

Walton County School District

Walton Academy, Inc.



2022-23 Schoolwide Improvement Plan

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Walton Academy, Inc.

389 DORSEY AVE, Defuniak Springs, FL 32435

<http://www.waltonacademycharterschool.org>

Demographics

Principal: Marie Laurino

Start Date for this Principal: 6/2/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 5-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students* White Students* Economically Disadvantaged Students*
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	CSI
* 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 5-12	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	38%

School Grades History

Year	2012-13	2011-12
Grade		

School Board Approval

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Walton Academy will develop and sustain positive relationships creating a respectful and responsible learning environment and leadership community.

Provide the school's vision statement.:

N/A

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
Laurino, Marie	Principal	
Adkins, Caitlyn	School Counselor	
Rodgers, Loren	Administrative Support	Student advisor which advise students, complete transcript and reviews for 6th through 12th grade at Walton Academy Charter School.
Robinson, Quen Ann	Dean	
Rodgers, Charlotte	Administrative Support	
Rodgers, Rick	Attendance/Social Work	

Demographic Information

Principal start date

Thursday 6/2/2022, Marie Laurino

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.*

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.*

Total number of teacher positions allocated to the school

10

Total number of students enrolled at the school

175

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.

3

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	11	20	33	44	25	26	36	195
Attendance below 90 percent	0	0	0	0	0	0	8	19	33	41	21	24	36	182
One or more suspensions	0	0	0	0	0	0	9	15	23	32	12	10	6	107
Course failure in ELA	0	0	0	0	0	0	1	2	1	6	2	3	3	18
Course failure in Math	0	0	0	0	0	0	1	1	1	6	0	4	3	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	7	13	20	23	12	7	17	99
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	6	14	27	17	7	2	10	83
Number of students with a substantial reading deficiency	0	0	0	0	0	0	7	13	20	23	12	7	17	99

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	10	20	33	41	16	15	23	158

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	6	9	20	9	12	5	5	66
Students retained two or more times	0	0	0	0	0	0	1	4	6	6	3	2	8	30

Date this data was collected or last updated

Monday 7/25/2022

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	19	41	56	53	67	45	45	326
Attendance below 90 percent	0	0	0	0	0	0	11	13	26	11	13	11	20	105
One or more suspensions	0	0	0	0	0	0	8	21	20	15	15	7	4	90
Course failure in ELA	0	0	0	0	0	0	4	5	14	4	17	7	7	58
Course failure in Math	0	0	0	0	0	0	6	7	10	5	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	17	15	20	12	15	7	12	98
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	17	15	20	12	15	7	12	98
Number of students with a substantial reading deficiency	0	0	0	0	0	0	10	23	31	21	37	12	5	139

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	19	15	20	21	37	12	12	136

The number of students identified as retainees:

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

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	19	41	56	53	67	45	45	326
Attendance below 90 percent	0	0	0	0	0	0	11	13	26	11	13	11	20	105
One or more suspensions	0	0	0	0	0	0	8	21	20	15	15	7	4	90
Course failure in ELA	0	0	0	0	0	0	4	5	14	4	17	7	7	58
Course failure in Math	0	0	0	0	0	0	6	7	10	5	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	17	15	20	12	15	7	12	98
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	17	15	20	12	15	7	12	98
Number of students with a substantial reading deficiency	0	0	0	0	0	0	10	23	31	21	37	12	5	139

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	19	15	20	21	37	12	12	136

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	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
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019	18%	55%	-37%	54%	-36%
Cohort Comparison		0%				
07	2022					
	2019	13%	64%	-51%	52%	-39%
Cohort Comparison		-18%				
08	2022					
	2019	14%	60%	-46%	56%	-42%
Cohort Comparison		-13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019	6%	60%	-54%	55%	-49%
Cohort Comparison		0%				
07	2022					
	2019	21%	62%	-41%	54%	-33%
Cohort Comparison		-6%				
08	2022					
	2019	12%	63%	-51%	46%	-34%
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
08	2022					
	2019	8%	58%	-50%	48%	-40%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	24%	79%	-55%	67%	-43%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	17%	82%	-65%	71%	-54%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	22%	77%	-55%	70%	-48%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	6%	72%	-66%	61%	-55%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	4%	72%	-68%	57%	-53%

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		18									
BLK										62	
HSP	25	50			27						
WHT	25	38		17						49	32

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
FRL	28	34	30	8	25		6			50	26
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	5	11		8	20						
BLK	7	15									
HSP	30										
WHT	8	6		8	11					44	20
FRL	12	14	20	9	11		8			31	18
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				10						30	
BLK		25								23	
HSP	27	60		17							
WHT	14	45		19	32		17			21	
FRL	12	42	30	15	35		9			21	

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)	CSI
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	221
Total Components for the Federal Index	8
Percent Tested	87%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	9
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	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	62
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	26
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
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	32
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	26
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

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?

The trends that emerged across the grade levels, subgroups and core areas is the students showed low test performance in the area of math and reading according to the progress monitoring data.

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

The data component, based off progress monitoring and 2021 states assessments, demonstrated the greatest need for improvement in the area of math across all grade levels.

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

The contributing factors to this need for improvement were attendance, behavior, and academic barriers. Walton Academy will continue to use Title One funding to implement an after school tutoring program to help students improve in both reading and math. The school will also implement a 43 minute intervention program 4x weekly to help student improve in both reading and math.

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

The data component that showed the most improvement was the 10th grade ELA.

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

The new actions taken by the Walton Academy School this year was the implementation of an intervention program throughout the campus. The school used collaboration between the administrative staff and teacher support school wide.

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

NA

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.

1. The Leader in Me process of professional development.
2. Professional Development I Said This, You Heard That

3. Trauma skilled training presented by a certified training (Ray Samson)
4. District academic coaches training for ELA and Math training.

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

1. Edgenuity will be available for students remediation. Edgenuity will include the MyPath add-on, which individualizes remediation and will target instruction based on FSA data.
2. Walton Academy school Title One Interventionist will work with individual students that scored significantly below level.
3. After school tutoring

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 Graduation**Area of Focus****Description and****Rationale:**

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

Walton Academy knows this is an area focus for not only the school, but the county as well as the state of Florida. This area of focus will help our students reach his/her personal goal of entering post secondary education.

Measurable Outcome:

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

Walton Academy will raise the graduation rate from 54% to 57% by May 2023.

Monitoring:

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

1. The students will identify needed testing and course work for graduation.
2. Students and lead teachers will progress monitor weekly using the Leader in Me guidelines.
3. Guidance counselor will connect lower achieving students with Title One Interventionist for additional support.

Person responsible for monitoring outcome:

Caitlyn Adkins (cadkins@waltonacademycharterschool.org)

Evidence-based**Strategy:**

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

1. The Leader in Me Process of goal setting and progress monitoring.
2. Use of Title One Interventionist for remediation.
3. Implementation of Khan Academy for SAT prep by the Title One Interventionist as well as online curriculum.
4. Implementation of Title One afterschool tutoring.
5. Connecting students with post secondary education through dual enrollment at ECTC, NWFSC ,and Career Source.
6. Substitutes will be acquired to enable teachers availability for parent/ student conferences, 1x per semester.
7. Availability for 10th graders to take SAT during the 22-23 school year.
8. Students will connect with Enrichment activities to enhance their Fine/ Performing Arts knowledge and intrigue their understanding of alternative career paths.

Rationale for Evidence-**based Strategy:**

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

The students will have a Leader-in-Me binder that will contain sections for goals, strategies/plan to accomplish goals as well as conference notes. Each student will use his/her binder to track evidence-based strategies to meet goal for school year. The students will use the progress monitoring on Edgenuity to set goals and met graduation requirements in a timely manner.

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. The students will meet with guidance counselor to discuss testing and course needs to meet graduation.
2. The student will then set goals with lead teacher to meet academic goals.
3. The student and lead teacher will progress monitor weekly using the Leader in Me guidelines.

4. Guidance counselor will connect lower achieving students with Title One Interventionist for additional academic support.
5. Guidance counselor will meet with parents and student regarding transcripts and requirements periodically.

Person Responsible Caitlyn Adkins (cadkins@waltonacademycharterschool.org)

#2. 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.

This area has been identified by the Walton County School District as an area of focus. Walton Academy also strives to make student and staff safety their number one priority.

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

100% of all school staff and student body will be educated on official school safety procedures throughout the 2022-2023 school year.

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

1. Monthly updates to the school safety policy and procedures will be addressed during staff meetings.
2. Role play will be implemented as a key component on staff professional training through ALICE.
3. During monthly class meetings students will engage in active learning regarding school safety to include but not limited to the district classroom assessment.
4. Students will participate in role playing to have a clear understanding of varies scenarios that may take place on the school campus.
5. The school will participate in drills conducted by the safety team coordinator at Walton Academy.

Person responsible for monitoring outcome:

Rick Rodgers (rrodgers@waltonacademycharterschool.org)

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

Role playing allows assessment of how well learners understand and apply what is learned, as indicated in their behavior. It provides opportunity to practice what is presumably a safer environment where mistakes have no real world consequences as would be the case in on the job practice.

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

Role playing shows both active and experimental learning was achieved. Staff completion of ALICE training with proof of certification.

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. Monthly updates to the school safety policy and procedures will be address during staff meetings.
2. Staff is updated of safety guidelines and participate in professional development training given by the district.
3. Role play will be implemented as a key component of staff professional training.
4. During drills, students will engage in active learning regarding safety to include but not limited to the district classroom assessment.
5. Students will participate in role playing to have a clear understanding of various scenarios that can take place on the school campus.

Person Responsible

Rick Rodgers (rrogers@waltonacademycharterschool.org)

#3. 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.

Walton Academy uses the Florida State Assessment to focus on the area of reading and writing. The Florida State Assessment data shows that our students have a significant weakness in reading and writing.

Measurable Outcome:

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

Students will go from 19% to 22% passing achievement level in reading and writing on Florida State Assessment.

Monitoring:

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

The Florida State Assessment will be used to guide intervention for students that are scoring below level 3. The FAST test will be given to provide data on students progress throughout the school year.

Person responsible for monitoring outcome:

Caitlyn Adkins (cadkins@waltonacademycharterschool.org)

Evidence-based Strategy:

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

1. Walton Academy is implementing the Leader in Me, which involves students setting their own goals and tracking their own progress toward those goals.
2. Edgenuity online will be available for students remediation. Edgenuity will include the MyPath add-on, which individualizes remediation and will target instruction based on FSA data.
3. School wide intervention will use research based materials purchased to review Florida standards with hands on instruction.
4. School wide intervention will use the district coaches to help create instruction based on scientifically based research.
5. Walton Academy's Title One Interventionist will work with individual students that scored significantly below level.

Rationale for Evidence-based Strategy:

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

1. Leader in Me will provide an opportunity for goal setting, progress monitoring, and scoreboards to chart their success.
2. Edgenuity offers MyPath that meets the students where they are, depending on each unique need that is identified. MyPath will guide them using the appropriate level of Florida State Standards.
3. School Interventionist will provide individual help as well as an environment with minimum distractions.
4. Parents will be provided a copy of students' result in native language.

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. Using the early warning system through Focus, WAC will identify students that score below proficiency on the FSA.
2. Assign student the appropriate intervention course on Edgenuity.
3. Lower Tier 1,2,or 3 students will work with Title One Interventionist.
4. Progress Monitor
5. School wide Intervention using the teachers and district coaches.
6. Parent Involvement through parent education classes provided by Title One.

Person Responsible

Caitlyn Adkins (cadkins@waltonacademycharterschool.org)

#4. 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.

Walton Academy will use the Florida Standard Assessment data to focus in the area of math. The FSA shows the data regarding the students with significant weakness in math. Math is a key component that impacts student learning in school and in the community.

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

Students will gain 3% on state wide assessment across all grades in the area of math.

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

The Florida State Assessment will be used to guide intervention for students that are scoring below level 3. The STAR or FAST test will be given to provide data on students progress throughout the school year.

Person responsible for monitoring outcome:

Caitlyn Adkins (cadkins@waltonacademycharterschool.org)

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

1. Walton Academy is implementing the Leader in Me, which involves students setting their own goals and tracking their own progress toward those goals.
2. Edgenuity will be available for students remediation. Edgenuity will include the MyPath add-on, which individualizes remediation and will target instruction based on FSA data.
3. School wide intervention will use materials purchased to guide students and teachers to implement hands on instructions.
4. School wide intervention will use the district coaches to help create instruction based on scientifically based research.
5. Walton Academy's Title One Interventionist will work with individual students that scored significantly below level.

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

1. Using the early warning system through Focus, WAC will identify students that score below proficiency on the FSA.
2. Assign student the appropriate intervention course on Edgenuity online.
3. Lower Tier 1,2,and 3 students will work with Title One Interventionist.
4. Progress Monitor
5. School wide Intervention using the teachers and district coaches.
6. Parent Involvement through parent education classes provided by Title One.

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. Using the early warning system through Focus, WAC will identify students that score below proficiency on the FSA.
2. Assign student the appropriate intervention course on Edgenuity online.
3. Lower Tier 1,2,and 3 students will work with Title One Interventionist.
4. Progress Monitor
5. School wide Intervention using the teachers and district coaches.
6. Parent Involvement through parent education classes provided by Title One.

Person Responsible

Caitlyn Adkins (cadkins@waltonacademycharterschool.org)

#5. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus Description and Rationale: Historical data shows that mentoring, coaching, and implementing best practices empower our teachers to be highly effective in the classroom throughout the school year.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: The certified instructional staff will earn over a total of 90 professional development points in the 22-23 school year.
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: The professional admin team will monitor each certified teacher's points which will be documented and on file.
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Marie Laurino (mlaurino@waltonacademycharterschool.org)

1. The Leader in Me process of professional development.
2. Professional Development I Said This, You Heard That
3. Trauma skilled training presented by a certified training (Ray Samson)
4. District academic coaches training for ELA and Math training.
5. Student service coordinator will attend monthly Title One meeting and communicate expectations with paraprofessional/Title One interventionist.
6. Out of field teachers will be placed on an academic plan for success to earn their certification prior to the end of the year.

Evidence-based Strategy: The professional development training enhances the teacher ability to be effective in the classroom.
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: The professional development training enhances the teacher ability to be effective in the classroom.
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.

- Staff will participate in the following professional development courses
1. The Leader in Me process of professional development weekly assignments.
 2. Professional Development I Said This, You Heard That
 3. Trauma skilled training presented by a certified training (Ray Samson)
 4. District academic coaches training for ELA and Math training.

Person Responsible

Marie Laurino (mlaurino@waltonacademycharterschool.org)

#6. 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.

Walton Academy continues to improve their parent involvement numbers through Title 1 Parent Involvement evenings, mentoring, and parent conferences. Walton Academy continues to look for ways to increase parent involvement throughout the year.

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

Walton Academy will increase parent participation by 10% this upcoming school year.

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

The area of focus will be monitored through sign in sheets at parent involvement programs given throughout the school year.

Person responsible for monitoring outcome:

Quen Ann Robinson (qrobinson@waltonacademycharterschool.org)

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

1. Annual Manufacturing Day
2. Through the use of the Parent Compact, students and parents responsibilities will be outlined as a partnership.
3. The SAC quarterly meeting will involves family members and the planning and review of school programs in their child's education.
4. Teachers will make weekly contact to parents to conference and review student's progress.
5. Parent participation through Leader in Me content
6. Annual Literacy night to teach strategies to parents.

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

This allows parents the opportunity to volunteer and participate in training of literacy components.

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.

Parents will be encouraged and expected to participate in the following opportunities.

1. Annual Manufacturing Day
2. Through the use of the Parent Compact, students and parents responsibilities will be outlined as a partnership.
3. The SAC quarterly meeting will involves family members and the planning and review of school programs in their child's education.
4. Teachers will make weekly contact to parents to conference and review student's progress.
5. Parent participation through Leader in Me content
6. Annual Literacy night to teach strategies to parents.

Person Responsible

Quen Ann Robinson (qrobinson@waltonacademycharterschool.org)

#7. Positive Culture and Environment specifically relating to Social/Emotional Development**Area of Focus Description and Rationale:**

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

Walton Academy students have a great need for mental health services dealing with peer to peer relationships, familial issues, and environmental obstacles which directly affect their academic success.

Measurable Outcome:

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

100% of WACS students returning parental permission forms for services will be assigned a mental health counselor and will be provided with tools and strategies to cope with social/emotional behaviors.

Monitoring:

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

1. Documentation of mental health forms return with parental consent.
2. Mental health counselor provides spreadsheet of students receiving services
3. Mental health counselor will provide schoolwide tools, strategies, and curriculum items on how to identify and manage behavioral triggers.

Person responsible for monitoring outcome:

Caitlyn Adkins (cadkins@waltonacademycharterschool.org)

Evidence-based Strategy:

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

1. Mental Health Services provided by on-campus mental health counselor.
2. Based on the input from mental health counselor, Title One funds will be used to purchase needed tools to help manage behavioral triggers.
3. Walton Academy will partner with local agencies including but not limited to the CAT(Community Action Team) and PSC (Pregnancy Support Center).

Rationale for Evidence-based Strategy:

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

Strategies and tools provided to students and staff for managing triggers for social and emotional behavior will allow students to re-focus on academics.

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 be identified as someone who is in need of social and emotional behavioral support through a parent consent form.

Person Responsible

[no one identified]

2. Mental Health Counselor will meet with students on an "as-needed" basis to provide tools and strategies for identifying and coping with social/emotional behavior in each individual student.

Person Responsible

[no one identified]

3. Mental Health Counselor will provide schoolwide resources and training to staff on prevention of social/emotional behavioral issues by learning how to identify triggers.

Person Responsible

Caitlyn Adkins (cadkins@waltonacademycharterschool.org)

4. Walton Academy will partner with local agencies to provide added support for specific needs relating directly to social/emotional development and trauma.

Person Responsible

Caitlyn Adkins (cadkins@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

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 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 Academy Charter School will incorporate the Leader in Me process to build a positive school culture and environment. This will impact the students by encouraging them to learn and exhibit positive habits. Walton Academy will also incorporate the use of professional development training to educate the staff on how to assess the whole child.

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

1. The principal's role is to maintain the community support in developing students to become productive members of society.
2. The Walton County School District Behavioral Specialist will be incorporating a PBIS store to encourage positive behavior.
3. The St. Joe Foundation will provide a guest speaker to motivate students, creating a positive learning environment and building relationships.
4. Student Lighthouse Team will impact the physical and cultural environment of the school through leadership activities and events.
5. The Grace Rides' partnership with WACS will provide students with a community outreach opportunity.
6. The Head Start Program partnership with WACS gives back to the community while allowing our students a place to display leadership habits.