

Walton County School District

Walton Academy, Inc.



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	15
Title I Requirements	21
Budget to Support Goals	22

Walton Academy, Inc.

389 DORSEY AVE, Defuniak Springs, FL 32435

<http://www.waltonacademycharterschool.org>

Demographics

Principal: Marie Laurino

Start Date for this Principal: 6/13/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 5-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Walton County School Board on 9/17/2019.

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.

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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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 5-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	%

School Grades History

Year	2012-13	2011-12
Grade		

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Walton Academy will develop and sustain positive relationships creating a respectful and responsible learning environment and community.

Provide the school's vision statement.

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
Hooks, Pam	Principal	
Laurino, Marie	School Counselor	
Rodgers, Charlotte	Administrative Support	
Richardson, Heather	Teacher, Adult	
Stephens, Jerry	Dean	
Robinson, Quen Ann	SAC Member	
Angel, Valerie	SAC Member	community leader
Daniels, Vivian	SAC Member	community leader
McDonald, ShaKisha	SAC Member	community leader
Dotson, Peggy	SAC Member	community leader
Dzul, Karen	SAC Member	community leader
Ward, Kathy	SAC Member	guardian/ community leader
Withrow, Tricia	SAC Member	mentor and community leader
Rodgers, Rick	SAC Member	student
Sanders, Joseph	SAC Member	student
Withrow, Thresa	SAC Member	business owner

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	23	18	32	29	27	13	31	173
Attendance below 90 percent	0	0	0	0	0	0	20	15	28	23	18	7	15	126
One or more suspensions	0	0	0	0	0	0	14	18	28	15	13	11	12	111
Course failure in ELA or Math	0	0	0	0	0	0	7	10	22	17	17	6	4	83
Level 1 on statewide assessment	0	0	0	0	0	0	14	10	21	16	19	0	0	80
	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	14	15	28	18	15	7	12	109

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	15	11	20	12	20	10	8	96
Students retained two or more times	0	0	0	0	0	0	15	11	20	12	20	10	8	96

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

8

Date this data was collected or last updated

Friday 7/26/2019

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	0	0	0	0	0	0	0	
One or more suspensions	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	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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%	62%	56%	0%	57%	53%
ELA Learning Gains	0%	57%	51%	0%	56%	49%
ELA Lowest 25th Percentile	0%	46%	42%	0%	49%	41%
Math Achievement	0%	69%	51%	0%	71%	49%
Math Learning Gains	0%	58%	48%	0%	61%	44%
Math Lowest 25th Percentile	0%	57%	45%	0%	55%	39%
Science Achievement	0%	83%	68%	0%	81%	65%
Social Studies Achievement	0%	81%	73%	0%	72%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)								Total
	5	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	23 (0)	18 (0)	32 (0)	29 (0)	27 (0)	13 (0)	31 (0)	173 (0)
Attendance below 90 percent	0 ()	20 ()	15 ()	28 ()	23 ()	18 ()	7 ()	15 ()	126 (0)
One or more suspensions	0 ()	14 ()	18 ()	28 ()	15 ()	13 ()	11 ()	12 ()	111 (0)
Course failure in ELA or Math	0 ()	7 ()	10 ()	22 ()	17 ()	17 ()	6 ()	4 ()	83 (0)
Level 1 on statewide assessment	0 ()	14 ()	10 ()	21 ()	16 ()	19 ()	0 ()	0 ()	80 (0)
	0 (0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
06	2019	18%	55%	-37%	54%	-36%
	2018	31%	62%	-31%	52%	-21%
Same Grade Comparison		-13%				
Cohort Comparison		18%				
07	2019	13%	64%	-51%	52%	-39%
	2018	4%	57%	-53%	51%	-47%
Same Grade Comparison		9%				
Cohort Comparison		-18%				
08	2019	14%	60%	-46%	56%	-42%
	2018	13%	62%	-49%	58%	-45%
Same Grade Comparison		1%				
Cohort Comparison		10%				
09	2019	31%	64%	-33%	55%	-24%
	2018	19%	56%	-37%	53%	-34%
Same Grade Comparison		12%				
Cohort Comparison		18%				
10	2019	7%	59%	-52%	53%	-46%
	2018	20%	58%	-38%	53%	-33%
Same Grade Comparison		-13%				
Cohort Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
06	2019	6%	60%	-54%	55%	-49%
	2018	7%	63%	-56%	52%	-45%
Same Grade Comparison		-1%				
Cohort Comparison		6%				
07	2019	21%	62%	-41%	54%	-33%
	2018	12%	55%	-43%	54%	-42%
Same Grade Comparison		9%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	12%	63%	-51%	46%	-34%
	2018	16%	62%	-46%	45%	-29%
Same Grade Comparison		-4%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019	8%	58%	-50%	48%	-40%
	2018	15%	62%	-47%	50%	-35%
Same Grade Comparison		-7%				
Cohort Comparison		8%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	24%	79%	-55%	67%	-43%
2018	13%	73%	-60%	65%	-52%
Compare		11%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	17%	82%	-65%	71%	-54%
2018	21%	79%	-58%	71%	-50%
Compare		-4%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	22%	77%	-55%	70%	-48%
2018	23%	75%	-52%	68%	-45%
Compare		-1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	6%	72%	-66%	61%	-55%
2018	26%	80%	-54%	62%	-36%
Compare		-20%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	4%	72%	-68%	57%	-53%
2018	4%	70%	-66%	56%	-52%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD				10						30	
BLK		25								23	
HSP	27	60		17							
WHT	14	45		19	32		17			21	
FRL	12	42	30	15	35		9			21	
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	211
Total Components for the Federal Index	9
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
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%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	12
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	25
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	21
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

The data component showed that showed the lowest performance this school year at Walton Academy was Algebra. The contributing factors to last year's low performance is due to attendance, academic barriers, and behavior.

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

The data component that showed the greatest decline from the prior year at Walton Academy was Algebra. The contributing factors to last year's low performance is due to attendance and behavior.

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

The data component that showed the greatest gap when compared to the state average at Walton Academy was in Algebra. The contributing factors to last year's low performance is due to attendance, academic barriers, and behavior.

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

The data component that showed the most improvement was in the area of 9th grade ELA. The new actions taken by the school was collaborative between district, administrative, and teacher support school wide. The administrative reached out to the ELA coach from the district to make sure that teachers were equipping the students with the tools for success. The administrative team also made sure that the campus English teacher and interventionist were providing extra help to those students that were struggling. The school also extended classes once a week to put into practice the information teachers received from district coach on writing strategies.

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

The two areas of concern for Walton Academy are Algebra and 6th grade ELA.

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

1. Algebra
2. 10th grade ELA
3. 6th grade ELA
4. Geometry
5. 8th grade math

Part III: Planning for Improvement

Areas of Focus:

#1

Title Graduation Rate

Rationale Walton Academy graduation rate is below district and state average.

State the measurable outcome the school plans to achieve

To increase our 2020 graduation rate compared to 2019 graduation rate.

Person responsible for monitoring outcome

Pam Hooks (pamhooks50@gmail.com)

Evidence-based Strategy

Intervention using Khan Academy specifically to prepare for the ACT concordant scores for graduation requirements.

Rationale for Evidence-based Strategy

Evidenced by Walton Academy's success for SY 18-19, we will use Khan Academy where there was an increase in the amount of students who achieved the ELA concordant scores through taking the ACT.

Action Step

Description

1. Identify students who have not met graduation requirements.
2. Provide intervention time on a daily/weekly basis.
3. Progress monitor.
4. Parent Involvement.
- 5.

Person Responsible

[no one identified]

#2	
Title	ELA/Reading
Rationale	STAR data shows significant weaknesses in Reading.
State the measurable outcome the school plans to achieve	25% of lowest performing students will increase their Lexile scores by at least one year; there will be a 3% increase in the number of students scoring at or above grade level.
Person responsible for monitoring outcome	Pam Hooks (pamhooks50@gmail.com)
Evidence-based Strategy	<p>WACS is implementing the Leader in Me.(Tiers I,II,and III).This will involve students in setting their own goals and tracking their own progress toward those goals.</p> <p>Edgenuity will be available for students for remediation. Edgenuity will include the My Path add-on, which individualizes remediation and will target instruction based upon STAR data.</p> <p>Leader In Me will provide an opportunity for goal setting, progress monitoring and scoreboards to chart their successes.</p>
Rationale for Evidence-based Strategy	Edgenuity offers MyPath that meets the students where they are. Depending on each unique need that is identified, MyPath will guide them using the appropriate level curriculum.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify the students in need. 2. Assign them in the appropriate intervention groups. 3. Progress monitor. 4. Parent involvement. 5.
Person Responsible	Pam Hooks (pamhooks50@gmail.com)

#3	
Title	Math
Rationale	STAR data shows the middle school with an average SGP of 45% and high school with an SGP of 50%
State the measurable outcome the school plans to achieve	Show increase in math scores for all grade levels.
Person responsible for monitoring outcome	Pam Hooks (pamhooks50@gmail.com)
Evidence-based Strategy	<p>WACS is implementing the Leader in Me.(Tiers I,II,and III).This will involve students in setting their own goals and tracking their own progress toward those goals.</p> <p>Edgenuity will be available for students for remediation. Edgenuity will include the My Path add-on, which individualizes remediation and will target instruction based upon STAR data.</p> <p>Leader In Me will provide an opportunity for goal setting, progress monitoring and scoreboards to chart their successes.</p>
Rationale for Evidence-based Strategy	Edgenuity offers MyPath that meets the students where they are. Depending on each unique need that is identified, MyPath will guide them using the appropriate level curriculum.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify the students in need. 2. Assign them in the appropriate intervention groups. 3. Progress monitor. 4. Parent involvement.
Person Responsible	[no one identified]

#4	
Title	Professional Learning Community Utilization
Rationale	Current school data supports a needed improvement in the following areas: 21st-Century skills, social emotional learning, whole-child education, school culture, character education, and school bullying.
State the measurable outcome the school plans to achieve	95% of our staff will complete the 7 Habits of Highly Effective Teens training and produce lesson plans, projects, and real world application showing implementation of the program.
Person responsible for monitoring outcome	Pam Hooks (pamhooks50@gmail.com)
Evidence-based Strategy	The implementation of the Leader in Me is expected to impact the entire school climate. It is a research-based program to address student behavior as well as academics. Other PD will be developed as the year progresses but Leader in Me will be the primary focus.
Rationale for Evidence-based Strategy	The Leader in Me is a whole-school transformation model that acts like the operating system of a computer—it improves performance of all other programs. Based on The 7 Habits of Highly Effective People, The Leader in Me produces transformational results such as higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. Better yet, The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st century economy.
Action Step	
Description	1. Assign educators to each Learning Community
	2. Identify the need.
	3. Progress monitor.
	4.
	5.
Person Responsible	Pam Hooks (pamhooks50@gmail.com)

#5	
Title	Parent Involvement
Rationale	Walton Academy continues to improve their parent involvement numbers through Title I Parent Involvement evenings, mentoring, and parent conferences. Nevertheless, it remains well below acceptable levels.
State the measurable outcome the school plans to achieve	There will be a 10% increase in the total number of parent participation at Walton Academy.
Person responsible for monitoring outcome	Pam Hooks (pamhooks50@gmail.com)
Evidence-based Strategy	Specific Parent Training/Awareness meeting will be held for 8th and 11th/12th grades to ensure parents are aware of present and future options as students transition to the next level of education.
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Educate the teachers on the strategy to involve parents. 2. Teachers capturing the parent involvement data. 3. Progress Monitoring 4. 5.
Person Responsible	Pam Hooks (pamhooks50@gmail.com)

#6	
Title	Behavior
Rationale	Students behavior has proven to either set the student up for success or failure. The more students are in school the more likely they are to succeed.
State the measurable outcome the school plans to achieve	Behavior referrals will decrease.
Person responsible for monitoring outcome	Pam Hooks (pamhooks50@gmail.com)
Evidence-based Strategy	Led by guidelines from the Leader in Me, a system of rewards will be implemented to recognize achievements in proper behavior
Rationale for Evidence-based Strategy	The Leader in Me is a whole-school transformation model that acts like the operating system of a computer—it improves performance of all other programs. Based on The 7 Habits of Highly Effective People, The Leader in Me produces transformational results such as higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. Better yet, The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st century economy.
Action Step	
Description	1. Identify the students in need.
	2. Assign them in the appropriate intervention groups.
	3. Progress monitor.
	4. Parent involvement.
	4. 5.
Person Responsible	[no one identified]

#7

Title	Career Technical Education
Rationale	The Governor in January 2019 challenged Florida to go from No. 24 to No. 1 in the nation for its workforce and technical training programs by 2030.
State the measurable outcome the school plans to achieve	To increase the amount of CTE certifications.
Person responsible for monitoring outcome	Pam Hooks (pamhooks50@gmail.com)
Evidence-based Strategy	Provide intervention for students to prepare for the industry certification.
Rationale for Evidence-based Strategy	Lack of skilled labor.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify the students by pre-test assessment. 2. Progress Monitoring. 3. Parent Involvement. 4. 5.
Person Responsible	Pam Hooks (pamhooks50@gmail.com)

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).

The rest of the school-wide improvement priorities will be address through a collaborative effort through tutoring, mentoring, and parent involvement. The Leader In Me program will be implemented to improve the student awareness of self and community involvement.

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, Â§ 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.

As a Leader in Me School, parent, family, and community engagement is incredibly important. Not only do we want to instill the 7 Habits in our students at school, but we want them used at home as well. We plan to maintain contact with the parents and families of our students for both academic and behavioral purposes, both positive and negative. We also plan to hold numerous family training nights on a variety of topics, to include the 7 Habits. Finally, we plan to instill a sense of community through opportunities to participate in community outreach, with mutual benefit for the student and the organization.

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.

WACS has partnered with a local mental health organization, who provide our students and their families with counseling. Students who are on the Community Action Team (CAT) are provided with both a therapist and a mentor who work closely with the student in all areas of their lives (home, school, etc.). The Walton County School District, as well as other outside organizations, have sent volunteers to mentor students who may be in need of a positive influence.

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

WACS is unique in that our student population is incredibly transient. We are consistently receiving new students on academic and behavioral referrals, as well as having students transition out back to their home schools, or into home or adult education. As each student transitions into or out of our school, we complete a checklist of completed credits to ensure that the student is placed on the correct track. Many of our students are promoted to the next grade level within a given school year because of credit recovery. We are consistently updating our student data to reflect the most accurate account of their academic progress.

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.

WACS Leadership is often polling the teachers and staff to find out what instructional and curricular needs they have for their classroom. Some of the funds WACS receives are Title I Federal Funds. These funds are used to enhance student academic achievement by providing a Reading Interventionist, enhancements in Parent Involvement, Profession Development opportunities for our teachers, as well as providing for varied academic needs as required by the current student population. David Schmidt, Principal, and Heather Richardson, Title I Contact, meet monthly to bi-monthly to discuss the budget, dollars remaining and plan for purchases.

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

WACS has long-running relationships with Northwest Florida State College (NWFSC) and Emerald Coast Technical College (ECTC). Our students, more specifically our upperclassmen, are given opportunities throughout the school year to travel to view these campuses and speak with members of related departments. Representatives from both of these schools come to our own campus to assist interested students in things like submitting an application, or applying for financial aid.

Part V: Budget

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

1	III.A.	Areas of Focus: Graduation Rate	\$0.00
2	III.A.	Areas of Focus: ELA/Reading	\$0.00

3	III.A.	Areas of Focus: Math	\$0.00
4	III.A.	Areas of Focus: Professional Learning Community Utilization	\$0.00
5	III.A.	Areas of Focus: Parent Involvement	\$0.00
6	III.A.	Areas of Focus: Behavior	\$0.00
7	III.A.	Areas of Focus: Career Technical Education	\$0.00
Total:			\$0.00