

Walton County School District

Walton High School



2021-22 Schoolwide Improvement Plan

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Walton High School

449 WALTON RD, Defuniak Springs, FL 32433

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

Demographics

Principal: Brianna Leavins

Start Date for this Principal: 6/17/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: B (59%) 2016-17: C (53%)
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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Walton High School

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

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 9-12	No	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Walton High School is to provide the highest quality educational experiences. By engaging students in rigorous coursework and fostering a culture of excellence, we prepare students to be successful in their college and career endeavors.

Provide the school's vision statement.

We at Walton High School want to create an atmosphere that will inspire an environment of discovery, critical thinking, and understanding where children are stimulated to seek innovative and effective educational experiences.

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
Leavins, Brianna	Principal	Manage and provide leadership for all components of Walton High School.
Meadows, Diedre	Teacher, K-12	School Improvement Chair, Organizes the School Improvement Plan and SIT Meetings
West, Kristy	Teacher, K-12	School Improvement Co-Chair, Assists the SIT Chair
McKie, Randi	School Counselor	SIT Member, Provides feedback on the development of the School Improvement Plan
King, Tammie	Teacher, K-12	SIT Member-Science, Provides feedback on the development of the School Improvement Plan
Smith, Nathan	Assistant Principal	Plans and supports the School Improvement Plan
Pert, David	Teacher, K-12	SIT Member, Provides feedback on the development of the School Improvement Plan
Stephenson, Kelley	Teacher, K-12	SIT Member, Provides feedback on the development of the School Improvement Plan
Nelson, Samantha	Teacher, ESE	SIT Member, Provides feedback on the development of the Schoolwide Improvement Plan
Carnley, Eddie	Teacher, Career/ Technical	SIT Member, Provides feedback on the development of the Schoolwide Improvement Plan
Carnley, Jennifer	Teacher, Career/ Technical	SIT Member, Provides feedback on the development of the Schoolwide Improvement Plan
Barker, Kaitlin	School Counselor	SIT Member, Provides feedback on the development of the Schoolwide Improvement Plan
Ingle, Alan	SAC Member	
Tredway, Michelle	SAC Member	
Trujillo, Areli	SAC Member	
Kelley, Charlie	SAC Member	
Adams, Sherry	SAC Member	

Name	Position Title	Job Duties and Responsibilities
Durden, Sharla	SAC Member	
Hurley, James	SAC Member	
Jackson, Ken	SAC Member	
Patrick, Renee	SAC Member	
Ramirez, Maria	SAC Member	
Burnham, Jennifer	Assistant Principal	Plans and supports the School Improvement Plan
Huff, Donna	Teacher, K-12	SIT Member-Science, Provides feedback on the development of the School Improvement Plan
Grey, Elicia	Teacher, K-12	SIT Member-Science, Provides feedback on the development of the School Improvement Plan
Resch, Wendy	Teacher, K-12	SIT Member-Science, Provides feedback on the development of the School Improvement Plan

Demographic Information

Principal start date

Thursday 6/17/2021, Brianna Leavins

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.*

1

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.*

7

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

794

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

12

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

12

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	0	0	0	211	173	151	131	666
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	21	12	15	59
One or more suspensions	0	0	0	0	0	0	0	0	0	37	21	18	21	97
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	5	9	3	20
Course failure in Math	0	0	0	0	0	0	0	0	0	3	10	2	8	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	37	30	32	18	117
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	21	16	9	8	54
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	37	30	32	18	117

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	30	24	19	18	91

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	1	0	0	4	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	0	1	2

Date this data was collected or last updated

Tuesday 6/29/2021

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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

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				56%	62%	56%	50%	59%	56%
ELA Learning Gains				57%	57%	51%	48%	51%	53%
ELA Lowest 25th Percentile				34%	46%	42%	37%	41%	44%
Math Achievement				62%	69%	51%	62%	74%	51%
Math Learning Gains				49%	58%	48%	53%	62%	48%
Math Lowest 25th Percentile				49%	57%	45%	45%	58%	45%
Science Achievement				69%	83%	68%	73%	79%	67%
Social Studies Achievement				77%	81%	73%	79%	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
09	2021					
	2019	61%	64%	-3%	55%	6%
Cohort Comparison						
10	2021					
	2019	48%	59%	-11%	53%	-5%
Cohort Comparison						
		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	79%	-10%	67%	2%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	77%	-1%	70%	6%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	72%	-15%	61%	-4%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	72%	-10%	57%	5%

Grade Level Data Review - Progress Monitoring Assessments

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

STAR Enterprise Math and Reading assessments are used for progress monitoring in math and ELA courses for grades 9-12.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	39	45
	Economically Disadvantaged	26	34	41
	Students With Disabilities	15	21	27
	English Language Learners	6	6	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	49	54
	Economically Disadvantaged	33	44	46
	Students With Disabilities	19	27	34
	English Language Learners	19	22	29
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	37	41
	Economically Disadvantaged	28	29	32
	Students With Disabilities	17	25	20
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	43	49
	Economically Disadvantaged	32	34	42
	Students With Disabilities	13	37	39
	English Language Learners	0	8	8
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	32	40
	Economically Disadvantaged	38	30	38
	Students With Disabilities	7	5	11
	English Language Learners	30	8	17
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	46	55
	Economically Disadvantaged	43	41	53
	Students With Disabilities	13	35	32
	English Language Learners	30	42	33
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	30	29
	Economically Disadvantaged	25	24	20
	Students With Disabilities	7	7	15
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	46	40
	Economically Disadvantaged	33	46	36
	Students With Disabilities	9	15	13
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

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	30	32	35	45	25	30	38	44		81	46
ELL	9	38	33	26	31						
BLK	32	42	32	21	22	30	29	62		100	71
HSP	58	52	37	44	29	31	54	65		100	60
MUL	58	80		60							

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
WHT	58	48	42	61	32	39	67	77		93	86
FRL	46	46	36	49	30	35	47	65		94	76
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	18	26	18	48						70	
ELL	8	38									
BLK	26	29	25	39	47		33	42		95	60
HSP	55	61	33	71	50		68	77		75	
MUL	31	44		46	20					100	50
WHT	64	64	41	66	51	55	79	81		95	79
FRL	49	54	29	61	45	35	64	71		92	69
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
SWD	30	40	22	27				77		64	
BLK	23	31	25	45	60		42	61		70	43
HSP	47	56	50	61	47		79	75		93	31
MUL	25	20		42							
WHT	56	52	42	65	53	45	80	83		89	56
FRL	43	45	36	58	52	43	65	71		82	47

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	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	646
Total Components for the Federal Index	11
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

As of the second STAR administration in 2020-21, ELA achievement and learning gains improved for the 9th and 10th grade. However, students failed to meet the 2018-2019 levels. Math scores, however, showed a major decline in both Algebra 1 and Geometry. Add ELL and ESE subgroup data.

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

As of the STAR administration in 2020-21, the greatest need for improvement is in math for both Algebra 1 and Geometry. 39% of students in Algebra I are showing proficiency while 44% of students in geometry are showing proficiency. This is a 10-12% decrease from 2019. English 1 showed an 11% decrease from 2019 and is also of concern.

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 interruption of instruction due to COVID pandemic was a major factor in the need for improvement as well as extended absences due to students being quarantined from COVID exposure. Students with learning gaps must continue to be identified and efforts for remediation must be established. PLC teams will monitor data monthly to identify students performing below grade level. Students consistently performing below grade level will be referred to the MTSS team.

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

Based on STAR data, the greatest improvement was for 9th grade ELA in the lowest quartile. There was an increase from 33% to 43% between the January and April administrations.

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

The increase in STAR ELA reading scores from the January to the April administration was due to the ELA department focus on weaknesses revealed during the January administration. Teachers intentionally planned lessons to target areas showing low achievement. Additionally, time was

scheduled twice per week to focus on remediation for students who were identified by teachers as needing additional support.

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

Teachers will use Achievement Level Descriptors to plan lessons and assess student progress. Students will begin to take ownership of their own learning by focusing on these descriptors. Additionally, teachers will continue to focus on using WICOR strategies and higher order questioning to accelerate learning.

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.

Teachers will participate in training on using Achievement Level Descriptors (ALD) to focus student learning and to promote student engagement in monitoring their own learning. Additionally, administration will model teaching strategies during faculty meetings and professional development opportunities throughout the year. Content area teachers will participate in curriculum alignment planning at both the district and school levels.

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

A student mentoring program will be established centered on Capturing Kid's Hearts training.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: In 2021-22, we must ensure teachers are prepared to accelerate student learning. We will focus on student growth rates. Students in our focus area will be on pace to make a year's growth in a year's time. Additionally, level 1 and 2 students will be on pace to earn a learning gain.

Measurable Outcome: Goal 1-9th/10th grade ELA:
2021-22, 70% of students will make a years growth in a years time as evidenced by STAR reading data.

Goal 2-9th/10th grade ELA:
2021-22, 62% of level 1 and 2 students on pace to earn a learning gain as measured by FSA data.

Monitoring: School improvement team will meet monthly to monitor STAR data with a goal of 56% in January leading toward a 70% goal by April. Additionally, PLCs will monitor the STAR data as well. Individual data chat meeting will follow each STAR administration. Weekly principal walkthroughs will be implemented to monitor instruction.

Person responsible for monitoring outcome: Brianna Leavins (leavinsb@walton.k12.fl.us)

Evidence-based Strategy: Pre-AP curriculum is to be utilized at each grade level. Achievement level descriptors, PLCs, common planning with English and Reading Departments and Common Lit 360 will also be utilized. Test corrections to be implemented school-wide along with WICOR strategies, intentional questioning, and differentiated instruction. Intensive reading curriculum will be implemented for students scoring level 1 and level 2 in reading.

Rationale for Evidence-based Strategy: Using curriculum that creates a challenge for students has proven to be vital in attaining growth. The goal is to provide more rigorous course-work throughout all content areas.

Action Steps to Implement

1. ELA teachers will use pre-AP Springboard curriculum in all ELA classes.
2. Reading teachers will use CommonLit lessons to teach complex texts.
3. All teachers will utilize achievement level descriptors, WICOR strategies, and intentional questioning to increase rigor in all courses.

Person Responsible Brianna Leavins (leavinsb@walton.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	In 2021-22, we must ensure teachers are focused on accelerating student learning. The focus will be on student growth rates. Students in our focus area will be on pace to learn a year's material in a year's time. Additionally, level 1 and 2 students will be on pace to make a learning gain.
Measurable Outcome:	On the 2021-22 Algebra 1 and Geometry EOCs, 62% of students performing in the lowest 25% will make learning gains, and 67% of the Algebra 1 and Geometry students will be a level 3 or higher on EOC exams.
Monitoring:	Student scores will be monitored at the end of each testing period by the School Improvement Team. Teachers will also monitor data during weekly PLC meetings. Algebra 1A teachers will create progress monitoring assessments to provide data throughout the school year. Individual data chat meeting will follow each STAR administration. Weekly principal walkthroughs will be implemented to monitor instruction.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Math Nation, WICOR strategies, Khan Academy, EOC formatted questions, EngageNY
Rationale for Evidence-based Strategy:	Each of the strategies will provide students with extra opportunities to build their math skills. The WICOR and EngageNY strategies will help build critical thinking and collaboration in the classroom. Math Nation and Khan Academy will provide computer-based curriculum that will help students improve their math skills. Finally, the EOC formatted questions will help provide opportunities for students to see the types of questions they will face on the EOC assessments.

Action Steps to Implement

1. Teachers will provide students with access to Math Nation & Khan Academy for additional work assignments.
2. Teachers will utilize EOC formatted questions to provide students with opportunities to practice with EOC type questions.
3. All teachers will utilize achievement level descriptors, WICOR strategies, and intentional questioning to increase rigor in all courses.

Person Responsible Nathan Smith (smithna@walton.k12.fl.us)

#3. Culture & Environment specifically relating to Parent Involvement**Area of****Focus****Description and****Rationale:**

Due to an increase in student population of ELL and ESE students, WHS teachers will strengthen communication directly related to student performance.

Measurable Outcome:

60% of ELL parents will attend an ELL Parent Night, 60% of ESE parents will attend an ESE Parent Night and/or participate in scheduled IEP meetings.

Monitoring:

Parents of ELL students will sign in at parent night and a record of parent attendance will be kept for IEP meetings.

Person responsible for monitoring outcome:

Brianna Leavins (leavinsb@walton.k12.fl.us)

Evidence-based Strategy:

FOCUS, Teachers Updating Grades Weekly, Brave Book Planners, Facebook Informational Videos, Parent Night

Rationale for Evidence-based Strategy:

FOCUS is the district grading platform for parents to access their student's attendance and grades. Teachers must update grades weekly to allow parents to stay informed on student progress. The Brave Book Planners will keep parents informed about both class and homework assignments. Facebook informational Videos will keep parents up to date about events and other important school information.

Action Steps to Implement

1. Monthly Team meetings for students, parents, and community.
2. Braves bulletin published weekly mailed to parents and on all social media outlets.
3. ELL/ESE Parent Nights
4. Utilize Brave Book planners for students to manage class assignments.
5. Utilize App "Talking Points" to aid in communication with ELL students and parents.
6. Teachers will update grades in FOCUS weekly.

Person Responsible

Brianna Leavins (leavinsb@walton.k12.fl.us)

#4. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: Based on ELA and math STAR data from the 2020-21 school year, there is a need for implementation of achievement level descriptors and standards-based data collection. PLCs will be cross-curricular and will support teacher's use of achievement level descriptors, data collection and the identification and focus on transferable learning, such as the use of WICOR strategies.

Measurable Outcome: During the 2021-22 school year, 100% of classrooms will implement achievement level descriptors 80% of time as evidenced by administrative walkthroughs.

Monitoring: Administrators will meet with PLC groups biweekly to monitor progress and ensure participation. PLCs will be considered mandatory.

Person responsible for monitoring outcome: Brianna Leavins (leavinsb@walton.k12.fl.us)

Evidence-based Strategy: Teachers will meet in PLC groups which will focus on using grade-level performance scales or achievement level descriptors to monitor progress of either the lowest quartile students or students taking the highest level curriculum including AP and Honors.

Rationale for Evidence-based Strategy: Teachers will be able to work together to develop achievement level descriptors which are appropriate for the specific students they are teaching. Teachers will gather data related to student performance on specific standards.

Action Steps to Implement

1. Teachers will meet in cross-curricular grade-level groups twice a month.
2. Teachers will develop and implement achievement level descriptors.
3. Teachers will organize data from achievement level descriptors in order to guide instruction.
4. Focus on lower quartile data and AP and Dual Enrollment acceleration.

Person Responsible: Brianna Leavins (leavinsb@walton.k12.fl.us)

#5. Other specifically relating to AVID**Area of Focus**

Description and Rationale: 95% of students will be on track to meet graduation requirements or make adequate progress toward college and career readiness.

Measurable Outcome: 100% of teachers will meet weekly with their homeroom (BRAG) students to have productive conversations and set goals relating to each student's graduation requirements and college and career readiness plan.

Monitoring: Binder Organization, Grade Reflections, Job Search, Career Interest Inventory, AVID Tutorials, Critical Thinking Tutorials, College Speakers, Brave Books, AVID Mentoring program (AMP)

Person responsible for monitoring outcome: Brianna Leavins (leavinsb@walton.k12.fl.us)

Evidence-based Strategy: These activities will ensure that students understand their progress in high school in order to plan for their future in terms of career and education, and they are prepared to tackle the rigor in classes and understand the process of college selection and college admission.

Rationale for Evidence-based Strategy: Teachers will utilize WICOR strategies, data analysis, and incorporate student differentiation activities in order to increase the level of student engagement and critical thinking in each classroom.

Action Steps to Implement

1. Organize BRAG meetings and topics.
2. BRAG teacher complete all activities with students.
3. AVID and Critical Thinking teachers will organize tutorials in their classes.
4. Guidance will organize college speakers for each AVID grade level.
5. The AVID Mentoring Program will continue to support AVID students.

Person Responsible Brianna Leavins (leavinsb@walton.k12.fl.us)

#6. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Using the health education standards adopted in Rule 6A-1.09401, Walton High School will provide instruction to all students in youth mental and emotional health.

Measurable Outcome: 100% of students will be provided the opportunity to engage in 5 hours of youth mental and emotional health training.

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Five hours of Suite 360 mental health learning will be provided to all students at Walton High School.

Rationale for Evidence-based Strategy: Suite 360 is a distract and state-approved mental health curriculum resource. It includes specific practices for building awareness of, modeling, and eliciting social/emotional and mental health competencies and addressing behavioral issues in language arts/social studies, sports, and advisory settings.

Action Steps to Implement

1. Instruction will be delivered whole group lecture, groups, and/or individually.

Person Responsible Brianna Leavins (leavinsb@walton.k12.fl.us)

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.

Walton High School-0271 ranked #364 out of 505 high schools statewide and #3 out of 4 high schools in the county. There were 160 reported suspensions on the report from 2019-2020. In-school suspensions declined to 101 from the previous year's 114. However, the out-of-school suspensions reached 59 which is the highest since 2014. The rating for property incidents was very low with 0 property incidents recorded. The rating for violent incidents was moderate with 5 incidents out of 728 total students. The majority of incidents were for fighting with at least one incident of threat or intimidation. The rating for drug/public order incidents was very high with 25 students suspended for tobacco. There was only one incident of drug use or possession, except alcohol. The total number of suspensions reported were 160 or 22.0 percent of the student population. The state rate is 13.5 percent.

The school's areas of concern are fighting and tobacco use (primarily in the form of vaping).The data indicates the need for increased monitoring of student bathrooms and public areas where students congregate.

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 High School ensures a positive culture and learning environment through continued communication with all stakeholders. The school maintains a website, Facebook page, and Twitter to encourage involvement of stakeholders in all school activities including parent nights, parent teacher organization meetings, school advisory meetings, and extra-curricular activities. Additionally, administration assures that teachers understand the high expectations that are required from both teachers and students through continuous communication at faculty meetings and professional development trainings. Finally, administration meets with all students in each grade level at the beginning of every semester to discuss rules, expectations, and goals for the upcoming semester. Students, teachers and staff have a clear understanding of their part in maintaining a positive culture and learning environment.

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

At Walton High School, all stakeholders are responsible for maintaining a safe and supportive environment. Positive interactions between administration, teachers, staff, and students are an integral part of maintaining the overall culture. Also, communication is key in maintaining the school culture and environment.

Administration remains highly visible to students during the school day in an effort to maintain structure and high expectations of behavior. Administration provides support for those students who do not adhere to behavior expectations. Administrative responses to teachers are swift and efficient. Above all, administration makes an effort to promote a positive working environment for teachers and staff by providing positive feedback and interactions.

Teachers, likewise, are visible between classes in the hallways during each and every class change to support behavior expectations. Teachers are expected to teach from bell-to-bell as they monitor student behavior and minimize discipline problems or distractions from learning. Teachers are expected to foster positive relationships with students as a means of providing each student with a safe environment in which to learn.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$506.00
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	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0271 - Walton High School	School Improvement Funds		\$506.00
			<i>Notes: Items associated with implementing Achievement Level Descriptors. These items include, but are not limited to: Paper, markers, easels, poster paper, markers, printer ink, etc...</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$505.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0271 - Walton High School	School Improvement Funds		\$505.00
			<i>Notes: Items associated with implementing Achievement Level Descriptors. These items include, but are not limited to: Paper, markers, easels, poster paper, markers, printer ink, etc...</i>			
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0271 - Walton High School			\$2,000.00
			<i>Notes: Brave Books will be purchased to facilitate the flow of information to parents at a cost of \$2000.00.</i>			
4	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$0.00
5	III.A.	Areas of Focus: Other: AVID				\$3,809.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0271 - Walton High School			\$3,809.00
			<i>Notes: AVID membership costs for AVID Certification.</i>			
6	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
					Total:	\$6,820.00