

Walton County School District

Walton Academy, Inc. School



2023-24

Schoolwide Improvement Plan (SIP)

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Walton Academy, Inc.

389 DORSEY AVE, Defuniak Springs, FL 32435

<http://www.waltonacademycharterschool.org>

School Board Approval

This plan was approved by the Walton County School Board on 9/19/2023.

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.

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, 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 |
|--------------------|------------------------|--|
| Laurino, Marie | Principal | A Principal, or Public School Principal, oversees the daily activities and operations within a school. Their main duties include disciplining or advising students, approving Teachers' curriculums and ensuring the school environment is safe for all students and staff members. |
| Adkins, Caitlyn | Other | A Guidance Counselor is a professional who works in schools or other educational institutions, providing academic, personal, and career advice to students. They help examine their students' potential skills to build their self-esteem for success in their future endeavors. |
| Rodgers, Loren | Other | A Guidance Counselor is a professional who works in schools or other educational institutions, providing academic, personal, and career advice to students. They help examine their students' potential skills to build their self-esteem for success in their future endeavors. |
| Robinson, Quen Ann | Dean | A Dean of Students, or Higher Education Administrator, is in charge of overseeing student life, student services and on-campus activities. Their duties include providing support for students, addressing student behavior and coordinating admissions and new student orientation. |
| Rodgers, Charlotte | Administrative Support | Administrative Secretaries perform day-to-day administrative and secretarial duties in office environments. Their responsibilities include reporting to management, drafting documents and entering data, and scheduling appointments. They may work at government or educational institutions, or in corporate, legal, or medical departments. |
| Rodgers, Rick | Attendance/Social Work | Attendance officers are responsible for monitoring student attendance and ensuring that students are in class when they're supposed to be. They may also be tasked with handling other administrative duties, such as issuing passes or maintaining records of student absences. Attendance officers play an important role in the lives of students. They help ensure that students attend school regularly so that they can receive the full benefits of their education. |

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.

Staff, community members, parents, and students are invited to attend School Advisory Council meetings quarterly to discuss implementation of the School Improvement Plan. During these meetings, all stakeholders review strengths and weaknesses pertaining to the needs assessment data. These notes are then taken and collaborated on to create the School Improvement Plan for the upcoming school year.

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))

All Walton Academy staff participates and collaborates in weekly staff morning meetings regarding intervention data, state testing data, and implementation of academic processes and incentives. During these meetings, staff provide input that is later discussed with the School Advisory Council during the quarterly meeting. Strengths and weaknesses are looked at in-depth to determine what the best steps are for increased student achievement.

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 5-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 38% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 87% |
| Charter School | Yes |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | CSI |
| Eligible for Unified School Improvement Grant (UniSIG) | Yes |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)* |
| School Grades History *2022-23 school grades will serve as an informational baseline. | |
| School Improvement Rating History | 2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING |
| DJJ Accountability Rating History | |

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 | 9 | 19 | 35 | 63 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 15 | 23 | 45 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 4 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 12 | 20 | 37 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 10 | 13 | 24 | |
| 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 | | |

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 | 8 | 18 | 26 | 52 |

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 | 8 | 12 | 15 | 35 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 8 | 11 | 23 |

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 | 8 | 19 | 33 | 182 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 15 | 23 | 107 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 18 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 16 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 13 | 20 | 99 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 14 | 27 | 83 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 13 | 20 | 99 | |

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 | 10 | 20 | 33 | 158 |

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 | 6 | 9 | 20 | 66 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 6 | 30 |

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 | 8 | 19 | 33 | 60 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 15 | 23 | 47 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 4 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 3 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 13 | 20 | 40 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 14 | 27 | 47 |
| 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 | 7 | 13 | 20 | 40 |

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 | 10 | 20 | 33 | 63 |

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 | 6 | 9 | 20 | 35 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 6 | 11 |

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* | 9 | 63 | 50 | 22 | 63 | 51 | 10 | | |
| ELA Learning Gains | | | | 37 | | | 13 | | |
| ELA Lowest 25th Percentile | | | | 36 | | | 17 | | |
| Math Achievement* | 3 | 70 | 38 | 5 | 47 | 38 | 8 | | |
| Math Learning Gains | | | | 29 | | | 10 | | |
| Math Lowest 25th Percentile | | | | | | | | | |
| Science Achievement* | 6 | 85 | 64 | 8 | 65 | 40 | 7 | | |
| Social Studies Achievement* | | 83 | 66 | | 61 | 48 | | | |
| Middle School Acceleration | | | | | 43 | 44 | | | |
| Graduation Rate | 68 | 99 | 89 | 53 | 80 | 61 | 43 | | |
| College and Career Acceleration | 42 | 72 | 65 | 31 | 82 | 67 | 19 | | |
| 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) | CSI |
| OVERALL Federal Index – All Students | 26 |
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 4 |
| Total Points Earned for the Federal Index | 128 |
| Total Components for the Federal Index | 5 |

2021-22 ESSA Federal Index

| | |
|-----------------|----|
| Percent Tested | 80 |
| Graduation Rate | 68 |

2021-22 ESSA Federal Index

| | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | CSI |
| OVERALL Federal Index – All Students | 28 |
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 4 |
| Total Points Earned for the Federal Index | 221 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 87 |
| Graduation Rate | 53 |

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 | 0 | Yes | 4 | 4 |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | 11 | Yes | 4 | 2 |
| MUL | | | | |
| PAC | | | | |
| WHT | 34 | Yes | 4 | |
| FRL | 25 | Yes | 4 | 4 |

| 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 | 9 | Yes | 3 | 3 |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 62 | | | |
| HSP | 26 | Yes | 3 | 1 |
| MUL | | | | |
| PAC | | | | |
| WHT | 32 | Yes | 3 | |
| FRL | 26 | Yes | 3 | 3 |

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 | 9 | | | 3 | | | 6 | | | 68 | 42 | |
| SWD | 0 | | | | | | | | | | 1 | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 21 | | | 0 | | | | | | | 2 | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 6 | | | 8 | | | | | | 47 | 4 | |
| FRL | 9 | | | 4 | | | 6 | | | 46 | 5 | |

| 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 | 22 | 37 | 36 | 5 | 29 | | 8 | | | 53 | 31 | |
| SWD | 0 | 18 | | | | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | 62 | | |
| HSP | 25 | 50 | | 0 | 27 | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 25 | 38 | | 17 | | | | | | 49 | 32 | |
| FRL | 28 | 34 | 30 | 8 | 25 | | 6 | | | 50 | 26 | |

| 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 | 10 | 13 | 17 | 8 | 10 | | 7 | | | 43 | 19 | |
| SWD | 5 | 11 | | 8 | 20 | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 7 | 15 | | | | | | | | | | |
| HSP | 30 | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 8 | 6 | | 8 | 11 | | | | | 44 | 20 | |
| FRL | 12 | 14 | 20 | 9 | 11 | | 8 | | | 31 | 18 | |

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.

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 10 | 2023 - Spring | 16% | 62% | -46% | 50% | -34% |
| 07 | 2023 - Spring | 8% | 51% | -43% | 47% | -39% |
| 08 | 2023 - Spring | 11% | 53% | -42% | 47% | -36% |
| 09 | 2023 - Spring | 13% | 59% | -46% | 48% | -35% |
| 06 | 2023 - Spring | 27% | 52% | -25% | 47% | -20% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 7% | 72% | -65% | 54% | -47% |
| 07 | 2023 - Spring | 9% | 63% | -54% | 48% | -39% |
| 08 | 2023 - Spring | 15% | 73% | -58% | 55% | -40% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 13% | 61% | -48% | 44% | -31% |

| ALGEBRA | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 14% | 75% | -61% | 50% | -36% |

| GEOMETRY | | | | | | |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 7% | 71% | -64% | 48% | -41% |

| BIOLOGY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 25% | 80% | -55% | 63% | -38% |

| CIVICS | | | | | | |
|--------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 5% | 74% | -69% | 66% | -61% |

| HISTORY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 20% | 78% | -58% | 63% | -43% |

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 area of the lowest performance was 6th through 8th grade math.

1. Decline in student participation in after school tutoring.
2. Student lack of motivation when taking assessment.
3. Inconsistency in maintaining middle school teachers.

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

6th grade math showed the greatest decline from prior years.

1. Decline in student participation in after school tutoring
2. Student lack of motivation when taking assessment
3. Inconsistency in maintaining middle school teachers.

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.

The data component that shows the greatest gap when compared to the state average is in the area of math in 6th grade.

1. Decline in student participation in after school tutoring.
2. Student lack of motivation when taking assessment.
3. Inconsistency in maintaining middle school teachers.

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

The area that showed the most improvement was in Algebra.

The actions taken by the school in this area was teacher intervention with students.

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

1. The students that are consistently scoring a level one in middle school math.
2. The area of Geometry compared to the district and state level.

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

1. 6th grade math
2. 8th grade math
3. Geometry
4. 7th grade ELA
5. 8th grade ELA

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 Career & Technical Education**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.

We are providing a financial literacy course to our 10th, 11th and 12th grade students. As an at risk /drop out prevention school, we will be empowering our students with real world financial and cultural lessons with the opportunity to recognize strategies how to overcome generational challenges. This class is a digital education program that teaches students how to make wise financial decisions to promote financial well-being over their lifetime. The interactive lessons in this financial literacy course help students develop actionable strategies for managing their finances.

Measurable Outcome:

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

At least 80% of WACS students enrolled in Financial Literacy will complete the course with a grade of 70% or above.

Monitoring:

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

Our Business Education instructor will teach several small classes, using both Edgenuity and teacher created lessons to meet the standards and needs of the students in each class.

Person responsible for monitoring outcome:

Karen Dzul (kdzul@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.)

The Financial Literacy course will be taught through Edgenuity. Edgenuity courses are based on four well-established, evidence- based principles:

Instruction is systematic and explicit, designed to help students acquire, practice, and apply skills and knowledge.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

MyPath does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom Intervention Practices. Recommendation one states that should receive explicit vocabulary instruction. Recommendation one has strong ESSA evidence. Recommendation two states that students should be provided direct and explicit comprehension strategy instruction. Recommendation two has strong ESSA evidence. These recommendations were built into the program by following the sequence as stated in the IES Practice Guide. The district will support and monitor implementation of this program by training and support for all teachers using My Path.

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 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

Yes

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. Identify low SES 10th and 11th graders that are L1 and/or L2 in Math and/or ELA.
2. Incorporate these student in a 6 week finanacial literacy course to assist in breaking generation barriers to financial wellness.
3. Through use of a pre/post test we will determine if this course has empowered students to put forth more academic effort to earn a high school diploma and promote a sense of financial understand for their furture wellbeing.

Person Responsible: Karen Dzul (kdzul@waltonacademycharterschool.org)

By When: May 2024

#2. Graduation specifically relating to Graduation**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.

This is an area of focus for the school, the county and the state of Florida. This area of focus helps our students reach his/her personal goal of entering post secondary education or obtaining employment in their chosen career field.

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 from 57% to 60% by May 2024.

Monitoring:

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

1. GPA and credits earned will be monitored on a quarterly bases.
2. Guidance counselors will connect lowing achieving with our Title One Interventionists for additional support in Math, Ela, and /or MTSS,

Person responsible for monitoring outcome:

Caitlyn Adkins (cadkins@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.)

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 afterschool tutoring.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The students will have a Leader-in-Me binder that will contain a section for goals, action steps, data tracking and accountability partners as well as conference notes. Each student will use his/her binder to track evidence-based strategies to meet their academic goal for the school year. The students will use the progress monitoring data on Edgenuity to set goals and ultimately met graduation requirements based on their cohort.

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.

1. The students will meet with their guidance counselor to discuss testing and course needs to meet graduation requirements in their cohort.
2. The student will then set goals with LEAD teacher to meet academic requirements.

3. The student and lead teacher will progress monitor weekly using the leader in Me guidelines.
4. Guidance counselor will meet with parents and students, beginning in middle school, to discuss graduation requirements .
5. Provide Guided Notebooks

Person Responsible: Caitlyn Adkins (cadkins@waltonacademycharterschool.org)

By When: May 2024

#3. Instructional Practice 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.

This area of safety and security has been identified by the Walton County School District as an area of focus. Walton Academy makes 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 2023-2024.

Monitoring:

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

Documents are uploaded into a drop box as evidence of compliance

Person responsible for monitoring outcome:

Loren Rodgers (lrodgers@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.)

Role playing allows assessment of how well students and staff understand and apply what is learned, as indicated in their behavior during drills. Roll playing provides opportunities to practice what is presumably a safer environment where mistakes have no real world consequences. This is similar to on the job practice.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Role playing shows both active and experimental learning was achieved.

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 4 - Demonstrates a Rationale

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.

1. Monthly updates to the school safety policy and procedures will be address during staff meetings.
2. Staff is educated on safety guidelines and participates in professional development training given by the district and school.
3. Role playing and round table discussions will be implemented as a key component of staff professional training.
4. During drills, students will engage in active learning of the ALICE process regarding safety of students and staff should an threat be on campus.
5. Students will participate in role playing to have a clear understanding of various scenarios that could possibly take place on the school campus.

Person Responsible: Rick Rodgers (rrodgers@waltonacademycharterschool.org)

By When:

#4. 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.

Walton Academy use the Florida Assessment of Student Thinking (FAST) to focus on the area of reading. The Florida Assessment of Student Thinking data shows that our students have a significant weakness in reading.

Measurable Outcome:

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

Student reading data will increase from 22% to 25% in achievement Level 3 in reading on the Florida Assessment of Student Thinking.

Monitoring:

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

The Florida Assessment of Student Thinking 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 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.)

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. School wide intervention will use research based materials purchased to review Florida standards with hands on instruction.
3. Walton Academy's Title One Interventionists will work with individual students that scored below level.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Leader in Me will provide an opportunity for goal setting, progress monitoring, and scoreboards to chart individual student success.
2. School Interventionists 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.

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.

1. Using the early warning system through FOCUS, WAC will identify students that score below proficiency on the FAST.
2. Lower Tier 1 and 2 students will work with Title One Interventionist

3. Progress Monitor will occur biweekly in all classes.
4. Parent Involvement through conferences and parent education classes will be provided by Title One.
5. Afterschool tutoring will be offered to all students.

Person Responsible: Caitlyn Adkins (cadkins@waltonacademycharterschool.org)

By When: May 2024

#5. Instructional Practice specifically relating to Math**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 Academy will use the Florida Assessment of Student Thinking (FAST) data to focus in the area of math. The FAST shows data regarding the students with significant weaknesses 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.

All grade levels will gain 3% on state wide assessment in the area of math

Monitoring:

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

The Florida Assessment of Student Thinking will be used to guide intervention for students that are scoring below Level 3. The STAR or FAST tests will be given to provide data on student progress throughout the 23-24 school year.

Person responsible for monitoring outcome:

Caitlyn Adkins (cadkins@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.)

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 target instruction based on FAST data.
3. Intervention will use materials purchased to guide students and teachers to implement hands on instructions.
4. 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 below level.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Using the early warning system through FOCUS, WAC will identify students that score below proficiency on the FAST.
2. Counselors will assign students the appropriate intervention course on Edgenuity.
3. Tier 1 and 2 students will work with Title One Interventionist.
4. Progress Monitor will occur on a biweekly basis.
5. The district math coach will provide learning strategies to incorporate during math intervention.
6. Parent Involvement through parent education classes will be provided by Title One.

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.

1. Using the early warning system through FOCUS, WAC will identify students that score below proficiency on the FAST.
2. Using MyPath students will be assigned to the appropriate researched based intervention pathway.
3. Lower Tier 1 and 2 students will work with Title One Interventionist
4. Progress Monitor will occur biweekly in all classes.
5. Parent Involvement through conferences and parent education classes will be provided by Title One.
7. Afterschool tutoring will be offered to all students.

Person Responsible: Caitlyn Adkins (cadkins@waltonacademycharterschool.org)

By When:

#6. 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.

Historical data shows that mentoring, coaching, and implementing best practices empower our teachers to be highly effective in the classroom throughout the school year.

Measurable Outcome:

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

The certified instructional staff will earn over a total of 90 professional development points in the 23-24 school year.

Monitoring:

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

Each certified teacher's professional development will be monitored and kept on file through ePDC.

Person responsible for monitoring outcome:

Marie Laurino (mlaurino@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.)

1. The Leader in Me process of professional development
2. Professional Development presented by a certified trainer (Ray Samson), Trauma Skilled Specialist
3. District academic coaches training for ELA and Math
4. Student Service Coordinator will attend monthly Title One meeting and communicate expectations with paraprofessional/Title One Interventionist
5. Out of field teachers will be placed on an academic plan for success to earn their certification prior to the end of the year.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The professional development training enhances the teacher ability to be effective in the classroom

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.

Staff will participate in the following professional development courses

1. The Leader in Me process of professional development-weekly assignments
2. Professional development presented monthly by Ray Samson - Trauma Skilled Specialist

Person Responsible: Marie Laurino (mlaurino@waltonacademycharterschool.org)

By When: May, 2024

#7. 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 Academy continues to improve their parent involvement numbers through Title One 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% during the 2023-2024 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 and parent compacts at the various parent involvement workshops and conferences.

Person responsible for monitoring outcome:

Caitlyn Adkins (cadkins@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.)

Through the evidenced based Leader in Me Parent Involvement Component, we will increase our Parent/Community involvement by 10%.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This allows parents the opportunity to volunteer and participate in training to better help his/her child.

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.

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 involve family members with the planning/reviewing of goals set by Walton Academy this school year.
4. Teachers will make bi-weekly contact with parents and schedule conferences for students who are not meeting his/her academic goals.
5. Parent participation through the Leader in Me
6. Annual Transcript Night

Person Responsible: Caitlyn Adkins (cadkins@waltonacademycharterschool.org)

By When: These actions will be completed by the end of the 2024 school year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

We are providing a financial literacy course to our 10th, 11th and 12th grade students. As an at risk /drop out prevention school, we will be empowering our students with real world financial and cultural lessons with the opportunity to recognize strategies how to overcome generational challenges. This class is a digital education program that teaches students how to make wise financial decisions to promote financial well-being over their lifetime. The interactive lessons in this financial literacy course help students develop actionable strategies for managing their current and finances.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan, UniSIG budget, and Schoolwide Program Plan are shared with stakeholders via the Walton Academy website at <https://www.waltonacademycharterschool.org/title-i>. These documents can also be viewed in the front office and/or the administration building in the parent resources section. Printed copies of these documents are disseminated by being backpacked home with student both in English and in Spanish. The School Advisory Council reads and reviews these documents throughout the school year.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The Parent and Family Engagement plan can be found on the Walton Academy website at <https://www.waltonacademycharterschool.org/title-i>. Walton Academy develops and sustains positive relationships with parents, families and community members through the use of the Leader In Me program which encourages a culture of leadership. Through the use of parent phone calls, parent conferences, Google Voice messages, Facebook posts, monthly newsletters and information mailed home, and documents backpacked home, Walton Academy strives to meet all families and community members where they are. Parents are notified of student-led conferences and goal setting through the use of Leader In Me strategies.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Walton Academy plans to strengthen the academic program of the school through the ability to offer a wide range of Edgenuity courses that meet the educational needs of all students, regardless of credits or background. Through the use of this online program, Walton Academy is able to offer individualized instruction with teachers as facilitators so that each student is receiving the exact course material needed to advance in their academics and no amount of time is used on coursework that is not needed/required to meet graduation or promotion requirements. Through the Multi-Tiered System of Support, students are identified and provided academic strategies that lead to the best plan for the student based on data results. Small group intervention for both math and reading will be used to increase overall test scores and to encourage met concordant scores for graduation.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The School Improvement Plan is developed in coordination and integration with Federal, State and local services such as Panhandle Area Educational Consortium, Northwest Florida State College, Emerald Coast Technical College, Chautauqua Healthcare Services of Lakeview, St. Joe Community Foundation, Food for Thought, Leader In Me, and a district partnership with a Transitional Coach. PAEC provides migrant education services. NWFSC and ECTC allow students opportunities for dual enrollment as well as adult education services and financial aid assistance. Chautauqua Healthcare Services of Lakeview as well as the transitional coach aid in providing students with mental health support. The St. Joe Community Foundation gives access to grant funds as well as scholarship opportunities. Food for Thought is a non-profit organization that provides backpacks filled with healthy food for students who are dependent on free school lunch. Leader In Me is a whole-school transformation model and process developed to empower students with the leadership and life skills they need to thrive in the 21st century. Walton Academy's teachers partner with an on-campus Exceptional Student Education Specialist to meet the needs of students through IDEA.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Walton Academy uses New Student Orientation meetings to introduce the students to WACS policies and guidelines and to individually determine goals/needs with the involvement of the student and parent/guardian. This helps to ease anxiety of a new setting and come up with a plan that best fit the needs of each child.

Transcript review meetings are held quarterly as well as on a requested basis with academic advisors (and all other stakeholders) so that students take ownership of their academic and behavioral progress and barriers can be discussed in order to meet the needs of the whole student. Because a student's positive mental health is impacted largely by how well his or her needs are met, Walton Academy uses Leader in Me to focus on creating empowering support systems schoolwide, and through training and partnerships with families and the larger community.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Walton Academy uses academic advisors to provide information and encouragement for students to participate in dual enrollment at both Emerald Coast Technical College and Northwest Florida State College. Partnerships with these schools and other local colleges provide assistance with career interest testing, financial aid, application processes, and answering any questions students may have about entering into the world of adult education. Transcript reviews are completed quarterly as well as on a requested basis in order to keep students motivated with goal setting and next steps.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Through the Multi-Tiered System of Support and a partnership with the Walton County School District, behavior

Interventions will be implemented and behavior plans will be created. Leader In Me, the operating system of Walton Academy, is a schoolwide transformation process that builds social emotional skill and positive student-teacher and student-student relationships. This is shown to be one of the most effective methods for helping students, especially those who exhibit negative behaviors. Redirection is a step program that Walton Academy uses to encourage a change in behavior and uses restorative practices.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

All staff members are required to participate and grow in the Leader in Me program, the operating system of Walton Academy. Through action teams, staff members are encouraged to learn new strategies that effect the overall impact of instruction and processes on campus. Through the use of district coaches, Walton Academy will be taught new instructional approaches that will improve promotion rates and testing.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

This component has nothing to do with our student population.

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: Career & Technical Education | | | | \$75,000.00 |
|---|----------|---|---|----------------|-----|-------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5100 | 394 | 1111 - Walton Academy, Inc. | UniSIG | 1.0 | \$71,250.00 |
| | | | <i>Notes: Reimbursement to Charter for Teacher Salary and Benefits, Materials and Supplies to include paper, folders, binders, pens, markers, ink cartridges, divider tabs, ink</i> | | | |

| | | | | | | |
|--------|--------|---|--|--------|-----|-------------|
| | | | cartridges, and Technology Hardware to include a teacher workstation/laptop and printer Total Teacher Salary and Benefits: \$61,250 \$48,000 salary \$4,500 ret \$4,950 SS \$3,800 WC Materials and Supplies: \$5,000 Technology Hardware: \$5,000 | | | |
| | 7200 | 510 | 1111 - Walton Academy, Inc. | UniSIG | 0.0 | \$3,750.00 |
| | | | Notes: District Allocation for Supplies and Materials to include paper, folders, binders, pens, markers, ink cartridges, divider tabs, and ink cartridges. | | | |
| 2 | III.B. | Area of Focus: Graduation: Graduation | | | | \$0.00 |
| 3 | III.B. | Area of Focus: Instructional Practice: Other | | | | \$0.00 |
| 4 | III.B. | Area of Focus: Instructional Practice: ELA | | | | \$0.00 |
| 5 | III.B. | Area of Focus: Instructional Practice: Math | | | | \$0.00 |
| 6 | III.B. | Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning | | | | \$0.00 |
| 7 | III.B. | Area of Focus: Positive Culture and Environment: Other | | | | \$0.00 |
| Total: | | | | | | \$75,000.00 |

Budget Approval

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

No