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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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 10/5/2021.

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

This plan was approved by the Walton County School Board on 10/5/2021.

SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Paul, Darlene	Principal	
Allen, Hope	Curriculum Resource Teacher	
Barone, Dawn	School Counselor	
Cosson, Tammy	Instructional Coach	
Douglass, Karen	SAC Member	
Reed, Mindi	Teacher, ESE	
Rushing, Tina	SAC Member	
Goodchild, Mike	SAC Member	
Garrett, Olivia	Teacher, K-12	
Harris, Ana	Paraprofessional	
Goodman, Tammy	Teacher, K-12	
Ellis, Jamie	Teacher, K-12	
Carroll, Nyssa	Teacher, K-12	
Collins, Jennifer	Teacher, K-12	
Collins, Landis	Teacher, K-12	
Willoughby, Alyssa	Teacher, K-12	
Free, Rodney	Assistant Principal	
Carnley, Amber	Teacher, K-12	
Currid, Jana	Teacher, K-12	
Adkinson, Casi	Teacher, K-12	
Anderson, Jessica	Teacher, K-12	
Daniel, Jessica	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.*

2

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.*

9

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

685

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data**Early Warning Systems****2021-22**

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	111	138	123	96	115	111	0	0	0	0	0	0	0	694
Attendance below 90 percent	20	24	24	17	23	25	0	0	0	0	0	0	0	133
One or more suspensions	5	5	3	4	8	8	0	0	0	0	0	0	0	33
Course failure in ELA	2	5	2	0	0	2	0	0	0	0	0	0	0	11
Course failure in Math	2	0	1	0	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	6	14	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	9	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	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	3	3	3	4	8	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	2	4	1	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	2	2	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Thursday 7/15/2021

2020-21 - 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	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	0
Level 1 on 2019 statewide Math assessment	0	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	0

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				59%	66%	57%	59%	63%	56%
ELA Learning Gains				62%	65%	58%	58%	52%	55%
ELA Lowest 25th Percentile				54%	59%	53%	58%	41%	48%
Math Achievement				68%	64%	63%	69%	65%	62%
Math Learning Gains				63%	62%	62%	63%	54%	59%
Math Lowest 25th Percentile				51%	48%	51%	49%	43%	47%
Science Achievement				65%	64%	53%	66%	58%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	53%	66%	-13%	58%	-5%
Cohort Comparison						
04	2021					
	2019	65%	64%	1%	58%	7%
Cohort Comparison		-53%				
05	2021					
	2019	55%	64%	-9%	56%	-1%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	72%	65%	7%	62%	10%
Cohort Comparison						
04	2021					
	2019	67%	65%	2%	64%	3%
Cohort Comparison		-72%				
05	2021					
	2019	62%	55%	7%	60%	2%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	63%	61%	2%	53%	10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Renaissance Star Reading® Assessment and Star Math® Assessment data was collected and reviewed each quarter. Quarterly data meetings were held to monitor progress and to group and re-group students based on needs. Both administration and teachers were present for these meetings.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	44	43
	Economically Disadvantaged	17	33	29
	Students With Disabilities	6	38	41
	English Language Learners	0	50	14
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39	56	52
	Economically Disadvantaged	20	43	41
	Students With Disabilities	31	44	41
	English Language Learners	0	33	57
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	52	50
	Economically Disadvantaged	26	43	40
	Students With Disabilities	7	31	19
	English Language Learners	13	33	32
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	47	47
	Economically Disadvantaged	19	36	37
	Students With Disabilities	7	25	31
	English Language Learners	13	22	32

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	47	47
	Economically Disadvantaged	32	46	40
	Students With Disabilities	11	11	22
	English Language Learners	7	21	27
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39	51	60
	Economically Disadvantaged	35	49	54
	Students With Disabilities	11	11	22
	English Language Learners	29	43	40
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	53	47
	Economically Disadvantaged	39	47	40
	Students With Disabilities	11	12	17
	English Language Learners	8	21	7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32	51	50
	Economically Disadvantaged	35	49	47
	Students With Disabilities	11	29	11
	English Language Learners	23	50	40

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	51	46
	Economically Disadvantaged	33	39	37
	Students With Disabilities	18	12	11
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	40	40
	Economically Disadvantaged	13	25	27
	Students With Disabilities	18	35	33
	English Language Learners	0	0	23
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	16	53	70
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	27	47	50	35	65	60	28				
ELL	48			58							
BLK	33			57							
HSP	48	53		60	53		46				
MUL	50			58							
WHT	66	67	69	74	70	75	70				
FRL	53	61	60	67	64	62	56				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	500
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
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	54
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	70
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	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

West Defuniak is making improvements in ELA and Math, as evidenced by the 2019 and 2021 FSA subgroup data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Overall FSA ELA achievement was 59% in 2019 and was 59% in 2021. Although we have an increase in overall ESE subgroup achievement from 17% in 2019 to 32% in 2021, there has not been an improvement in the percentage of overall FSA ELA achievement. Additionally, our ELL subgroup overall achievement has decreased from 46% in 2019 to 38% in 2021. Also, our black subgroup overall achievement has decreased from 40% in 2019 to 30% in 2021.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

In 2018, we were not using Sunday for Tier II and Tier III interventions. WDE has since implemented a K-5 reading alignment plan to ensure that interventions are consistent and programs are implemented with fidelity. Also, beginning in 2020, WDE has offered an intense reading class specifically for ELL students to focus on ELA skills.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

FSA Math learning gains for the L25% Students with disabilities increased from 51% in 2019 to 61% in 2021. Specifically, our black subgroup overall achievement has increased from 35% in 2019 to 55% in 2021. There was an increase in ESE subgroup overall achievement from 21% in 2019 to 41% in 2021. Also, there was a decrease in ELL subgroup overall achievement from 66% in 2019 to 55% in 2021.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Teachers were using the Eureka math curriculum with fidelity. Math small groups were also implemented to help target the L25%.

What strategies will need to be implemented in order to accelerate learning?

WDE will continue to utilize the district coaches, our interventionists, and the MTSS process to support our students. Quarterly data meetings will continue to give teachers a chance to look at

classroom data and make adjustments with the support of the instructional coaches and administration.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

District reading coaches will be utilized to help with onboarding and training for intervention programs. District math coaches will also be utilized to help with performance scales and learning targets.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

An additional interventionist has been hired to help support the lowest 25% of students, Title I funded tutors will continue to support Tier 2 and enrichment, and after-school teachers as tutors will be offered prior to state assessments.

Part III: Planning for Improvement

Areas of Focus:

#1. 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 average parent survey response from 65% in 2020-2021 to 68% in 2021-2022.

Monitoring: Each quarter, parent surveys will be collected and reviewed. The total number of surveys collected each quarter will be divided by the number of students enrolled to get an average number of surveys returned.

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 improvement 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

Continue "Bring Your Dad to School Day/Donuts with Dad" (pending COVID restrictions)

Person Responsible Nyssa Carroll (nyssa.carroll@walton.k12.fl.us)

Provide after school academic events for parents (Math/Science Night, Literacy Night, etc.) (pending COVID restrictions)

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

Continue Muffins and Memories with Mom. (pending COVID restrictions)

Person Responsible Nyssa Carroll (nyssa.carroll@walton.k12.fl.us)

Provide Substitute Teachers for Parent/Teacher Conferences (minimum 1 face to face conference per year)

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

Distribute parent surveys

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

Continue monthly school newsletters with important dates and information.

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

Continue classroom communication using take home folders, agendas, and/or weekly newsletters.

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

Continue providing access to the Parent Resource Center located in the WDE Media Center. Materials and resources are available for families to help support their child's academic performance.

Person Responsible Tammy Goodman (goodmant@walton.k12.fl.us)

Teachers will continue to have parent conferences throughout the year. (virtual and phone conferences are acceptable options due to COVID-19 restrictions)

Teachers will use the Family-Teacher-Student compact to help guide their conferences.

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

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

Area of Focus Description and Rationale: The 2020-2021 group of fourth grade students had the highest number of referrals when broken down by grade level. These students will be in fifth grade for the 2021-2022 school year.

Measurable Outcome: By June 2022, we will reduce the number of referrals in fifth grade from 22 to 18 (20%).

Monitoring: We will use the Focus Analytics feature to progress monitor the number of student referrals in fifth grade.

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

This year we will continue to focus on building positive relationships with the theme "Aim for Greatness"

Evidence-based Strategy: To continue our commitment to building positive relationships, we are continuing a House system at WDE. Students will randomly be selected to represent a house. This House will be their school "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 house will compete for a House Trophy to be awarded each quarter during the House 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

Youth mental health training for teachers.

Person Responsible Rodney Free (freer@walton.k12.fl.us)

Provide access to onsite Mental Health Counselor.

Person Responsible Rodney Free (freer@walton.k12.fl.us)

Guidance Counselors participate in monthly meetings regarding mental health.

Person Responsible Dawn Barone (dawn.barone@walton.k12.fl.us)

Continue implementation of the Positivity Project to build positive relationships through recognition of character strengths in self and others, and increase attendance.

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

Utilize restorative practices to build relationships central to learning, growth, and healthy school climate for students and adults.

Person Responsible Dawn Barone (dawn.barone@walton.k12.fl.us)

Continue BRAVE Club for students with three (3) referrals to focus on character education.

Person Responsible Dawn Barone (dawn.barone@walton.k12.fl.us)

Provide teachers with copy of bus referrals to prompt counseling session with students.

Person Responsible Rodney Free (freer@walton.k12.fl.us)

Provide a special activity for students maintaining an E or S in conduct at the end of each quarter.

Person Responsible Rodney Free (freer@walton.k12.fl.us)

Continue House System

Person Responsible Rodney Free (freer@walton.k12.fl.us)

Continue using Ron Clark Academy APP (or APP of similar function) to track student merits and demerits.

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

#3. 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.

Measurable Outcome: Ninety-nine percent of instructional staff participating in a Professional Learning Community will complete the ePDC follow-up to increase student achievement in Math. Kindergarten will focus on letter and sound recognition.

Monitoring: Each grade level will have a member of the administration team attend their PLC meetings. The EPDC follow-up component will be completed and approved by the Professional Learning Facilitator by Spring 2022.

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

Professional Learning Communities will meet bi-weekly to focus on math performance scales, learning targets, and assessments. Kindergarten will focus on letter and sound recognition.

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

New teachers will participate in a monthly "New Teacher Mentor Program"

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

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

Professional Learning Facilitator will assist teachers with temporary teaching certificates to help them become certified.

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

Continue implementation of professional development book studies for teachers and staff.

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

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: In 2021-22, we must ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates. Students will be on pace to learn a year's material in a year's time and/or level 1 and 2 students will be on pace to earn a learning gain.

In 2021-22, we will be focusing on student growth rates. By June 2022, 62% of students will be on pace to learn a year's material in a year's time and/or level 1 and 2 students will be on pace to earn a learning gain, as evidenced by the STAR Reading Assessment.

Goal #1 for School

2021-2022, STAR-2: 58% of all students on pace to learn a year's material in a year's time

Measurable Outcome: 2021-2022, STAR-3: 60% ""

2021-2022, STAR-4: 62% ""

Goal #2 for School:

2021-2022, STAR-2: 58% of level 1 and 2 students on pace to earn a learning gain

2021-2022, STAR-3: 60% ""

2021-2022, STAR-4: 62% ""

(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-4 of the previous year)

Monitoring:

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.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

State clear learning goals repeatedly. This is a practice that creates transparency in learning and teaching.

Rationale for

Evidence-based Strategy:

Students should have a clear understanding of what they are learning and what it looks like when they get there.

Action Steps to Implement

Teachers will implement performance scales to help students take ownership of their learning.

Person Responsible

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

Utilize learning targets so that students can self-monitor academic progress.

Person Responsible

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

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

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

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

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

WDE will have two interventionists to support Tier 3 students (targeting subgroups and economically disadvantaged students).

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

Provide substitute teachers for quarterly data meetings.

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

Hire tutors to provide additional Tier 2 support.

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

Utilize the district reading coaches for support and resources.

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

Utilize Achievement Level Descriptors to create learning targets and performance scales for students.

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

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.

Person Responsible Dawn Barone (dawn.barone@walton.k12.fl.us)

Lesson plans are intentionally developed to include higher-level questioning.

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

Schedules will allow for common grade-level planning times to allow teachers to develop higher-level questioning, learning targets, performance scales, and look at student data together.

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

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 or Scholastic
 - o Level 3 students working with Aide on Avid Weekly or Scholastic (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 Edgenuity MyPath
 - o Level 4-5 students in novel study with accompanying accountability

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

Sight word requirement for Kindergarten (60 words)

Person Responsible Amanda Willcox (willcoxa@walton.k12.fl.us)

Use of decodable text in first grade small group.

Person Responsible Landis Collins (collinsl@walton.k12.fl.us)

Incentives will be used to promote the Sunshine State Young Reader Award (SSYRA) books.

Person Responsible Tammy Goodman (goodmant@walton.k12.fl.us)

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 and sending it to Mrs. Paul and/or Mrs. Cosson.

Grades 1-5 will implement Socratic Seminar and/or Philosophical Chairs at least once per quarter and upload facilitator notes and/or pictures to send to Mrs. Paul and/or Mrs. Cosson. Kindergarten will begin implementation in semester 2.

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

Students will be expected to use accountable talk in classroom discussions.

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

K-5 will use text coding strategies to support comprehension (Writing in the margins, highlighting, underlining, color coding, symbols, etc.).

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

Continue using the Education Galaxy program for ONLINE ASSESSMENT, PRACTICE, AND INSTRUCTION FOR STUDENTS.

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

Send teacher and leadership representatives to AVID Summer Institute to help WDE with the shift to a more equitable, student-centered approach.

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

Continue Summer Bridge for students. This program is designed to provide students with opportunities to stay engaged with their learning and with teachers and peers during the summer.

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

Continue Extended School Year for students. Extended school year (ESY) services are special education and related services that are provided by the school district beyond the traditional school year, usually during the summer.

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

Continue to abide by Florida's Class Size Reduction Amendment.

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

#5. Instructional Practice specifically relating to Math**Area of Focus
Description
and
Rationale:**

In 2021-22, we must ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates. Students will be on pace to learn a year's material in a year's time and/or level 1 and 2 students will be on pace to earn a learning gain.

In 2021-22, we will be focusing on student growth rates. By June 2022, 62% of students will be on pace to learn a year's material in a year's time and/or level 1 and 2 students will be on pace to earn a learning gain, as evidenced by the STAR Math Assessment.

**Measurable
Outcome:**

Goal #1 for School

2021-2022, STAR-2: 58% of all students on pace to learn a year's material in a year's time

2021-2022, STAR-3: 60% ""

2021-2022, STAR-4: 62% ""

Goal #2 for School:

2021-2022, STAR-2: 58% of level 1 and 2 students on pace to earn a learning gain

2021-2022, STAR-3: 60% ""

2021-2022, STAR-4: 62% ""

(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-4 of the previous year)

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.

Monitoring:**Person
responsible
for
monitoring
outcome:**

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

**Evidence-
based
Strategy:**

State clear learning goals repeatedly. This is a practice that creates transparency in learning and teaching.

**Rationale for
Evidence-
based
Strategy:**

Students should have a clear understanding of what they are learning and what it looks like when they get there.

Action Steps to Implement

Teachers will implement performance scales to help students take ownership of their learning.

**Person
Responsible**

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

Teachers will use small groups to help differentiate instruction to help close achievement gaps across subgroups.

**Person
Responsible**

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

Teachers will participate in Professional Learning Communities to focus on creating, revising, and implementing performance scales.

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

Utilize learning targets so that students can self-monitor academic progress.

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

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

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

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

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

WDE will have two interventionists to support Tier 3 students (targeting subgroups and economically disadvantaged students).

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

Provide substitute teachers for quarterly data meetings.

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

Hire tutors to provide additional Tier 2 support.

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

Schedules have built in flexible time for math small group.

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

Utilize the district math coach for support and resources.

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

Utilize Achievement Level Descriptors to create learning targets and performance scales for students.

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

Teachers will strategically plan to spiral previously taught skills into their formative assessments.

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

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.

Person Responsible Dawn Barone (dawn.barone@walton.k12.fl.us)

Lesson plans are intentionally developed to include higher-level questioning.

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

Students will utilize Edgenuity MyPath which adapts lessons to provide students with the precise instruction they need to stay on track or get back to grade level as quickly as possible.

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

Grade levels will use common assessments and analyze the assessment data during grade level and PLC meetings to make adjustments and reteach as needed.

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

Grade levels will be analyzing assessments to make sure that they meet the content limits of the Florida Standards.

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

Utilize Sunday/KP Mathematics Math intervention with MTSS students.

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

Continue using the Education Galaxy program for ONLINE ASSESSMENT, PRACTICE, AND INSTRUCTION FOR STUDENTS.

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

#6. Instructional Practice specifically relating to Science**Area of****Focus**

Percentage of students in grades 3-5 are not proficient in science as evidenced by the District Progress Monitoring Assessment and FCAT Science. We need to provide additional attention and support to close this learning gap.

Description and**Rationale:****Goal #1**

Increase proficiency on Science District Progress Monitoring Assessment by June 2022 from 67% to 70% by addressing educational needs through diverse and rigorous instruction and providing opportunities for hands-on learning.

Measurable Outcome:**Goal #2**

Increase proficiency on FCAT Science by June 2022 from 65% to 66% by addressing educational needs through diverse and rigorous instruction and providing opportunities for hands-on learning.

Monitoring:

District Science Assessments will be administered three times throughout the school year. The teachers will use All in Learning to upload results. Results will be reviewed by the math and science team.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Share and Model concepts to explain and then demonstrate how students will do a task, whether a physical or thinking task. Sharing and modeling looks different in each discipline. For some, that may be "thinking out loud" to show students how experts process or it may be doing a physical demonstration.

Rationale for Evidence-based Strategy:

Encouraging students to assess their own learning through activities helps them take responsibility for their learning and balances out the teaching and learning responsibilities.

Action Steps to Implement

Grades K-2 will implement a minimum of one hands-on science activity each quarter.

Person**Responsible**

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

Grades 3-5 will implement a minimum of one hands-on science activity each month September-April.

Person**Responsible**

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

WDE will host a parent training to provide additional science labs utilizing the Emerald Coast Science Center to increase student knowledge in the area of Earth and Space. (pending COVID restrictions)

Person**Responsible**

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

Extended learning activities will be provided digitally through Study Island.

Person**Responsible**

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

Schedules for grades 3-5 will include a time for daily science instruction.

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

#7. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Social emotional learning can help students establish and maintain supportive relationships, and make responsible and caring decisions. We have to build meaningful, productive relationships with every student and every colleague. A teacher team was sent to the Flippen Group “Capturing Kids Hearts” training last year and over the summer. This year, those teachers are guiding us through the processes and teaching us the tools to use to implement this approach.

Measurable Outcome: By June 2022, WDE will increase average daily attendance by 2% from 93% to 95%.

Monitoring: Using the Focus Analytics feature, we will monitor the average daily attendance each quarter.

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

Evidence-based Strategy: Staff and students will implement the Capturing Kids Heart (CKH) process and school wide behavior expectations with fidelity. Capturing Kids Hearts uses research based tools and processes are designed to help schools “create high-achieving centers of learning by strengthening students’ connectedness to others through enhancing healthy bonds with their teachers and their peers”.

Rationale for Evidence-based Strategy: Research has shown that building relationships with students is key to reducing absenteeism and increasing achievement. Capturing Kids Hearts builds a strong foundation for creating a safe learning environment where all student can learn. Social and emotional competencies can be taught, modeled, and practiced and lead to positive student outcomes that are important for success in school and in life.

Action Steps to Implement

Staff and students will practice the components of the Capturing Kids Hearts process (social contract, affirmations, hand signals, four questions, and EXCEL format) while teaching and modeling ARMOR behavior expectations throughout the school.

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

Staff and school leaders (i.e. administration, SRO) will be visible during the morning and afternoon.

Person Responsible Rodney Free (freer@walton.k12.fl.us)

Youth mental health training for all staff.

Person Responsible Rodney Free (freer@walton.k12.fl.us)

Mental health counselor on campus weekly.

Person Responsible Dawn Barone (dawn.barone@walton.k12.fl.us)

#8. Culture & Environment specifically relating to School Safety

Area of Focus Description and Rationale:	A school safety plan ensures staff, teacher, and students are prepared when disaster strikes.
Measurable Outcome:	WDE will conduct ten emergency drills and complete an after action-report for each.
Monitoring:	Proof of drills and action-reports will be submitted to the Walton County Safety Coordinator.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	WDE will adhere to the Walton County School District safety initiative policies. A checklist was provided by the Walton County Safety Coordinator outlining school requirements.
Rationale for Evidence-based Strategy:	While completely avoiding all dangers is impossible, having a school safety plan can help you prepare for and handle these events better.

Action Steps to Implement

School Safety Team (Crisis Prevention) will meet monthly to discuss school safety procedures and practices.

Person Responsible Rodney Free (freer@walton.k12.fl.us)

School Threat Assessment Team will meet monthly to discuss school-related threat concerns.

Person Responsible Rodney Free (freer@walton.k12.fl.us)

Law enforcement is provided real-time access to all school camera systems. School Resource Deputy is on campus during normal school hours.

Person Responsible Rodney Free (freer@walton.k12.fl.us)

Follow procedure and practice to ensure that doors are secure.

Person Responsible Rodney Free (freer@walton.k12.fl.us)

Staff will receive Youth Mental Health training.

Person Responsible Rodney Free (freer@walton.k12.fl.us)

ALICE training will be done at the beginning of the year to train/refresh staff on active response protocol.

Person Responsible Rodney Free (freer@walton.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In the '19 school year, West Defuniak Elementary reported 0.7 incidents per 100 students. When compared to all elementary schools statewide, it falls into the moderate category. This rate is less than the Statewide elementary school rate of 1.0 incidents per 100 students. WDE is ranked #823 out of 1,395 elementary schools statewide. WDE is ranked #4 out of 6 elementary schools in Walton county.

WDE reported 28 in-school suspensions and 15 out-of-school suspensions in the 19-20 school year.

With the use of The Positivity Project and Capturing Kids Hearts, WDE will focus on building relationships to help reduce the number of behavioral issues leading to suspensions. We will progress monitor the number of referrals throughout the year using the Focus Analytics tool.

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.

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.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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.

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

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$6,980.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0061 - West Defuniak Elementary School	Title, I Part A		\$6,980.00
			<i>Notes: Copy paper, printer ink for teacher communication to parents, bulletin board supplies for parent displays, family training night supplies, student communication folders and agendas, and Title I Contact summer days to work on Parent Engagement.</i>			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$4,395.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

			0061 - West Defuniak Elementary School	Title, I Part A		\$2,400.00
<i>Notes: Ron Clark APP (or equivalent)</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$1,995.00
<i>Notes: Positivity Project</i>						
3	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0061 - West Defuniak Elementary School	Title, I Part A		\$500.00
<i>Notes: Gradebooks, plan books, calendars, and agendas.</i>						
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$347,070.40
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0061 - West Defuniak Elementary School	School Improvement Funds		\$3,099.00
<i>Notes: AVID certification</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$1,000.00
<i>Notes: Tutor and Title I Contact Supplies</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$50,000.00
<i>Notes: Teachers will provide before/after-school tutoring opportunities (targeting subgroups and economically disadvantaged students). Also, Title I Tutors will be hired to support Tier II students and enrichment.</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$2,500.00
<i>Notes: Parent Communication folders (AVID initiative)</i>						
			0061 - West Defuniak Elementary School	Title, I Part A		\$290,471.40
<i>Notes: Salaries and benefits (Supplemental Staff)</i>						
5	III.A.	Areas of Focus: Instructional Practice: Math				\$19,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0061 - West Defuniak Elementary School	Title, I Part A		\$19,400.00
<i>Notes: Summer Curriculum Alignment Planning Days (for all subjects)</i>						
6	III.A.	Areas of Focus: Instructional Practice: Science				\$2,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0061 - West Defuniak Elementary School	Title, I Part A		\$2,900.00
<i>Notes: Grasses in Classes</i>						

7	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
8	III.A.	Areas of Focus: Culture & Environment: School Safety	\$0.00
Total:			\$381,245.40