

Walton County School District

West Defuniak Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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West Defuniak Elementary School

815 LINCOLN AVE, Defuniak Springs, FL 32435

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

School Board Approval

This plan was approved by the Walton County School Board on 9/19/2023.

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.

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, 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
Allen, Hope	Assistant Principal	TSA-Assistant Principal
Paul, Darlene	Principal	Principal
Currid, Jana	Instructional Coach	Interventionist, Title I
Cosson, Tammy	Instructional Coach	Instructional Coach
Thompson, Tyna	Instructional Coach	Title I Contact, Instructional Coach, Interventionist
Daniel, Jessica	School Counselor	School Counselor
Childs, Shelby	Instructional Media	Media Specialist
Reed, Mindi	Teacher, ESE	
Willoughby, Alyssa	Teacher, K-12	
Barfield, Jennifer	Teacher, K-12	
Fuentes, Angela	Teacher, K-12	
Dupske, Karen	Teacher, K-12	
Adkinson, Casi	Teacher, K-12	
Garrett, Olivia	Teacher, K-12	
Willcox, Amanda	Teacher, K-12	
Durgin, Summer	Teacher, K-12	
Adams, Katherine	Teacher, K-12	ESOL Teacher
Lee, Ryan	Paraprofessional	
Rojas, Maria	Paraprofessional	
Collins, Bobby	SAC Member	
Douglass, Karen	SAC Member	
Goodchild, Mike	SAC Member	
Rushing, Tina	SAC Member	
Tidwell, Katelyn	SAC Member	
Lewis, Paul	SAC Member	
Anderson, Alannah	SAC Member	
Paul, Ke'Arra	SAC Member	
Mishler, Courtney	SAC Member	

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.

The School Improvement Team utilizes a School Advisory Council to development the School Improvement Plan. This team consist of school leaders, teachers, school staff, community leaders, and parents. Throughout the school year, the School Advisory Council meets quarterly to gain insight and get input from all stakeholders to insure continuous improvement.

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 Improvement team meets monthly to gain insight and get input from all stakeholders to insure continuous improvement. The team analyzes current data to determine our progress towards our goals and revises the plan as necessary.

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)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	39%
2022-23 Economically Disadvantaged (FRL) Rate	70%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
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: A 2019-20: B

	2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	18	19	14	15	15	15	0	0	0	96
One or more suspensions	6	2	4	7	3	4	0	0	0	26
Course failure in English Language Arts (ELA)	3	9	6	7	0	0	0	0	0	25
Course failure in Math	1	2	4	7	0	0	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	5	15	11	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	3	11	13	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	16	8	16	19	16	3	0	0	0	78

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	9	7	12	5	6	0	0	0	45

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	7	2	5	2	0	0	0	0	23
Students retained two or more times	0	0	0	0	2	1	0	0	0	3

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	6	9	6	13	11	4	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	6	8	3	3	1	0	0	0	0	21
Course failure in Math	3	3	0	2	3	1	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	7	17	12	0	0	0	36
Level 1 on statewide Math assessment	0	0	0	5	13	14	0	0	0	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	4	0	4	6	2	0	0	0	19

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	8	3	7	3	1	0	0	0	28
Students retained two or more times	0	0	1	0	2	1	0	0	0	4

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	6	9	6	13	11	4	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	6	8	3	3	1	0	0	0	0	21
Course failure in Math	3	3	0	2	3	1	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	7	17	12	0	0	0	36
Level 1 on statewide Math assessment	0	0	0	5	13	14	0	0	0	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	4	0	4	6	2	0	0	0	19

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	8	3	7	3	1	0	0	0	28
Students retained two or more times	0	0	1	0	2	1	0	0	0	4

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*	57	61	53	57	63	56	59		
ELA Learning Gains				61			63		
ELA Lowest 25th Percentile				59			61		
Math Achievement*	71	73	59	67	55	50	69		
Math Learning Gains				75			65		
Math Lowest 25th Percentile				75			61		
Science Achievement*	73	72	54	58	69	59	65		
Social Studies Achievement*					70	64			
Middle School Acceleration					59	52			
Graduation Rate					54	50			
College and Career Acceleration						80			
ELP Progress	73	65	59	62			57		

* 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)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	324
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	514
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

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	55			
ELL	53			
AMI				
ASN				
BLK	28	Yes	1	1
HSP	48			
MUL	63			
PAC				
WHT	74			

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%
FRL	58			

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	53			
ELL	55			
AMI				
ASN				
BLK	53			
HSP	54			
MUL	58			
PAC				
WHT	72			
FRL	61			

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	57			71			73					73
SWD	52			60			69				4	
ELL	33			62			42				4	73
AMI												
ASN												
BLK	24			48							3	
HSP	33			69			48				5	71
MUL	65			60							2	

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
PAC												
WHT	69			76			88				4	
FRL	47			65			67				5	72

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	57	61	59	67	75	75	58					62
SWD	32	58	65	45	72	74	25					
ELL	38	57	55	60	70		40					62
AMI												
ASN												
BLK	35	48		50	70		60					
HSP	44	51	41	58	72	63	35					65
MUL	54			62								
PAC												
WHT	67	66	70	74	79	82	66					
FRL	50	57	54	63	71	75	53					61

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	59	63	61	69	65	61	65					57
SWD	27	47	50	35	65	60	28					
ELL	48			58								57
AMI												
ASN												
BLK	33			57								
HSP	48	53		60	53		46					55
MUL	50			58								
PAC												
WHT	66	67	69	74	70	75	70					
FRL	53	61	60	67	64	62	56					56

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
05	2023 - Spring	66%	64%	2%	54%	12%
04	2023 - Spring	69%	64%	5%	58%	11%
03	2023 - Spring	50%	59%	-9%	50%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	60%	72%	-12%	59%	1%
04	2023 - Spring	86%	76%	10%	61%	25%
05	2023 - Spring	84%	72%	12%	55%	29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	73%	67%	6%	51%	22%

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.

For math, 0% of our 2nd grade English language learners (ELL) subgroup were proficient during the 22-23 school year.

For ELA, only 9% of our 3rd grade English language learners (ELL) subgroup were proficient during the 22-23 school year.

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

For ELA, the students with disabilities (SWD) subgroup in Kindergarten declined from 57% to 38% and student with disabilities (SWD) in 1st grade declined from 43% to 35% during the 22-23 school year.

For math, students with disabilities (SWD) in 2nd grade declined from 39% to 25%. As well, English language learners (ELL) in 2nd grade declined from 22% to 0%.

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.

5th grade math was above the state average by 29 points. This was a large positive gap. For this area, we utilized the Interventionist and targeted math during our school wide professional learning communities.

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

In ELA, our 5th grade students with disabilities subgroup increased from 22% proficiency to 79%, which is a 57% increase. In Math, our 5th grade students with disabilities subgroup increased from 9% proficiency to 57%, which is a 48% increase. For these areas, we utilized the Interventionist and targeted math during our school wide professional learning communities.

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

Attendance for our ESE and ELL students are our areas of concern.

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

Our students with disabilities subgroup and our ELL subgroup will be our highest priorities for this school year since those are our two largest subgroups.

Area of Focus

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

#1. 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.

A school safety plan ensures staff, teacher, and students are prepared when disaster strikes.

Measurable Outcome:

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

WDE will conduct emergency drills and complete an after action-report for each. (Including Full ALICE drills, fire drills, and severe weather drills)

Monitoring:

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

Proof of drills and action-reports will be submitted to the Walton County School District Safety Director.

Person responsible for monitoring outcome:

Hope Allen (allenh@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.)

WDE will adhere to the Walton County School District safety initiative policies. A checklist was provided by the Director of Safety and Security of the Walton County School District outlining school requirements.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

While completely avoiding all dangers is impossible, having a school safety plan can help you prepare for and handle these events better.

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.

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

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

By When: Continuous August 2023-June 2024

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

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

By When: Continuous August 2023-June 2024

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

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

By When: Continuous August 2023-June 2024

Follow procedure and practice to ensure that doors are secure.

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

By When: Continuous August 2023-June 2024

Staff will receive Youth Mental Health training.

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

By When: Continuous August 2023-June 2024

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

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

By When: August 9, 2023 @ 7:30am and as needed for new staff

#2. Instructional Practice specifically relating to Professional Learning Communities

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.

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:

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

99% of instructional staff participating in a Professional Learning Community will complete the ePDC follow-up to increase student achievement in ELA.

Monitoring:

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

Each grade level will have a member of the leadership team attend their PLC meetings. The EPDC follow-up component will be completed and approved by the Professional Learning Facilitator by Spring 2024.

Person responsible for monitoring outcome:

Tammy Cosson (cossont@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.)

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 Intervention:

Explain the rationale for selecting this specific 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.

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.

Professional Learning Communities will meet bi-weekly to focus on ELA performance scales, learning targets, and assessments.

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

By When: May 13, 2024

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

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

By When: Continuous August 2023-May 2024

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)

By When: Continuous August 2023-June 2024

Professional Learning Facilitator(s) will assist teachers with temporary teaching certificates or out of field teachers to help them become certified. If necessary, paraprofessionals will also be assisted to meet Title I requirements. (Tammy Cosson and Jana Currid)

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

By When: Continuous August 2023-June 2024

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

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

By When: Continuous August 2023-June 2024

Grade levels will align their grade-level goals to the school improvement goals. Teachers will also align their classroom and student goals to those included in the school improvement plan.

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

By When: Continuous August 2023-June 2024

#3. 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 2023-2024, we must ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates and proficiency.

Measurable Outcome:

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

By June 2024, 65% of students will be proficient, as evidenced by STAR Reading Assessment (K-2) and FAST (3-5) by targeting Students with Disabilities and English Language Learners, which are our two largest subgroups.

Monitoring:

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

Renaissance STAR Reading Assessment data and FAST data will be collected and reviewed three times during the year. Data meetings will be held after each assessment to monitor progress and to group and regroup 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 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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

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

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

By When: Continuous August 2023-June 2024

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

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

By When: Continuous August 2023-June 2024

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)

By When: Continuous August 2023-June 2024

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

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

By When: Continuous September 2023-May 2024

Provide substitute teachers for quarterly data meetings.

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

By When: Continuous August 2023-June 2024

If qualified applicants are located, hire tutors to provide additional Tier 2 Support.

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

By When: Continuous August 2023-June 2024

If qualified applicants are located, hire interventionist to support Tier 3 students (targeting subgroups and economically disadvantaged students).

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

By When: Continuous August 2023-June 2024

Utilize the district reading coaches for support and resources.

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

By When: Continuous August 2023-June 2024

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

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

By When: Continuous August 2023-June 2024

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: Jessica Daniel (danielj@walton.k12.fl.us)

By When: Continuous August 2023-June 2024

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

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

By When: Continuous August 2023-June 2024

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)

By When: Continuous August 2023-June 2024

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

- o Level 3 students working with Aide (direct instruction as modeled by teacher)

o Level 4-5 students participating on enrichment, 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 Lexia

o Level 4-5 students on enrichment activities with accompanying accountability

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

By When: Continuous August 2023-June 2024

Sight word requirement for Kindergarten (60 words)

Person Responsible: Alyssa Willoughby (alyssa.willoughby@walton.k12.fl.us)

By When: Continuous August 2023-June 2024

Use of decodable text in first grade small group.

Person Responsible: Summer Durgin (summer.durgin@walton.k12.fl.us)

By When: Continuous August 2023-June 2024

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

Person Responsible: Shelby Childs (childss@walton.k12.fl.us)

By When: Continuous August 2023-June 2024

Teachers will implement AVID strategies:

- *WICOR Wednesday (WICOR strategy in ELA each Wednesday- documented in lesson plans)

- *Note-taking (2 and 3 column notes)

- *accountable talk/academic language

- *text coding alignment

- *take-home folders/AVID Binders and/or student agendas

- AVID Assessments (3 times per year) will continue to focus on organization

Teachers will upload 1 example (photo and/or student evidence) per quarter of an AVID strategy that they use in their classroom each 9 weeks to the shared drive (Example: Socratic, Philosophical Chairs, WICOR strategy, etc.) Kindergarten will begin implementation in semester 2.

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

By When: Continuous August 2023-June 2024

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

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

By When: Continuous August 2023-June 2024

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

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

By When: Continuous August 2023-June 2024

Send teacher and leadership representatives throughout all grade levels 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)

By When: June 2024

Teachers will participate in Professional Learning Communities to focus on creating, revising, and implementing performance scales, aligning benchmarks with assessments, and analyzing student data.

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

By When: Continuous August 2023-June 2024

If approved, continue using the Education Galaxy (new name- Progress Learning) program for ONLINE ASSESSMENT, PRACTICE, AND INSTRUCTION FOR STUDENTS.

Person Responsible: Jana Currid (curridjana@walton.k12.fl.us)

By When: Continuous August 2023-June 2024

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)

By When: June 2024

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)

By When: June 2024

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

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

By When: Continuous August 2023-June 2024

#4. 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 2023-2024, we must ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates and proficiency.

Measurable Outcome:

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

In 2023-24, we will be focusing on student growth rates and proficiency. By June 2024, 78% of students will be proficient, as evidenced by the STAR Math Assessment (K-2) and FAST (3-5).

Monitoring:

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

Renaissance STAR Math Assessment data and FAST data will be collected and reviewed three times during the year. Data meetings will be held after each assessment to monitor progress and to group and regroup 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 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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

Grade levels will use common assessments and analyze the assessment data during grade level meetings to make adjustments and reteach as needed. This will be a continuation of the previous years PLC goals. While these planning sessions will not be formal professional learning communities, they will be more structured planning sessions to ensure that we do not take our focus completely away from math.

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

By When: Continuous August 2023-June 2024

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

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

By When: Continuous August 2023-June 2024

Teachers will use small groups to help differentiate instruction to help close achievement gaps across subgroups, specifically ELL and SWD.

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

By When: Continuous August 2023-June 2024

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

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

By When: Continuous August 2023-June 2024

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)

By When: Continuous August 2023-June 2024

Lesson plans are developed with full team collaboration and shared with interventionist to support targeted subgroups (students with disabilities and English language learners).

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

By When: Continuous August 2023-June 2024

Teachers will provide before/after-school tutoring opportunities (targeting subgroups, specifically SWD, ELL, and ED)

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

By When: Continuous August 2023-June 2024

If qualified applicants can be located, WDE will have one to two interventionists to support Tier 3 students (targeting subgroups, specifically SWD, ELL, and ED)

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

By When: Continuous August 2023-June 2024

Provide substitute teachers for data meetings at least three times throughout the year.

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

By When: Continuous August 2023-May2024

If qualified applicants can be located, hire tutors to provide additional Tier 2 support.

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

By When: Continuous August 2023-June 2024

Schedules have built in flexible time for math small group.

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

By When: Continuous August 2023-June 2024

Utilize the district math coach for support and resources.

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

By When: Continuous August 2023-June 2024

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

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

By When: Continuous August 2023-June 2024

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

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

By When: Continuous August 2023-June 2024

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: Jessica Daniel (danielj@walton.k12.fl.us)

By When: Continuous August 2023-June 2024

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

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

By When: Continuous August 2023-June 2024

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

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

By When: Continuous August 2023-June 2024

Utilize Sonday/KP Mathematics Math intervention with MTSS students.

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

By When: Continuous August 2023-June 2024

If approved, continue using the Education Galaxy (new name- Progress Learning) program for ONLINE ASSESSMENT, PRACTICE, AND INSTRUCTION FOR STUDENTS.

Person Responsible: Jana Currid (curridjana@walton.k12.fl.us)

By When: Continuous August 2023-June 2024

#5. Instructional Practice specifically relating to Science**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.

73% percent of students in grade 5 are proficient in science as evidenced by the FCAT Science.

Measurable Outcome:

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

Increase proficiency on Science FCAT by June 2024 from 73% to 75% by addressing educational needs through diverse and rigorous instruction and providing opportunities for hands-on learning.

Monitoring:

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

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. Grades 3-5 will be expected to set classroom goals of 75% proficiency, as evidenced by these district PRMN assessments.

Person responsible for monitoring outcome:

Tammy Cosson (cossont@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.)

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 Intervention:

Explain the rationale for selecting this specific 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.

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.

Grades K-2 will implement a minimum of one hands-on science activity each quarter and upload picture/student artifact on the shared drive as evidence.

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

By When: Continuous August 2023-May 2024

Grades 3-5 will implement a minimum of one hands-on science activity each month September-April and upload picture/student artifact on the shared drive as evidence. .

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

By When: Continuous August 2023-May 2024

WDE will host a parent training to provide additional science labs. If approved, possibly utilizing the Emerald Coast Science Center to increase student knowledge in the area of Earth and Space. (pending curriculum approval)

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

By When: Continuous August 2023-May 2024

Extended learning activities will be provided digitally through Study Island.

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

By When: Continuous August 2023-May 2024

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

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

By When: Continuous August 2023-May 2024

#6. 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.

The 2022-2023 group of 3rd grade students had the highest number of referrals when broken down by grade level. These students will be in 4th grade for the 2023-2024 school year.

Measurable Outcome:

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

By June 2024, we will reduce the number of referrals for this group of students from 16 (that they had in 3rd grade) to 12 while they are in 4th grade, a 25% decrease.

Monitoring:

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

We will use the Focus Analytics feature to progress monitor the number of student referrals in 4th grade.

Person responsible for monitoring outcome:

Hope Allen (allenh@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.)

This year we will continue to focus on building positive relationships.

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 recognized on the morning show.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

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.

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

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

By When: Continuous August 2023-May 2024

Continue implementation of monthly character trait words to build positive relationships through recognition of character strengths in self and others, and increase attendance. These will be shared on the morning show.

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

By When: Continuous August 2023-May 2024

Guidance Counselors participate in monthly meetings regarding mental health.

Person Responsible: Jessica Daniel (danielj@walton.k12.fl.us)

By When: Continuous August 2023-June 2024

Provide access to onsite Mental Health Counselor.

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

By When: Continuous August 2023-May 2024

Youth mental health training for teachers.

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

By When: Continuous August 2023-May 2024

Continue WDE Tribe for students with three (3) referrals to focus on character education.

Person Responsible: Jessica Daniel (danielj@walton.k12.fl.us)

By When: Continuous August 2023-May 2024

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

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

By When: Continuous August 2023-May 2024

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

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

By When: Continuous August 2023-May 2024

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

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

By When: Continuous August 2023-May 2024

#7. 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.

Research shows that effective family engagement is critical to student achievement.

Measurable Outcome:

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

Increase average parent survey response from 74% in 2022-2023 to 75% in 2023-2024.

Monitoring:

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

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:

Tyna Thompson (tyna.thompson@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.)

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 Intervention:

Explain the rationale for selecting this specific 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, and School Improvement Team meetings.

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.

Provide after school academic events for parents (Math/Science Night, Literacy Night, etc.) to provide parents with materials and training to help parents/families work with their child to improve their child's academic achievement.

Person Responsible: Tyna Thompson (tyna.thompson@walton.k12.fl.us)

By When: Continuous August 2023-May 2024

Continue "Donuts with Grown Ups"

Person Responsible: Jordan Campbell (jordan.campbell@walton.k12.fl.us)

By When: Continuous August 2023-May 2024

Provide Substitute Teachers for Parent/Teacher Conferences (minimum 1 face to face conference per year) to help accommodate parent schedules.

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

By When: Continuous August 2023-May 2024

Teachers will make contact (phone call, email, remind message, face to face conference, etc.) with parents at least 1 time per student each quarter. This will be documented using the Parent Contact Log.

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

By When: Continuous August 2023-May 2024

Distribute parent surveys

Person Responsible: Tyna Thompson (tyna.thompson@walton.k12.fl.us)

By When: Continuous August 2023-May 2024

Continue monthly school newsletters with important dates and information. (Including assessment information)

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

By When: Continuous August 2023-May 2024

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

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

By When: Continuous August 2023-May 2024

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

Person Responsible: Tyna Thompson (tyna.thompson@walton.k12.fl.us)

By When: Continuous August 2023-May 2024

Teachers will continue to have parent conferences throughout the year.
Teachers will use the Family-Teacher-Student compact to help guide their conferences.

Person Responsible: Tyna Thompson (tyna.thompson@walton.k12.fl.us)

By When: Continuous August 2023-May 2024

Open House will serve as an opportunity to have the Annual Title I Parent training where families will receive information regarding Title I which will help to inform parents about the school's Title I program and the nature of the Title I program.

Person Responsible: Jana Currid (curridjana@walton.k12.fl.us)

By When: September 2023

The guidance counselor will work with local Pre-K programs to coordinate transition programs for students entering the regular public school program. (School visits, school tours, informational brochures, Kindergarten parent meetings, Kindergarten early registration information nights)

Person Responsible: Jessica Daniel (danielj@walton.k12.fl.us)

By When: May 2024

Information will be provided to parents concerning beneficial services and resources, such as the Food for Thought program, to assist during difficult economic times.

Person Responsible: Jessica Daniel (danielj@walton.k12.fl.us)

By When: Continuous August 2023-May 2024

Continue "Parent Pointers" in the weekly memos to serve as staff training for teachers to promote a family-friendly school.

Person Responsible: Tyna Thompson (tyna.thompson@walton.k12.fl.us)

By When: Continuous August 2023-May 2024

Continue utilizing electronic communication platforms such as the school website, school Facebook page, classroom/grade-level Facebook pages, Remind app, and PikMyKid app to share information with families.

Person Responsible: Shelby Childs (childss@walton.k12.fl.us)

By When: Continuous August 2023-May 2024

Continue to support families with limited English proficiency by providing information in Spanish and English when possible and intentionally having a bilingual aide present at school events.

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

By When: Continuous August 2023-May 2024

#8. 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.

Building a strong, supportive school culture 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. WDE received training from the Flippen Group "Capturing Kids Hearts" in June of 2023. This year, we are implementing many of the processes and tools that the teachers learned during this time.

Measurable Outcome:

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

By June 2024, WDE will increase average daily attendance by 2% from 94% to 96%.

Monitoring:

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

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

Person responsible for monitoring outcome:

Hope Allen (allenh@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.)

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 Intervention:

Explain the rationale for selecting this specific 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.

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.

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)

By When: Continuous August 2023-May 2024

Teachers will build a Social Contract from Capturing Kids' Hearts and revisit this contact a minimum of one time each quarter. Teachers will upload pictures of their social contract to the shared drive by September 1, 2023.

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

By When: Continuous August 2023-May 2024

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

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

By When: Continuous August 2023-May 2024

Youth mental health training for all staff.

Person Responsible: Jessica Daniel (danielj@walton.k12.fl.us)

By When: Continuous August 2023-May 2024

School Spirit days on Fridays (WDE socks, AR shirts, staff hats, etc.)

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

By When: Continuous August 2023-May 2024

Mental health counselor on campus weekly.

Person Responsible: Jessica Daniel (danielj@walton.k12.fl.us)

By When: Continuous August 2023-May 2024

We will utilize Capturing Kids Hearts to teach character education through the monthly themed lessons provided in the CKH online resources. These monthly character education lessons will be delivered through morning announcements, social media posts, and communications with parents and staff members. Monthly Themes will include: Empathy, Responsibility, Courage, Self-Direct, Respect, Perseverance, Teamwork, Kindness, and Integrity.

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

By When: Continuous August 2023-May 2024

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

51% of third grade students in 2022-2023 school year scored below level 3 on the 2023 statewide, standardized ELA assessment.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

By June 2024, at least 51% of third grade students will be proficient, as evidenced by the FAST statewide ELA assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teachers and admin will use FAST PM1 and PM2 data to progress monitor and ensure students are on track to pass the statewide, standardized grade 3 assessment.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Paul, Darlene, pauld@walton.k12.fl.us

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The Multi-tiered System of Support (MTSS) Problem Solving Process will be used to plan appropriate targeted interventions for students’ specific needs and progress monitor students’ performance.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The Multi-Tiered System of Supports (MTSS) is a framework that helps educators identify students’ academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their needs. MTSS also allows the team to gather accurate and reliable data and use the data to make meaningful instructional changes for students.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Tier 1: Small group on-grade level ELA instruction (30 min) <ul style="list-style-type: none"> • Plan A (Instructional Aide present) <ul style="list-style-type: none"> 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 o Level 3 students working with Aide (direct instruction as modeled by teacher) o Level 4-5 students participating on enrichment, reading independently in close proximity to teacher/aide with clear understanding of task in mind (students can communicate task) • Plan B (aide not present) <ul style="list-style-type: none"> o Level 1-2 students working with teacher o Level 3 students on Lexia o Level 4-5 students on enrichment activities with accompanying accountability 	Paul, Darlene, pauld@walton.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The School Improvement summaries (English and Spanish copies) are shared with every student at the beginning of each school year (backpacked). In addition, completed printed copies of the School Improvement Plan are available by request in the front office. We also share links to the school website where the School Improvement Plan can be accessed. In addition to all of these methods of dissemination, the School Improvement Plan is available at every School Improvement meeting and School Advisory Council meeting where stakeholders are welcomed to attend. Also, community partners, such as Chelco and the local Health Department, have also allowed us to place copies of our School Improvement plan in their lobby/break room.

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

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Communication is key to building relationships with parents, families, and other community stakeholders. Teachers will communicate with parents through face to face conferences, emails, and phone calls. During these meetings, the student's progress towards their goals will be discussed as well as the

school's mission towards student success. AVID folders/planners are also sent home daily to communicate academic content being taught and student behavior for the day. Academic nights (ELA night and Math/Science Night) as well as social events (Donuts with Grownups, Fall Festival, and Book Fair) are scheduled throughout the year to build positive relationships and to support the students and parents as they make progress towards their goals.

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

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Our ESE teachers and Interventionist are pushed into the classroom to work with students. This prevents the loss of instruction time when students are pulled out. These teachers are also located within close proximity to the classroom to again cut out loss of instruction time. Our school has a Plan A and Plan B in place for small group instruction to maximize instruction time. Plan A lists strategies and curriculum to be used when all ESE teachers, Interventionist, and Instructional Aides are available. Plan B lists strategies and curriculum to use in the absence of any of the teachers listed above to maximize instruction time and make sure learning time is not lost. Grade level schedules allow for common grade-level planning times to allow teachers to develop higher-level questioning, learning targets, performance scales, and analyze student data together. Our school also has plans for after school tutoring for Reading and/or Math to help close the academic gaps or provide enrichment, pending funding.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our school partners with local communities programs such as, Food for Thought, United Way (No Hungry Child), Kiwanis, Health Department, Head Start, and the Emerald Coast Technical Center. These programs provide multiple opportunities for all students to gain leadership skills, exercise their talents, and provide the needed resources to maximize their learning.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The guidance counselor at WDE works with students, parents, administration, teachers, and the district mental health counselor to address counseling needs. District mental health referrals are written based on student needs. The guidance counselor meets with the district mental health counselor on a weekly basis to ensure that the school is providing social support to students receiving mental health services. The guidance counselor also conducts daily check-ins with students to provide social, academic, behavior, and attendance support. During parent meetings, the guidance counselor links families to community resources for needed support. The guidance counselor also works with administration at Walton High School to provide high school mentoring for kindergarten. During the first semester of school, high schoolers travel to WDE twice a week to read books to kindergarten students. The guidance counselor works throughout the months of June and July to prepare and schedule these activities. "Capturing Kids Hearts" and the Ron Clark House System is being implemented school-wide at WDE.

This promotes a positive environment that focuses on social-emotional well-being, building character, and creating positive relationships with students and staff.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students at WDE are provided the materials and strategies to prepare for postsecondary opportunities and the workforce. These materials include AVID (Advancement Via Individual Determination) binders to teach and support the need for organization. Teachers also use strategies learned at AVID Summer Institute on a daily basis to create a classroom environment that supports academic language, accountable talk, and college/career readiness.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

WDE implements a multi-tiered system of supports (MTSS) for students needing interventions in behavior, academics, attendance, and social support. The MTSS team consists of important stakeholders that include administrators, teachers, parents, guidance counselor, school psychologist, MTSS District Liaison, Mental Health Counselor, and the Behavior Specialist. This team works together to identify the learning needs of students who are struggling with academics or behavior and may be at-risk of school failure. They also provide students with the academic, behavioral, and social support needed to succeed in school by implementing various strategies and interventions within the classroom. These interventions are completed with fidelity and progress monitored weekly and bi-weekly. Meetings are conducted every 6-8 weeks to observe student response and plan for student needs based on MTSS data. The guidance counselor works throughout the months of June and July to prepare and schedule these activities.

"Capturing Kids Hearts" and the Ron Clark House System is being implemented school-wide at WDE. This promotes a positive environment that focuses on social-emotional well-being, building character, and creating positive relationships with students and staff, which will serve as a early intervening service.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning at West DeFuniak Elementary is intentional and ongoing. We often use a "train the trainer" method of professional learning. When our teachers attend trainings, they are expected to come back and share their new learning with the faculty. We follow district guidelines and initiatives for all of our professional learning. We begin the year with PL at our district EPIC day with content and choice break out sessions. We continue PL the next day at our first faculty meeting of the school year. During pre-planning district literacy coaches provide onboarding for new teachers as well as PL for all teachers on new/changes in curriculum for both whole group and small group instruction. We will provide a time of PL for all new teachers and teachers new to our school. Over the summer, WDE teachers attended AVID Summer Institute for student engagement, critical thinking, and college and career readiness, Capturing Kids' Hearts for relationship building and positive school culture, district led and school based CAP (Curriculum Alignment Planning) for math, ELA, and science. We implemented an AVID Teacher Tuesday last year (one Tuesday a month) for sharing AVID collaboration strategies. We will continue with AVID Teacher Tuesdays during the 23-24 school year. We have a New Teacher Mentor program and provide monthly meetings for our new teachers for professional learning. We provide each new teacher with an experienced school mentor, as well as, with a grade level mentor. We invite our paraprofessionals to all professional learning opportunities.

West DeFuniak Elementary conducts data meetings for each individual grade level after each Progress Monitoring period of testing to look at grade level and individual teacher & student data to determine strengths, weaknesses, and trends that we see. Teachers also analyze student data (both formative and summative) in bi-monthly PLC (Professional Learning Community) meetings by grade levels. ESE teachers join the PLC for the grade level they serve. Special Area teachers attend a district wide PLC specific to their content focus.

The instructional coach works throughout the months of June and July to prepare and schedule these activities.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

During Spring Kindergarten Registration, the guidance counselor contacts area preschool programs to invite students on a field trip to WDE. The counselor coordinates this field trip with local preschools to ensure that incoming kindergarteners feel welcome at their new school. Students receive a tour of the school, visit kindergarten classes, enjoy a book reading in the library, and receive a snack in the cafeteria with current kindergarten students. Students also get to meet office staff and administration and receive goody bags upon departure. WDE also holds a Kindergarten orientation for parents only. During this meeting, teachers give parents the needed information to help make the successful transition to Kindergarten. Parents and students are then invited back at a different time to provide information to students and allow the students to tour the classroom. The guidance counselor works throughout the months of June and July to prepare and schedule these activities.

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: Positive Culture and Environment: Other				\$0.00
2	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities				\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA				\$8,172.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	AVID Certification Fee		0061 - West Defuniak Elementary School	School Improvement Funds		\$3,349.00
	AVID Summer Institute		0061 - West Defuniak Elementary School	School Improvement Funds		\$4,823.00
			<i>Notes: Sending teachers/staff to AVID 2024 Summer Institute</i>			
4	III.B.	Area of Focus: Instructional Practice: Math				\$0.00
5	III.B.	Area of Focus: Instructional Practice: Science				\$0.00
6	III.B.	Area of Focus: Positive Culture and Environment: Other				\$0.00

7	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
8	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$8,172.00

Budget Approval

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

No