Walton Initiative For Success In Education (Wise)

2021-22 Ungraded Schoolwide Improvement Plan

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Walton Initiative For Success In Education (Wise)

555 WALTON RD, Defuniak Springs, FL 32433

http://wis.walton.k12.fl.us/

Demographics

Principal: William Johnson

Start Date for this Principal: 7/1/2018

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School PK-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)	88%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The WISE center is a collaborative environment built on differing programs with one goal: every student, every day. Our learning leaders are dedicated to re-energizing students from Pre-K to 12th grade. Energy through intensive classes and innovative teaching methods with a laser focus on standards based curriculum. Energy through student lead projects with a laser focus on depth of knowledge. Energy through a deep commitment for each individual student with a laser focus on mental well-being. Our mission is to create a safe environment for which any student can rediscover and uncover learning that is engaging, relevant and sustainable.

Provide the school's vision statement.

The WISE center is built on a student first philosophy. Reaching each students' academic needs, emotional needs and social needs. Our core beliefs are nurtured through positive relationships, positive reinforcement and attention to detail. Student emotional needs are valued through a deep sense of community within the school and a belongingness which fosters low stress and increased engagement. Our social atmosphere is predicated on an understanding that we are apart, not a part, of the school.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

WISE Center is a small school, approximately 200 students, and each student entering our doors is provided with individualized educational opportunities. 51% of our students in the 6th-12th grade are ESE. At WISE there are multiple programs geared to provide the optimal educational experience for students. Alternative Learning Center, Magnet, ACCESS room, VPK, VPKD and VPK MELD classrooms. We have a low student/teacher ratio to aide in providing for the needs of our students. We have an ESE aide and Mental Health Counselor as well as a Transitional Mental Health Coach that will be working with students in group counseling sessions. In addition, our Instructional Aide oversees our Positive Behavioral Support System and works with students on a daily basis with any behavioral concerns that arise.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
D'Avignon, Jonathan	Principal	Administrator of WISE Center Programs (PreK, Magnet, ALC and ACCESS)
Varnum, Amanda	School Counselor	Guidance Counselor of WISE Center Programs, Testing Coordinator, Volunteer Coordinator
Sweat, Larry	Teacher, K-12	9-12 Math Teacher, AgriScience Teacher
Willcox, Ashlee	Teacher, PreK	PreK Teacher
Taylor, Lisa	Teacher, K-12	High School ELA Teacher and MTSS Contact

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Sunday 7/1/2018, William Johnson

Number of teachers with professional teaching certificates?
14

Number of teachers with temporary teaching certificates?
4

Total number of teacher positions allocated to the school.
18

Total number of students enrolled at the school.
196

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
4

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	18	13	10	12	13	17	15	98
Attendance below 90 percent	0	0	0	0	0	0	2	3	0	2	3	5	3	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	1	2	2	0	2	2	5	14
Course failure in Math	0	0	0	0	0	0	1	3	2	0	3	3	2	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	5	6	5	3	5	10	3	37
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	5	7	5	3	2	6	2	30
Number of students with a substantial reading deficiency	0	0	0	0	0	0	9	9	7	7	7	12	8	59

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	5	6	4	3	3	9	4	34

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	1	1	1	0	1	0	0	4
Students retained two or more times	0	0	0	0	0	0	2	3	1	0	0	0	0	6

Date this data was collected or last updated

Monday 8/16/2021

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	
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	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	

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	

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					70%	61%		70%	60%
ELA Learning Gains					60%	59%		59%	57%
ELA Lowest 25th Percentile					53%	54%		51%	52%
Math Achievement					74%	62%		74%	61%
Math Learning Gains					65%	59%		63%	58%
Math Lowest 25th Percentile					59%	52%		59%	52%
Science Achievement					70%	56%		73%	57%
Social Studies Achievement					85%	78%		83%	77%

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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019	0%	64%	-64%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	55%	-55%	54%	-54%
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	40%	64%	-24%	52%	-12%
Cohort Comparison		0%				
08	2021					
	2019	14%	60%	-46%	56%	-42%
Cohort Comparison		-40%				
09	2021					
	2019	31%	64%	-33%	55%	-24%
Cohort Comparison		-14%				
10	2021					
	2019	30%	59%	-29%	53%	-23%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019	0%	55%	-55%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	60%	-60%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	27%	63%	-36%	46%	-19%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	61%	-61%	53%	-53%
Cohort Comparison						
08	2021					
	2019	23%	58%	-35%	48%	-25%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	25%	79%	-54%	67%	-42%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	82%	-32%	71%	-21%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	77%	-77%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	72%	-72%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	38%	72%	-34%	57%	-19%

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	29	29		20	50						
WHT	33	38		36	52		67			83	40
FRL	26	40		30	44		50				

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											
WHT	19	16		21	31		28				
FRL	8	17		11	47		11				

	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	46
OVERALL Federal Index Below 41% All Students	NO
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	321
Total Components for the Federal Index	7
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
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	50
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	38
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.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

The lowest performing subgroup remains students with disabilities. Factors contributing to the year's low performance are two fold. First, WISE is still evolving as a new program and with that teachers are continually improving upon best practices. While teachers are

using sound instructional practices, due to the increasing number of ESE student enrollment at the WISE, it is an increasing challenge to provide rigorous curriculum and grade-level instruction.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Students showed the most gain in Math. The addition of a math teacher helped implement more intensive math time, with a focus on closing the learning gap for students who are 1 or more years behind in Math. Also, having one teacher for middle school and one for high school aides in teachers being able to focus on specific skills.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

ELA is our greatest area of need. We are implementing the use of Springboard to help teachers focus on the standards needed for each specific grade level, along with multiple sections of Intensive Reading and an MTSS period.

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

The lowest performing subgroup remains students with disabilities. Factors contributing to the year's low performance are two fold. First, WISE is still evolving as a new program and with that teachers are continually improving upon best practices. While teachers are using sound instructional practices, due to the increasing number of ESE student enrollment at the WISE, it is an increasing challenge to provide rigorous curriculum and grade-level instruction.

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

Teachers will utilize STAR Reading and Math reports integrated into MyPath to accelerate learning and close the learning gap and/or accelerate learning for all students. In middle school, teachers will utilize Study Island for Tier 2 interventions.

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 are collaborating with each other within their Professional Learning Communities weekly, in addition, entire staff are collaborating at least once per month and sharing best strategies observed within each others classrooms.
MyPath training
Literacy and Math Coach meetings with staff
Digital Learning Specialist meetings

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Reading Goal: Forty-one percent of all students will show a learning gain in ELA. Rationale: Prior year FSA data indicated that thirty-seven percent of students made a learning gain on the FSA ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	2021-2022, STAR 4: Forty-one percent of all students will show a learning gain in ELA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress Monitoring of STAR DATA 4 times per year.
Person responsible for monitoring outcome:	Jonathan D'Avignon (davignonj@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The primary change for the 2021-2022 school year will be to implement the College Board Spring Board curriculum in ELA classrooms. Students will receive explicit instruction of ELA standards to promote learning for all students including, but not limited to: ESSA, ESE, and 504 students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The Spring Board curriculum is specifically designed to offer student-centered instruction that provides students with the opportunity to control their own learning through hands-on activities and collaboration. The skills utilized in the Spring Board curriculum will help prepare students for college and career readiness.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Data: Student data review will be ongoing. Specific and explicit data assessments will include both formative and summative. STAR testing will be the primary progress monitoring tool, this tool will be utilized beyond the mandatory 4 yearly testing windows. STAR practice testing will be ongoing.

Person Responsible	Jonathan D'Avignon (davignonj@walton.k12.fl.us)

nstructional Practice: ELA teachers will utilize rigorous text and rigorous tasks to insure that grade level standards are being taught and student learning is aligned with grade level standards. Teachers will design lessons with the following explicit instruction best practices: segment complex skills, draw student attention to important features of the content through modeling/think-alouds, promote successful engagement by using systematically faded supports/prompts (scaffolding), provide opportunities for students to respond and receive feedback, create purposeful practice opportunities.

Person Responsible	Jonathan D'Avignon (davignonj@walton.k12.fl.us)

Implementation of Springboard for grades 6-12.

Person Responsible	Jonathan D'Avignon (davignonj@walton.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Math Goal: Forty-six percent of all students will show a learning gain on FSA.

Rationale: Prior year FSA data indicated that forty-two percent of students made a learning gain in math on FSA EOCs.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

2021-2022, STAR 4: Forty-six percent of all students will show a learning gain in math.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring of STAR data four times per year.

Person responsible for monitoring outcome:

Jonathan D'Avignon (davignonj@walton.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Prodigy
Study Island

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Prodigy is a researched based program that has been proven to directly support student achievement in math proficiency. Study Island is an evidence-based intervention that supports basic math skills.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

: Student data review will be ongoing. Specific and explicit data assessments will include both formative and summative. STAR testing will be the primary progress monitoring tool, this tool will be utilized beyond the mandatory 4 yearly testing windows. STAR practice testing will be ongoing.

Person Responsible

Jonathan D'Avignon (davignonj@walton.k12.fl.us)

Math teachers will utilized rigorous text and rigorous tasks to insure that grade level standards are being taught and student learning is aligned with grade level standards. Teachers will design lessons with the following explicit instruction best practices: segment complex skills, draw student attention to important features of the content through modeling/think-alouds, promote successful engagement by using systematically faded supports/prompts (scaffolding), provide opportunities for students to respond and receive feedback, create purposeful practice opportunities.

Person Responsible

Jonathan D'Avignon (davignonj@walton.k12.fl.us)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the

Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	It is our goal each year to increase parent involvement. During the 2020-2021 school year, parent involvement was at an all time low due to the constraints of COVID. We plan to work with parents in face-to-face and technology mediums in order to increase communication and interaction with parents for the 2021-2022 school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase the number of parents registered through LiveSchool and Remind101.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This data will be monitored through data reports in LiveSchool and based on student enrollment.
Person responsible for monitoring outcome:	Matthew Cotton (matthew.cotton@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	See Action Steps
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Login information will be sent home with progress reports (of the first quarter) to those parents who have not yet logged in to Live School. Students will be offered incentives in the form of merit points when their parents first login to their Liveschool accounts.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

May - July 2021 - Parent interviews Disposition and referral data sheets are used during interviews. Interviews are conducted to develop trust, understanding and a commitment to student goals

Person Responsible	Jonathan D'Avignon (davignonj@walton.k12.fl.us)

August 2021 - Parent interviews and orientation Orientation opens communication and establishes our goals for parents: use of FOCUS, LIveSchool and Remind101. Parents are encouraged to be a part of School Advisory Meetings.

Person Responsible	Jonathan D'Avignon (davignonj@walton.k12.fl.us)

During the first semester - Open House Exhibition of Student Learning, creates a showcase of (PBL) for students and parents to learn for each other, students will explain and describe their thinking and results from the process

Person Responsible	Jonathan D'Avignon (davignonj@walton.k12.fl.us)

1st Semester Awards - Awards ceremony and exhibition of student learning Ceremony to honor students, data for awards ceremony will be gathered from LiveSchool, grades, attendance, teachers, student of the month

Person Responsible	Jonathan D'Avignon (davignonj@walton.k12.fl.us)

Semester 2- Exhibition of student learning Exhibition of Student Learning, creates a showcase of (PBL) for students and parents to learn for each other, students will explain and describe their thinking and results from their process

Person Responsible   Jonathan D'Avignon (davignonj@walton.k12.fl.us)

Second Semester - Award ceremony Ceremony to honor students, data for awards ceremony will be gathered from LiveSchool, grades, attendance, teachers, student of the month

Person Responsible   Jonathan D'Avignon (davignonj@walton.k12.fl.us)

School Advisory meetings will be held in person and via Microsoft Teams. The link to these meetings will be posted on the school website and Facebook page as well as emailed to parents and sent through remind. Data in teams will be kept as a log for parent communication.

Person Responsible   Amanda Varnum (amanda.varnum@walton.k12.fl.us)

Increase parents logged into live school.
Information about parent logins will be given on the website and at parent open house.
House teachers will call parents of the students in their houses to encourage parent logins and a call log will be kept.
Login information will be sent home with progress reports (of the first quarter) to those parents who have not yet logged in to Live School.
Students will be offered incentives in the form of merit points when their parents first login to their Liveschool accounts.

Person Responsible   Matthew Cotton (matthew.cotton@walton.k12.fl.us)

. Pre-planning - LiveSchool training Staff handbook: including ethical guidelines, daily safety procedures, organizational flow chart and ALICE training, WCSD policy, See Something Say
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Something and Positive interventions within classrooms; including attention to ESE and 504 specific accommodations, guided support through outside agencies App use throughout K-12 programs, support outside services, district support and communication of goals, instructional aide professional training in ALICE and Ripple Effects for student behavior monitoring

Person Responsible   Amanda Varnum (amanda.varnum@walton.k12.fl.us)

Positive behavior feedback will in real time with LiveSchool and displaying positive merits for all students to view. Creating a cultural of responsiveness and encouragement leading to more time in class, more time directly engaged with curriculum and directly connected to learning.

Person Responsible   Matthew Cotton (matthew.cotton@walton.k12.fl.us)

Review of feedback and comments to student's behavior- LiveSchool with the merit and demerit system is embedded with comments and feedback to students. Teachers will utilize this functionality to better communicate to students and parents about behavior.

Person Responsible   Matthew Cotton (matthew.cotton@walton.k12.fl.us)

District support with interventions and counseling Utilizing real-time data for IEP, behavior and 504 meetings. Tracking behavior trends and communicating these trends to district staffing specialists

Person Responsible   Amanda Varnum (amanda.varnum@walton.k12.fl.us)

Increase students logged into Liveschool
Each student will have access to their personal account on Liveschool where they can review teacher feedback.

House teachers will help the students in their house login to their accounts for the first time. This will help to ensure that the student is receiving the feedback.

Person Responsible   Matthew Cotton (matthew.cotton@walton.k12.fl.us)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#4. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Professional Learning Community area of focus is reinforcing instructional best practices. These instructional best practices include skill-based rubrics (predicting, clarifying, questioning, and summarizing), domain specific rubrics (modeling of each component, guided practice, and formative feedback to students), using new curriculum with fidelity (Springboard) and using data to progress monitor students. The rationale for this area of focus is due to results from staff interviews, staff goals and staff evaluation indicators

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Each month teachers from each subject area will work with another teacher in their classroom. During the day, teachers will collaborate with the intent of refining our area of focus. Teachers will then create three best practices and three opportunities for growth. After the practices and opportunities are created, each teacher group will share out with the staff during the school level Professional Learning Community meeting on the third Tuesday and Wednesday of each month. During the Professional Learning Community meetings, teachers will utilize norms, agendas, group roles and goal setting.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teacher meeting sign-in sheets, monthly sign-in sheets, and administrative reviews will be the monitoring mechanism for the Professional Learning Communities.

Person responsible for monitoring outcome:

Jonathan D'Avignon (davignonj@walton.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Reciprocal teaching is the evidence-based strategy.

Reciprocal teaching is the evidence-based strategy.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge, Taylor and Francis Group.

Takala, M. (2006). The effects of reciprocal teaching on reading comprehension in mainstream and special education. The Scandinavian Journal of Educational Research, 50(5), 559-576.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not

August – teachers will be introduced to Professional Learning Community process.

September – teachers begin their first monthly meetings / first whole staff meetings / administrative review

October – April – teachers continue their monthly meetings and whole staff meetings / administrative review

meeting the 41% threshold
according to the Federal
Index.

#5. Other specifically relating to Pre-K Reading Goal	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Reading Goal: By the end of the fourth quarter, 80% of students will be meeting/exceeding expectations in the area of reading. Area of Focus: All Pre-K teachers will present consistent rigorous reading instruction. Evidence of this rigorous reading instruction for all students will be seen through continued use of previously created rubrics in conjunction with the implementation of state mandated assessments (Florida Early Learning VPK Assessment and STAR Early Literacy Pilot Program) as well as progress monitoring assessments that are aligned with the approved district curriculum (World of Wonders and Heggerty's). Rubrics will focus on mastery of student learning and will be written in child friendly language so that parents, students, and teachers can discuss growth and needed interventions. Rationale: Rubrics for student mastery have been previously created to correlate with the World of Wonders curriculum and Heggerty's. Math Goal: By the end of the fourth quarter, 80% of students will be meeting or exceeding expectations in the area of mathematics. Area of Focus: All Pre-K teachers will present consistent rigorous math instruction. Evidence of this rigorous math instruction for all students will be seen through continued use of previously created rubrics in conjunction with the implementation of state mandated assessments (Florida Early Learning VPK Assessment and STAR Early Literacy Pilot Program Assessment) as well as progress monitoring assessments that are aligned with the approved district curriculum (World of Wonders). Rubrics will focus on mastery of student learning and will be written in child friendly language so that parents, students, and teachers can discuss growth and needed interventions.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	-Rubrics and learning outcomes will be measured and evidenced by the Florida Early Learning VPK Assessment and STAR Early Literacy Pilot Program and progress monitoring assessments that are in connection with the World of Wonders curriculum and Heggerty's. The goal is to increase the number of students receiving a rating of meeting or exceeding expectations by 21% in Print Knowledge (from 59% to 80%), 18% in Phonological Awareness (from 62% to 80%), and 5% in Oral Language/Vocabulary (from 80% to 85%) on the Early Learning VPK Assessment. The goal for the student achievement on the STAR Early Literacy Pilot Program in for the student to receive a scaled score of at least 530.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The state mandated assessment, Florida Early Learning VPK Assessment - Bright Beginnings, and the STAR Early Literacy Pilot Program Assessment, will be administered 3 times (August, January, and May). Progress monitoring will take place using STAR Early Literacy Assessment as well as evidence from the mastery rubrics and assessments aligned with the World of Wonders curriculum.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rubrics and assessments will be aligned with standards, Heggerty's, and World of Wonders curriculum.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Tracking and adjusting instruction based on student mastery is a high yield strategy for student learning. Rubrics and assessments allow for objective interventions for individual students.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

Positive reinforcement is a high yield strategy for behavior support. Positive behavior recognition by teachers leads to effective school culture, supporting equitably for all students. Decreasing the lag time between positive student behavior and positive feedback will increase the likelihood that positive behavior and student choices will increase. Also, increasing communication with parents about their child's behavior will create a more realistic picture of their interactions between students and staff at school. This realistic picture will better prepare all stakeholders for further interventions.

Implementing a Merit and demerit system, and increasing real time positive feedback to all students and connecting all students to a larger purpose, via the 'house system has proven to be a success. Token economies provide a needed data point to review and proactively assess areas of need for students. Liveschool has been effective in keeping data and documentation on student behavior. Additionally, specific and timely feedback for all behaviors is the most effective means of positive outcomes

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

WISE Center programs utilize a Positive Behavior System for students based on our Merit/Demerit system and implemented using LiveSchool software. Students and parents can use LiveSchool from their phone, tablet, or laptop to view behavior feedback from all teachers. Recorded comments, can be instantly visible to the student and their parents. Parents with multiple students have just one login to view all feedback. Data from LiveSchool can be viewed for trend data and reinforcement interventions before referrals are written. Our intent is to be proactive with our communication to students and parents, focusing on positive behavior outcomes. Data from the LiveSchool app will all be a key part of our MTSS process. At the end of the first quarter, 90% of all students will have parents logged into to Liveschool. Additionally, 95% of all demerits given will have detailed comments attached.