus of activities intended to increase graduation rates is to ensure successful transition from school to school and maximize the number of students who stay on track from year to year, performing at or above grade level, and are not retained.

District- and school-based intensive analysis of student assessment data, use of data to improve instruction in the classroom, and guided school-wide collaborative curriculum planning, through the full implementation of the Problem Solving/Multi-Tiered System of Supports and support of math, literacy and instructional coaches and consultants, will result in improved student academic achievement, including a higher percentage of on grade-level students.

Walton Education Foundation – Walton County School District collaborates with the Walton Education Foundation to support educational enrichment in all K-12 schools in Walton County. The foundation receives generous donations from local organizations, businesses, and individuals who want to invest in the education and youth of Walton County. Teacher mini-grants, to Walton County educators for specific education projects, have been made possible through these donations. Individual teachers are eligible for up to a \$500 grant. Cooperative teacher grants will be accepted and are eligible for up to an \$800 grant. The District and Foundation encourages teachers to plan and implement innovative projects that enhance teaching and learning. This collaboration will improve the quality of classroom instruction.

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

West DeFuniak Elementary School hosts an event each year where we partner with community stakeholders in order to expose K-2 students to different careers and opportunities. This also promotes student awareness of community organizations. We also organize a day in which 3-5 teachers focus on exploration of various careers. Leading up to this event, students research a career of their choice to present to their peers. Additionally, teachers are required to implement AVID strategies to promote and support career and college readiness.

Nokuse Plantation - Walton County School District has collaborated with MC Davis and Nokuse Plantation staff to develop a program to support district schools. The major source of education and outreach at Nokuse will be the E.O. Wilson Biophilia Center at Nokuse. This nature education facility brings elementary, middle and high school students from Walton County to Nokuse in order to learn about ecology and biodiversity in a natural setting. The curriculum has been developed and is correlated to the Florida Standards and focuses on the biodiversity of the Florida Panhandle as well as threats to biodiversity and ways in which it can be conserved. This collaboration provides opportunities for students to become personally involved in conservation.

## Part V: Budget



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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Reading/ELA</b>				<b>\$128,639.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0061 - West Defuniak Elementary School	School Improvement Funds		\$1,420.00
<i>Notes: Kendore Learning; Multi-sensory card decks (value pack)</i>						
			0061 - West Defuniak Elementary School	School Improvement Funds		\$339.00
<i>Notes: Kendore Learning; Toss and Teach Beach Balls (20)</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$1,500.00
<i>Notes: Student Agendas</i>						
			0061 - West Defuniak Elementary School	School Improvement Funds		\$2,925.00
<i>Notes: AVID Certification Fee</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$5,000.00
<i>Notes: After School Tutoring</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$61,000.00
<i>Notes: Interventionist (Tier 3)</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$4,975.00
<i>Notes: Sondag System Level 1</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$3,980.00
<i>Notes: Sondag System LPL Kit</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$40,000.00
<i>Notes: Hire tutors for intervention</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$5,500.00
<i>Notes: Leveled Literacy Intervention (3 red kits, 2 blue kits)</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$2,000.00
<i>Notes: Take home folders for student organization</i>						
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Math</b>				<b>\$20,059.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			0061 - West Defuniak Elementary School	Title, I Part A		\$1,200.00
<i>Notes: Safari Montage usage to support ELA, Math, and Science Curriculum</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$8,700.00
<i>Notes: Substitute teachers for quarterly data meetings</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$10,000.00
<i>Notes: Hire tutors for intervention</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$159.00
<i>Notes: QuietShape Foam Place Value Disks; Ones to Millions</i>						
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Professional Learning Communities</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0061 - West Defuniak Elementary School	Title, I Part A		\$500.00
<i>Notes: PLC Materials and resources (paper, charts, markers, etc.)</i>						
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Parent Involvement</b>				<b>\$8,100.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0061 - West Defuniak Elementary School	Other		\$1,800.00
<i>Notes: Donuts and muffins for parent events</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$1,000.00
<i>Notes: Literacy Night; food and materials (K-2 Night, 3-5 Night)</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$1,000.00
<i>Notes: Math and Science Night; food and materials (K-2 Night, 3-5 Night)</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$400.00
<i>Notes: Watch Dog Dads program</i>						
			0061 - West Defuniak Elementary School	School Improvement Funds		\$3,900.00
<i>Notes: Substitute Teachers for Parent Conferences</i>						
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Behavior</b>				<b>\$2,350.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0061 - West Defuniak Elementary School	Title, I Part A		\$2,000.00
<i>Notes: Positivity Project program</i>						

			0061 - West Defuniak Elementary School	Title, I Part A		\$100.00
			<i>Notes: Behavior tokens for house system</i>			
			0061 - West Defuniak Elementary School	Title, I Part A		\$250.00
			<i>Notes: Bus referral reduction incentives</i>			
					<b>Total:</b>	<b>\$159,648.00</b>