

Walton County School District

Walton Academy, Inc.



2021-22 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: 7/19/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	
* 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 10/5/2021.

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)	2020-21 Title I School	2020-21 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

This plan was approved by the Walton County School Board on 10/5/2021.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 leadership 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	Position Title	Job Duties and Responsibilities
Hooks, Pam	Principal	
Robinson, Quen Ann	Teacher, Adult	Teacher, SAC Chair.
Laurino, Marie	School Counselor	
Rodgers, Charlotte	Administrative Support	

Demographic Information

Principal start date

Monday 7/19/2021, 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.*

0

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.*

4

Total number of teacher positions allocated to the school

9

Total number of students enrolled at the school

326

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	19	41	56	53	67	45	45	326
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	8	21	20	15	15	7	4	90
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	6	7	10	5	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	17	15	20	12	15	7	12	98
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	17	15	20	12	15	7	12	98
Number of students with a substantial reading deficiency	0	0	0	0	0	0	10	23	31	21	37	12	5	139

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	19	15	20	21	37	12	12	136

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

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - 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	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

2020-21 - 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	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	
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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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					62%	56%		59%	56%
ELA Learning Gains					57%	51%		51%	53%
ELA Lowest 25th Percentile					46%	42%		41%	44%
Math Achievement					69%	51%		74%	51%
Math Learning Gains					58%	48%		62%	48%
Math Lowest 25th Percentile					57%	45%		58%	45%
Science Achievement					83%	68%		79%	67%
Social Studies Achievement					81%	73%		82%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019					
Cohort Comparison						
06	2021					
	2019	18%	55%	-37%	54%	-36%
Cohort Comparison		0%				
07	2021					
	2019	13%	64%	-51%	52%	-39%
Cohort Comparison		-18%				
08	2021					
	2019	14%	60%	-46%	56%	-42%
Cohort Comparison		-13%				
09	2021					
	2019	31%	64%	-33%	55%	-24%
Cohort Comparison		-14%				
10	2021					
	2019	7%	59%	-52%	53%	-46%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
06	2021					
	2019	6%	60%	-54%	55%	-49%
Cohort Comparison		0%				
07	2021					
	2019	21%	62%	-41%	54%	-33%
Cohort Comparison		-6%				
08	2021					
	2019	12%	63%	-51%	46%	-34%
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	8%	58%	-50%	48%	-40%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	24%	79%	-55%	67%	-43%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	17%	82%	-65%	71%	-54%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	22%	77%	-55%	70%	-48%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	6%	72%	-66%	61%	-55%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	4%	72%	-68%	57%	-53%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring used is the Florida State Assessment as well as the STAR assessment.

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			n/a
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			n/a
Science	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students			n/a

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			64
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			70
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			74
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			83
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			64
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			72
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			90
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			12
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			16
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	19
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			11
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			13
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			18
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			11
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			13
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			71
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			24
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			n/a
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			n/a
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students				85
	Economically Disadvantaged Students With Disabilities English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students				n/a
	Economically Disadvantaged Students With Disabilities English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students				n/a
	Economically Disadvantaged Students With Disabilities English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students				n/a
	Economically Disadvantaged Students With Disabilities English Language Learners				

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	5	11		8	20						
BLK	7	15									
HSP	30										
WHT	8	6		8	11					44	20
FRL	12	14	20	9	11		8			31	18

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	16
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	127
Total Components for the Federal Index	8
Percent Tested	82%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	11
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

Native American Students	
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	11
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	30
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	16
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	15
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends that emerged across the grade levels, subgroups and core areas is the students showed low test performance in the area of math and reading according to the STAR assessment.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component, based off progress monitoring and 2019 state assessments, demonstrated the greatest need for improvement in the area of Algebra.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors to this need for improvement were attendance, behavior, and academic barriers. Walton Academy has also use title one funding to implement an after school tutoring program to help student improve in both reading and math.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement was 9th grade ELA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

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.

What strategies will need to be implemented in order to accelerate learning?

Strategies implemented in order to accelerate learning must Implement a coherent reading program at every level.

Emphasize phonics and decoding

Read aloud opportunity for students at all levels.

Maintain a literature-based approach, balancing fictional and nonfictional materials.

Focus on fluency and comprehension.

Teach reading across the curriculum -- for example, how to read science.

Use writing for a variety of purposes across the curriculum.

Use daily oral language exercises to teach grammar.

Develop vocabulary through planned experiences and projects.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

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.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. 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.
2. Walton Academy school Title One interventionist will work with individual students that scored significantly below level.

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 will raise the graduation rate from 46% to 50% by May 2022.

Monitoring:

1. The students will identify needed testing and course work for graduation.
2. Students and lead teachers will progress monitor weekly using the Leader in Me guidelines.
3. Guidance counselor will connect lower achieving students with Title One Interventionist for additional support.
4. Guidance counselor will verify all graduation transcripts.

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

Evidence-based Strategy:

1. The Leader in Me Process of goal setting and progress monitoring.
2. Use of Title One Interventionist for remediation.
3. Implementation of Khan Academy for SAT prep by the Title One Interventionist.
4. Implementation of Title One afterschool tutoring.
5. Connecting students with post secondary education through dual enrollment at ECTC and NWFSC.

Rationale for Evidence-based Strategy: 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. The Walton Academy has had success for 2021-2022 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.

Action Steps to Implement

1. The students will identify needed testing and course work for graduation.
2. Students and lead teachers will progress monitor weekly using the Leader in Me guidelines.
3. Guidance counselor will connect lower achieving students with Title One Interventionist for additional support.
4. Guidance counselor will verify all graduation transcripts.

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

#2. Culture & Environment specifically relating to School Safety

Area of Focus Description and Rationale: This area has been identified by the Walton County School district as an area of focus. Walton Academy also strives to make student and staff safety their number one priority.

Measurable Outcome: 100% of all school staff and student body will be educated on official school safety procedures throughout the 2021-2022 school year.

- 1. Monthly updates to the school safety policy and procedures will be address during staff meetings.
- 2. Role play will be implemented as a key component of staff professional training.
- 3. During monthly class meetings student will engage in active learning regarding school safety to include but not limited to the district classroom assessment.
- 4. Students will participate in role playing to have a clear understanding of varies scenarios that can take place on the school campus.

Person responsible for monitoring outcome: Rick Rodgers (rrodgers@waltonacademycharterschool.org)

Evidence-based Strategy: Role playing also allows assessment of how well learner understands and can apply what is learned, as indicated in their behavior. Provides opportunity to practice in what is presumably a safer environment where mistakes have no real world consequences as would be the case in on the job practice

Rationale for Evidence-based Strategy: 1.. Role playing shows both active and experiential learning were achieved.

Action Steps to Implement

- 1. Monthly updates to the school safety policy and procedures will be address during staff meetings.
- 2. Role play will be implemented as a key component of staff professional training.
- 3. During monthly class meetings student will engage in active learning regarding school safety to include but not limited to the district classroom assessment.
- 4. Students will participate in role playing to have a clear understanding of varies scenarios that can take place on the school campus.

Person Responsible Rick Rodgers (rrodgers@waltonacademycharterschool.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Walton Academy uses 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. Student data for the 2020-21 school shows that 29 % of students are proficient in reading.

Measurable Outcome: Student will gain in reading proficiency from 29% to 32% as evidence through the 3rd STAR assessment by May 2022.

Monitoring: The STAR assessment will be used to guide intervention for students that are scoring below grade level. The STAR test will be given to students 3 times per year to provide data for students' academics.

Person responsible for monitoring outcome: [no one identified]

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 Title One 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.
4. Parents will be provided a copy of students' result in native language.

Action Steps to Implement

1. Using the early warning system through Focus, WAC will identify students that score below proficiency on the STAR assessment.
2. Assign them appropriate intervention courses on Edgenuity
3. Lower Tier 1 students will work with Title One Interventionist
4. Progress Monitor
5. Parent Involvement through parent education classes provided by Title One

Person Responsible [no one identified]

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: We at Walton Academy uses the STAR test to focus on the area of math. 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. Student data for the 2020-2021 school year shows that 38 percentage of students are proficient in math.

Measurable Outcome: Student will gain in reading proficiency from 38% to 41% as evidence through the 3rd STAR assessment by May 2022.

Monitoring: The STAR test will be given to students 3 times per year to provide data for students' academics.

Person responsible for monitoring outcome: [no one identified]

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.
4. Parents will receive a copy of Star results in their native language.

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 provider individual and small group tutoring
6. Title One after school tutoring for students who need intervention

Person Responsible [no one identified]

#5. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: Historical data shows that mentoring, coaching, and implementing best empower our teachers to be highly effective in class throughout the school year. Also, providing the best instructional practice to our students at high academic level.

Measurable Outcome: The certified instructional staff will earn a total of 90 professional development points for the 21-22 school year.

Monitoring: The professional admin team will monitor each certified teachers' point which will be documented and on file.

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

Evidence-based Strategy: 1.The Leader in Me process of professional development.
2.Trauma skilled training presented by a certified training (Ray Samson).
3. Mentoring, coaching, and professional study groups will help develop a better understanding of working trauma base school.

Rationale for Evidence-based Strategy: Our staff has already been trained in trauma informed care. Trauma skill care is the next level of professional development.

Action Steps to Implement

No action steps were entered for this area of focus

#6. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Walton Academy continues to improve their parent involvement numbers through Title 1 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.

Monitoring: The area of focus will be monitored through sign in sheets at parent involvement programs given throughout the school year.

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

Evidence-based Strategy: 1. Annual Title One Meeting/training.
2. Through the use of the parent compact students and parents responsibilities will be outline as a partnership.
3.Quarterly SAC meeting involves family members in the planning and review of school programs in their child's education.

Rationale for Evidence-based Strategy: This allows parents the opportunity to volunteer and participate in training of literacy components.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Alternative school data is not included in the Safe Schools for Alex report.

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.

Walton Academy Charter School will incorporate the Leader in Me Process 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

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

1. The principal role is to maintain that the community will support our developing students to become productive members of society.
2. Port Saint Joe has awarded Walton Academy a grant to pay for 2 student polo shirts per student.
3. The Steve Trotman Family Foundations awards a \$500 scholarship for a student planning to participate a post secondary opportunity.

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: Culture & Environment: School Safety	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
Total:			\$0.00