

Walton County School District

West Defuniak Elementary School



2020-21 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: 7/7/2007

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
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: B (60%) 2017-18: B (60%) 2016-17: B (57%) 2015-16: B (59%)
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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West Defuniak Elementary School

815 LINCOLN AVE, Defuniak Springs, FL 32435

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

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)
Elementary School KG-5	Yes	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

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

School Board Approval

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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.

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, position title, and job duties/responsibilities 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	
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	
Garrett, Olivia	Teacher, K-12	

Name	Title	Job Duties and Responsibilities
Carroll, Nyssa	Teacher, K-12	
Adams, Katherine	Teacher, K-12	
Ellis, Jamie	Teacher, K-12	
Collins, Jennifer	Teacher, K-12	
Adkinson, Casi	Teacher, K-12	
Anderson, Jessica	Teacher, K-12	
Harris, Ana	SAC Member	
Goodchild, Mike	SAC Member	
Collins, Bobby	SAC Member	
Rushing, Tina	SAC Member	
Robinson, Knaiaasha	SAC Member	
Smith, Beverly	SAC Member	
Douglass, Karen	SAC Member	
Hamlett, Bonnie	Teacher, K-12	
Carnley, Amber	Teacher, K-12	

Demographic Information

Principal start date

Saturday 7/7/2007, Darlene Paul

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.*

5

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.*

28

Total number of teacher positions allocated to the school

49

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
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: B (60%) 2017-18: B (60%) 2016-17: B (57%) 2015-16: B (59%)
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	77	141	134	99	124	120	0	0	0	0	0	0	0	695
Attendance below 90 percent	9	4	0	4	4	2	0	0	0	0	0	0	0	23
One or more suspensions	9	3	2	7	4	8	0	0	0	0	0	0	0	33
Course failure in ELA	3	4	1	0	0	0	0	0	0	0	0	0	0	8
Course failure in Math	3	0	1	0	0	0	0	0	0	0	0	0	0	4
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	4	1	0	0	0	0	0	0	0	0	0	0	0	5

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	3	4	1	0	0	0	0	0	0	0	0	0	0	8
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

Tuesday 7/7/2020

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	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

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	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

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	
	(0)	(0)	(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
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%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	63%	61%	2%	53%	10%

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I

ESSA Federal Index	
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%
Subgroup Data	
Students With Disabilities	
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%	0
English Language Learners	
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%	0
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	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	67
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	59
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.

Over the last three years, students in the lower quartile have consistently performed below the school average in both proficiency and learning gains in FSA ELA and FSA Math.

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

In 2016-2017, student learning gains in ELA was 48%. ELA learning gains of lower quartile was 42%.
 In 2016-2017, student learning gains in ELA was 58%. ELA learning gains of lower quartile was 58%.
 In 2016-2017, student learning gains in ELA was 62%. ELA learning gains of lower quartile was 54%.

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. WDE - 68% State - 46%

During the 2018-2019 school year, each teacher collaborated within a grade level PLC to develop and administer common formative and summative assessments which guided daily instruction. All assessments administered were aligned with state standards, consistent in format and rigor with those used by other teachers in the PLC. Student learning was assessed consistently and equitably. Results from common assessments were used to drive decision making related to changes in content, instruction, and assessment. Teachers focused on implementation and effectiveness of each assigned intervention or enrichment period which was built in to the master schedule.

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

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

Student learning targets and specific AVID strategies were implemented school-wide to support the curriculum.

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

Students performing at Level 1 on state assessment.

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

1. FSA ELA Learning Gains for students in lower quartile.
2. FSA Math Learning Gains for students in the lower quartile.
3. FSA ELA Proficiency for students in lower quartile.
4. FSA Math Proficiency for students in the lower quartile.

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.

Goal #1 for 5th grade:

2020-21, STAR-2: 59% of all students on pace to learn a year's material in a year's time
 2020-21, STAR-3: 62% ""
 2020-21, STAR-4: 65% ""

(Calculated as that percentage of students having green lines on the K12 Lift classroom profiles, indicating their percentile rankings on the most recent STAR assessment is equal to or higher than their percentile ranking on STAR-3 of the previous year)

Measurable Outcome:

Goal #2 for 5th grade:

2020-21, STAR-2: 59% of level 1 and 2 students on pace to earn a learning gain
 2020-21, STAR-3: 62% ""
 2020-21, STAR-4: 65% ""

(Calculated as that percentage of level 1 or 2 students having a check mark in the LG Proj column of the K12 Lift classroom profiles, indicating they are projected to increase one or more achievement levels or tiers relative to STAR-3 of the prior year)

Person responsible for monitoring outcome:

Darlene Paul (pauld@walton.k12.fl.us)

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.

Evidence-based Strategy:

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.

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.

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.

Rationale for Evidence-based Strategy:

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.

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 Steps to Implement

1. Students in the students with disabilities and African American subgroups will utilize Pathblazer by Compass Learning Inc.
2. Students in the students with disabilities and African American subgroups will participate in relationship building activities with teachers and mentors (staff and administration).
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.

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

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 2nd semester.
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.).

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

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 Sondag 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)

18. Increase effectiveness of small groups and PRIDE time to differentiate instruction.
19. Tweak small groups so teacher, interventionist and instructional aide use the time for direct instruction.
20. Teach vocabulary/grammar in small group for students who need it, or in context of instruction. For example, bring back the use of mentor sentences (Writing Revolution- book study in PLC)
21. Ensure teachers and aides see examples/non-examples of small group instruction modeled.
22. Incorporate novel studies, AVID Weekly, Scholastic Scope using complex text.
23. Utilize learning targets and performance scales, so that students can self-monitor academic progress.

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

Once in semester 1 and 2: Coach will observe teachers (all 5th grade, 4 in 4th grade), coordinate observations- debrief, reflect and discuss with teams.

Look fors:

Tier 1: Small group on-grade level ELA instruction (30 min)

- Plan A (Instructional Aide present)
 - o All students working on same standard, unless they've mastered achievement level descriptors through Level 5
 - o Level 1-2 students working with teacher or Interventionist primarily on Avid Weekly, Scholastic Scope, Mentor Sentence or Vocab
 - o Level 3 students working with Aide on Avid Weekly or Scholastic Scope (direct instruction as modeled by teacher)
 - o Level 4-5 students participating in novel study, reading independently in close proximity to teacher/aide with clear understanding of task in mind (students can communicate task)
- Plan B (aide not present)
 - o Level 1-2 students working with teacher
 - o Level 3 students on Compass reading
 - o Level 4-5 students in novel study

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

Literacy Coach will remind teachers of expectations for/differences in Tier 1 and Tier 2 small groups.

Look fors:

Tier 2: skill remediation or enrichment –

- Higher students may be on Compass or in an enrichment group with a teacher/aide
- Level 1-2 students may work with another teacher, based on individual needs

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

Literacy Coach will lead discussion (Writing Revolution) with 4th and 5th grade-level PLC once/month with a focus on the writing plan.

- Coach will observe specific writing opportunities being integrated into flexible daily small groups (AVID weekly and novel study).
- Coach will make sure teachers have effective strategies for enrichment of Level 4-5 students, including written response tasks.

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

- Literacy Coach will provide onboarding (Aug. 5) and continued support in the classroom for K-2 teachers in Phonics First and Heggerty. Meet by grade level for onboarding.
- Also on Aug 4, meet with Grade 4-5 teachers about how to model and train aides to use AVID weekly.
- During pre-planning, teachers understand how to prepare the multi-sensory kits and are ready to use them when warranted.
- Teachers are using the programs as intended, differentiating appropriately.

Person Responsible Darlene Paul (pauld@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 be on pace to earn a learning gain.

Goal #1 for 5th grade:

2020-21, STAR-2: 59% of all students on pace to learn a year's material in a year's time
2020-21, STAR-3: 62% ""
2020-21, STAR-4: 65% ""

(Calculated as that percentage of students having green lines on the K12 Lift classroom profiles, indicating their percentile rankings on the most recent STAR assessment is equal to or higher than their percentile ranking on STAR-3 of the previous year)

Measurable Outcome:

Goal #2 for 5th grade:

2020-21, STAR-2: 59% of level 1 and 2 students on pace to earn a learning gain
2020-21, STAR-3: 62% ""
2020-21, STAR-4: 65% ""

(Calculated as that percentage of level 1 or 2 students having a check mark in the LG Proj column of the K12 Lift classroom profiles, indicating they are projected to increase one or more achievement levels or tiers relative to STAR-3 of the prior year)

Person responsible for monitoring outcome:

Darlene Paul (pauld@walton.k12.fl.us)

Evidence-based Strategy:

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.

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.

Rationale for Evidence-based Strategy:

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.

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.

Action Steps to Implement

1. Students in the students with disabilities and African American subgroups will utilize Pathblazer by Compass Learning Inc.
2. Students in the students with disabilities and African American subgroups will participate in relationship

building activities with teachers and mentors (staff and administration).

3. Mentors will meet monthly with students to provide encouragement and help with goal setting.

4. Teachers and MTSS team will identify the lowest quartile, students with disabilities, and African American students in math.

5. Identified students will be monitored monthly.

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

6. Lesson plans are developed with full team collaboration and shared with ESE teachers to support students with disabilities.

7. Teachers will provide before/after-school tutoring opportunities (targeting economically disadvantaged students).

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

12. Schedules have built in flexible time for math small group.

13. Utilize learning targets and performance scales, so that students can self-monitor academic progress.

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

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Students in 5th grade are not making adequate learning gains in Science. We need to provide additional attention and support to close this learning gap.
65% of our students were proficient on Spring 2018 FCAT Science.

Measurable Outcome: Increase proficiency on FCAT Science by June 2021 from 65% to 67% by addressing educational needs through diverse and rigorous instruction and providing opportunities for hands-on learning.

Person responsible for monitoring outcome: Darlene Paul (pauld@walton.k12.fl.us)

Evidence-based Strategy: District created progress monitoring 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.

Rationale for Evidence-based Strategy: Administration and teachers use results from these district progress monitoring 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.

Action Steps to Implement

1. Provide additional science labs through Emerald Coast Science Center to increase student knowledge in the area of Earth and Space.
2. Extended learning activities will be provided digitally through Study Island.
3. Schedules for grades 3-5 will include a time for daily science instruction.

Person Responsible [no one identified]

Biophilia for 4th Grade-
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.

Person Responsible [no one identified]

Biophilia for 4th Grade-
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.

Person Responsible [no one identified]

#4. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and 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.

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

Measurable Outcome: 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.

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 Steps to Implement

1. Implement the Writing Revolution book study as our PLC for classroom teachers. The Writing Revolution (TWR) provides a clear method of instruction that you can use no matter what subject or grade level you teach. The model, also known as The Hochman Method, has demonstrated, over and over, that it can turn weak writers into strong communicators by focusing on specific techniques that match their needs and by providing them with targeted feedback.
2. All instructional personnel will meet at least twice per month to participate in professional learning communities.
3. Literacy Coach will lead discussion (Writing Revolution) with 4th and 5th grade-level PLC once/month with a focus on the writing plan. Coach will observe specific writing opportunities being integrated into flexible daily small groups (AVID weekly and novel study). Coach will make sure teachers have effective strategies for enrichment of Level 4-5 student, including written response tasks.

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

4. Teachers and Instructional Aides will participate in a book study using the text Emotional Poverty by Ruby Payne. Information will be shared and discussed at monthly faculty meetings.

Person Responsible Hope Allen (allenh@walton.k12.fl.us)

5. New teachers will participate in a monthly "New Teacher Mentor Program"
6. Professional Learning Facilitator will assist teachers with temporary teaching certificates to help them become certified

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

#5. Culture & Environment specifically relating to Parent Involvement

Area of Focus

Description and Rationale: Research shows that effective family engagement is critical to student achievement.

Measurable Outcome: Increase parent survey response from 60% in 2019-2020 to 65% in 2020-2021.

Person responsible for monitoring outcome: Hope Allen (allenh@walton.k12.fl.us)

Evidence-based Strategy: 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.

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.

Rationale for Evidence-based Strategy: 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.

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.

Action Steps to Implement

1. Continue "Bring Your Dad to School Day/Donuts with Dad"
2. Provide after school academic events for parents (Math/Science Night, Literacy Night, etc.)
3. Continue Muffins and Memories with Mom
4. Provide Substitute Teachers for Parent/Teacher Conferences (minimum 1 face to face conference per year)
5. Implement student-led conferences in grades 2-5 in the first semester
6. Distribute parent surveys

Person Responsible Hope Allen (allenh@walton.k12.fl.us)

#6. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: A total of 50 students received office referrals (K-4) in the 2019-20 school year. 38% (19 students) of these students had two or more referrals.
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.

Measurable Outcome: Decrease the percentage of students receiving two or more referrals from the previous school year from 38% to 30% by May 2021 through consistent communication between administration, teachers, and bus drivers.

Person responsible for monitoring outcome: Rodney Free (freer@walton.k12.fl.us)

This year we will focus on building positive relationships with the theme “BE” (Be Nice, Be Responsible, Be Curious, Be a Leader, etc.)

Evidence-based Strategy: To continue our commitment to build positive relationships, we are continuing 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.

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.

Rationale for Evidence-based Strategy: 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.

Action Steps to Implement

1. Provide a special activity for students maintaining an E or S in conduct at the end of each quarter
2. Incorporate student and bus driver recognition component using incentives for buses with no referrals and/or the most improvement at end of each quarter
3. Continue implementation of the Positivity Project to build positive relationships through recognition of character strengths in self and others, and increase attendance
4. Implement response to discipline curriculum using Sanford and Harmony
5. Provide teachers with copy of bus referrals to prompt counseling session with students
6. Continue BRAVE Club for students with three (3) referrals to focus on character education
7. Utilize restorative practices to build relationships central to learning, growth, and healthy school climate for students and adults
8. Youth mental health training for teachers
9. Provide access to onsite Mental Health Counselor
10. Guidance Counselors participate in monthly meetings regarding mental health

Person Responsible Rodney Free (freer@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.

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

School Grades Trend Data – 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

High School Feedback Report – 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: 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.

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 WDE. 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/Family/Teacher Compact. The Title I Budget is reviewed at the Fall SAC meeting. Surveys are sent 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 can 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 meeting are kept and are filed.

WDE 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.

WDE 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.

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.

WDE 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.

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				\$139,774.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

			0061 - West Defuniak Elementary School	School Improvement Funds		\$3,099.00
<i>Notes: AVID FEE</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$7,500.00
<i>Notes: Winsor Sondag System Student Record Books</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$61,000.00
<i>Notes: Interventionist Salary and Benefits</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$700.00
<i>Notes: Bob Books (Decodable Text)</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$2,500.00
<i>Notes: Take Home/Classwork Folders</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$1,000.00
<i>Notes: Title I Tutor Supplies</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$5,200.00
<i>Notes: AVID Binder Supplies (Grades 3-5)</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$5,000.00
<i>Notes: Summer Book Study</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$3,000.00
<i>Notes: Primary Paper and Journals</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$10,500.00
<i>Notes: Substitute Teachers for Quarterly Data Meetings</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$1,675.00
<i>Notes: Heggerty Curriculum</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$9,500.00
<i>Notes: AVID Summer Institute Additional Attendees</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$600.00
<i>Notes: Agendas for Students</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$22,000.00
<i>Notes: Summer CAP Days</i>						

			0061 - West Defuniak Elementary School	Title, I Part A		\$3,000.00
<i>Notes: AVID Classroom Supplies</i>						
			0061 - West Defuniak Elementary School	School Improvement Funds		\$3,500.00
<i>Notes: Substitutes for Parent Teacher Conference Days (Student led)</i>						
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$2,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0061 - West Defuniak Elementary School	Title, I Part A		\$2,900.00
<i>Notes: Grasses in Classes</i>						
4	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$1,195.69
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0061 - West Defuniak Elementary School	Title, I Part A		\$250.00
<i>Notes: Staff Planners and Desk Calendars</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$800.00
<i>Notes: PLC Books for Book Study</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$145.69
<i>Notes: Lesson Plan and Grade Books</i>						
5	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$15,841.77
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0061 - West Defuniak Elementary School	Title, I Part A		\$9,000.00
<i>Notes: Summer Days for Title I Contact, Instructional Coach, and Guidance</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$1,500.00
<i>Notes: Copy Paper</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$1,000.00
<i>Notes: Title I Contact Supplies</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$2,291.77
<i>Notes: Printer Ink for Teachers (Communication purposes)</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$200.00
<i>Notes: Bulletin Board Materials</i>						

			0061 - West Defuniak Elementary School	Title, I Part A		\$300.00	
<i>Notes: Math and Science Night Supplies</i>							
			0061 - West Defuniak Elementary School	Title, I Part A		\$300.00	
<i>Notes: Literacy Night Supplies</i>							
			0061 - West Defuniak Elementary School	Title, I Part A		\$500.00	
<i>Notes: ECSC Activities for Math and Science Night</i>							
			0061 - West Defuniak Elementary School	Title, I Part A		\$550.00	
<i>Notes: Stamps</i>							
			0061 - West Defuniak Elementary School	Title, I Part A		\$200.00	
<i>Notes: Mailing Labels</i>							
6	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports					\$2,725.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
			0061 - West Defuniak Elementary School	Title, I Part A		\$1,495.00	
<i>Notes: Positivity Project (P2) School Partnership Renewal</i>							
			0061 - West Defuniak Elementary School	Title, I Part A		\$1,230.00	
<i>Notes: RCA App (6 Months after grant expires)</i>							
Total:						\$162,436.46	