

Walton County School District

Walton Academy, Inc.



2020-21 Schoolwide Improvement Plan

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Walton Academy, Inc.

389 DORSEY AVE, Defuniak Springs, FL 32435

<http://www.waltonacademycharterschool.org>

Demographics

Principal: Marie Laurino

Start Date for this Principal: 6/9/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2019-20 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
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 9/22/2020.

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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 5-12	Yes	%
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		

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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.

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

Provide the school's vision statement.

N/A

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities 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	
Stephens, Jerry	Dean	
Robinson, Quen Ann	Teacher, K-12	
Sanders, Joseph	SAC Member	community leader
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
Withrow, Tricia	SAC Member	mentor and community leader
Withrow, Thresa	SAC Member	business owner
Ward, Kathy	SAC Member	parent
Rodgers, Rick	SAC Member	student

Demographic Information

Principal start date

Tuesday 6/9/2020, Marie Laurino

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

5

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
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School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: 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 .	

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	24	28	37	26	28	16	31	190
Attendance below 90 percent	0	0	0	0	0	0	11	13	26	11	13	11	20	105
One or more suspensions	0	0	0	0	0	0	16	16	19	12	14	2	12	91
Course failure in ELA	0	0	0	0	0	0	4	5	14	4	17	7	7	58
Course failure in Math	0	0	0	0	0	0	4	5	14	4	17	7	7	58
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	17	15	20	12	15	7	12	98
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	17	15	20	12	15	7	12	98

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	16	15	23	15	20	9	15	113

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	9	7	13	4	8	5	9	55
Students retained two or more times	0	0	0	0	0	0	9	5	12	1	3	2	4	36

Date this data was collected or last updated

Tuesday 7/14/2020

Prior Year - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	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	

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	

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		
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	

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	

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	
	(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.

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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%				
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 Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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%	0
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%	0
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%	0
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%	1

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%	0
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%	0
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%	0
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%	2
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%	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.

The data component that showed the lowest performance at Walton Academy was Algebra. Some of the contributing factors were 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 was Algebra. The factors that contributed were attendance, academic barriers, 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 was Algebra. The factors that contributed were 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 9th grade ELA. The new actions taken by the school was the collaboration between district, administrative staff, and teacher support school wide. The administration reached out to the ELA coach from the district to make sure that the teachers were equipped to prepare students for success. The administration also made sure that the campus English teachers and interventionist were providing extra help to students that were in the lowest 25 percentile. The district coach would meet with teachers and show them how to present and implement writing strategies in the classrooms. Then, the school would extended classes once a month to put into practice the information received from the district coach.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. Attendance
2. Level 1 on State Assessment

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:	We at Walton Academy knows this is an area focus for not only the school, but the county as well as the state of Florida. This area of focus when help our students reach his/her personal goal of entering post secondary education.
Measurable Outcome:	Walton Academy Charter School would like for the high school seniors to graduate while achieving academic excellence and meeting state requirements. Walton Academy would strive to increase our 2021 graduation rate compared to 2019.
Person responsible for monitoring outcome:	Marie Laurino (mlaurino@waltonacademycharterschool.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. The students will set his/her own WIGs(wildly important goal) at the beginning of school year. 2. The student will meet with teacher at least once every bi-weekly to discuss goals and plan. 3. The students will meet with guidance counselor to make sure he/she are on track to graduate. 4. Intervention using Khan Academy specifically to prepare for SAT/ACT concordant scores for graduation requirements.
Rationale for Evidence-based Strategy:	<p>The students will have a Leader-in -Me binder that will contain sections for goals, strategies/plan to accomplish goals as well as conference notes. Each student will use his/her binder to track evidence-based strategies to meet goal for school year.</p> <p>The Walton Academy has had success for 2019-2020 school year with the use of Khan Academy. The students have shown an increase in passing scores on the ELA concordant scores on the SAT/ACT.</p>

Action Steps to Implement**ACTION STEPS:**

1. LEAD (Leaders Establishing and Achieving Direction) Teachers will be assigned to each student.
- 2 All LEAD teachers will create a leadership notebook for each student in their LEAD class.
3. All students will create an Academic Goal, using the 4 Disciplines of Execution, as the model.
4. All LEAD teachers will meet with students, at a minimum of every other week to discuss their goal, their Lead Measures and their successes (grades, progress)n , as well as their barriers.
- 5.Provide intervention through Khan Academy per week for students that have been identified.

Person Responsible Marie Laurino (mlaurino@waltonacademycharterschool.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: We at Walton Academy have used the STAR test to focus on the area of reading. The STAR data shows that our students have a significant weakness in reading. Reading is a key component that impacts student learning.

Measurable Outcome: Walton Academy plans for 25% of lowest performing students to 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: 1. Walton Academy is implementing the Leader in Me (Tiers I, II, and III), which involves students setting their own goals and tracking their own progress toward those goals.

2. Edgenuity will be available for students remediation. Edgenuity will include the MyPath add-on, which individualizes remediation and will target instruction based on STAR data.

3. Walton Academy school interventionist will work with individual students that scored significantly below level.

Rationale for Evidence-based Strategy: 1. Leader in Me will provide an opportunity for goal setting, progress monitoring, and scoreboards to chart their success.

2. 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.

3. School Interventionist will provide individual help as well as an environment with minimum distractions.

Action Steps to Implement

1. Identify students need
2. Assign them appropriate intervention courses on Edgenuity
3. Progress Monitor
4. Parent Involvement

Person Responsible: Pam Hooks (pamhooks50@gmail.com)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: We at Walton Academy have used the STAR test to focus on the area of reading. The STAR data shows that our students have a significant weakness in math. Math is a key component that impacts student learning in school and in the community.

Measurable Outcome: Walton Academy plans for 25% of lowest performing students to 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: Quen Ann Robinson (qrobinson@waltonacademycharterschool.org)

Evidence-based Strategy:

1. Walton Academy is implementing the Leader in Me (Tiers I, II, and III), which involves students setting their own goals and tracking their own progress toward those goals.
2. Edgenuity will be available for students remediation. Edgenuity will include the MyPath add-on, which individualizes remediation and will target instruction based on STAR data.
3. Walton Academy teachers will work with individual students that scored significantly below level.

Rationale for Evidence-based Strategy:

1. Leader in Me will provide an opportunity for goal setting, progress monitoring, and scoreboards to chart their success.
2. 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.
3. School Interventionist will provide individual help as well as an environment with minimum distractions.

Action Steps to Implement

1. Identify students need
2. Assign them appropriate courses on Edgenuity using MyPath
3. Progress Monitoring
4. Parent Involvement
5. Teachers provide individual and small group tutoring

Person Responsible: Marie Laurino (mlaurino@waltonacademycharterschool.org)

#4. Culture & Environment specifically relating to Parent Involvement

Area of Focus Walton Academy continues to improve their parent involvement numbers through Title 1
Description and Rationale: Parent Involvement evenings, mentoring, and parent conferences. Walton Academy has improved on parent involvement, but will continue to increase participation levels.

Measurable Outcome: Walton Academy will increase parent participation by 10% this upcoming school year.

Person responsible for monitoring outcome: Quen Ann Robinson (qrobinson@waltonacademycharterschool.org)

Evidence-based Strategy: 1. Parent Training/Awareness meetings for 8th and 11th/12th grades to ensure parents' awareness.
 2. Parent-teacher-student conferences monthly

Rationale for Evidence-based Strategy: 1. Parent Training/Awareness meeting will implemented through Title 1
 2. Teachers will set up conferences with parents monthly and students will conduct the conference

Action Steps to Implement

1. Educate teachers on the strategies to involve parents
2. Teacher set up parent conferences
3. Teacher prepare students on how to conduct the conference
4. Progress Monitoring
5. Invite parents out to training/ awareness meetings.

Person Responsible Quen Ann Robinson (qrobinson@waltonacademycharterschool.org)

#5. Culture & Environment specifically relating to Discipline

Area of Focus
Description and Rationale: The area of focus is student behavior. Student behavior has proven to cause student success or failure. One concept is the school attendance is related to behavior and academics.

Measurable Outcome: Walton Academy would like to see a decrease in behavior referrals by 3% this year.

Person responsible for monitoring outcome: Jerry Stephens (jstephens@waltonacademycharterschool.org)

Evidence-based Strategy: 1. Led by guidelines from the Leader in Me, a system of rewards will be implemented to recognize achievements in proper behavior.
 2. Student reflection time

Rationale for Evidence-based Strategy: 1. 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. The Leader in Me produces transformation results such as higher academic achievement, increased engagement among teachers and parents. The Leader in Me also equips students with self confidence and skills they need to thrive in the 21st century.
 2. Student reflection time allows the student to gain control of emotions/behavior in a controlled environment.

Action Steps to Implement

1. Identify students need
2. Assign student with staff mentor
3. Allow students time-out intervention when needed
4. Progress monitor
5. Parent Involvement

Person Responsible Jerry Stephens (jstephens@waltonacademycharterschool.org)

#6. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale: Current school data supports the need for the improvement in the area of community involvement whether on or off school campuses. 21st Century skills that deals with social emotional learning, school culture, character education, and school bullying deals with this area of focus. The need for students to get involved in the community helps build self esteem and self worth.

Measurable Outcome: 95% of the Walton Academy staff will complete the 7 Habits of Highly Effective Teens training and produce lesson plans, project , and real world application showing implementation of skills and community involvement.

Person responsible for monitoring outcome: Marie Laurino (mlaurino@waltonacademycharterschool.org)

Evidence-based Strategy: The implementation of the Leader in Me has an impact on the entire school climate as well as the community. It is a research-based program to address student behaviors as well as academics. Other school based community outreach will develop throughout the school year.

Rationale for Evidence-based Strategy: Leader in Me unites student, staff, and families around a common goal to prepare students with college, career, and life readiness skills that are necessary to thrive in today's ever-changing, fast-paced environment, like. Critical Thinking; Creativity; Self Discipline; Vision; Initiative; Communication; Relationship Building; Goal Achievement; Public Speaking, and Community Involvement.

Action Steps to Implement

1. Identify the need in the community
2. Partner with community businesses
3. Assign educators to each Learning Community
4. Progress Monitoring

Person Responsible Pam Hooks (pamhooks50@gmail.com)

#7. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale:	In Florida, students can begin taking career and technical education (CTE) courses as early as the ninth grade, and continue that education through community college.
Measurable Outcome:	Walton Academy would like to increase the amount of career technical education certifications by 3%.
Person responsible for monitoring outcome:	Marie Laurino (mlaurino@waltonacademycharterschool.org)
Evidence-based Strategy:	CTE certifications prepare students for admission to and success in college and career by providing them with a rigorous college preparatory program and industry skills that lead to certifications required for particular careers.
Rationale for Evidence-based Strategy:	CTE certifications help students by providing just-in-time learning opportunities so that students learn academic content and skills in the context of concrete applications of problem solving or completing projects.

Action Steps to Implement

1. Identify the students by pre-test assessments
2. Meet with student/parent on certification courses on Edgenuity
3. Progress Monitoring
4. Provide opportunities for colleges to visit school to discuss programs

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The rest of the school-wide improvement priorities will be address through collaborative efforts with staff, parents, and students. The collaborative efforts will involve tutoring, mentoring, and parent involvement. The Leader in Me program will be implemented to improve the student awareness of self and community.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Walton Academy Charter School will incorporate the Leader in Me Program to build a positive school culture and environment. Positive school culture is just as important as a curriculum. School culture is the environment in which the students are learning and interacting with other students, teachers, and lessons during any given day. Positive school culture is more than a curriculum or doing a few team-building activities as a staff. Culture goes a lot deeper into the perspectives staff members have of themselves, of each other, and of the students. A healthy school culture, including positive relationships among school staff, is not always automatic. It requires intentional planning by administration and leadership teams. A shift in school culture needs to be an inside-out process that starts with the adults having a change in perspective that is emulated in their relationships with each other and their students.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Community Involvement	\$0.00
7	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	\$0.00
Total:			\$0.00