Walton High School

2022-23 Schoolwide Improvement Plan

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Walton High School

449 WALTON RD, Defuniak Springs, FL 32433

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

Demographics

Principal: Brianna Leavins

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2018-19: A (62%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 9/20/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	67%

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

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

School Board Approval

This plan was approved by the Walton County School Board on 9/20/2022.

SIP Authority

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

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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.

The mission of Walton High School is that 100% of students will graduate and be elligible to enroll in a Florida college.

Provide the school's vision statement.

We at Walton High School are refocusing our beliefs about student potential by delivering rigorous coursework to all students, maintaining high expectations for all students, and developing the whole child by ensuring all students know they matter.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Leavins, Brianna	Principal	Manage and provide leadership for all components of Walton High School.
Stephenson, Kelley	Teacher, K-12	School Improvement Chair who organizes the School Improvement Plan and SIT meetings.
McKie, Randi	School Counselor	SIT member who provides feedback on the development of the School Improvement Plan.
Barker, Kaitlin	School Counselor	SIT member who provides feedback on the development of the School Improvement Plan.
King, Tammie	Teacher, K-12	SIT member-Science who provides feedback on the development of the School Improvement Plan.
Carnley, Eddie	Teacher, Career/ Technical	SIT member-AVID who provides feedback on the development of the School Improvement Plan.
Carnley, Jennifer	Teacher, Career/ Technical	SIT member-AVID who provides feedback on the development of the School Improvement Plan.
Pert, David	Teacher, K-12	SIT member-ELA who provides feedback on the development of the School Improvement Plan.
West, Kristy	Teacher, K-12	SIT member-Math who provides feedback on the development of the School Improvement Plan.
Zodrow, Capri	Teacher, Career/ Technical	SIT member-CTE who provides feedback on the development of the School Improvement Plan.
Harmon, Rachel	Teacher, Career/ Technical	SIT member-CTE who provides feedback on the development of the School Improvement Plan.
Patrick, Jeffery	Teacher, K-12	SIT member-Social Studies who provides feedback on the development of the School Improvement Plan.
Lassiter, Julie	Teacher, K-12	SIT member-Science who provides feedback on the development of the School Improvement Plan.
Harrison, Antonio	Teacher, ESE	SIT member-ESE who provides feedback on the development of the School Improvement Plan.

Name	Position Title	Job Duties and Responsibilities
Warren, Chelsey	Teacher, K-12	SIT member-Social Studies who provides feedback on the development of the School Improvement Plan.
Wilson, Kala	Teacher, K-12	SIT member-Fine Arts who provides feedback on the development of the School Improvement Plan.
Burnham, Jennifer	Assistant Principal	Plans and supports the School Improvement Plan.
Free, Rodney	Assistant Principal	Plans and supports the School Improvement Plan.
Lindsey, Carrie	Teacher, K-12	SIT member-Intensive Reading who provides feedback on the development of the School Improvement Plan.
Hicks, Shani	Teacher, K-12	SIT member-Intensive Reading who provides feedback on the development of the School Improvement Plan.
Davis, Leon	SAC Member	

Demographic Information

Principal start date
Thursday 7/1/2021, Brianna Leavins

Number of teachers with a 2022 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 2022 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.*
15

Total number of teacher positions allocated to the school
53

Total number of students enrolled at the school
871

Identify the number of instructional staff who left the school during the 2021-22 school year.
12

Identify the number of instructional staff who joined the school during the 2022-23 school year.
14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	229	202	175	154	760
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	24	5	17	17	63
One or more suspensions	0	0	0	0	0	0	0	0	0	32	24	15	15	86
Course failure in ELA	0	0	0	0	0	0	0	0	0	46	27	45	20	138
Course failure in Math	0	0	0	0	0	0	0	0	0	35	58	59	42	194
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	65	44	31	27	167
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	37	16	14	9	76
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	55	41	56	35	187

Using current year data, complete the table below with the number of students identified as being "retained.":

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	5	3	4	2	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	1	0	2

Date this data was collected or last updated
Thursday 7/7/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	30	24	19	18	91

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	30	24	19	18	91

The number of students identified as retainees:

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	63%	51%				56%	62%	56%
ELA Learning Gains	48%						57%	57%	51%
ELA Lowest 25th Percentile	39%						34%	46%	42%
Math Achievement	59%	47%	38%				62%	69%	51%
Math Learning Gains	58%						49%	58%	48%
Math Lowest 25th Percentile	31%						49%	57%	45%
Science Achievement	67%	65%	40%				69%	83%	68%
Social Studies Achievement	76%	61%	48%				77%	81%	73%

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	79%	-10%	67%	2%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	77%	-1%	70%	6%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	72%	-15%	61%	-4%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	72%	-10%	57%	5%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	28	28	50	52		26	60		100	38
ELL	17	37	39	45	57		26				
BLK	33	44	29	42	62		53	65		100	75
HSP	43	45	40	62	65		55	64		94	94
MUL	33	25									
WHT	52	50	43	62	56	20	72	83		95	86
FRL	42	45	38	56	54	28	61	72		95	82
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	30	32	35	45	25	30	38	44		81	46
ELL	9	38	33	26	31						
BLK	32	42	32	21	22	30	29	62		100	71

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
HSP	58	52	37	44	29	31	54	65		100	60
MUL	58	80		60							
WHT	58	48	42	61	32	39	67	77		93	86
FRL	46	46	36	49	30	35	47	65		94	76

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	26	18	48						70	
ELL	8	38									
BLK	26	29	25	39	47		33	42		95	60
HSP	55	61	33	71	50		68	77		75	
MUL	31	44		46	20					100	50
WHT	64	64	41	66	51	55	79	81		95	79
FRL	49	54	29	61	45	35	64	71		92	69

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	58
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	31
Total Points Earned for the Federal Index	639
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	29
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1

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%	0

White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Our 10th grade students scored higher on FSA than what was projected through STAR. We also saw a 6% increase in Math achievement from the prior school year. Our Math Learning gains increased by 27% compared to 20-21. We also saw an increase in graduation rate, Science and Social Studies Achievement.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our two areas which show the greatest need for improvement are ELA and Math Lowest 25th percentile. We are performing below both the district and state in these two areas.

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

We will focus on screening assessments in reading to determine learning gaps our students in the lowest 25th percentile currently have. We have also added additional math support for students in Algebra 1B and Algebra 1. Students will also receive an additional hour a week of remediation support.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our Math learning gains showed the most improvement.

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

Teachers utilized Achievement Level Descriptors in all math classes. Students were able to take ownership of their learning and the level which they were performing on consistently.

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

Teachers will have to continue to utilize Achievement Level Descriptors and/or performance scales. Teachers will continue to plan standards based instructional in collaborative teams. Differentiation will continue to be utilized to meet students at their current performance level and ensure all students are reaching on grade level standards by the end of the year.

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

Teachers will participate in Solution Tree training centered around PLCs. Teachers will also attend curriculum alignment workshops for their subject area.

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

Teachers will continue to plan in collaborative teams. Teachers will continue to attend PD provided on the new BEST standards.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#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.	In 2022-23, we must ensure teachers are prepared to accelerate learning for all students. We will focus on student growth rates. Students in our focus area will be on pace to make a year's worth of growth in a year's time.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Goal 1 - 9th/10th grade ELA: 2022-23, 70% of students will demonstrate grade-level proficiency as evidenced by F. A. S. T. Cambium data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The School Improvement Team will meet as needed to monitor F. A. S. T. Cambium data with a goal of 56% in January leading towards a 70% goal by April. Additionally, Intensive Reading teachers will monitor the STAR Reading data periodically. Individual data chat meetings will follow each STAR Reading administration. Weekly principal walkthroughs will be implemented to monitor instruction.
Person responsible for monitoring outcome:	Brianna Leavins (leavinsb@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Pre-AP curriculum is to be utilized at the 9th and 10th grade levels of ELA. Achievement Level Descriptors (ALDs), PLCs, common planning with English teachers, CommonLit360 with Intensive Reading classes, WICOR strategies, intentional questioning, differentiated instruction, common formative assessments, Writing Revolution strategies, belief that every sentence starts with a capital letter and ends with a punctuation mark, and Shared Rubric for all teachers for evidence and elaboration.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Using curriculum that creates a challenge for students has proven to be vital in attaining growth. The goal is to provide more rigorous course-work throughout all content areas.

Action Steps to Implement
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.

1. ELA teachers will use pre-AP SpringBoard curriculum in all 9th and 10th grade ELA classes.
2. Intensive Reading teachers will use CommonLit360 lessons to teach complex texts.
3. All teachers will utilize Achievement Level Descriptors (ALDs), WICOR strategies, and intentional questioning to increase rigor in courses.

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

#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.**	In 2022-23. we must ensure teachers are focused on accelerating learning for all students. The focus will be on student growth rates. Students in our focus area will be on pace to learn a year's worth of material in a year's time. Additionally, level 1 and 2 students will be on pace to make a learning gain.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	On the 2022-23 Algebra 1 and Geometry EOCs, 62% of students performing in the lowest 25% will make learning gains, and 67% of the Algebra 1 and Geometry students will be a level 3 or higher on EOC as evidenced by their EOC scores.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student scores will be monitored at the end of each testing period by the School Improvement Team. Teachers will also monitor data during weekly PLC meetings. Algebra 1A teachers will create common progress monitoring assessments to provide data throughout the school year. Individual data chat meetings will follow each STAR math administration. Weekly principal walkthroughs will be implemented to monitor instruction and provide feedback.
Person responsible for monitoring outcome:	Brianna Leavins (leavinsb@walton.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Big Ideas curriculum, WICOR Strategies, Khan Academy, EOC formatted questions, common formative assessments
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Each of the strategies will provide students with extra opportunities to build their math skills. The WICOR strategies will help build critical thinking and collaboration in the classroom. Khan Academy will provide computer-based curriculum that will help students improve their math skills. Finally, the EOC formatted questions will help provide opportunities for students to see the types of questions they will face on the EOC assessments.

Action Steps to Implement

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.

1. Math teachers will provide students with access to Khan Academy for additional work assignments.
2. Math teachers will utilize EOC formatted questions to provide students with opportunities to practice with EOC type questions.

3. All teachers will utilize Achievement Level Descriptors (ALDs), WICOR strategies, and intentional questioning to increase rigor in all courses.

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

#3. Positive Culture and Environment specifically relating to Parent/Guardian Involvement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Due to a constant increase in student population, especially for our English Language Learners (ELLs) and ESE students, WHS teachers will strengthen communication directly related to our low 25% of students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	100% of parents of students in the low 25% will participate in a parent/teacher conference during the year either face-to-face or via telephone.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will keep a contact log of conferences they have with the parents of their low 25% students. Final logs for the school year will be turned in to administration.
Person responsible for monitoring outcome:	Brianna Leavins (leavinsb@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	FOCUS, teachers updating grades weekly, Brave Book planners, ELL parent night
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	FOCUS is the district platform for parents to access their student's attendance and grades. Teachers must update grades weekly to allow parents to stay informed on student progress. The Brave Book planners will keep parents informed about both class, homework, and assessments. ELL Parent Night is planned to specifically invite our parents/guardians of ELLs so they can have access to Spanish speaking teachers and aides.

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.

1. ELL night is scheduled for August 25, 2022.
2. All teachers will update FOCUS grades weekly.
3. All students will use their Brave Book planner to keep up with class and assessments.

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

#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.	Based on FSA and EOC data from the end of the 2021-22 school year, there is a need for implementation of achievement level descriptors and standards-based data collection. PLCs will be content area driven and will support teacher's use of achievement level descriptors, common formative assessments, data collection, and the identification of transferable learning, such as the use of WICOR strategies.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will strengthen Tier 1 differentiation through deeper Q3 (What do we do when students do not learn it?) and Q4 (What do we do when students learn it?) discussion during PLCs.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administrators will meet with PLC groups biweekly to monitor progress and to ensure participation. PLCs will be considered mandatory. Common formative assessment data will be shared with administration. Attendance and meeting notes will be collected by administration for the purpose of assigning PD points at the end of the school year.
Person responsible for monitoring outcome:	Brianna Leavins (leavinsb@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will meet in PLC groups which will focus on Q3 (What do we do when students do not learn it?) and Q4 (What do we do when students learn it?). Teachers will create scaffolds to help raise students who need it and also enrichment for students who can show they have learned the material to the highest level.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Teachers will be able to work together to create scaffolds and enrichments for each lesson. Teachers will gather data from common formative assessments related to student performance on specific standards.

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.

1. Braves Nation will be held every Tuesday and Thursday throughout the school year for the purpose of collective responsibility.
2. Teachers will create and administer common formative assessments and data chat about the results.
3. Teachers in each content area will have common grading.

Person Responsible   [no one identified]

#5. Positive Culture and Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Using the health education standards adopted in Rule 6A01.09401, Walton High School will provide instruction to all students in youth mental health and emotional health.

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	100% of students will be provided the opportunity to engage in 5 hours of youth mental and emotional health training through Braves Nation and/or BRAG homerooms.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Suite360 will be used as a whole class activity through Braves Nation and/or BRAG homerooms. Suite360 will document completion of lessons (totaling 5 hours) for each Braves Nation and/or BRAG teacher.
Person responsible for monitoring outcome:	Brianna Leavins (leavinsb@walton.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Five hours of Suite360 mental health training will be provided to all students at Walton High School through Braves Nation and/or BRAG homerooms.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Suite360 is a district and state-approved mental health curriculum resource. It includes specific practices for building awareness of, modeling, and eliciting social/emotional and mental health competencies and addressing behavioral issues in language arts, social studies, sports, and advisory settings.

Action Steps to Implement
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.

1. Instruction will be delivered whole group lecture during Braves Nation or BRAG homerooms.

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

#6. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	100% of students will be on track to meet graduation requirements and make adequate progress toward college and career readiness.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	100% of teachers will meet weekly with their Braves Nation students to have productive conversations and set goals relating to each student's graduation requirements and college and career readiness plan. Braves Nation is also to remediate and enrich each student based on their individual needs.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Binder organization, grade reflections, job search, career interest inventory, AVID tutorials, critical thinking tutorials, college speakers, Brave Books, AVID mentoring program (AMP).
Person responsible for monitoring outcome:	Brianna Leavins (leavinsb@walton.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	These activities will ensure that students understand their progress in high school in order to plan for their future in terms of career and education, and they re prepared to tackle the rigor in classes and understand the process of college selection and college admission.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Teachers will utilize WICOR strategies, data analysis, and incorporate students differentiation activities in order to increase the level of student engagement and critical thinking in each classroom.

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.

1. Organize Brave Nation meetings and topics.
2. AVID and Critical Thinking teachers will organize tutorials in their classes.
3. Guidance will organize college speakers for each AVID grade level.
4. Each student will utilize their Brave Book for organization as well as for a pass when leaving class.

Person Responsible   [no one identified]

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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

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

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

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

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