

Walton County School District

# Walton Initiative For Success In Education



## 2019-20 Schoolwide Improvement Plan

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## Walton Initiative For Success In Education (Wise)

555 WALTON RD, Defuniak Springs, FL 32433

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

### Demographics

**Principal: Jonathan D'avignon**

Start Date for this Principal: 6/13/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students White Students
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>ESSA Status</b>	CS&I

### School Board Approval

This plan was approved by the Walton County School Board on 8/20/2019.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## **Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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555 WALTON RD, Defuniak Springs, FL 32433

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

## School Demographics

**School Type and Grades Served**  
(per MSID File)

Combination School  
PK-12

**2018-19 Title I School**

No

**2018-19 Economically Disadvantaged (FRL) Rate**  
(as reported on Survey 3)

%

**Primary Service Type**  
(per MSID File)

Alternative Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

%

## School Grades History

**Year  
Grade**

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## SIP Authority

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

The Walton Initiative for Success in Education (WISE) center is a collaborative environment built on differing programs, with a range of grades from Pre-K to 12th grade, with one goal: every student, every day. Our learning leaders are dedicated to re-energizing students. Energy through intensive classes, innovative teaching methods, and individualized data communication. Our mission is to create an environment for which any student can rediscover and uncover engaging, relevant and sustainable learning.

#### Provide the school's vision statement

The WISE center is built on a student first belief. Student first is reaching each student's academic, emotional and social needs. Positive relationships, positive reinforcement and attention to detail bolster our beliefs. Student emotional needs are valued through a deep sense of community within the school and a belongingness which fosters low stress and increased engagement. Our social atmosphere is predicated on an understanding that we are apart, not a part, of the school.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Varnum, Amanda	Guidance Counselor	guidance counselor for ALC and Magnet program, testing, Title I contact, point of contact for volunteers, Edgenuity, STAR data liaison
Casey, Jennifer	Teacher, PreK	MELD classroom teacher
D'Avignon, Jonathan	Principal	administrator WISE center
Schiller, Andrea	Teacher, K-12	Mentor teacher, ESE teacher, Math teacher

### Early Warning Systems

#### Current Year

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

**Date this data was collected or last updated**

Monday 7/22/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	1	0	0	1	3
One or more suspensions	0	0	0	0	0	1	4	8	8	4	3	3	1	32
Course failure in ELA or Math	0	0	0	0	0	0	1	1	0	3	1	2	0	8
Level 1 on statewide assessment	0	0	0	0	0	1	3	6	10	7	4	4	2	37

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	1	4	7	6	5	3	2	2	30

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	70%	61%	0%	70%	60%
ELA Learning Gains	0%	60%	59%	0%	59%	57%
ELA Lowest 25th Percentile	0%	53%	54%	0%	51%	52%
Math Achievement	0%	74%	62%	0%	74%	61%
Math Learning Gains	0%	65%	59%	0%	63%	58%
Math Lowest 25th Percentile	0%	59%	52%	0%	59%	52%
Science Achievement	0%	70%	56%	0%	73%	57%
Social Studies Achievement	0%	85%	78%	0%	83%	77%

EWS Indicators as Input Earlier in the Survey														
Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 (0)
One or more suspensions	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 (0)
Course failure in ELA or Math	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 (0)
Level 1 on statewide assessment	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 (0)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018	0%	64%	-64%	56%	-56%
Cohort Comparison		0%				
05	2019	0%	64%	-64%	56%	-56%
	2018	0%	60%	-60%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	55%	-55%	54%	-54%
	2018	0%	62%	-62%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	40%	64%	-24%	52%	-12%
	2018	9%	57%	-48%	51%	-42%
Same Grade Comparison		31%				
Cohort Comparison		40%				
08	2019	14%	60%	-46%	56%	-42%
	2018	0%	62%	-62%	58%	-58%
Same Grade Comparison		14%				
Cohort Comparison		5%				
09	2019	31%	64%	-33%	55%	-24%
	2018	23%	56%	-33%	53%	-30%
Same Grade Comparison		8%				
Cohort Comparison		31%				
10	2019	30%	59%	-29%	53%	-23%
	2018	9%	58%	-49%	53%	-44%
Same Grade Comparison		21%				
Cohort Comparison		7%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018	0%	66%	-66%	62%	-62%

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
Cohort Comparison		0%				
05	2019	0%	55%	-55%	60%	-60%
	2018	0%	58%	-58%	61%	-61%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	60%	-60%	55%	-55%
	2018	0%	63%	-63%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	62%	-62%	54%	-54%
	2018	20%	55%	-35%	54%	-34%
Same Grade Comparison		-20%				
Cohort Comparison		0%				
08	2019	27%	63%	-36%	46%	-19%
	2018	0%	62%	-62%	45%	-45%
Same Grade Comparison		27%				
Cohort Comparison		7%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	0%	61%	-61%	53%	-53%
	2018	0%	63%	-63%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	23%	58%	-35%	48%	-25%
	2018	0%	62%	-62%	50%	-50%
Same Grade Comparison		23%				
Cohort Comparison		23%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	25%	79%	-54%	67%	-42%
2018	15%	73%	-58%	65%	-50%
Compare		10%			
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	50%	82%	-32%	71%	-21%
2018	31%	79%	-48%	71%	-40%
Compare		19%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	77%	-77%	70%	-70%
2018	25%	75%	-50%	68%	-43%
Compare		-25%			
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	72%	-72%	61%	-61%
2018	27%	80%	-53%	62%	-35%
Compare		-27%			
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	38%	72%	-34%	57%	-19%
2018	0%	70%	-70%	56%	-56%
Compare		38%			

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	23
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	113
Total Components for the Federal Index	5
Percent Tested	97%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	0
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	23
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

FLDOE federal percent point index by subgroup showed lowest performance of students with disabilities. Factors contributing to the year's low performance are two fold. First, Walton Initiative for Success in Education (WISE) is a new program. 2018-2019 was the second year of the new Magnet program. As a new program best practices by teachers are evolving. Second, while instructional practice is sound, an emphasis on rigorous curriculum and grade level standards being taught in the classrooms is less than optimal. Trends of both factors have been observed throughout the subject areas. (Note: no data for subgroups 2017-2018 - White, SWD, SES)

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

Students with disabilities remained constant, yet at zero percent gains in ELA, this competent is still the greatest decline. Factors for this decline include consistent standard based instructional practices in the classroom and use of higher order thinking questions during instruction. (Note: no data for subgroups 2017-2018 - White, SWD, SES)

#### **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**

Students with disabilities had the greatest gap when compared to the state average. Factors for this decline include consistent standard based instructional practices in the classroom and use of higher order thinking questions during instruction. (Note: no data for subgroups 2017-2018 - White, SWD, SES)

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

Areas of greatest improvement was ELA learning gains for students with disabilities. Factors that contributed to this improvement were the introduction and consistent use of decoding skill teaching for students, specifically use of the Lexonix program. (Note: no data for subgroups 2017-2018 - White, SWD, SES)

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

One potential area of concern is level 1 assessment performance in the 8th grade (10 students scoring level 1).

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

1. SWD students learning gains ELA
2. SWD students learning gains in Math
3. White students learning gains in ELA
4. White students learning gains in Math
5. SES students learning gains in ELA

**Part III: Planning for Improvement**

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	Reading Goal - The school will narrow the achievement gaps in the area of ELA as compared to district and state averages, of comparable schools.
<b>Rationale</b>	33% of students demonstrated learning gains, compared to the state average of 59% and the district average 60%. The rationale for the reading goal is based on closing this achievement gap. Of greatest need are ESSA subgroups, based on ELA proficiency will increase by 3% for whites (from 23% to 26%), economically disadvantaged students (from 19% to 22%), and Students with disabilities (from 0% to 3%).
<b>State the measureable outcome the school plans to achieve</b>	Increase student learning gains in the area of ELA, thereby narrowing the achievement gap between the school, district and state. Increase of 3% learning gains for the 2019-2020 school year will decrease the gap from 26% to 23% as compared to the state and from 27% to 24% as compared to the district average. Specific, to ESSA subgroups, ELA proficiency will increase by 3% for whites (from 23% to 26%), economically disadvantaged students (from 19% to 22%), and Students with disabilities (from 0% to 3%).
<b>Person responsible for monitoring outcome</b>	Jonathan D'Avignon (davignonj@walton.k12.fl.us)
<b>Evidence-based Strategy</b>	Create a school wide focus on the use of rigorous text across the curriculum. Rigorous text is defined as on or above grade level standards for all subject areas. Within the rigorous text the following frameworks will be met: Decoding, Oral reading fluency, reading comprehension (strategies, written language including vocabulary, sentence combining, cohesion, text structure), Writing. This narrow focus will be imbedded within the Project Based Learning (PBL) instructional model. Rigorous text within (PBL) instruction will directly support the school's measureable outcomes. Support for this evidence-based strategy will be: Professional Learning Communities, District reading coaching support, collaborative teacher networks through professional learning workshops, Reading endorsement, Title I- supplemental rigorous text for students K-12, Title I - Project Based Learning reading and writing materials for students K-12, and Title I - supplemental instructional supports and materials for higher order thinking questions, Title I - supplemental training supports for ELA teachers.
<b>Rationale for Evidence-based Strategy</b>	(PBL) has shown proven success in the following areas: student engagement, scaffolding of instruction, culturally equitable lessons, relevant instructional practices and increases in parent participation through (PBL) student of exhibition learning nights. Evidence of this success is illustrated in student survey data, teacher survey data and parent night participation and feedback. Incorporating rigorous text and use of higher order thinking questions has been inconsistent. Evidence of this inconsistency is indicated through site level SWOT analysis and district VIEW recommendations. Administration has incorporated a leveled approach to (PBL) with staff. Building upon (PBL) rubrics for student mastery of learning and performance indicators is the sequential step of increasing rigor of text. In effect, teachers have incorporated best practices for engagement, relevancy and culturally equity; now the inclusion of rigorous text will add to student learning gains.



## Action Step

## 1. Pre-planning vision and goal - Text over Test

Administration will establish a vision for success by creating a framework of supports for teachers and reading across the curriculum via utilization of rigorous text. Measurements of use will be teacher supported through peer review of (PBL) lesson plans and STAR data. Goal of all students reading above grade level is established by way of BHAG!

## 2. Pathway to success - weekly teacher support meetings

Weekly data meeting will be incorporated to establish trends and incorporating needed interventions specific to subgroups. Best practices from across subjects and disciplines will be shared and evaluated based on the inclusion of rigorous text and higher order thinking questions. Formative measured used by administration will be review of (PBL) lesson plans, classroom walkthroughs, specific and timely feedback, micro-teaching video self-evaluations and student feedback on (PBL) processes and procedures on their learning

**Description**

## 3. Teacher support - administrative, resources, progress review, and templates for use

Pathways to achieve the vision of school based implementation of rigorous text will involve consistent review of student data; through: STAR, Acheive3000, Teenengagement, and Lexonix.

## 4. Review of formative assessment data - STAR

Utilizing STAR data within all subject areas will support aligning (PBL) lesson plans, which will address student achievement gaps

## 5. Review of weekly student feedback of lessons and objectives - creating student relevancy Weekly data meetings with students, specific to their individual progress on (PBL) outcomes, specifically addressing mastery through higher order thinking question respon

**Person Responsible**

Jonathan D'Avignon (davignonj@walton.k12.fl.us)

#2	
<b>Title</b>	Math Goal - The school will narrow the achievement gaps in the area of math as compared to district and state averages, of comparable schools.
<b>Rationale</b>	43% of students demonstrated learning gains in math, compared to the district average of 65% and the state average of 59%. Specific to ESSA subgroups, math learning gains were 31% for white students, 47% for economically disadvantaged students. Data for students with disabilities was not available.
<b>State the measureable outcome the school plans to achieve</b>	Increase student learning gains in the area of math, thereby narrowing the achievement gap between the school, district and state. Increase of 3% learning gains for the 2019-2020 school year will decrease the gap from 22% to 19% as compared to the district and from 16% to 13% as compared to the state. Focused attention for white students, and students with disabilities will be maintained.
<b>Person responsible for monitoring outcome</b>	Jonathan D'Avignon (davignonj@walton.k12.fl.us)
<b>Evidence-based Strategy</b>	School leadership, mentor teachers and instructional coaches will provide continuous professional development and classroom-embedded supports in the area of math. Strategies specific to math include digital tools for math instruction, rigorous text reading and writing via close and careful reading, student math journal portfolios, project based learning and weekly student goal setting. STAR formative assessments will be conducted for review and progress monitoring at least 4 times per year. Title I - supplemental math manipulatives for students K-12, Title I - supplemental math mindset K- 12 student resources, Title I - supplemental instruction supports and materials for (PBL), Title I - supplemental instructional supports for higher order thinking question exemplars, Title I - supplemental instructional supports for understanding by design and rigorous math reading materials.  (PBL) has shown proven success in the following areas: student engagement, scaffolding of instruction, culturally equitable lessons, relevant instructional practices and increases in parent participation through (PBL) student of exhibition learning nights. Evidence of this success is illustrated in student survey data, teacher survey data and parent night participation and feedback. Incorporating rigorous text and use of higher order thinking questions has been inconsistent. Evidence of this inconsistency is indicated through site level SWOT analysis and district VIEW recommendations. Administration has incorporated a leveled approach to (PBL) with staff. Building upon (PBL) rubrics for student mastery of learning and performance indicators is the sequential step of increasing rigor of text, leading to student math proofs and writing using higher order thinking questions as a template.
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Pre-planning vision and goal - Text over Test, Higher Order Thinking Questions, Alignment of student</li> <li>2. Pathway to success - weekly teacher support meetings</li> </ol> <p>Refine our vision for (PBL) in math. Focus on rigor of questioning, rigor of and use of complex text and student responses with rigorous answers. All students will be above math grade level by May 2020, establish our BHAG!</p>

Weekly data meeting will be incorporated to establish trends and incorporating needed interventions specific to subgroups. Best practices from across subjects and disciplines will be shared and evaluated based on the inclusion of rigorous text and higher order thinking questions. Formative measured used by administration will be review of (PBL) lesson plans, classroom walkthroughs, specific and timely feedback, micro-teaching video self-evaluations and student feedback on (PBL) processes and procedures on their learning

3. Teacher support - administrative, resources, progress review, and templates for use

Pathways to achieve the vision of school based implementation of rigorous text will involve consistent review of student data; through: STAR, Study Island, and Youcubed lesson integration.

4. Review of formative assessment data - STAR

Utilizing STAR data within all subject areas will support aligning (PBL) lesson plans, which will address student achievement gaps

5. Review of weekly student feedback of lessons and objectives - creating student relevancy Weekly data meetings with students, specific to their individual progress on (PBL) outcomes, specifically addressing mastery through higher order thinking question responses and evaluating progress on rigorous text has evident in student math responses

**Person  
Responsible**

Jonathan D'Avignon (davignonj@walton.k12.fl.us)

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#3	
<b>Title</b>	Behavior Goal - The school will increase positive behavior outcomes for all students.
<b>Rationale</b>	<p>Early warning indicators from 2018-2019 reveal 32 discipline referrals. Decreasing discipline referrals is critical to increasing instructional time for students. Implementing a school wide 'house system' through LiveSchool will increase the effectiveness of the school behavior intervention model - merit and demerit system. LiveSchool is a real time positive behavior support based on the merit and demerit system and bolstered by a token economy. Title I - supports with token economy incentives for students, Title I - supports for Merit Day each nine weeks. Additional, interventions will include Ripple Effects curriculum and mental health counseling.</p>
<b>State the measureable outcome the school plans to achieve</b>	Students and parents can use LiveSchool from their phone, tablet, or laptop to view behavior feedback from all teachers. Recorded comments, can be instantly visible to the student and their parents. And parents with multiple students have just one login to view all feedback. Data from LiveSchool can be viewed for trend data and reinforcement interventions before referrals are written. Our intent is to be proactive with our communication to students and parents, focusing on positive behavior outcomes. Data from the LiveSchool app will all be a key part of our MTSS process.
<b>Person responsible for monitoring outcome</b>	Amanda Varnum (amanda.varnum@walton.k12.fl.us)
<b>Evidence-based Strategy</b>	Positive reinforcement is a high yield strategy for behavior support. Positive behavior recognition by teachers leads to effective school culture, supporting equitably for all students. Decrease the lag time between positive student behavior and positive feedback will increase the likelihood that positive behavior and student choices will increase. Also increasing communication with parents about their child's behavior will create a more realistic picture of their interactions between students and staff at school. This realistic picture will better prepare all stakeholders for further interventions.
<b>Rationale for Evidence-based Strategy</b>	Merit and demerit system has proven to be a success, yet increasing real time positive feedback to all students and connecting all students to a larger purpose, via the 'house system'. Token economies will provide a needed data point to review and proactively assess areas of need for students. Specific and timely feedback for all behaviors is the most effective means of positive outcomes.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Pre-planning - LiveSchool training Staff handbook: including ethical guidelines, daily safety procedures, organizational flow chart and ALICE training, WCSD policy, See Something Say Something and Positive interventions within classrooms; including attention to ESE and 504 specific accommodations, guided support through outside agencies App use throughout K-12 programs, support outside services, district support and communication of goals, instructional aide professional training in ALICE and Ripple Effects for student behavior monitoring</li> <li>2. Data analysis of supports</li> </ol>

Analysis of supports will be via LiveSchool data, merit and demerit reports and behavior trends

3. Continuous student feedback

Positive behavior feedback will in real time with LiveSchool and displaying positive merits for all students to view. Creating a cultural of responsiveness and encouragement leading to more time in class, more time directly engaged with curriculum and directly connected to learning.

4. Review of student feedback

LiveSchool, merit and demerit system and Ripple Effects behavior system is embedded with student feedback

5. District support with interventions and counseling

Utilizing real-time data for IEP, behavior and 504 meetings. Tracking behavior trends and communicating these trends to district staffing specialists

**Person  
Responsible**

Amanda Varnum (amanda.varnum@walton.k12.fl.us)

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**#4****Title**

Professional Learning Community Goal - The school will advance professional learning for all staff. Professional learning will focus on closing the achievement gap by collaborative and meaningful professional learning communities.

**Rationale**

Professional learning communities will be central for teachers to reflect on best practices, establish and continue a meaningful dialogue about student learning. Short term Professional Learning Goals will be to create clear pathways for communication via Life Language Training in August 2019. Long term goals include district collaboration for Pre-K teachers through professional learning. ALC and Magnet teachers will concentrate on Reading Endorsement and peer review of student rubrics, consistent use of rigorous text with an emphasis on higher order thinking questioning. Title I - resources to support teachers: exemplar lessons, sample rigorous text, cross-curriculum mapping, and supplemental reading for rubric examples for K-12 students.

**State the measurable outcome the school plans to achieve**

All teachers will be connected to PLC meetings and agenda, which will occur monthly. Teachers will be supported in the PLC process by district professionals, administration and cross-curricular teachers. Verification of learning will be measured through completion of reading endorsement competencies, attendance of meetings, and feedback documented in PLC monthly meetings via agendas. Administrative support will be measured through one-on-one meetings with teachers and reflective responses to support the teachers learning cycle learning.

**Person responsible for monitoring outcome**

Jonathan D'Avignon (davignonj@walton.k12.fl.us)

**Evidence-based Strategy**

PLC evidence based strategy:

1. Communication - Life Languages
2. Culture of learning - PLC process
3. Closing the achievement gap - Reading Endorsement
4. Alignment of reading curriculum (Pre-K) - LETRS district PLC
5. Kolb's Learning Styles and Experiential Learning model

**Rationale for Evidence-based Strategy**

Rationale for evidence-base strategies are Florida Statute for reading endorsement, creating a new culture of collaboration via weekly data and professional learning meetings, consistent and specific feedback for teachers. Strategies reinforce highly effective outcomes based on the WCSD teacher evaluation and open clear lines of communication between staff, enabling support and growth.

**Action Step****Description**

1. August 2019 - Life Language Training  
Aim to increase productive communication between all staff members, use of life languages for small group meetings and reviewing the needs of the listener as well as the communicator
2. August 2019 - Pre-planning schedule (Vision)  
EPIC3 day established vision of culture, curriculum and character
3. August 2019 - December 2019 - monthly PLC meetings and discussion of student achievement

PLC meetings will focus on rigorous text and higher order thinking questions, examples will be evident in teachers standard based rubrics. Additionally, rubrics will be implemented throughout all programs to insure evidence of learning. Evidence of learning will create data specific to learning for mastery. Use of rubrics creates an aligned approach for teachers to review cross-curricular subjects. Teachers will continue to work with PAEC and complete Reading Endorsement components throughout the year.

4. January 2020 - May 2020 - revision and reflection of PLC process

5. May 2020 - teacher survey of PLC and next steps for 2020-2021

Completion of reading endorsement components for teachers, that are not reading endorsed and developed a portfolio of (PBL) rubrics aligned to standards, using learning targets and developed with rigorous text and using higher order thinking questions as a guide for scaffolded instruction.

**Person  
Responsible**

Jonathan D'Avignon (davignonj@walton.k12.fl.us)

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<b>#5</b>	
<b>Title</b>	Parent Participation Goal - leading to open communication of school goals and support networks for all students. Parents will be active participates in the school advisory council and help drive the school imporvement plan.
<b>Rationale</b>	Parent participation in school activities and school performance is critical for student achievement. The school will continue having open house, orientation, exhibitions of learning. Family art night will continue which lead to higher attendance for Title I parent training nights. Communication of LiveSchool data, student’s achievement, teacher learning and instructional methods will be a part of each parent night. Data logs, documenting parent communication will be used to measure interaction between school and parents.
<b>State the measurable outcome the school plans to achieve</b>	Measured outcomes will be gathered from sign-in sheets, AdvancED survey data and semi-annual surveys. Attendance at parent nights has increased to over 35%. A goal of 45% attendance at meetings is the measurable outcome.
<b>Person responsible for monitoring outcome</b>	Amanda Varnum (amanda.varnum@walton.k12.fl.us)
<b>Evidence-based Strategy</b>	Evidence based strategy is the use of Remind101 for instant real time communcation with parents. Proactive personal phones communication to all parents, creating an 'open door' policy for parent needs and student needs. Communiting and celebrating student success on a monthly basis. Evidence based strategy is the use of Remind101 for instant real time communication with parents. Proactive personal phones calls to all parents, creating an 'open door' policy for parent needs and student needs. Communicating and celebrating student success on a monthly basis. Examples, include daily attendance texts to parents for a student absence, direct calls phone to parents from teachers, which is logged for Title I communication verification, and instant updates through LiveSchool app specific to their child’s behavior.
<b>Rationale for Evidence-based Strategy</b>	Rationale for this evidence-based strategy is based on parent interviews. Parent interviews are conducted with each parent and include questions about their specific needs and the specific needs of their child. This process creates a positive and deliberate structure for parent feedback and reflection, leading to supports for all students. Interviews also establish positive relationships between administration, guidance, students and parents. In effect, the first meeting with a student is about them, about their goals, about the steps to reach that goal and how we as a team can meet those goals.
<b>Action Step</b>	
<b>Description</b>	<p>1. June - July 2019 - Parent interviews Disposition and referral data sheets are used during interviews. Interviews are conducted to develop trust, understanding and a commitment to student goals.</p> <p>2. August 2019 - Parent interviews and orientation Orientation opens communication and establishes our goals for parents: use of FOCUS, LliveSchool and Remind101. Parents are encouraged to be a part of</p>



the School Advisory Meetings.

3. September 2019 - Title I parent training night

Title I - Training Night: Why Rigorous Text is Important? How can we work as a team to create learning inside the classroom and inside the home? Survey of needs for the parents

4. October 2019 - Open House

Exhibition of Student Learning, creates a showcase of (PBL) for students and parents to learn for each other, students will explain and describe their thinking and results from the process

5. December 2019 - Awards ceremony and exhibition of student learning  
Ceremony to honor students, data for awards ceremony will be gathered from LiveSchool, grades, attendance, teachers, student of the month

6. February 2020 - Title I parent training night

Title I - Training Night: Test taking strategies to use at home, resources to parents, logic games, building short term and long term memory and brain based research on learning, Art Night

7. April 2020 - Exhibition of student learning

Exhibition of Student Learning, creates a showcase of (PBL) for students and parents to learn for each other, students will explain and describe their thinking and results from their process

8. May 2020 - Award ceremony

Ceremony to honor students, data for awards ceremony will be gathered from LiveSchool, grades, attendance, teachers, student of the month

**Person**

**Responsible**

Jonathan D'Avignon (davignonj@walton.k12.fl.us)

**Additional Schoolwide Improvement Priorities** (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

Reading Goal - Pre-K

Area of Focus

Area of focus for all Pre-K teachers is consistent rigorous reading instruction. Evidence of rigorous reading for all students will be generated in teacher created rubrics. Rubrics focused on mastery of student learning and written in child friendly language so that parents, students and teachers can discuss growth and needed interventions.

Rationale

After discussion with Pre-K teachers, it was revealed that rubrics based on student mastery of VPK standards have been underutilized. VPK standards training will be required for VPK teachers and development of child centered learning rubrics based on standards will be utilized in all classrooms.

State the measured outcome

Rubrics and measured learning outcomes will be measured by the VPK Florida Assessment tool. Goal is to increase exceeding rating for students by 10% (from 75% to 85%).

Strategy

Rubrics will be aligned with standards and LETRS professional development.

Rationale for strategy

Tracking and adjusting instruction based on student mastery is a high yield strategy for student learning. Rubrics allow for objective interventions for individual students.

## Math Goal – Pre-K

### Area of Focus

Area of focus for all Pre-K teachers is consistent rigorous math instruction. Evidence of rigorous reading for all students will be generated in teacher created rubrics. Rubrics focused on mastery of student learning and written in child friendly language so that parents, students and teachers can discuss growth and needed interventions.

### Rationale

After discussion with Pre-K teachers, it was revealed that rubrics based on student mastery of VPK standards have been underutilized. VPK standards training will be required for VPK teachers and development of child centered learning rubrics based on standards will be utilized in all classrooms.

### State the measured outcome

Rubrics and measured learning outcomes will be measured by the VPK Florida Assessment tool. Goal is to increase exceeding rating for students by 10% (from 52% to 62%).

### Strategy

Rubrics will be aligned with standards and MELD strategies.

### Rationale for strategy

Tracking and adjusting instruction based on student mastery is a high yield strategy for student learning. Rubrics allow for objective interventions for individual students.

## Behavior Goal – Pre-K

### Area of Focus

Area of focus for all Pre-K teachers is consistent positive behavior support through Token Economy. Increase student positive behavior through positive reinforcement.

### Rationale

Pre-K teachers requested a school wide behavior intervention plan, a system that is consistent across classes.

### State the measured outcome

The first year of implementation will be a base line year for behavior adjustments for students. Teachers will be meeting weekly to review the Token economy and develop interventions based on behavior trends.

### Strategy

Positive behavior system through all VPK classes.

### Rationale for strategy

Positive behavior supports is a high yield strategy increasing student behavior which adds value to instructional time. Increasing positive behavior of students will decrease time out of class and increase time for learning.

## Professional Learning Community Goal - Pre - K

### Area of Focus

Consistent implementation of MELD, Fundamentals of Reading Skills and LETRS throughout all Pre-K classrooms.

### Rationale

Pre-K teachers will have a clear goal of reading and instructional outcomes. Instructional interventions will be based on student data within each classroom and then shared through weekly meetings, Additionally, district knowledge and support will be gained through the district wide PLC community. This district community will meet on each half day during the school year.

### State the measured outcome

Pre-K teachers will create a network of professionals to share instructional practices and develop plans for increased rigor through data driven interventions.

Strategy

Regular and innovative meetings with professionals to discuss, share and review lessons and/or data is a best practice. Reviewing best practices and instructions methods has the potential to increase teacher's instructional practices and help them feel valued.

Parent Involvement Goal - Pre K

Area Focus

Increase communication with parents about activities at the WISE center

Rationale

Increasing communication about student learning activities, presentations and information sharing can help develop a community of aligned interests, specific to growing opportunities for student learning.

State the measured outcome

Measured outcomes will be viewed through the use of Remind101 and parent surveys.

Strategy

Create specific duties for professionals at the WISE center responsible for dissemination of information and collaborating with parents in a positive and solution driven way.

Rationale for strategy

Creating clear and specific duties for communication and dissemination of information will help the WISE center speak with one voice about our innovative teaching, displays of student learning and celebrations of student success.

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

The WISE Center is dedicated to offering ongoing, meaningful activities and procedures for the involvement of parents in all of the Title 1 programs. Parents, families and community stakeholders are invited to join the School Advisory Committee, (SAC). The SAC meets quarterly, at a minimum, in order to review and update school policies, plan activities and accept parent feedback regarding policies and plans for the school. We build relationships by offering Title 1 Parent Training nights, parent/teacher conferences and SAC meetings scheduled at times that are most convenient for parents. Review of parent/student/stakeholder surveys are taken into consideration when planning future events. Parents and Community members are encouraged to volunteer and/or mentor students when they are available. We have and will continue to partner with the Institute of Senior Professionals at Northwest Florida State College and Habitat for Humanity. ISP representatives mentor in the classroom and offer up their specific, personal experience to bring educational material new meaning for students. In addition, WISE Center ensure that ELL parents have information on ESOL, FSA and homeless services and translators are provided at parent meetings as needed. For students who are teenage parents, we work with the Early Learning Center to aide them in pursuing their educational goals and help provide childcare services.

**PFEP Link**

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

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

In addition to the availability of the guidance counselor, students in need are referred to see the Licensed Mental Health Counselor assigned to our school. Students are evaluated and scheduled by the LMHC to meet with her as needed. All staff members are currently or will be trained in Youth Mental Health Awareness. In addition, we work closely with Chautauqua Healthcare Services and some students meet with the Community Action Team, (C.A.T.). The CAT team is a multi-disciplinary team which seeks to provide intensive, comprehensive community based services to youth with a history of mental illness, multiple treatment failures and are at risk of out of home placement or at risk to return to out of home placement. Students are monitored closely through the MTSS process. We invite community members to become mentors for our students.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The Walton County Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities. For complete information, please visit our Student Progression Plan at: [https://www.walton.k12.fl.us/index.cfm?p=student-progression-plan\\_1](https://www.walton.k12.fl.us/index.cfm?p=student-progression-plan_1)

When students enter our school, they meet with our principal, guidance counselor and/or office manager at least once before they begin attendance. During these meetings we discuss in detail our expectations, merit/demerit system, policies and procedures here at the WISE Center. Students are encouraged to be their best self here at the WISE center. Fifth grade students from the area elementary schools are invited to visit our school in the spring of their 5th grade year. The WISE Center utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include: orientations nights, parent information and/or education opportunities, campus visits, shadowing days, peer tutoring/classroom visits, high school visits, etc.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

To ensure efficient/systematic allocation and use of resources, WISE utilizes a MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs.

To ensure support systems, small group, and individual needs are met a review of school-wide data is completed on an ongoing basis to identify instructional needs across the school; Support the implementation of high quality instructional practices during core and intervention classes; review progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communication of school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The MTSS team meets regularly (bi-weekly/monthly). The meeting calendar is structured around the district’s assessment calendar, ensuring opportunities to review outcome data and engage in problem solving. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liasons, and other staff as needed.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

WISE Center strategies to advance college and career awareness include: Career Interest Inventory offered to students through Florida Shines; College Day visits, College application/financial aid training; postsecondary representative visits; field trip opportunities for career awareness; field trip opportunities to technical colleges and opportunities for students take courses within their area of interest at their high school, via virtual school, and through dual enrollment at either Northwest Florida State College or Emerald Coast Technical College. Students will also be participating in the "Opening Big Doors" program through "Thelittlenetwork." This program was created to help students transition into the workforce. It covers personal branding, resume development, communication interviewing, as well as conflict management. It is also designed to boost students to the next level and help them prepare for careers while taking into account current challenges like social media, online applications and first impressions.

**Part V: Budget**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Reading Goal - The school will narrow the achievement gaps in the area of ELA as compared to district and state averages, of comparable schools.</b>				<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Math Goal - The school will narrow the achievement gaps in the area of math as compared to district and state averages, of comparable schools.</b>				<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Behavior Goal - The school will increase positive behavior outcomes for all students.</b>				<b>\$2,112.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			0282 - Walton Initiative For Success In Education	School Improvement Funds		\$2,112.00
4	III.A.	<b>Areas of Focus: Professional Learning Community Goal - The school will advance professional learning for all staff. Professional learning will focus on closing the achievement gap by collaborative and meaningful professional learning communities.</b>				\$0.00
5	III.A.	<b>Areas of Focus: Parent Participation Goal - leading to open communication of school goals and support networks for all students. Parents will be active participants in the school advisory council and help drive the school improvement plan.</b>				\$0.00
					<b>Total:</b>	<b>\$2,112.00</b>