

Walton County School District

Walton Learning Center School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

| | |
|--------------------------------------------------------------------|-----------|
| SIP Authority and Purpose | 3 |
| I. School Information | 6 |
| II. Needs Assessment/Data Review | 10 |
| III. Planning for Improvement | 14 |
| IV. ATSI, TSI and CSI Resource Review | 0 |
| V. Reading Achievement Initiative for Scholastic Excellence | 0 |
| VI. Title I Requirements | 0 |
| VII. Budget to Support Areas of Focus | 25 |

Walton Learning Center

286 GENE HURLEY RD, Defuniak Springs, FL 32435

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--------------------------------------------------------------------|-----------------------------------------------------------------|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

| 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. |
| Bjorkman, Darla | Paraprofessional | Oversees the students working on Social Studies courses. She also coordinates and serves as the main point of contact for the student's on-line Edgenuity teacher. |
| Chatman, Felycia | Curriculum Resource Teacher | Oversees the students working on Math courses. She also coordinates and serves as the main point of contact for the student's on-line Edgenuity teacher. |
| Moore, Myron | Teacher, K-12 | He teaches all science classes to the students at Walton Learning Center who are varying levels in their academic development. |
| White, Deborah | Teacher, ESE | She works with all students that have been identified as ESE students. 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 academic needs. Ms. White also Oversees the students working on Language Arts/ English courses and coordinates and serves as the main point of contact for the student's on-line Edgenuity teacher. |

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Walton Learning Center provides educational services to the youth that have been legally committed to the juvenile justice residential program Walton Academy for Growth and Change.

Walton Academy for Growth and Change have bi-monthly meetings called Community Advisory Board meetings whose members include a variety of local community persons to include, but not limited to business owners, church volunteers, administrators of surrounding schools, etc..

Within these meetings, the Walton Learning Center Principal has the opportunity to update the local community members of the goals and accomplishments of its students.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school improvement plan will be monitored and discussed throughout the school year during the weekly staff meetings with the School Leadership Team, as well as discussed with the members of the Community Advisory Board during the bi-monthly meetings.

As the school improvement plan is discussed throughout the year, the plan will be revised as needed if areas of concern have improved.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 2023-24 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 |
| 2022-23 Title I School Status | No |
| 2022-23 Minority Rate | 71% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 0% |
| Charter School | No |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | |
| School Grades History *2022-23 school grades will serve as an informational baseline. | |
| School Improvement Rating History | |

| | |
|------------------------------------------|-------------------------------------------------------------------|
| DJJ Accountability Rating History | 2022-23: Acceptable 2021-22: Acceptable 2020-21: Acceptable |
|------------------------------------------|-------------------------------------------------------------------|

Early Warning Systems

Using 2022-23 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 | | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | Total |
|-----------------------------------------------------------------------------------------------|-------------|---|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | Total |
|-----------------------------------------------------------------------------------------------|-------------|---|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | | 63 | 50 | | 63 | 51 | | | |
| ELA Learning Gains | | | | | | | | | |
| ELA Lowest 25th Percentile | | | | | | | | | |
| Math Achievement* | | 70 | 38 | | 47 | 38 | | | |
| Math Learning Gains | | | | | | | | | |
| Math Lowest 25th Percentile | | | | | | | | | |
| Science Achievement* | | 85 | 64 | | 65 | 40 | | | |
| Social Studies Achievement* | | 83 | 66 | | 61 | 48 | | | |
| Middle School Acceleration | | | | | 43 | 44 | | | |
| Graduation Rate | | 99 | 89 | | 80 | 61 | | | |
| College and Career Acceleration | | 72 | 65 | | 82 | 67 | | | |
| ELP Progress | | 58 | 45 | | | | | | |

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|------------------------------------------------|----|
| ESSA Category (CSI, TSI or ATSI) | |
| OVERALL Federal Index – All Students | |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | |
| Total Points Earned for the Federal Index | |
| Total Components for the Federal Index | |
| Percent Tested | |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|------------------------------------------------|----|
| ESSA Category (CSI, TSI or ATSI) | |
| OVERALL Federal Index – All Students | |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | |
| Total Points Earned for the Federal Index | |
| Total Components for the Federal Index | |
| Percent Tested | |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|-------------------------------------------------------|-------------------------------------------------------|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | | | | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |

2022-23 ESSA SUBGROUP DATA SUMMARY

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|----------------------|----------------------------------------|---------------------------|--------------------------------------------------------------|--------------------------------------------------------------|
| FRL | | | | |

2021-22 ESSA SUBGROUP DATA SUMMARY

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|----------------------|----------------------------------------|---------------------------|--------------------------------------------------------------|--------------------------------------------------------------|
| SWD | | | | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | | | | |

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
|------------------|-----------------|---------------|--------------------|------------------|----------------|---------------------|-----------------|----------------|------------------|--------------------------|--------------------------------|---------------------|
| All Students | | | | | | | | | | | | |
| SWD | | | | | | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |

2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
|-----------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | | | | | | | | | | | | |

2021-22 ACCOUNTABILITY 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 | ELP Progress |
|--------------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| All Students | | | | | | | | | | | | |
| SWD | | | | | | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | | | | | | | | | | | | |

2020-21 ACCOUNTABILITY 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 | ELP Progress |
|--------------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| All Students | | | | | | | | | | | | |
| SWD | | | | | | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | | | | | | | | | | | | |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The component of postsecondary enrollment is the lowest area of performance for Walton Learning Center.

The DJJ Accountability Rating showed a total of 8% for this particular area for the 2022-2023 school year.

WLC did not have enough students to calculate for this area last year so there is no accountability rating for the 2021-2022 school year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

According to the data provided by the 2021-2022 DJJ Accountability Rating, WLC showed learning gains of 62% in the DJJ Common Assessment ELA component, wherein the 2022-2023 DJJ Accountability Rating showed 43% in the Common Assessment ELA component which is a total of 19% decline in that particular component. Contributing factors to this decline is based on the total number of students for those school years, as well as the number of students that achieved their GED diplomas for those school years. Any student that achieves a GED diploma is not required to complete any portion of the DJJ Common Assessment. More students achieved a GED diploma during the 2022-2023 school year than during the 2021-2022 school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Common Assessment ELA Learning Gains component-

This could be due to the amount of youth/students there were enrolled in the DJJ programs. Walton Academy for Growth and Change residential program is a 41-bed facility, wherein the other residential programs have more youth/students enrolled in their program which affords those programs more of an opportunity to have greater gains with this component compared to a smaller program with fewer youth/students.

This will continue to be a trend when WLC is being compared to other programs with a greater number of youth/students.

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

According to the data provided by the 2021-2022 DJJ Accountability Rating, WLC showed a total of 2% of students that earned an industry certification, wherein the 2022-2023 DJJ Accountability Rating showed a total of 34% students that earned a industry certification which is a total of 34% improvement

for that particular component. More students were enrolled in the programs that resulted in one or more industry certifications after completion.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The EWS shows more student made a level 1 or less on the ELA state assessment.
WLC's goal is to increase the number of students that make a level 2 or higher on the ELA state assessment.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

ELA Learning Gains
Postsecondary Enrollment
Professional Learning
Parent Involvement
Positive Behavior Intervention and Supports

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

More than 90% of students entering Walton Learning Center are below grade level on the STAR Reading/ELA

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.

Measurable Outcome:

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

More than 90% of students entering WLC are below grade level on the STAR Reading/ELA entrance exam. Many students refuse to take seriously the importance of testing. However, we are striving to increase Reading/ELA 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 ELA Learning Gains on the DJJ Common Assessment.

Monitoring:

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

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 their 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 Reading/ELA.

Person responsible for monitoring outcome:

Shekima Fields (sfields@waltonacademycharterschool.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

To increase comprehension and content-specific Reading/ELA skills acquisition, and to participate in bell-ringer activities to increase knowledge in Reading/ELA.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

More than 90% of Walton Learning Center's students scored below grade level in Reading/ELA, 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 Reading/ELA. For many of our students, Reading/ELA is very difficult for the because they are at least one to four grade levels behind their cohorts, which means they do not have the foundational Reading/ELA skills. Through the use of Edgenuity, students can have the assignments reset so they can try to score better and develop their knowledge. 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 generally in the program for less than a year.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Students will engage in activities involving critical thinking, analysis, and higher order questioning from the teachers.

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

By When: 2023-2024 school year

Students who have a failing grade in their ELA course or have a level 2 or below on their EL assessment will engage in more one-on-one instruction, such as tutoring.

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

By When: 2023-2024 school year

Students will increase reading vocabulary through Interactive journals, writing, and/or other online resources.

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

By When: 2023-2024 school year

#2. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Walton Learning Center continues to provide any and all available resources to its students in order to achieve a diploma, whether through a standard high school diploma or GED diploma. It is our goal at WLC to continue to graduate our students and increase number of students participating in college courses.

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 which will also aid in the process of preparing youth for postsecondary enrollment. Additionally, Florida Virtual School will continue to be available to our students so that more high school courses will be available to them for the 24-credit standard high school diploma.

Monitoring:

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

Student's completed courses and credits will re-assessed bi-weekly in order to update their most current academic status and track for graduation.

Person responsible for monitoring outcome:

Shekima Fields (sfields@waltonacademycharterschool.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Walton Learning Center will also continue to administer the ACT/SAT to the qualified students and assist qualified students with the enrollment process for college courses. Moreover, when a student does graduate.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Walton Learning Center will continue to monitor the students that have earned their diploma and assist them in applying for college and enrolling in college courses.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Walton Learning Center will continue to initiate the necessary guidelines as an ACT/SAT testing site.

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

By When: 2023-2024 school year

Qualified youth will meet with Principal and/or other designated WLC staff to discuss degree program interests and required courses for degree program

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

By When: 2023-2024 school year

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, choosing a college/university, taking the ACT/SAT, completing the free application for federal student aid, completing other necessary enrollment paperwork, and/or any other necessary steps to complete this process.

Person Responsible: Gerald Fitzgerald (gfitzgerald@waltonacademycharterschool.org)

By When: 2023-2024 school year

#3. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Walton Learning Center's teachers are committed to educating the students to the best of our abilities, and this means we use every tool at our disposal. Professional Learning Communities are considered an integral part to this equation and will be one of the main focuses for WLC teachers.

Measurable Outcome:

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

WLC teachers will participate in at least two to three professional learning communities during the 2023-2024 school year.

Monitoring:

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

Teachers will share their learned knowledge from the professional learning meetings that they have participated in with their colleagues during the weekly staff meetings. This processing of information will lead to better understanding, which will in turn lead to a better educational experience for our students. Teachers will also meet with the Principal during their monthly meetings to share their learned knowledge.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

WLC teachers are always striving to learn different classroom techniques, skill building strategies, etc.. Professional Learning is a vital part of this learning curve.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

At least 90% of students that enroll at WLC are below grade level. This may be 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 any further and professional learning is a tool that can aide the teachers to be better educators.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Each teacher will continue to take part in at least two to three Professional Learning Communities during this school year

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

By When: 2023-2024 school year

The teachers will then present what they have learned to the other teachers from their Professional Learning during the staff meetings

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

By When: 2023-2024 school year

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.

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

By When: 2023-2024 school year

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Parent Involvement will always continue to be one of the main focuses for Walton Learning Center. We believe that parent involvement is very vital in the educational success of our students. Parents and/or guardians are contacted by Education for the purpose of sharing academic and behavior information about students during school hours. They are also provided with the opportunity to receive weekly progress reports directly from the Edgenuity parent portal in order to stay updated on their child's progress in their courses.

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/guardians to share grades, academic progress, and/or classroom behaviors. Increased efforts will continue to be made to send weekly progress reports directly from Edgenuity, in addition to mailing the monthly treatment team forms to all parents and/or guardians that includes a more in depth education information, including but not limited to number of credits attempted, number of credits earned during their enrollment at WLC, current course list, current grades, ESE status, etc..

Monitoring:

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

Student academic and behaviors will be monitored and when necessary, the teachers and/or Principal will reach out to parents/ guardians to ensure the flow of communication continues. 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Continued communication with parents/guardians through treatment team meetings. Parent/teacher conferences via zoom or another online source will also be offered to parent/guardians as another means of direct communication between the parents/guardians and the teachers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students enrolled at Walton Learning Center are committed to the program via their district's judicial system for a period of time. During this period, Walton Academy for Growth and Change's staff, and to some degree, Walton Learning Center's teachers and staff serve en loco parentis. Through treatment team meetings, phone calls, and emails, the teachers and Principal keeps parents/guardians informed concerning student goals, behavior, and academic progress.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Treatment team meetings involving Education, Program Department Management team, Parents, JPO, Therapeutic Manager, Case Manager, etc.. will take place every 28 days.

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

By When: Every 28 days

An initial phone call will be made during principal's initial visit with new students to parents and/or guardians.

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

By When: During student's initial education enrollment meeting

Edgenuity progress reports will be sent via email to every parent/guardian weekly.

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

By When: Weekly

Phone calls and/or emails will be increased if and/or when requested by the parents/guardians and teachers will participate in parent/teacher conferences via zoom or any other virtual resource upon requests.

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

By When: 2023-2024 school year

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Walton Learning Center cannot work outside of the program that oversees the DJJ facility, Walton Academy for Growth and Change. Rite of Passage is the program provider that has been established to provide the needs of the students to include guidance and compliance with DJJ regulations. WLC works closely with WAGC in order to implement and re-enforce program and school guidelines.

Measurable Outcome:

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

Walton Academy for Growth and Change's administration and staff will work together with Walton Learning Center's administration and staff work to organize a behavior management system to consistently reward positive behaviors.

Monitoring:

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

Student behaviors will be discussed during the daily management team meetings with Walton Academy for Growth and Change's administration and Walton Learning Center's administration. Both misbehaviors and positive behaviors will be documented via the incident/disciplinary reports, which will be forwarded to all key members of the student's daily program involvement via email at the end of each school day.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will follow the program and school guidelines developed by Walton Academy for Growth and Change's administration and Walton Learning Center's administration. Students who display positive behaviors will be rewarded for those behaviors.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Walton Learning Center staff and Walton Academy for Growth and Change staff discourages misbehaviors and failing grades. Because our students are already battling academic and emotional struggles upon their arrival, classroom behavior is a big issue. Inappropriate behaviors leads to loss of privileges and may ultimately result in additional 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 behaviors, as well as rewarding good behavior and focusing on positive outcomes. WLC will continue to recognize academic achievements and student excellence.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

When seen being a positive peer, students will receive an incentive for their good deeds towards authority and fellow peers.

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

By When: 2023-2024 school year

School rules and guidelines will be posted in each classroom and read aloud by the students before each class begins.

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

By When: 2023-2024 school year

A/B honor roll rewards will be held each month for the qualified students.

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

By When: 2023-2024 school year

A behavior management system will be discussed between WAGC's administration team and WLC's administration team and teachers. Once the guidelines of the BMS is agreed upon, the BMS will be reviewed with WAGC's classroom staff so that it can be implemented with the student's during school hours.

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

By When: 2023-2024 school year

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

| | | | |
|---------------|--------|-------------------------------------------------------------------------------------|---------------|
| 1 | III.B. | Area of Focus: Instructional Practice: ELA | \$0.00 |
| 2 | III.B. | Area of Focus: Positive Culture and Environment: Other | \$0.00 |
| 3 | III.B. | Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning | \$0.00 |
| 4 | III.B. | Area of Focus: Positive Culture and Environment: Other | \$0.00 |
| 5 | III.B. | Area of Focus: Positive Culture and Environment: Other | \$0.00 |
| Total: | | | \$0.00 |

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No