

Walton County School District

# Walton Initiative For Success In Education (Wise)



2022-23 Ungraded Schoolwide  
Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the Ungraded SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>R.A.I.S.E</b>	<b>21</b>
<b>Positive Culture &amp; Environment</b>	<b>23</b>

## 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: 7/1/2014

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	Alternative
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	88%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Improvement Rating History</b>	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: No Rating
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

This plan is pending approval by the Walton County School Board.

### 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 built on a student first philosophy. Reaching each students' academic needs, emotional needs, and social needs. This philosophy is reinforced each day. We BUILD student success: Believe, Understanding, Innovate, Learn and Diverse

- 1) We BELIEVE and positively reinforce our 10 values: respect, effort, compassion, accountability, desire, determination, initiative, esteem, time, and victory.
- 2) UNDERSTAND each student's data to guide daily instruction
- 3) INNOVATE instruction for all students to master standards
- 4) LEARN essential standards.
- 5) Differentiate instruction for DIVERSE learning.

#### Provide the school's vision statement.

The WISE center is a collaborative environment built on differing programs with one goal: every student, every day. Our learning leaders are committed to re-energizing students. Our learning leaders are committed to re-energizing students.

- 1) We focus on learning by clarifying expectations, monitor each student's success, rigorous extension of learning.
- 2) We collaborate by collective responsibility, common goals, and shared success.
- 3) We define success in results, leading to learning gains for all students, using consistent processes, and rigorous standards instruction.

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

WISE center includes the following programs of service: Pre-K, grades 6-12, and Walton County Jail students. Pre-K students enrollment has increased over the past 3 years by 10%. Pre-K students, including Pre-K(d) students, enroll through parent request or by Florida Child Find. Grades 6-12 attend the Walton In"10"sity School of Excellence, which is an alternative placement Magnet program. Magnet program receives student referrals from district schools. Referrals are sent to Magnet with the intent of helping those students recover grades or receive intensive educational services. In effect, Magnet is a Tier 2 school. All programs utilize district/state approved curriculum.

### 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	Hiring, teacher evaluations, safety, data review, systematic review of procedures and policies, district support liaison.
Taylor, Lisa	Teacher, K-12	ELA 9-12 instructional, MTSS, Mentor teacher
Kendall, Tyana	Teacher, PreK	VPK instructor, Lead teacher
Varnum, Amanda	School Counselor	Master schedule, leader duties as assigned, homeless liaison, transcript verification, SAC committee chair

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

NA

## Demographic Information

**Principal start date**

Tuesday 7/1/2014, William Johnson

**Total number of students enrolled at the school.**

191

**Total number of teacher positions allocated to the school.**

23

**Number of teachers with professional teaching certificates?**

20

**Number of teachers with temporary teaching certificates?**

3

**Number of teachers with ESE certification?**

6

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

3

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

7

**Demographic Data**

## Early Warning Systems

**2022-23****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	11	24	19	15	16	15	9	109
Attendance below 90 percent	0	0	0	0	0	0	0	1	0	0	0	1	1	3
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	2	1	2	4	2	2	1	14
Course failure in Math	0	0	0	0	0	0	2	3	3	3	2	1	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	5	11	10	9	8	6	4	53
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	6	9	10	7	3	1	3	39
Number of students with a substantial reading deficiency	0	0	0	0	0	0	2	5	6	1	1	0	0	15
	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	2	3	2	4	1	3	1	16

**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	2	4	6	1	1	0	0	14
Students retained two or more times	0	0	0	0	0	0	2	4	6	1	1	0	0	14

**Date this data was collected or last updated**

Monday 7/25/2022

**2021-22 - 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	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	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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	5	6	5	3	5	10	3	37
Level 1 on 2019 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

## 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		62%	55%					70%	61%
ELA Learning Gains								60%	59%
ELA Lowest 25th Percentile								53%	54%
Math Achievement		42%	42%					74%	62%
Math Learning Gains								65%	59%
Math Lowest 25th Percentile								59%	52%
Science Achievement		70%	54%					70%	56%
Social Studies Achievement		65%	59%					85%	78%



**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019	0%	64%	-64%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	55%	-55%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	40%	64%	-24%	52%	-12%
Cohort Comparison		0%				
08	2022					
	2019	14%	60%	-46%	56%	-42%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2019	0%	55%	-55%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	60%	-60%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	27%	63%	-36%	46%	-19%
Cohort Comparison		0%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2022					
	2019	0%	61%	-61%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	23%	58%	-35%	48%	-25%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	25%	79%	-54%	67%	-42%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	50%	82%	-32%	71%	-21%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	77%	-77%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	72%	-72%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	72%	-34%	57%	-19%

### 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	23	36		26	32						
WHT	33	46		36	40		53	50			
FRL	24	42		32	37					73	
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				

### ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO

<b>ESSA Federal Index</b>	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	315
Total Components for the Federal Index	7
Percent Tested	94%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
<b>English Language Learners</b>	
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%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
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%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
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	43
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	42
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.

**Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?**

Areas of focus for 2021-2022 were math and ELA learning gains. Progress monitoring was STAR data.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Most improvement was indicated in ELA learning gains, increase from 37% to 47%.

**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?**

Greatest need for improvement is math learning gains. Math learning gains remained the same at 42%. Basis for this decisions was learning gains information after state testing data was reviewed.

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

All levels increased learning learning gains, however the percentages were lower than expected.

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

Emphasis on PLC and consistent support from reading and math coach, with the expressed intent of review progression monitoring data bi-monthly.

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

Professional development opportunities provided to all staff is in the form of PLCs with a concentration on district approved curriculum and high yield instructional strategies.

**Areas of Focus:**

**#1. Other specifically relating to Pre-K student learning****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 the VPK Assessment Online reporting system assessment period 3. All Pre-K teachers will present consistent rigorous instruction and following district approved curriculum.

**Measurable Outcome:**

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

By progress monitoring three, 75% of students will be meeting/ exceeding expectations in the area of Star Early Literacy.

**Monitoring:**

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

The state mandated assessment, Florida Early Learning STAR Literacy progress monitoring 1, 2, and 3. It will be administered in August, January, and May. As well as progress monitoring through mastery rubrics and assessments aligned with the Word of Wonders district approved curriculum.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

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

Evidence of this rigorous reading instruction for all will be seen through continued use of rubrics in conjunction with the Florida STAR Early Literacy progress monitoring 1 and 2. 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 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 students 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.

Teachers will meet two times a month to discuss data, progress monitoring, rubrics, instruction and curriculum pacing.

**Person Responsible**

Tyana Kendall (kendallt@walton.k12.fl.us)

Teachers will meet two times a month to discuss data, progress monitoring, rubrics, instruction and curriculum pacing.

**Person Responsible**

Jennifer Casey (caseyje@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 ELA

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

FSA Reading Data show that 30% of ESE students made learning gains. WISE Center Programs is an Ungraded School, therefore, we analyze data to find learning gains.

### Measurable Outcome:

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

45% of ESE students will show learning gains on the according to the FLDOE guidelines in 2023.

### Monitoring:

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

Progress monitoring will occur using the guidelines set forth by FLDOE using F.A.S.T.

### Person responsible for monitoring outcome:

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

Continued use of 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.

### Evidence-based Strategy:

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

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. Students will also be using CommonLit as an intervention.

### Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.  
Describe the resources/criteria used for selecting this strategy.

### 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.



**#3. 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.

45% of ESE students show a learning gain in FSA Math 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.

48% of ESE students will show a learning gain as determined by FLDOE.

**Monitoring:**

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

Progress monitoring will occur using the guidelines set forth by FLDOE using F.A.S.T.

**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.

Teachers will implement the use of Big Ideas Math curriculum.  
Study Island

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Big Ideas Math is the curriculum chosen by the district. Previously WISE Center teachers have used a standards based-project based learning curriculum. 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.

***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.

#### #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 Communities will: focus on student learning, work collaboratively with teams bi-monthly, and will be driven by common formative assessment results.

**Measurable Outcome:**

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

PLC teams will: Identify what students need to know and determine how we will assess if they have learned it.

Determine a plan for helping students who have and have not achieved the goal.

**Monitoring:**

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

Bi-monthly PLC meetings will be held between teachers and district coaching staff for support in identifying and determining appropriate steps in the action plan.

**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.

Common Formative Assessments will be utilized to assess and guide student progress.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy.  
Describe the resources/criteria used for selecting this strategy.

District Approved Curriculum will be utilized in each class.

**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.

When disaggregating essay data, ESSA subgroups will be a primary focus for interventions.

**#5. Other 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. We will continue to work with parents in face-to-face and technology mediums in order to increase communication and interaction with parents for the 2022-2023 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 and connected to teachers through LiveSchool and FOCUS.

**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 LiveSchool. 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 2022-May 2023 - 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 2022 - 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. First semester awards day is included in this exhibition. Parents and families are invited in for a day of celebration of learning.

**Person Responsible**

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

1st and 2nd 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)

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**

Tyana Kendall (kendallt@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, 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**

Jonathan D'Avignon (davignonj@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**

Amanda Varnum  
(amanda.varnum@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**

Matthew Cotton (matthew.cotton@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.

**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.

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

#### **Grades K-2: Instructional Practice specifically relating to Reading/ELA**

NA

#### **Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

NA

### Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

#### **Grades K-2: Measureable Outcome(s)**

NA

#### **Grades 3-5: Measureable Outcome(s)**

NA

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step**

**Person Responsible for Monitoring**

NA

## Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

Parent Engagement

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

Data from School Climate surveys, attendance records, and parent logins from LiveSchool are used to guide our decision making. Feedback from students and parents helps determine what actions we will use to increase the positive culture and environment we have at WISE Center Programs.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

WISE Center programs will hold four SAC meetings to discuss the SIP and action steps. During these meetings parent, student and community members have the opportunity to voice suggestions and join our staff in helping us to reach our goals. We also have contact with parents/stakeholders via our school website, newsletters, and LiveSchool.

**Describe how implementation will be progress monitored.**

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.

### 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.

Action Step	Person Responsible for Monitoring
Mr. Cotton will print reports of parent engagement via Liveschool tracking number of student/parents who have logged in on a daily/weekly basis. The goal is to have 90% of all students who have at least 1 parent connected to teachers via the Liveschool app. Various incentive actions for students will be utilized throughout the year to ensure parents are linked in Liveschool.	Cotton, Matthew, matthew.cotton@walton.k12.fl.us