Walton High School

2023-24

Schoolwide Improvement Plan (SIP)

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Walton High School

449 WALTON RD, Defuniak Springs, FL 32433

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Walton High School is that 100% of students will graduate and be eligible to enroll in a Florida college.

Provide the school's vision statement.

We at Walton High School are refocusing our beliefs about student potential by delivering rigorous coursework to all students, maintaining high expectations for all students, and developing the whole child by ensuring all students know they matter.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Burnham, Jennifer	Assistant Principal	
Carnley, Eddie	Teacher, K-12	
Leavins, Brianna	Principal	
McKie, Randi	School Counselor	
Pert, David	Teacher, K-12	
Stephenson, Kelley	Teacher, K-12	School Success Team (formerly School Improvement Team) Chair
Zodrow, Capri	Teacher, Career/ Technical	
King, Tammie	Teacher, K-12	
Carnley, Jennifer	Other	
Wilson, Kala	Teacher, K-12	
Smith, Dennie	Assistant Principal	
West, Kristy	Teacher, K-12	
Davis, Leon	SAC Member	
Gonzales, Christina	SAC Member	
Graham, Dorsel	SAC Member	
Parker, Brandy	SAC Member	
Yovis, Aida	SAC Member	
Reed, Raleigh	Other	
Tellez, Alejandro	Other	
Reed, Mindi	SAC Member	
Soto Yovis, Danica	Other	
Jackson, Javaya	Other	
Parker, Sophia	Other	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Teacher/leaders were invitted via e-mail in June to be involved in the School Success Team. The teacher/leaders, administration, and five students attended Manufacturing Day, Monday, July 26, 2023. Everyone was introduced to the SIP and provided feedback. Those students and their parents were invited to be on the SAC. Stakeholders were also notifed on the Walton High School's Facebook page about the meeting.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Success Team will meet monthly to check-in with all content areas. The team will always circle back to data to see how students are progressing towards goals, especially our identified low achievement areas. The plan will be revised as needed based on most current data.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	34%
2022-23 Economically Disadvantaged (FRL) Rate	67%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	55	63	50	49	63	51	55		
ELA Learning Gains				48			49		
ELA Lowest 25th Percentile				39			39		
Math Achievement*	61	70	38	59	47	38	53		
Math Learning Gains				58			31		
Math Lowest 25th Percentile				31			37		
Science Achievement*	68	85	64	67	65	40	60		
Social Studies Achievement*	78	83	66	76	61	48	70		
Middle School Acceleration					43	44			
Graduation Rate	99	99	89	96	80	61	95		
College and Career Acceleration	78	72	65	85	82	67	82		
ELP Progress	61	58	45	31			75		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	500
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	99

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	639
Total Components for the Federal Index	11
Percent Tested	99
Graduation Rate	96

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	48			
ELL	45			
AMI				
ASN				
BLK	55			
HSP	64			
MUL	56			
PAC				
WHT	79			
FRL	68			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	36	Yes	2	
AMI				
ASN				
BLK	56			
HSP	59			
MUL	29	Yes	1	1
PAC				
WHT	62			
FRL	55			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	55			61			68	78		99	78	61
SWD	29			33			35	64		33	6	
ELL	18			34			55	57			5	61
AMI												
ASN												
BLK	21			37			54	57		61	6	
HSP	39			50			59	79		67	7	58
MUL	50			71			46				3	
PAC												
WHT	64			67			75	82		86	6	
FRL	49			58			60	80		71	7	58

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	49	48	39	59	58	31	67	76		96	85	31
SWD	21	28	28	50	52		26	60		100	38	
ELL	17	37	39	45	57		26					31
AMI												
ASN												
BLK	33	44	29	42	62		53	65		100	75	
HSP	43	45	40	62	65		55	64		94	94	29
MUL	33	25										
PAC												
WHT	52	50	43	62	56	20	72	83		95	86	
FRL	42	45	38	56	54	28	61	72		95	82	32

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	55	49	39	53	31	37	60	70		95	82	75
SWD	30	32	35	45	25	30	38	44		81	46	
ELL	9	38	33	26	31							75
AMI												
ASN												
BLK	32	42	32	21	22	30	29	62		100	71	
HSP	58	52	37	44	29	31	54	65		100	60	73
MUL	58	80		60								
PAC												
WHT	58	48	42	61	32	39	67	77		93	86	
FRL	46	46	36	49	30	35	47	65		94	76	81

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	52%	62%	-10%	50%	2%
09	2023 - Spring	53%	59%	-6%	48%	5%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	75%	-11%	50%	14%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	71%	-7%	48%	16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	80%	-16%	63%	1%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	78%	-1%	63%	14%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our ELL and Multiracial students showed the lowest performance. Our ELL subgroup has scored below 41% for two consecutive years. Our ELL subgroup has the lowest performance in ELA with 0% of these students scoring a Level 3 or higher in 9th grade ELA.

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

The only data component that declined from the prior year was Biology. Our Biology students in 21-22 had a 67% pass rate and in 22-23 had a 66% pass rate. We had an increase in the number of ELL students who took the Biology EOC in 22-23.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap in our data was our 9th grade ELL students on the ELA assessment. We had 0% pass with a level 3 or higher.

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

Looking at the Algebra 1 EOC and U. S. History EOC tests, those two tests showed the most improvement when looking at scores from 2019, 2021, 2022, and 2023. Algebra 1 went from 59% scoring level 3 or above in 2022 to 69% scoring level 3 or above in 2023. U. S. History results have been in the 70% and above range for each year (77%, 70%, 76%, and 78%). Project Red Carpet targeted students taking EOCs and focused the instruction for those students twice a week for an extra hour of instruction each week leading up to the tests.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

We are continuously working to improve attendance in all subgroups.

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

Our highest priorities for school improvement for the 2023-24 school year are 1.) improve subgroup areas in all tested areas (ELL, African-American, and ESE students), and 2.) Break past 56% scoring a level 3 or higher in ELA - the goal is 75%.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 2023-24, we must ensure teachers are prepared to accelerate learning for all students. We will focus on student growth rates. Students in our focus area will be on pace to make a year's worth of growth in a year's time.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Goal 1: 9th and 10th grade ELA
On the 2024 FAST Writing and FAST PM3 for Reading, 62% of ESE students will make learning gains.

Goal 2: 9th and 10th grade ELA
2023-24, 75% of students will demonstrate grade-level proficiency in reading as evidenced by F.A.S.T. Cambium data for PM 3 (Progress Monitoring 3) for the May 2024 administration of the state reading assessment.

Goal 3: 9th and 10th grade ELA
2023-24, 75% of students will demonstrate grade-level proficiency in writing as evidenced by F.A.S.T. Cambium data for the April 2024 administration of the state writing assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The School Success Team (formerly the School Improvement Team) will meet as needed to monitor F.A.S.T. Cambium data with a goal of 60% in January 2024 leading towards a 75% goal by PM 3. Additionally, Intensive Reading teachers will monitor the STAR Reading data that is given during the same time frames of PM 1, PM 2, and PM 3. Individual data chat meetings will follow each STAR Reading administration. English teachers will also conduct data chat and goal setting meetings following PM 1, PM 2, and each administration of the Write Score writing district assessment (September 2023 and February 2024).

Person responsible for monitoring outcome:
Brianna Leavins (leavinsb@walton.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Achievement Level Descriptors (ALDs), PLCs (Professional Learning Communities), common planning with all English teachers, CommonLit360 curriculum with Intensive Reading classes, WICOR strategies, intentional questioning, differentiated instruction, common formative and summative assessments, Writing Revolution strategies, belief that every sentence starts with a capital letter and ends with a punctuation mark, share writing Rubric for all teachers, B.E.S.T. suggested reading list used by grade level, and Write Score.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Using curriculum that creates a challenge for students has proven to be vital in attaining growth. The goal is to provide more rigorous course-work throughout all content areas.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Use BEST suggested reading list.
2. All teachers will utilize ALDs, WICOR strategies, and intentional questioning to increase rigor in courses.
3. Use Write Score resources to target differentiated writing instruction.
4. All elective teachers and elective classes are focused on content-area writing in their PLCs.
5. Lynne Martin, District Literacy Coach, is working with all science and social studies teachers.
6. Intensive Reading teachers will use CommonLit360 lessons to add rigor and teach complex texts.
7. ELA teachers in each grade will create and administer formative and summative assessments and data chat in PLCs about the results.

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

By When:

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 2023-24, we must ensure teachers are focused on accelerating learning for all students. The focus will be on student growth rates. Students in our focus area will be on pace to learn a year's worth of material in a year's time. Additionally, level 1 and level 2 students will be on pace to make a learning gain.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

On the 2024 Algebra 1 and Geometry EOCs, 62% of ESE students will make learning gains, and 70% of Algebra 1 and Geometry students will be a level 3 or higher as evidenced by their EOC scores.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Students' scores will be monitored at the end of each testing period by the School Success Team. Teachers will also monitor data during weekly PLC meetings. Algebra 1A teachers will create common progress monitoring assessments to provide data throughout the school year. Individual data chats meetings will follow each STAR math administration. Weekly principal walkthroughs will be implemented to monitor instruction and provide feedback.

Person responsible for monitoring outcome:
Brianna Leavins (leavinsb@walton.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Big Ideas curriculum, WICOR strategies, Khan Academy / Study Island, EOC formatted questions, common formative assessments, and small group instruction in Foundational Math classes.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Each of the strategies will provide students with extra opportunities to build their math skills. The WICOR strategies will help build critical thinking and collaboration in the classroom. Khan Academy / Study Island will provide computer-based curriculum that will help students improve their math skills. Finally, the EOC formatted questions will help provide opportunities for students to see the types of questions they will face on the EOC assessments.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Math teachers will provide students with standards-based rigorous instruction.
2. Math teachers and ESE support for math will all participate in weekly PLCs.
3. Math teachers will utilize EOC formatted questions to provide students with opportunities to practice

EOC type questions.

4. All teachers will utilize ALDs, WICOR strategies, and intentional questioning to increase rigor in all classes.

5. Students will be placed in small groups through Unique Skills and Foundational Skills classes for Algebra 1B, Algebra 1, and Geometry.

6. Math teachers will provide students with access to Khan Academy / Study Island for additional work assignments as needed.

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

By When:

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Due to our 2022-23 state assessment subgroup data (to include black/African American, English Language Learners (ELLs), and ESE students), All teachers will strengthen communication with parents directly related to our low 25% of students as well as the students in the above mentioned subgroups.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

100% of parents of students in the low 25%, black/African American, English Language Learners (ELLs), and ESE subgroups will participate in a parent/teacher conference once per semester either face-to-face or via telephone.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will keep a contact log of conferences in FOCUS they have had with the parents of their low 25%, black/African American, English Language Learners (ELLs), and ESE students.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

FOCUS, teachers updating grades weekly, Brave Book planners, and ELL parent night.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

FOCUS is the district platform for parents to access their student's attendance and grades. Teachers must update grades weekly to allow parents to stay informed on student progress. The Brave Book planners will keep parents informed about both class, homework, and assessments. Teachers will provide students with a weekly agenda every Monday that they will write in their planner. Every teacher will also use their name stamp to verify it was written in for that week. ELL parent night is planned to specifically invite our parents/guardians of ELLs so they can have access to Spanish speaking teachers and aides.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. ELL parent night is scheduled for August 7, 2023, the day before student orientation.
2. All teachers will update FOCUS grades weekly.
3. All students will use their Brave Book planner to keep up with classes, assessments, and their weekly class agenda.
4. Teachers will receive Professional Development regarding FOCUS and how to log communications.

5. Local DeFuniak Springs community churches, especially for our Hispanic students and families, will be encouraged to collaborate with our administration and help us spread important information to parents/ guardians on a monthly basis.

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

By When:

#4. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on F.A.S.T. and EOC data from the end of the 2022-23 school year, there is a continued need for implementation and use of Achievement Level Descriptors (ALDs) and standards-based data collection. PLCs will be content area driven and will support teacher's use of ALDs, common formative assessments, data collection, and the identification of transferable learning such as the use of WICOR strategies.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will strengthen Tier 1 and 2 differentiation through deeper Q1 (What do we want the students to learn?), Q2 (How do we know when they learned it?), Q3 (What do we do when students do not learn it?), and Q4 (What do we do when students learn it?) discussion during PLCs.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administrators will meet with PLC groups weekly to monitor progress and to ensure participation. PLCs will be considered mandatory. Common formative assessment data will be shared with administration. Attendance and meeting notes will be collected by administration for the purpose of assigning PD points at the end of the school year.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will meet in PLC groups which will focus on Q1, Q2, Q3, and Q4 (see above). Teachers will collaborate to differentiate classroom materials and assessments, create scaffolds to help raise students who need it, and also enrichments for students who can show they have learned the material to the highest level.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teachers will be able to work together to create scaffolds and enrichments for each lesson in order to strengthen Tier 1 and 2 differentiaion. Teachers will gather data from common assessments related to student performance on standards.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Braves Nation will be held every Tuesday and Thursday throughout the school year for the purpose of collective responsibility.

2. Teachers in each grade/content area will create and administer common summative assessments and data chat about the results.

3. Teachers in each content area will have common grading and category weights.

4. One PLC each quarter will be led by an ESE educator and will focus on the ESE subgroup as a data chat.

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

By When:

#5. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Using the health education standards adopted in Rule 6A01.09401, Walton High School will provide instruction to all students in youth mental and emotional health.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

100% of students will be provided the opportunity to engage in five (5) hours of youth mental and emotional health training through Braves Nation and/or BRAG homerooms.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Suite360 will be used as a whole class activity through Braves Nation and/or BRAG homerooms. Suite360 will document completion of lessons (totaling five (5) hours) for each Braves Nation and/or BRAG teacher.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Five (5) hours of Suite360 mental and emotional health training will be provided to all students through Braves Nation and/or BRAG homerooms per Rule 6A01.09401. Capturing Kids Hearts strategies will be utilized in classrooms.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Suite360 is a district and state-approved mental and emotional health curriculum resource. It includes specific practices for building awareness of, modeling , and eliciting social/emotional and mental health competencies and addressing behaviroal issues in language arts, social studies, sports, and advisory settings. Capturing Kids Hearts is a district initiative our site will begin implementing strategies from this school year.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Instruction will be delivered whole group lecture during Braves Nation and/or BRAG homerooms.
2. A school-wide social contract will be created and displayed.
3. Individual classrooms will create, utilize, and display social contacts throughout the school year.

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

By When:

#6. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

100% of students will be on track to meet graduation requirements and make adequate progress toward college and career readiness.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

100% of teachers will meet monthly with their BRAG students to have productive conversations and set goals relating to each student's graduation requierments and college and career readines plan.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Binder organization, grade reflections, job search, career interest inventory, AVID tutorialsm critical thinking tutorials, college speakers, Brave Books, AVID Mentoring Program (AMP).

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

These activities will ensure that students understand their progress in high school in order to plan for their future in terms of career and education and that they are prepared to tackle the rigor in classes and understand the process of college selection and college admission.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teachers will utilize WICOR strategies, data analysis, and incorporate students differentiation activities in order to increase the level of student engagement and critical thinking in each classroom.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Organize BRAG meetings and topics.
2. AVID teachers will organize tutorials in their classes.
3. Guidance will organize college speakers for each AVID grade level.
4. Each student will utilize their Brave Book for organization as well as for a pass when leaving class.

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

By When:

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The School Success Team will review the budget monthly. All funding requests will be approved by the principal. Once approved, the SIP Chair will receive and deliver all supplies purchased with SI funds each year. Follow-up will be done by the SIP Chair at the end of the first semester and at the end of the third nine weeks to check on the use of supplies.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				$1,789.89
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0271 - Walton High School	School Improvement Funds		$1,789.89
			Notes: Pallet of copy paper for teachers to use for instructional purposes.			
2	III.B.	Area of Focus: Instructional Practice: Math				$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other				$3,710.70
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0271 - Walton High School	School Improvement Funds		$3,209.20
			Notes: WHS will purchase one (1) Brave Book, school calendar/planner for each student.			
			0271 - Walton High School	School Improvement Funds		$501.50
			Notes: WHS will purchase Classical Learning Tests for ELL 11/12 graders (testing September 18, 2023) to use as a concordance score for ELA and Algebra 1 tests needed for graduation.			
4	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning				$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Other				$292.41
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0271 - Walton High School	School Improvement Funds		$292.41

		Notes: Markers and chart paper for creating Social Contracts in each class (per Capturing Kids' Hearts training).	
6	**III.B.**	**Area of Focus: Graduation: Graduation**	**$0.00**
		Total:	**$5,793.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No