

Hillsborough County Public Schools

Walton Academy



2021-22 Schoolwide Improvement Plan

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Walton Academy

4817 N FLORIDA AVE, Tampa, FL 33603

[no web address on file]

Demographics

Principal: Tanika Walton

Start Date for this Principal: 7/23/2005

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (52%) 2017-18: C (51%) 2016-17: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 is pending approval by the Hillsborough County School Board.

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 Academy

4817 N FLORIDA AVE, Tampa, FL 33603

[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)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to achieve academic excellence by developing the mind, body and soul through the arts and technology. Our goal is to provide high quality educational and artistic experiences so that every student can achieve personal success, and be an effective contributor in our diverse society.

Provide the school's vision statement.

Our vision is to change lives through the world education.

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
Walton, Tanika	Principal	The principal is responsible for managing the day-to-day operations and function of the school. She lead and supports the school's academic and artistic program that impacts student achievement and teacher effectiveness.

Demographic Information

Principal start date

Saturday 7/23/2005, Tanika Walton

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

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

Total number of teacher positions allocated to the school

12

Total number of students enrolled at the school

147

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

3

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

3

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	27	29	25	29	22	15	0	0	0	0	0	0	0	147
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	2	3	4	4	4	4	0	0	0	0	0	0	0	21

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	2	2	0	3	0	0	0	0	0	0	0	0	0	7
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

Wednesday 10/13/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide ELA assessment		
Level 1 on 2019 statewide Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	
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	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				63%	52%	57%	51%	52%	56%
ELA Learning Gains				55%	55%	58%	61%	52%	55%
ELA Lowest 25th Percentile				45%	50%	53%		46%	48%
Math Achievement				50%	54%	63%	37%	55%	62%
Math Learning Gains				55%	57%	62%	66%	57%	59%
Math Lowest 25th Percentile					46%	51%	45%	44%	47%
Science Achievement				43%	50%	53%	47%	51%	55%

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
03	2021					
	2019	59%	52%	7%	58%	1%
Cohort Comparison						
04	2021					
	2019	60%	55%	5%	58%	2%
Cohort Comparison		-59%				
05	2021					
	2019	64%	54%	10%	56%	8%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	54%	-4%	62%	-12%
Cohort Comparison						
04	2021					
	2019	55%	57%	-2%	64%	-9%
Cohort Comparison		-50%				
05	2021					
	2019	41%	54%	-13%	60%	-19%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	43%	51%	-8%	53%	-10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

IReady Diagnostic Test was used for progress monitoring for grades Kindergarten to 5th.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	43%	78%
	Economically Disadvantaged	0%	43%	78%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5%	22%	52%
	Economically Disadvantaged	5%	22%	52%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30%	68%	79%
	Economically Disadvantaged	30%	68%	79%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4%	11%	50%
	Economically Disadvantaged	4%	11%	50%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45%	50%	70%
	Economically Disadvantaged	45%	50%	70%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10%	25%	50%
	Economically Disadvantaged	10%	25%	50%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45%	50%	70%
	Economically Disadvantaged	45%	50%	70%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18%	30%	70%
	Economically Disadvantaged	18%	30%	70%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20%	34%	58%
	Economically Disadvantaged	20%	34%	58%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6%	17%	25%
	Economically Disadvantaged	6%	17%	25%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	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
BLK	59	27		35	18		9				
FRL	58	27		36	18		9				
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
BLK	62	57		51	57		42				
FRL	63	55	45	50	55		43				
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
BLK	52	60		36	62	40	47				
FRL	51	61		37	66	45	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	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	148
Total Components for the Federal Index	5
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
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

English Language Learners	
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	30
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	30
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?

Math Achievement and learning gains. FSA results % proficient: 2021 37% 2019 50%, 2018 37%, 2017 46%. IReady Math Diagnostic progress monitoring:

- K - Proficiency increased from 32% to 78%
- 1st - Proficiency increased from 5% to 52%
- 2nd - Proficiency increased from 4% to 50%
- 3rd - Proficiency increased from 10% to 50%
- 4th - Proficiency increased from 18% to 70%
- 5th - Proficiency increased from 6% to 25%

ELA Achievement and learning gains. FSA results % proficient: 2021 60% 2019 63%, 2018 51%, 2017 61%. IReady Reading Diagnostic progress monitoring:

- K - Proficiency increased from 34% to 92%
- 1st - Proficiency increased from 0% to 78%
- 2nd - Proficiency increased from 30% to 79%
- 3rd - Proficiency increased from 45% to 66%
- 4th - Proficiency increased from 45% to 70%
- 5th - Proficiency increased from 20% to 58%

Science Achievement. FSA results % proficient: 2021 17% 2019 43%, 2018 47%, 2017 17%.

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

Based off of state assessments and progress monitoring, math achievement and learning gains is the greatest need for improvement.

FSA results % proficient: 2021 37% 2019 50%, 2018 37%, 2017 46%. IReady Math Diagnostic progress monitoring:

- K - Proficiency increased from 32% to 78%
- 1st - Proficiency increased from 5% to 52%
- 2nd - Proficiency increased from 4% to 50%
- 3rd - Proficiency increased from 10% to 50%
- 4th - Proficiency increased from 18% to 70%
- 5th - Proficiency increased from 6% to 25%

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

Contributing factors for the need of improvement:

1. Students not mastering foundational and grade level standards
2. Students having challenges with problem solving and critical thinking
3. Students having difficulty with following directions and multi-step problems
4. Lack of use of curriculum maps and pacing guides
5. Spending too much time on specific standards causing teachers not to get through all of the standards

New Actions

1. Support and guidance from Administration and leadership in strategic lesson planning, following pacing guide, math routines and spiral reviews
2. PLCs on math intervention, math centers/stations, math routines/reviews

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

Based off of state assessments and progress monitoring, reading achievement showed the most improvement.

ELA Achievement and learning gains. FSA results % proficient: 2021 60% 2019 63%, 2018 51%, 2017 61%. IReady Reading Diagnostic progress monitoring:

- K - Proficiency increased from 34% to 92%
- 1st - Proficiency increased from 0% to 78%
- 2nd - Proficiency increased from 30% to 79%
- 3rd - Proficiency increased from 45% to 66%
- 4th - Proficiency increased from 45% to 70%
- 5th - Proficiency increased from 20% to 58%

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

Several factors contributed to the improvement in reading:

1. School-wide Intervention block
2. Ongoing PLCs and data chats
3. Consistent usage of digital interventions

New Actions

1. Hire of an Academic Coordinator (AC) to help support and assist teachers in lesson planning, modeling lessons, coaching, observing and providing feedback. AC helps to facilitate PLCs and assist in the school's instructional programming.
2. Utilize curriculum aligned with the new standards
3. Strategic and common lesson planning

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

To accelerate learning, we will need to be consistent in the following strategies:

1. Be strategic in lesson planning
2. Small group instruction and intervention
3. Analyze data, monitor progress and adjust instruction
4. Ongoing PD and PLCs

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.

A professional development and PLC calendar is developed based on the needs of the teachers and the goals/objectives identified on the teacher's IPDPs. School-wide PDs are available, district trainings, webinars and modules through school programs are available to our teachers and leaders.

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

In the last quarter of the school year, the leadership team will administer a comprehensive needs assessment of the school's academic programming. We will assess our curriculum, best practices, professional development and any other items to prepare for the upcoming school year.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: To increase proficiency and learning gains in reading, math and science on the FSA and SSA assessments. Small group instruction will allow for teachers to address the academic needs for all students and differentiate instruction to achieve academic success. Small group instruction will provide intervention as well as enrichment for high performing students.

Based on the analysis of the current student's beginning of the year, diagnostic tests, the goals and outcomes are as follow:

Measurable Outcome:

In grades 3-5, the percentage of students scoring a Level 3 or higher on the 2021 ELA will increase from 58% to 67% on the 2022 assessment.

In grades 3-5, the percentage of students scoring a Level 3 or higher on the 2021 FSA Math will increase from 36% to 49% on the 2022 assessment.

In grade 5, the percentage of students scoring a Level 3 or higher on the 2021 SSA Science will increase from 9% to 29% on the 2022 SSA Science.

Monitoring:

Small group instruction will be monitored through weekly lesson planning, walk-throughs and observations. Data will be collected, reviewed and analyzed for progress monitoring.

Person responsible for monitoring outcome:

Tanika Walton (tanika.walton@charter.hcps.net)

Evidence-based Strategy:

PLCs will be focused on standards-based planning, development of common assessments, small group instruction and analyzing data.

Rationale for Evidence-based Strategy:

Research has shown that when teachers work collaboratively, student outcomes improve.

Teachers will be supported through a structure for professional learning communities focused on effective teaching methods for small group instruction.

Action Steps to Implement

-Develop school master schedule/school wide intervention schedule, common planning time for all grade levels and common assessment calendar.

Create an electronic data wall to support frequent progress monitoring and monthly analysis of data

Monitoring: Administration and leadership team will review lesson plans, collect and analyze data for instruction

Person Responsible

Tanika Walton (tanika.walton@charter.hcps.net)

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's PBIS and PSLT will monitor behavior/discipline incidents and reports. Any necessary action steps or behavior plan will be addressed with teacher, parents and student to improve behaviors.

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 prides itself on showing genuine care and cultivating positive relationships with our school community. Parent and family engagement is essential to the success of our student's academics. We engage our school community with a hosts of family activities, events and initiatives to help build a positive environment, meet the needs of our students and families, and help increase academic achievement. We will continue to build a positive school culture and environment through communication, collaboration and consistency with the students and families that we serve.

Walton Academy has been a PBIS (Positive Behavior Intervention and Support) School for the past 4 years. We will continue with School-wide PBIS in setting clear expectations for rules of conduct and systems of support for Tier 2/3 students. PBIS changes the focus of discipline from punitive measures to positive interactions between students and staff, ultimately building stronger relationships and a better learning environment for all. PBIS...

- Improves school culture
- Builds social skills
- Reduces office discipline referrals
- Reduces suspensions
- Increases instructional time
- Improves social and emotional development
- Improves school safety
- Increases student engagement
- Improves academic performance
- Increases family involvement
- Improves classroom management

Over the next two years, we will implement a School-wide Social Emotional Learning (SEL) as a new

initiative to our Mental Health Plan. School-wide SEL is where students and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions, set and achieve personal and collective goals, feel and show empathy for others, establish and maintain relationships and make responsible decisions. School-wide SEL is a systematic approach to infusing social and emotional learning into every part of students' educational experience, across all classrooms, throughout the school day, out of school and in partnership with families and communities.

This School-wide SEL will be aligned and implemented in the same format as PBIS. The members of the school's PBIS Team will also serve as the school's SEL Team. The SEL Team will use the Casel Guide to School-wide SEL Essentials which focuses on four areas for effective implementation.

- 1A. Build Foundational Support 1B. Create a Plan
2. Strengthen Adult SEL
3. Promote SEL for Students
4. Practice Continuous Improvement

The SEL Team will monitor the implementation timeline, track and monitor the progress and analyze data.

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

In order to have a positive school culture and environment, it is a collaborative effort for all stakeholders. It begins with Administration and the Leadership Team. Training is presented to the faculty and staff at the beginning of each school year and ongoing throughout the school year. Professional Development topics to include:

- PBIS
- Mental Health Plan (SEL, Character Education, Bullying Prevention, etc)
- Classroom Management
- Communication & Family Engagement

The faculty and staff is responsible for teaching students classroom and school expectations. Expectations, policies and protocols are outlined in the school's Student & Family Handbook. The school hosts an Annual PBIS Rally that provides interactive and hands-on activities that teaches PBIS and promotes a positive school environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	160-Other Support Personnel	6623 - Walton Academy	Title, I Part A	0.75	\$0.00
			<i>Notes: Hire an Academic Coordinator/Site Resource Teacher to support teachers through lesson planning, coaching, observing and providing feedback.</i>			
Total:						\$0.00