Walton County School District

Walton High School

2020-21 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: 7/8/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
2019-20 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%)
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 9/22/2020.

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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	61%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	B	C

School Board Approval

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SIP Authority

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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.

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, position title, and job duties/responsibilities 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 Schoowide 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
Leavins, Brianna	Assistant Principal	Plans and supports the school improvement plan.
Smith, Nathan	Assistant Principal	Plan and implement the school improvement plan.
Adams, Eli	SAC Member	
Adams, Sherry	SAC Member	
Durden, Sharla	SAC Member	
Hurley, James	SAC Member	
Jackson, Ken	SAC Member	
Kelley, Charlie	SAC Member	
Patrick, Renee	Paraprofessional	
Ramirez, Maria	Paraprofessional	

Name	Title	Job Duties and Responsibilities
Thacker, Amy	SAC Member	
Trujillo, Areli	SAC Member	
Thepchantee, Kraidaen	SAC Member	

Demographic Information

Principal start date

Wednesday 7/8/2020, Brianna Leavins

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

0

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
2019-20 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%)
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](#).	

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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	

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	

Date this data was collected or last updated

Wednesday 7/8/2020

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	
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	

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	
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	

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	
	(0)	(0)	(0)	(0)	0 (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.

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%
	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%
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
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%	0
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%	1
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0

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.

As of the second STAR administration in 2019-20. 10th grade ELA showed the lowest achievement at 41% of students scoring the equivalent of level 3 or higher.

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

As of the STAR administration in 2019-20. 10th grade ELA showed the greatest decline in the percent of students in the lowest quartile on pace to earn a learning gain, from 48% to 24%.

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.

On the 2019 FSA Assessments, ELA Lowest 25th percentile had the greatest gap when compared to the state average. We have seen a trend in this gap over the past 3 years with a steady decline in the performance of this subgroup. In an effort to close the gap and turn the trend around, we have changed the resources being utilized inside our Intensive Reading classrooms. We have also provided training and support specifically for struggling readers to both our Intensive Reading teachers and our English teachers. We are also implementing school wide literacy strategies across content areas.

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

The most improved data component on the 2019 FSA Assessment was the ELA Learning Gains. These increased 9% from 2018 to 2019. Our English department worked together on intentional planning and unpacking the standards through PLCs with district literacy coaches. We also implemented school wide literacy strategies. We focused on disciplinary literacy inside PLCs and professional development offered by the school, implemented WICOR strategies in all content areas, and increased writing across disciplines.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our greatest area of concern as evidenced from the EWS data, is attendance below 90%. Our elective teachers are focusing on student attendance and motivation in their PLCs this year and will be sharing successful strategies with all teachers on professional development days. We are also utilizing the district truancy officer to assist us in making contact early and quickly with students who are frequently absent from classes.

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

1. Student engagement
2. Differentiation
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	In 2020-21, we must ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates. Students in our focus area will be on pace to learn a year's material in a year's time. Additionally, level 1 and 2 students will be on pace to earn a learning gain.
Measurable Outcome:	Goal 1 - 9th/10th grade ELA: 2020-21, STAR-2: 53% of all students on pace to learn a year's material in a year's time. 2020-21, STAR-3: 62% of all students on pace to learn a year's material in a year's time. Goal 2 - 9th/10th grade ELA: 2020-21, STAR-2: 45% of level 1 and 2 students on pace to earn a learning gain. 2020-21, STAR-3: 62% of level 1 and 2 students on pace to earn a learning gain.
Person responsible for monitoring outcome:	Janet Currid (curridj@walton.k12.fl.us)
Evidence-based Strategy:	CommonLit Lessons, WICOR Strategies, Intentional Questioning, Student Discourse, Intentional Scheduling, Differentiated Small Group Instruction, Pre-AP ELA Curriculum in 9th &10th Grade English Classes, Close Reading Strategies, ELL Intensive Support classes
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 students are building critical thinking skills in every classroom setting.

Action Steps to Implement

1. Reading teachers will use CommonLit lessons to teach complex texts.
2. Reading teachers will include small group instruction as part of their regular instruction with fidelity.
3. ELA teachers will support the lowest 25% in ELA during intensive reading classes with small group instruction.
4. All teachers will utilize WICOR strategies, intentional questioning, and student discourse techniques during lessons to raise the level of student engagement and critical thinking.
5. All ELA 9th/10th grade teachers will implement Pre-AP ELA curriculum.
6. ELL students will be scheduled for Intensive Support courses as needed based on WIDA.

Person Responsible	Janet Currid (curridj@walton.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	In 2020-21, we must ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates. Students in our focus area will be on pace to learn a year's material in a year's time. Additionally, level 1 and 2 students will earn a learning gain.
Measurable Outcome:	On the 2020-19 Algebra 1 and Geometry EOCs, 62% of students performing in the lowest 25% will make learning gains, and 67% of the Algebra 1 and 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, EngageNY
Rationale for Evidence-based Strategy:	Each of the strategies will provide students with extra opportunities to build their math skills. The WICOR and EngageNY 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 EOC assessments.

Action Steps to Implement

1. Teachers will provide students with access to Math Nation & 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. Teachers will provide differentiated instructional strategies.
5. Teachers will utilize EngageNY to build conceptual understanding of math topics.

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

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Using the health education standards adopted in Rule 6A-1.09401, Walton High School will provide instruction to all students in youth mental and emotional health.
Measurable Outcome:	100% of students will be provided the opportunity to engage in 5 hours of youth mental and emotional health training.
Person responsible for monitoring outcome:	Nathan Smith (smithna@walton.k12.fl.us)
Evidence-based Strategy:	Five hours of Ripple Effects mental health learning will be provided to all students at Walton High School.
Rationale for Evidence-based Strategy:	Ripple Effects is a district and state-approved mental health curriculum resources, and it includes specific practices for building awareness of, modeling, and eliciting social/ emotional and mental health competencies and addressing behavioral issues in language arts/social studies, sports, and advisory settings.

Action Steps to Implement

1. Instruction will be delivered whole group lecture, groups, and/or individually.

Person Responsible   Brianna Leavins (leavinsb@walton.k12.fl.us)

#4. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Due to an increase in student population of ELL and ESE students, WHS Teachers will strengthen communication directly related to student performance,
Measurable Outcome:	60% of ELL parents will attend an ELL Parent Night. 60% of ESE parents will attend an ESE Parent Night and/or participate in scheduled IEP meetings.
Person responsible for monitoring outcome:	Janet Currid (curridj@walton.k12.fl.us)
Evidence-based Strategy:	Focus, Teachers Updating Grades Weekly, Brave Book Planners, Facebook Informational Videos, Parent Nights
Rationale for Evidence-based Strategy:	Focus is the location for parents to keep up to date with attendance and grades. Teachers must do their part by keeping grades updated weekly. The Brave Book Planners will help parents to keep up with in class assignments as well as homework assignments. The Facebook Informational Videos will keep parents up to date about events and other important school information.

Action Steps to Implement

1. Utilize Brave Book planners for students to manage class assignments.
2. Create Facebook Informational Videos to share what is happening at the school.
3. Teachers will update grades in FOCUS weekly.
4. ELL/ESE Parent Nights

Person Responsible	Janet Currid (curridj@walton.k12.fl.us)

#5. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:	Nine out of 54 teachers received credit for completing their 2019-20 PLC.
Measurable Outcome:	During the 2020-21 school year, 100% of teachers will participate in 90% of PLC meetings.
Person responsible for monitoring outcome:	Wendy Resch (reschw@walton.k12.fl.us)
Evidence-based Strategy:	A 3 cycle approach focusing on student differentiation and intentional planning.
Rationale for Evidence-based Strategy:	Teachers will utilize WICOR strategies, intentional planning, and incorporate student differentiation activities in order to increase the level of student engagement and critical thinking in each classroom. Elective teachers will utilize attendance and motivational strategies that will positively impact the school culture.

Action Steps to Implement

1. Teachers will meet in content area groups twice a month.
2. Teachers will complete three PLC cycles.
3. Teachers will be partnered with a content area colleague for peer-to-peer collaboration and observations.

Person Responsible	[no one identified]

#6. Other specifically relating to AVID	
Area of Focus Description and Rationale:	Over 90% of students will be on track to meet graduation requirements or make adequate progress toward college and career readiness.

Measurable Outcome:	100% of teachers will meet bi-weekly with their homeroom (BRAG) students during the first semester 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, 100% of students will be on track to meet graduation requirements or make 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, Binder Organization, Grade Reflections, Job Search, Career Interest Inventory, AVID Tutorials, Critical Thinking Tutorials, College Speakers, Brave Books, Avid Mentoring Program (AMP)
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 Steps to Implement

1. Organize BRAG meetings and topics.
2. BRAG teachers complete all activities with students.
3. AVID and Critical Thinking teachers will organize tutorials in their classes/
4. The AVID Coordinator will organize college speakers for each AVID grade level.
5. An AVID Mentoring Program will be developed to support AVID students.

Person Responsible	Janet Currid (curridj@walton.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

n/a

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Communication and involvement are the keys to a positive school culture. Walton High School prides itself on using communication tools like our website, Facebook page, and local media to keep all stakeholders informed of the work that the school is doing. Also, the school seeks the involvement of all stakeholders through parent nights, the school advisory council, the parent teacher organization, and the extra-curricular activities. Through these events, all stakeholders understand the vision of Walton High School and its impact on the community.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$532.24
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0271 - Walton High School	School Improvement Funds		$532.24
			Notes: Headphones will be purchased for reading classes to assist with small group instruction needs at a cost of $448.50, and easel pads costing $83.74 will help English teachers make anchor charts.			
2	III.A.	Areas of Focus: Instructional Practice: Math				$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$0.00
4	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0271 - Walton High School			$2,000.00
			Notes: Brave Books will be purchased to facilitate the flow of information to parents at a cost $2000.00.			
5	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				$0.00
6	III.A.	Areas of Focus: Other: AVID				$4,577.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

			0271 - Walton High School			$4,577.00
			Notes: AVID Licensing fees totaling $3809.00 are included to keep the AVID program at WHS. Also, AVID teachers need tutorial boards costing $768.00.			
					Total:	**$7,109.24**