

Walton County School District

Walton Learning Center



2021-22 Schoolwide Improvement Plan

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Walton Learning Center

286 GENE HURLEY RD, Defuniak Springs, FL 32435

[no web address on file]

Demographics

Principal: Shekima Fields

Start Date for this Principal: 7/29/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
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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Walton Learning Center

286 GENE HURLEY RD, Defuniak Springs, FL 32435

[no web address on file]

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 6-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To create a Respectful Learning Environment, providing students with the Knowledge, Skills, Attitudes, and Behaviors necessary to becoming Productive, Employable, and Responsible Citizens.

Provide the school's vision statement.

Preparing our youth for lifetime success by conquering obstacles.

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
Fields, Shekima	Principal	Leads the Walton Learning Center staff and makes all educational decisions in regards to the educational and leadership teams.
Fitzgerald, Gerald	Other	Teaches all levels of social studies to the students at Walton Learning Center. Also writes the School Improvement Plan each year.
Bjorkman, Darla	Other	Oversees the students working on ELA courses. She also coordinates with other teachers online through Edgenuity.
McLendon, Marsha	Other	She oversees all GED and statewide testing that must be taken by the students in order to achieve their academic goals.
Moore, Myron	Other	He teaches all science classes to the students at Walton Learning Center who are varying levels in their academic development.
White, Deborah	Teacher, ESE	She works with all students who are classed ESE. She coordinates and completes new IEPs when required for the student entering the program. Works one on one with each student who needs assistance due to their current learning situation.
Chatman, Felycia	Other	She completes instruction in a variety of math courses. The students are on a variety of levels based on their grade and age levels.

Demographic Information

Principal start date

Wednesday 7/29/2020, Shekima Fields

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.*

0

Total number of teacher positions allocated to the school

5

Total number of students enrolled at the school

21

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

1

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	0	0	3	6	5	6	1	0	21
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	4	1	3	1	0	9
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/2/2021

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	2	0	2	6	12	5	1	28
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	0	0	1
One or more suspensions	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	1	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	1	0	0	2	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	1	0	0	0	0	1

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	1	0	1	0	0	2

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	
Students retained two or more times	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	2	0	2	6	12	5	1	28	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
One or more suspensions	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	1	0	0	1	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	1	0	0	2	0	3	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	1	0	0	0	0	1	

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	1	0	1	0	0	2

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	
Students retained two or more times	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					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
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

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					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

If a student has an IEP: PM is completed through the PEER program and the IEP. Updated information is provided in the IEP for PM every 9 weeks. DJJ Common Assessments and STAR are used when student is enrolled and assessed again when student is in transition to leave the facility.

If a student does not have an IEP:

DJJ Common Assessments to include Reading and Math

STAR Assessments to include Reading and Math

Overall Grades

Progress Monitoring ESE/504

Data is collected each month in reference to the student's current overall grade and progress is defined as grade increase/decrease.

Strategies Used by WLC:

Remedial Strategies are included in the online program that WLC utilizes.

Read Aloud - Text to Speech

Extended Time

Flexible Grouping

The online program used at WLC: breaks tasks down into smaller chunks, reteaches skills, offers the opportunity for retakes as needed.

Students have the opportunity to analyze errors before a retake.

Tutoring sessions are provided as needed for GED students.

Organizational skills are included in the online platform to include note taking and a section of vocabulary is provided for each unit.

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

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

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

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	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			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

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

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

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

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	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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?

According to last years data, out of 28 students only 2 students had two or more early warning indicators.

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

Based on the data from last year, there were three students who scored a 1 on the statewide ELA assessment and only one student scored a 1 on the statewide Math assessment.

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

There was not very much one to one educating last year due to the Coronavirus outbreak. Walton Learning Center was forced to teach virtually for a good portion of the year last year. More one to one teaching of the students will definitely aid in improving the scores on the statewide assessments.

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

According to the data available no students were retained in the current year or were retained two or more years.

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

Walton Learning Center has focused on improving student performance and has made a point in recent years of raising its students grade level by at least one level during their stay at WLC which is usually a period of only 9 to 12 months.

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

More one to one instruction and improved use of all of the features that Edgenuity has to offer will aid in the acceleration of learning for all students. The use of daily bell ringer activities in each class will continue to improve vocabulary and the knowledge of the students taking them.

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.

Walton Learning Center will focus on ELL and ESOL professional development opportunities in the coming year. This is believed to be a necessity at this time because WLC has begun to receive students who are ELL and ESOL learners. These students have a definite need to learn English and this must be faced head on by WLC instructional staff.

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

Professional Learning Communities will also be a focus from this point forward at Walton Learning Center. These communities are seen as a valuable resource that can be used to gain insight into the difficult issues that our students are facing. Professional Learning Communities as well as other professional development opportunities will focus on ELL and ESOL in order to better serve our students going forward.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	More than 90% of students entering WLC are below grade level on the STAR Reading entrance exam. We have noticed that students are taking STAR testing more serious than before. However, it is still a challenge for a majority to take seriously the importance of testing. Therefore it is still difficult to assign accurate scores to the testing effort.
Measurable Outcome:	More than 90% of students entering WLC are below grade level on the STAR Reading entrance exam. Many students refuse to take seriously the importance of testing. However, we are striving to increase reading levels on all student grade levels and/or one grade above their current level at the time of entrance to WLC.
Monitoring:	A student will be given the STAR test upon entry and exiting the program. The results of this test should provide the answer as to whether or not the student's grade level increased by at least one grade level during his time in Walton Learning Center.
Person responsible for monitoring outcome:	Shekima Fields (sfields@waltonacademycharterschool.org)
Evidence-based Strategy:	To increase comprehension and content-specific terms/vocabulary acquisition, to participate in bell-ringer activities in all classes designed to increase vocabulary and comprehension.
Rationale for Evidence-based Strategy:	Of the students who took the STAR assessment in 2019-2020, more than 90% scored below grade level in reading; therefore, all of the students will be receiving MTSS and RTI for Tier 2 and 3 interventions. We have noted that readers consistently score low on vocabulary. In much of our students' speech, grade level vocabulary is replaced with slang and with swear words. We believe a broader vocabulary will help our students. Many students read orally or silently through informational text and still are not able to answer text-based comprehension questions. A comparison of scores from year to year is difficult because students are in the program (in general) for less than a year.

Action Steps to Implement

1. Each student will increase reading vocabulary through vocabulary worksheets. Interactive journals, writing, and/or online resources such as Edgenuity and/or Florida Virtual School.
2. Students will be enrolled in an intensive reading program through Edgenuity based on flexible scores and star data.
3. In all classes, students will participate in bell ringers which incorporate the following- writing prompts, literary analysis, vocabulary, multi-media presentation, and comprehension strategy worksheets.
4. Students will engage in activities involving critical thinking, analysis, and higher order questioning from the teachers.
5. Students that qualify for ESE services will also be provided an IEP in order to aid in the learning progress.
6. The ESE teacher will create and maintain an accommodations list that includes all students who are receiving services through a 504 plan, IEP, and/or any other student receiving services.

Person Responsible Shekima Fields (sfields@waltonacademycharterschool.org)

#2. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: The educational staff at Walton Learning Center are committed to educating the students to the best of our abilities, and this means we use every tool at our disposal to accomplish this feat. Professional Learning Communities are considered an integral part to this equation, and they will be a focus of the WLC staff from this point forward.

Measurable Outcome: The teachers at Walton Learning Center will each take part in at least two professional learning communities during the 2021-2022 school year.

Monitoring: The teachers at Walton Learning Center will take what they have learned from the Professional Learning Community and present it to their colleagues in one of the weekly meetings held at the facility.

Person responsible for monitoring outcome: Shekima Fields (sfields@waltonacademycharterschool.org)

Evidence-based Strategy: The belief of the staff at Walton Learning Center is that we can always learn and do better. Professional Learning Communities can be and will be a vital part of this learning curve in the future.

Rationale for Evidence-based Strategy: At least 80% of students are below grade level when entering WLC. This is at least in part due to the fact that other schools are unable to use all the tools at their disposal. The teachers at WLC are committed to not letting this occur at WLC.

Action Steps to Implement

1. Each teacher will take part in at least two Professional Learning Communities during the coming school year 2021-2022.
2. The teachers will then present what they have learned to the other teachers from their Professional Learning Communities on a monthly basis.
3. The two areas of focus this year will be ELL/ESOL and Trauma Skilled School. The Trauma Skilled School professional learning community will actually be a two-year program of study.
4. The teachers will then take the information and apply it to their curriculum when applicable in order to improve the quality of education at Walton Learning Center.
5. The information learned will be applied over the next two years in order to account for the Trauma Skilled School professional learning community to be completed which is a two year program of study.

Person Responsible: Shekima Fields (sfields@waltonacademycharterschool.org)

#3. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	At the present time, parents and/or guardians are contacted by Education for the purpose of sharing academic and behavior information about students during school hours. At some of the parents and/or guardians request they are directly contacted via Edgenuity with weekly grading reports.
Measurable Outcome:	The Education staff will continue to have contact with parents to share grades and academic progress. Increased efforts will continue to be made to send weekly grading reports directly from Edgenuity when requested, in addition to mailing the monthly treatment team forms to all parents and/or guardians.
Monitoring:	The Education Staff will continue to monitor student progress, and when necessary reach out to parents through Edgenuity and/or other means to ensure the flow of communication continues each and every week. This is seen as a necessary step in order to ensure positive results from our students.
Person responsible for monitoring outcome:	Shekima Fields (sfields@waltonacademycharterschool.org)
Evidence-based Strategy:	To communicate with parents through Treatment team meetings, increase communication with parents and/or guardians about their concerns and their child's progress, as well as, increase communication with parents during student's initial visit with the Principal. Also when it is necessary communicating through weekly progress reports directly to the parents via Edgenuity.
Rationale for Evidence-based Strategy:	Students at Walton Learning Center are sent here via their districts judicial system for a period of time. During this period, Rite of Passage staff, and to some degree, Walton Learning Center teachers and staff serve en loco parentis. Through treatment team meetings and phone calls, the Education Director keeps parents informed concerning student goals, behavior, and academic progress.

Action Steps to Implement

1. An initial phone call will be made during principal's initial visit with new students to parents and/or guardians.
2. Monthly phone calls and/or emails to and from parents expressing their concerns will be given priority. Phone calls and/or emails will be increased if and/or when requested by the parents and/or guardians.
3. Treatment team meetings (involving Education, Program, Parents, JPO, and Therapeutic Manager) will meet every 28-30 days.
4. Teachers will send the weekly grading reports through Edgenuity when it is requested by the parent.
5. Students will also be given a copy of their treatment team form each month.
6. The implementation of the Focus Parent Portal for all of our parents to be able to see grades, progress, and referrals, as well as other information.
7. The staff of WLC will also take part in parent teacher conferences via Zoom with the parents of our students.

Person Responsible Shekima Fields (sfields@waltonacademycharterschool.org)

#4. Culture & Environment specifically relating to School Safety

Area of Focus Description and Rationale:	WLC cannot work outside of the Program that oversees the DJJ facility in regards to safety of our students. Rite of Passage is the Program which has been established to provide the needs of the students, guidance, and compliance with DJJ regulations. WLC works closely with Rite of Passage in order to implement their guidelines in the classroom which are read aloud each class period by a student.
Measurable Outcome:	Rite of Passage and Walton Learning Center work together to organize a program in a safe manner for all of the students and to consistently reward excellence of behavior.
Monitoring:	Rite of Passage and Walton Learning Center will continue to work together to reduce the number of altercations, fights, or arguments that could lead to dangerous situations for the students in the classroom. The use of both negative and positive reinforcement will be used to help bring about the positive behaviors that WLC is looking to encourage in its students.
Person responsible for monitoring outcome:	Shekima Fields (sfields@waltonacademycharterschool.org)
Evidence-based Strategy:	Students will follow the norms developed by ROP and WLC teachers/staff (norms in general and norms at school). Students will be rewarded for safe and positive behavior.
Rationale for Evidence-based Strategy:	Walton Learning Center discourages misbehavior and failing grades. Because these students are already struggling with academic and emotional problems when they arrive, classroom behavior is a big issue. Inappropriate behavior leads to loss of privileges and may add time to their mandated sentence. WLC focuses on classroom and positive environments as well as leadership skills within our students which in turn supports learning and improving classroom behavior in order to have more meaningful instructional time during class. Learning will increase as a result of reducing severely disruptive behavior as well as rewarding good behavior and focusing on positive outcomes. WLC will continue to recognize academic achievements and student excellence. The learning environment that has been created by WLC has created a safe space for the students to learn and strive for excellence.

Action Steps to Implement

1. Teachers will nominate a "Student of the Week" who will be given a certificate and a reward incentive as well as school-wide posting of recognition.
2. When seen being a positive peer students will receive an incentive for their good deeds towards others.
3. Norms will be posted in each classroom and read aloud by the students before each class begins.
4. A/B honor roll parties will be held each month for the qualified students.
5. Disciplinary reports will be given when students display negative behaviors that are not in line with program norms.
6. Students will be removed from class if a negative behavior is not corrected immediately by the offending youth.
7. Students will also be suspended for a period of time if their behavior is viewed as outside the program and classroom norms that have been established.

Person Responsible Shekima Fields (sfields@waltonacademycharterschool.org)

#5. DJJ Components specifically relating to Postsecondary Enrollment

Area of Focus Description and Rationale: Walton Learning Center continues to provide GED services to its students. It is our goal at WLC to continue to graduate our students through our GED testing and increase number of youth participating in college courses. Unfortunately, this does not reach all of our students, and that is why WLC will implement Florida Virtual School this year in order to better meet the needs of our students who continue to work on their credit track.

Measurable Outcome: WLC will continue to incorporate ACT/SAT testing into our realm of other assessments that we provide. Therefore, we will aid and facilitate in the process of preparing youth for college course enrollment. Also Florida Virtual School will be implemented so our students will have more courses available to them.

Monitoring: In just over five years Walton Learning center has graduated 64 students through the GED program that has been implemented. Walton Learning Center will look to graduate at least another 12 students in the coming year (this number is the average from the last five years of data). Moreover, with the implementation of the Florida Virtual Program this year we will attempt to graduate even more students through their credit track.

Person responsible for monitoring outcome: Shekima Fields (sfields@waltonacademycharterschool.org)

Evidence-based Strategy: Walton Learning Center will continue to provide GED testing to aid the graduation of its students, and will implement the Florida Virtual School to make it easier for our students to graduate through their credit track. Walton Learning Center will also continue to administer the ACT/SAT to the qualified youth and to assist qualified youth with the enrollment process for college courses.

Rationale for Evidence-based Strategy: Walton Learning Center will continue to monitor the youth that have earned their GED and that have graduated through the Florida Virtual School, and aid these qualified youth in enrolling in college courses.

Action Steps to Implement

1. Walton Learning Center will continue to attempt to initiate the necessary guidelines as an ACT/SAT testing site.
2. Qualified youth will meet with Principal and/or other designated WLC staff to discuss degree program interests and required courses for degree program.
3. Qualified youth will be given their GED tests when applicable.
4. Qualified youth working on their credit track we be enrolled in Florida Virtual School to aid in the earning of credits toward graduation.
5. Qualified youth will be given assistance in registering for their college of interest. This assistance will include but not be limited to finding an area of interest (with the aid of My Career Shines), choosing a college/university, taking the ACT/SAT, completing the free application for federal student aid (FAFSA form), completing other necessary enrollment paperwork, and/or any other necessary steps to complete this process.

Person Responsible: Marsha McLendon (mmclendon@waltonacademycharterschool.org)

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.

The school leadership team at Walton Learning Center will continue to assist students on a one on one basis as required in order to prepare them for the statewide assessment. This will be a focus of the student leadership team in order to improve the scores on statewide assessment. The school leadership team is looking to raise scores on statewide assessment to at least a Level 2.

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 Learning Center's mission is to create a Respectful Learning Environment, providing students with the Knowledge, Skills, Attitudes, and Behaviors necessary to becoming Productive, Employable, and Responsible Citizens. This vision requires and demands that the team be together and unified in the fight in all aspects, up to and including keeping our students safe through the COVID-19 crisis. Walton Learning Center continues to perform weekly meetings through zoom for informational purposes and team-building exercises. Walton Learning Center continues to push our students to strive for excellence and heights that were never thought possible. This includes a GED testing program that has to date 64 graduates in just over a 5-year period. Moreover, we do not stop there when it comes to our students. We have sent as of the last school year (which was cut short of course by COVID-19) 4 students to college that have earned some credits to this point. We know at Walton Learning center that these are all great accomplishments, but we want more at Walton Learning Center. We consider these accomplishments just a starting point for us and our students. These students in college are going to need even more help than they are getting right now to be successful. This is true because we at Walton Learning Center are not satisfied with the fact that these students will just attend college, but also graduate from college. This will require the creation of grants and scholarships so these students can finish college and go to graduate school so they may become doctors, nurses, and/or lawyers if they choose despite their checkered past. We will be asking and requiring a great deal from our stakeholders in order to make these dreams a reality. We expect and demand a great deal from our stakeholders at Walton Learning center, and we know that our stakeholders demand and expect a great deal from us.

Any and all information is shared with stakeholders at meetings, conference calls, video conference calls, etc...

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

The principal and teachers at Walton learning center continue to promote a positive culture and environment in many ways. As stated earlier, here are some of the ways this is done:

1. Teachers will nominate a "Student of the Week" who will be given a certificate and a reward incentive as well as school-wide posting of recognition.
2. When seen being a positive peer students will receive an incentive for their good deeds towards others.
3. Norms will be posted in each classroom and read aloud by the students before each class begins.
4. A/B honor roll parties will be held each month for the qualified students.
5. Disciplinary reports will be given when students display negative behaviors that are not in line with program norms.
6. Students will be removed from class if a negative behavior is not corrected immediately by the offending youth.
7. Students will also be suspended for a period of time if their behavior is viewed as outside the program and classroom norms that have been established.

Moreover, at least one of the education staff (usually the principal Ms. Fields) will attend the Community Activity Board that meets at least once a month at Walton Learning Center in the conference room. Many items are discussed each month at these meetings including a positive culture and environment for our students at Walton Learning Center. At Walton Learning Center, the education staff is committed to being professional and collaboration with our community. This is seen as a necessary step to achieve a successful outcome for each one of our students. At Walton Learning Center, we are willing to listen to our community give us feedback about how we are doing. Even negative feedback when it is provided to us is seen as an opportunity to turn a negative into a positive through our Professionalism and Collaboration with the community. At Walton Learning Center, the education staff is committed to educating the community on the type of students we work with on a daily basis. We are committed to being EPIC through our Excellence, Professionalism, Innovation, and Collaboration with our community. We are committed to educating the staff and community on the misconception of "that school, those kids". At Walton Learning Center, we understand that there are many students at every school that are struggling with mental health issues, substance abuse issues, broken homes, divorce, single parent households, abuse, and trauma. Educating the community must continue to take place at every opportunity, and that is why meetings with the Community Activity Board are so very vital. They provide a bridge to the community that allows us to educate the public on working with at-risk students and break the misconception of "that school, those kids".

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: School Safety	\$0.00
5	III.A.	Areas of Focus: DJJ Components: Postsecondary Enrollment	\$0.00
Total:			\$0.00