

Walton County School District

Walton Learning Center



2022-23 Schoolwide Improvement Plan

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Walton Learning Center

286 GENE HURLEY RD, Defuniak Springs, FL 32435

[no web address on file]

Demographics

Principal: Shekima Fields

Start Date for this Principal: 7/24/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Walton County School Board on 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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Walton Learning Center

286 GENE HURLEY RD, Defuniak Springs, FL 32435

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	71%

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Preparing our youth for lifetime success by conquering obstacles.

School Leadership Team

Membership

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

Demographic Information

Principal start date

Sunday 7/24/2022, Shekima Fields

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.*

0

Total number of teacher positions allocated to the school

5

Total number of students enrolled at the school

28

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

0

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

0

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	1	2	5	7	6	5	2	28
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	1	1	0	0	2
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	1	0	0	1	2

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	0	0	0	0	

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

Date this data was collected or last updated

Friday 8/5/2022

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	3	6	5	6	1	0	21
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	4	1	3	1	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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

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

The number of students identified as retainees:

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

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	3	6	5	6	1	0	21
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	4	1	3	1	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		63%	51%					62%	56%
ELA Learning Gains								57%	51%
ELA Lowest 25th Percentile								46%	42%
Math Achievement		47%	38%					69%	51%
Math Learning Gains								58%	48%
Math Lowest 25th Percentile								57%	45%
Science Achievement		65%	40%					83%	68%
Social Studies Achievement		61%	48%					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
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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

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					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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?

According to the data provided, none of the current students have two or more early warning signs.

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

Based on the data that was provided, Walton Learning Center will focus on improving the Learning Gains in Mathematics on the DJJ Common Assessment to at least 62%. This would be up from 25%, which is a net gain of 37%.

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

Covid-19 and its variants continue to influence Walton Learning Center, as it does other schools. There were instances this year where WLC again had to resort to remote learning due to Covid-19 and its variants. Walton Learning Center will again attempt to increase one-to-one learning whenever possible. Moreover, WLC will attempt to add more tutoring in Mathematics in order to raise the learning gains on the DJJ Common Assessment to at least a level of at 62%. Furthermore, the implementation of a district math tutor coming by on a monthly basis to aid in learning necessary Math Skills.

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

According to the data provided by the 2021-22 DJJ Accountability Ratings, WLC showed learning gains of 62% on the DJJ Common Assessment in the area of Reading/ELA. This has been an area of focus for the past few years at Walton Learning Center, and it will continue to be an area of focus until a score of Commendable is achieved. The current score of 62% is only 3% away from the desired goal of Commendable.

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

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

grade level by at least two grade levels in Mathematics and/or raise the learning gains to at least 62% in Mathematics on the DJJ Common Assessment.

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

More one to one instruction and improved use of all of the features that Edgenuity has to offer will aid in the acceleration of learning for all students. The use of daily bell ringer activities which incorporate the following- Math prompts, analysis of key Math terms, multi-media presentation, and comprehension strategy worksheets. Moreover, Walton Learning Center will attempt to implement more tutoring in the area of Mathematics.

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

Walton Learning Center will focus on Mathematics this year in regard to professional development opportunities this year. Walton Learning Center staff believe this is a necessity at this time due to the low level of learning gains in Mathematics on the DJJ Common Assessment. It is the goal of all Walton Learning Center staff to aid our students in learning the necessary Mathematics skills so that they can be successful in school and in life.

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

Professional Learning Communities will continue to be a focus in the coming year at Walton Learning Center. These communities are seen as a valuable resource that can be used to gain insight into the difficult issues that our students are facing. Professional Learning Communities as well as other professional development opportunities will focus on Mathematics in order to better serve our students going forward. At Walton Learning Center, we will continue to use all available resources to aid our students in achieving all of their academic and life goals.

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 Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>More than 90% of students entering WLC are below grade level on the STAR Math entrance exam. We have noticed that students are taking STAR testing more serious than before. However, it is still a challenge for a majority to take seriously the importance of testing. Therefore, it is still difficult to assign accurate scores to the testing effort.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>More than 90% of students entering WLC are below grade level on the STAR Math entrance exam. Many students refuse to take seriously the importance of testing. However, we are striving to increase Math levels on all student grade levels and/or two grade above their current level at the time of entrance to WLC. Moreover, WLC will strive for at least a 62% in Math Learning Gains on the DJJ Common Assessment.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>A student will be given the STAR test upon entry and exiting the program. The results of this test should provide the answer as to whether or not the student's grade level increased by at least two grade level during his time in Walton Learning Center. The DJJ Common Assessment will also be given twice to each student to determine the level of Learning Gains in Math.</p>
Person responsible for monitoring outcome:	<p>Shekima Fields (sfields@waltonacademycharterschool.org)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>To increase comprehension and content-specific Math skills acquisition, and to participate in bell-ringer activities to increase knowledge in Math.</p>

**implemented
for this Area
of Focus.**

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

Of the students who took the STAR assessment in 2019-2020, more than 90% scored below grade level in Math; therefore, all of the students will be receiving MTSS and RTI for Tier 2 and 3 interventions. We have noted that many of our students consistently score low in Math. In many of our students, Math is very difficult. We believe a broader scope of knowledge in Math will help our students. Many students cannot perform basic Math such as fractions, addition, or subtraction. Through the use of Edgenuity students can have the assignments reset so they can try to score better and develop their knowledge in specific areas of Math. They can also use headphones to reduce the noise level in the classroom. A comparison of scores from year to year is difficult because students are in the program (in general) for less than a year.

Action Steps to Implement

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. Students will increase Math knowledge through worksheets, 1 to 1 engagement, and/or online resources such as Edgenuity and/or Florida Virtual School.
2. Students will be enrolled in an intensive Math program through Edgenuity based on flexible scores and star data.
3. In all Math classes, students participate in bell ringers which incorporate the following- Math prompts, analysis of key Math terms, multi-media presentation, and comprehension strategy worksheets.
4. Students will engage in activities involving critical thinking, analysis, and higher order questioning from the teachers.
5. Students needing ESE services will be provided an IEP in order to aid in the learning progress.
6. The ESE teacher creates and maintains an accommodations list that includes all students who are receiving services through a 504 plan, IEP, and/or any other student receiving services.
7. Implementation of a Math tutor coming by on a monthly basis to aid in learning necessary Math Skills.

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

#2. 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.

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

Measurable Outcome:

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

The teachers at Walton Learning Center will continue to take part in at least two professional learning communities during the 2022-2023 school year.

Monitoring:

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

The teachers at Walton Learning Center will take what they have learned from the Professional Learning Community and present it to their colleagues in one of the weekly meetings held at the facility. This processing of information will lead to better understanding on the part of the teachers of Walton Learning Center, and this will in turn lead to a better educational experience for our students.

Person responsible for monitoring outcome:

Shekima Fields (sfields@waltonacademycharterschool.org)

Evidence-based**Strategy:**

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

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

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

At least 80% of students are below grade level when entering WLC. This is at least in part due to the fact that other schools are unable to use all the tools at their disposal. The teachers at WLC are committed to not letting this occur at WLC. Professional Learning Communities are a tool that can aid the staff at Walton Learning Center be better educators in the future.

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. Each teacher will continue to take part in at least two Professional Learning Communities during the coming school year 2022-2023.
2. The teachers will then present what they have learned to the other teachers from their Professional Learning Communities on a monthly basis.
3. The two areas of focus this year will continue to be Mathematics and Trauma Skilled School. The Trauma Skilled School professional learning community will actually be a two-year program of study (this is the second year of that program of study).
4. The teachers will then take the information and apply it to their curriculum when applicable in order to

improve the quality of education at Walton Learning Center.

5. The information learned will be applied over the next two years in order to account for the Trauma Skilled School professional learning community to be completed which is a two-year program of study.

Person Responsible Shekima Fields (sfields@waltonacademycharterschool.org)

#3. Positive Culture and 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.

At the present time, parents and/or guardians are contacted by Education for the purpose of sharing academic and behavior information about students during school hours. At some of the parents and/or guardians request they are directly contacted via Edgenuity with weekly grading reports.

Measurable Outcome:

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

The Education staff will continue to have contact with parents to share grades and academic progress. Increased efforts will continue to be made to send weekly grading reports directly from Edgenuity when requested, in addition to mailing the monthly treatment team forms to all parents and/or guardians.

Monitoring:

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

The Education Staff will continue to monitor student progress, and when necessary, reach out to parents through Edgenuity and/or other means to ensure the flow of communication continues each and every week. This continues to be seen as a necessary step in order to ensure positive results from our students.

Person responsible for monitoring outcome:

Shekima Fields (sfields@waltonacademycharterschool.org)

Evidence-based Strategy:

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

To communicate with parents through Treatment team meetings, increase communication with parents and/or guardians about their concerns and their child's progress, as well as increased communication with parents during student's initial visit with the principal. Also, when it is necessary communicating through weekly progress reports directly to the parents via Edgenuity.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

Students at Walton Learning Center are sent here via their districts judicial system for a period of time. During this period, Rite of Passage staff, and to some degree, Walton Learning Center teachers and staff serve en loco parentis. Through treatment team meetings and phone calls, the Education Director keeps parents informed concerning student goals, behavior, and academic progress.

Action Steps to Implement

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

and referrals, as well as other information.

7. The staff of WLC will also take part in parent teacher conferences via Zoom/phone with the parents of our students.

Person Responsible Shekima Fields (sfields@waltonacademycharterschool.org)

#4. Positive Culture and Environment specifically relating to School Safety**Area of Focus
Description and****Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

WLC cannot work outside of the Program that oversees the DJJ facility in regard to safety of our students. Rite of Passage is the Program which has been established to provide the needs of the students, guidance, and compliance with DJJ regulations. WLC works closely with Rite of Passage in order to implement their guidelines in the classroom which are read aloud each class period by a student each and every school day at Walton Learning Center.

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

Rite of Passage and Walton Learning Center work together to organize a program in a safe manner for all of the students and to consistently reward excellence of behavior.

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

Rite of Passage and Walton Learning Center will continue to work together to reduce the number of altercations, fights, or arguments that could lead to dangerous situations for the students in the classroom. The use of both negative and positive reinforcement will be used to help bring about the positive behaviors that WLC is looking to encourage in its students.

Person responsible for monitoring outcome:

Shekima Fields (sfields@waltonacademycharterschool.org)

Evidence-based**Strategy:****Describe the evidence-based strategy being**

Students will follow the norms developed by ROP and WLC teachers/staff (norms in general and norms at school). Students will be rewarded for safe and positive behavior.

**implemented
for this Area
of Focus.**

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

Walton Learning Center discourages misbehavior and failing grades. Because these students are already struggling with academic and emotional problems when they arrive, classroom behavior is a big issue. Inappropriate behavior leads to loss of privileges and may add time to their mandated sentence. WLC focuses on classroom and positive environments as well as leadership skills within our students which in turn supports learning and improving classroom behavior in order to have more meaningful instructional time during class. Learning will increase as a result of reducing severely disruptive behavior as well as rewarding good behavior and focusing on positive outcomes. WLC will continue to recognize academic achievements and student excellence. The learning environment that has been created by WLC has created a safe space for the students to learn and strive for excellence. This excellence has led to 71 students graduating with their GED since March 2016.

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

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

#5. Positive Culture and Environment specifically relating to Postsecondary Enrollment**Area of Focus****Description and Rationale:**

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

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

Measurable**Outcome:**

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

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

Monitoring:

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

In just over six years Walton Learning center has graduated 72 students through the GED program that has been implemented. Walton Learning Center will look to graduate at least another 12 students in the coming year (this number is the average from the last six years of data). Moreover, with the continued use of the Florida Virtual Program this year we will attempt to graduate even more students through their credit track.

Person

responsible for monitoring outcome:

Shekima Fields (sfields@waltonacademycharterschool.org)

Evidence-based Strategy:

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

Walton Learning Center will continue to provide GED testing to aid the graduation of its students and will implement the Florida Virtual School to make it easier for our students to graduate through their credit track. Walton Learning Center will also continue to administer the ACT/SAT to the qualified youth and to assist qualified youth with the enrollment process for college courses. Moreover, when a student does graduate, he will be provided a laptop/Chromebook so he can begin working on college courses.

Rationale for Evidence-based Strategy:

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

Walton Learning Center will continue to monitor the youth that have earned their GED and that have graduated through the Florida Virtual School and aid these qualified youth in enrolling in college courses.

Action Steps to Implement

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

**Person
Responsible**

Marsha McLendon (mmclendon@waltonacademycharterschool.org)

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

Not applicable - Walton Learning Center does not have any students that are in this age bracket of K-2. At Walton Learning Center we service grades 6-12. The ages of the students we service are 13-21.

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

Not applicable - Walton Learning Center does not have any students that are in this age bracket of 3-5. At Walton Learning Center we service grades 6-12. The ages of the students we service are 13-21.

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)

Not applicable - Walton Learning Center does not have any students that are in this age bracket of K-2. At Walton Learning Center we service grades 6-12. The ages of the students we service are 13-21.

Grades 3-5: Measureable Outcome(s)

Not applicable - Walton Learning Center does not have any students that are in this age bracket of 3-5. At Walton Learning Center we service grades 6-12. The ages of the students we service are 13-21.

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.

No area of focus is needed. Walton Learning Center does not service this population.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Fields, Shekima, sfields@waltonacademycharterschool.org

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?

Not applicable - Walton Learning Center does not service this age group.

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?

Not applicable - Walton Learning Center does not service this age group.

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
Not applicable - Walton Learning Center does not service this age group.	Fields, Shekima, sfields@waltonacademycharterschool.org

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 Learning Center's mission is to create a Respectful Learning Environment, providing students with the Knowledge, Skills, Attitudes, and Behaviors necessary to becoming Productive, Employable, and Responsible Citizens. This vision requires and demands that the team be together and unified in the fight in all aspects, up to and including keeping our students safe through the COVID-19 crisis. Walton Learning Center continues to perform weekly meetings through zoom or face to face for informational purposes and team-building exercises. Walton Learning Center continues to push our students to strive for excellence and heights that were never thought possible. This includes a GED testing program that has to date 72 graduates in just over a 6-year period. Moreover, we do not stop there when it comes to our students. We have sent as of the last school year (which was cut short of course by COVID-19) 5 students to college that have earned some credits to this point. We know at Walton Learning center that these are all great

accomplishments, but we want more at Walton Learning Center. We consider these accomplishments just a starting point for us and our students. These students in college are going to need even more help than they are getting right now to be successful. This is true because we at Walton Learning Center are not satisfied with the fact that these students will just attend college, but we also want them to graduate from college. This will require the creation of grants and scholarships so these students can finish college and go to graduate school so they may become doctors, nurses, and/or lawyers if they choose despite their checkered past. We will be asking and requiring a great deal from our stakeholders in order to make these dreams a reality. We expect and demand a great deal from our stakeholders at Walton Learning center, and we know that our stakeholders demand and expect a great deal from us. Any and all information is shared with stakeholders at meetings, conference calls, video conference calls, etc...

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

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

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

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