

Walton County School District

WALTON HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Walton High School is that 100% of students will graduate and be eligible to enroll in a Florida college.

Provide the school's vision statement

We at Walton High School are refocusing our beliefs about student potential by delivering rigorous coursework to all students, maintaining high expectations for all students, and developing the whole child by ensuring all students know they matter.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jennifer Burnham

Burnham.Jennifer@walton.k12.fl.us

Position Title

SAC Chair, Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Brianna Leavins

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Kristy West

Position Title

SAC Co-Chair, School Improvement Chair, Teacher-Geometry, Algebra

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Kala Wilson

Position Title

Teacher-Foreign Language

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Chelsey Warren

Position Title

Teacher-AVID,FBLA

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Randi McKie

Position Title

SAC Secretary, Guidance Counselor, Teacher-AP Physics

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Amanda Traywick

Position Title

Teacher-ESE

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Eddie Carnley

Position Title

Teacher-AVID, Geometry

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #9

Employee's Name

Jeff Patrick

Position Title

Teacher-AP US History, AP World History, AP Human Geography

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #10

Employee's Name

David Pert

Position Title

Teacher-ELA

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #11

Employee's Name

Julie Lassiter

Position Title

Teacher- Biology, Marine Science Honors

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #12

Employee's Name

Stephanie Rhodes

Position Title

Teacher-CTE

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #13

Employee's Name

Neveah Messer

Position Title

SAC member-student

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #14

Employee's Name

Chris Messer

Position Title

SAC member-Parent

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #15

Employee's Name

Pam Brackin

Position Title

SAC member-Parent

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #16

Employee's Name

Callie Brackin

Position Title

SAC member-Student

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #17

Employee's Name

Javaya Jackson

Position Title

SAC member-Student

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #18

Employee's Name

Dorsel Graham

Position Title

SAC member-Parent

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #19

Employee's Name

Kelley Stephenson

Position Title

Teacher-ESOL, AVID

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #20

Employee's Name

Lakayla Jefferson

Position Title

SAC member-student

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #21**Employee's Name**

Ameatrice Jeffersoin

Position Title

SAC member-Parent

Job Duties and Responsibilities

No Answer Entered

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Stakeholders are involved in the SIP development process through many ways: parent survey, teacher survey, WHS Vision Day, WCSD Manufacturing Day, and quarterly SAC meetings.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored regularly through monthly School Success meetings, quarterly data chats with all teachers, weekly PLCs, and quarterly SAC meetings. The School Success team will revise the plan upon stakeholder feedback, as necessary, to ensure our continued improvement at WHS.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	68.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2025-26)

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
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	59	68	59	52	63	55	55	63	50
Grade 3 ELA Achievement									
ELA Learning Gains	58	64	58	49	57	57			
ELA Lowest 25th Percentile	58	59	56	48	55	55			
Math Achievement*	67	73	49	60	71	45	61	70	38
Math Learning Gains	70	65	47	55	62	47			
Math Lowest 25th Percentile	65	66	49	56	60	49			
Science Achievement	86	90	72	80	86	68	68	85	64
Social Studies Achievement*	81	87	75	77	87	71	78	83	66
Graduation Rate	99	100	92	99	99	90	99	99	89
Middle School Acceleration									
College and Career Acceleration	77	81	69	75	75	67	78	72	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	55	54	52	55	58	49	45	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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	775
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	99%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
70%	64%	71%	58%	59%		59%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	54%	No		
English Language Learners	57%	No		
Black/African American Students	65%	No		
Hispanic Students	65%	No		
Multiracial Students	56%	No		
White Students	75%	No		
Economically Disadvantaged Students	69%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	59%		58%	58%	67%	70%	65%	86%	81%		99%	77%	55%
Students With Disabilities	22%		35%	37%	51%	55%	69%	53%	68%		100%	45%	
English Language Learners	23%		56%	59%	45%	57%	62%	69%	42%		100%	64%	55%
Black/African American Students	50%		63%	62%	62%	70%	50%	87%	61%		100%	44%	
Hispanic Students	46%		52%	51%	56%	66%	67%	79%	69%		100%	78%	56%
Multiracial Students	37%		41%	42%	75%	83%							
White Students	66%		60%	63%	71%	69%	63%	89%	87%		98%	82%	
Economically Disadvantaged Students	53%		57%	60%	63%	67%	68%	86%	79%		99%	75%	48%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	52%		49%	48%	60%	55%	56%	80%	77%		99%	75%	55%
Students With Disabilities	18%		40%	39%	42%	37%	39%	41%	35%		100%	35%	
English Language Learners	13%		40%	43%	29%	45%			40%		100%	80%	55%
Black/African American Students	25%		38%	53%	58%	55%		43%	69%		100%	55%	
Hispanic Students	44%		43%	43%	46%	52%	55%	71%	63%		100%	61%	52%
Multiracial Students	52%		50%		58%	50%		92%	73%				
White Students	59%		52%	51%	66%	56%	55%	87%	83%		98%	82%	
Economically Disadvantaged Students	45%		47%	49%	58%	51%	50%	76%	70%		98%	68%	61%

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2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	55%				61%			68%	78%		99%	78%	45%
Students With Disabilities	29%				33%			35%	64%		95%	33%	
English Language Learners	18%				34%			55%	57%				61%
Black/African American Students	21%				37%			54%	57%		100%	61%	
Hispanic Students	39%				50%			59%	79%		95%	67%	58%
Multiracial Students	50%				71%			46%					
White Students	64%				67%			75%	82%		99%	86%	
Economically Disadvantaged Students	49%				58%			60%	80%		98%	71%	58%

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	53%	65%	-12%	58%	-5%
ELA	9	60%	65%	-5%	56%	4%
Biology		85%	86%	-1%	71%	14%
Algebra		38%	72%	-34%	54%	-16%
Geometry		78%	76%	2%	54%	24%
History		80%	83%	-3%	71%	9%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		6%	7%	-1%	16%	-10%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		20%	18%	2%	18%	2%
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

For the 24-25 school year, Math learning gains showed the most improvement. Learning gains increased 15% in math. The actions taken that aided in this growth include the following: use of ALDs, Braves Nation. Project Red Carpet, and standards-based rigorous instruction.

Lowest Performance

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

The lowest performing area for our Students with Disabilities was ELA Achievement. Only 22% of our ELA students with disabilities earned a 3 or higher. Our English Language Learners outperformed our ESE students in this category. This subgroup also had the lowest learning gains in the low 25% and ELA learning gains overall.

Greatest Decline

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

Algebra 1 continues to be the data component that shows the greatest decline. For the 25-26 school year we have made instructional changes as well as changes to the pacing guide and Tier 2 support courses.

Greatest Gap

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.

Geometry continued to perform higher than the state average. Walton County earned the #1 spot in the state for Geometry achievement.

EWS Areas of Concern

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

Attendance continues to be a concern. Our daily average attendance rate is the lowest among the high schools in the county.

Highest Priorities

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

1. Algebra 1 achievement
2. ESE achievement in ELA
3. Multiracial students achievement in ELA and learning gains in ELA

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In 2025-26, all teachers will be prepared to accelerate learning for all students. We will focus on student growth rates. Students in our focus area will be on pace to make a year's worth of growth in a year's time. Additionally, Level 1 and Level 2 students will be on pace to make a learning gain.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Goal #1: 9th and 10th grade ELA - learning gains

On the 2026 F.A.S.T. PM3 (Progress Monitoring 3) for Reading, 60% of ELA students will make learning gains.

Goal #2: 9th and 10th grade ELA - proficiency

In the 2025-26 school year, 64% of students will demonstrate grade-level proficiency in reading as evidenced by F.A.S.T. Cambium data for PM3 for the May 2025 administration of the state reading assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The School Success Team (formerly the School Improvement Team) will meet as needed to monitor F.A.S.T. Cambium data (and other formative assessments) with a goal of 64% proficiency in January 2025 (Goal #2) and 60% (Goal #1) by PM3. English teachers will also conduct data chat and goal setting meetings following PM1, PM2, and PM3 and following each administration of the Write Score district writing assessment (dates TBD for the two assessments).

Person responsible for monitoring outcome

Brianna Leavins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Achievement Level Descriptors (ALDs), Professional Learning Communities (PLCs), CommonLit360 curriculum with 9/10 Intensive Reading classes, AVID WICOR strategies (focused note taking school-wide), intentional questioning, differentiated instruction, small groups, common formative and summative assessments, Writing Revolution strategies, belief that every sentence starts with a capital letter and ends with a punctuation mark, all teachers have a writing rubric to use, B.E.S.T. suggested reading list used by grade level, and Write Score.

Rationale:

Using the curriculum that creates a challenge for students has proven to be vital in attaining growth. The goal is to provide more rigorous course-work throughout all content areas.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

B.E.S.T Texts

Person Monitoring:

Brianna Leavins

By When/Frequency:

weekly walkthroughs/quarterly lesson plan checks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All ELA teachers will regularly use titles from B.E.S.T. suggested reading list at each grade level to enhance curriculum. These texts will help add the rigor needed to reach the depth of the standards that are being taught.

Action Step #2

ALDs and intentional monitoring

Person Monitoring:

Brianna Leavins

By When/Frequency:

weekly walkthroughs/quarterly lesson plan checks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All ELA teachers will use ALDs and intentional questioning in their classes. Students will monitor their growth in each standard. Teachers will use DOK 2 and 3 questions in class making sure students reach the correct answers.

Action Step #3

Goal Setting PM1. PM2

Person Monitoring:

Brianna Leavins

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

English teachers will hold whole group data chats after PM 1 and PM 2

Action Step #4

Elective teacher PLCs

Person Monitoring:

Jennifer Burnham

By When/Frequency:

weekly meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Elective teachers will participate in PLCs to focus on writing, text marking, and vocabulary. This will support students in becoming stronger writers and readers.

Action Step #5

Screeners will be utilized in all Intensive Reading classes

Person Monitoring:

Brianna Leavins

By When/Frequency:

Quarterly as needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Mrs. Lees the District Reading Coach will train all Intensive Reading teachers on administering screeners. IR teachers will utilize the screeners throughout the year as needed. Screeners will allow teachers to identify and address learning gaps to help students become stronger readers.

Action Step #6

CommonLit360

Person Monitoring:

Brianna Leavins

By When/Frequency:

weekly walkthroughs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

CommonLit360 will be utilized in Intensive Reading classes to strengthen reading comprehension.

Action Step #7

World Geography/World History

Person Monitoring:

Brianna Leavins

By When/Frequency:

once a month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

World Geography/World History teachers will use texts to focus on the ELA standards 9.R.2.4 and 10.R.2.4 Students will use a graphic organizer and text marking of arguments. Student samples will be collected once a month.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In 2025-26, all teachers will be focused on accelerating learning for all students. The focus will be on student growth rates. Students in our focus area will be on pace to learn a year's worth of material in a year's time. Additionally, Level 1 and Level 2 students will be on pace to make a learning gain.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

On the 2065 Algebra 1 and Geometry End of Course tests (EOCs), 62% of ESE students will make learning gains and 65% of Algebra 1 and 80% of Geometry students will be a Level 3 or higher as evidenced by their EOC scores.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Students' scores will be monitored at the end of each testing period by the School Success Team. Teachers will also monitor data during weekly PLC meetings. Algebra 1A teachers will create common progress monitoring assessments to provide data throughout the school year. Individual teacher/student data chat meetings will follow each STAR Math administration. Weekly principal walkthroughs will continue in order to monitor instruction and to provide feedback.

Person responsible for monitoring outcome

Brianna Leavins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Big Ideas curriculum, AVID WICOR strategies, Study Island, EOC formatted questions, common formative assessments, and small group instruction in Foundational Math classes.

Rationale:

Each of the strategies will provide students with extra opportunities to build their math skills. The AVID WICOR strategies will help build critical thinking and collaboration in the classroom. Study Island will provide computer-based curriculum that will help students improve their math skills. Finally, the EOC formatted questions will help provide opportunities for students to see the types of questions they will face on the EOC assessments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

ALDs

Person Monitoring:

Brianna Leavins

By When/Frequency:

daily/weekly walkthroughs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Achievement Level Descriptors (ALDs) will be utilized in all EOC tested classes.

Action Step #2

Math PLCs

Person Monitoring:

Jimmy Ross

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All math teachers will participate in a weekly math PLC.

Action Step #3

AVID WICOR strategies and intentional questioning

Person Monitoring:

Brianna Leavins

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize AVID WICOR strategies (in the areas of Writing, Inquiry, Communication, Organization, and Reading) and intentional questioning . These will be included in lesson plans.

Action Step #4

Algebra Data Chats

Person Monitoring:

Brianna Leavins

By When/Frequency:

once a month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly data chats with administration and Algebra 1 teachers will occur

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Black/African American Students (BLK)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Due to our 2024-25 low attendance rate and state assessment subgroup data (to include black/African American, English Language Learners (ELLs), and ESE students), all BRAG teachers will strengthen and improve attendance along with communication with parents/guardians and students directly related to our low 25% of students as well as the students in the above mentioned subgroups.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2025-26 school year, 100% of parents/guardians of students included in the low attendance rate subgroup and/or in the low 25%, black/African Americans, ELLs, and ESE subgroups will participate in a parent/teacher conference once per quarter either face-to-face or via telephone with the use of Rooms.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Guidance/Success Coach will keep a contact log of conferences in FOCUS they have had with the parents of students/guardians in the low attendance rate subgroup and/or the above mentioned subgroups.

Person responsible for monitoring outcome

Brianna Leavins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

FOCUS, teachers updating grades weekly, hall pass monitoring (SmartPass), communication log in FOCUS, and ELL parent/guardian night

Rationale:

FOCUS is the district approved platform for parents to access their student's attendance and grades. Teachers must update grades weekly to allow parents to stay informed on student progress. ELL parent/guardian night is planned to specifically invite our parents/guardians of ELLs before the school's orientation so they can have access to Spanish-speaking teachers and aides, and for

students to receive their schedule in order to become acquainted with the school and how they will move from class to class.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

ELL Parent/Guardian Night

Person Monitoring:

Brianna Leavins

By When/Frequency:

before 9-12 orientation(yearly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ELL parent/guardian night is scheduled for Tuesday, August , 2025, in the WHS cafeteria. A sign-in sheet will be used to captured names of each student, parent/guardian, as well as their cell phone, and email. Each student will have time to complete all necessary forms (in Spanish) during this time and ask questions. Spanish speaking adults will be on hand to help with communication. Dr. Tate will have a checklist that will be used to keep track of forms turned in on this day and in the coming school days.

Action Step #2

BRAG/Homeroom

Person Monitoring:

Brianna Leavins

By When/Frequency:

once per week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All students will attend BRAG once a week. BRAG classes will build community, empathy, and leadership skills through teacher created lesson plans.

Action Step #3

Communication

Person Monitoring:

Brianna Leavins

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

RAG teachers will reach out quarterly to parents/guardians of their BRAG students in the low attendance rate subgroup and/or lower 25%.

Action Step #4

SmartPass

Person Monitoring:

Brianna Leavins

By When/Frequency:

daily

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

SmartPass will provide students with limited passes out of class to increase student seat time. By keeping students in class, we will increase their instructional time

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation, Instructional Coaching, Professional Learning, Professional Learning Communities

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on F.A.S.T. and EOC data from the end of the 2024-25 school year, there is a continued need for implementation and use of ALDs and standards-based data collection. PLCs will be content area driven and will support teacher's use of ALDs, common formative assessments, data collection, common grading/weights, and the identification of transferable learning (such as the use of AVID WICOR strategies).

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will strengthen Tier 1 and 2 differentiation through deeper Q1 (What do we want the students to learn?), Q2 (How do we know when they have learned it?), Q3 (What do we do when students do not learn it?), and Q4 (What do we do when students learn it?) discussion during PLCs. Data chats will be held quarterly.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administrators will meet with PLC groups weekly to monitor progress and to ensure participation. PLCs will be considered mandatory. Common formative assessment data will be shared with administration. Attendance and meeting notes will be collected by administration for the purpose of assigning professional development (PD) points at the end of the school year.

Person responsible for monitoring outcome

Brianna Leavins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will meet in PLC groups which will focus on Q1, Q2, Q3, and Q4 (see above under Measurable Outcomes). Teachers will collaborate to differentiate classroom materials and assessments, create scaffolds to help raise students who need it, and also enrichments for students who can show they have learned the material to the highest level.

Rationale:

Teachers will be able to work together to create scaffolds and enrichments for each lesson in order to strengthen Tier 1 and 2 differentiation. Teachers will gather data from common assessments related to students performance on standards.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Braves Nation

Person Monitoring:

Brianna Leavins

By When/Frequency:

once per week during the 2nd and 3rd quarters

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will select students for remediation and enrichment related to Q3 (What do we do when students do not learn it?) and Q4 (What do we do when students learn it?) from weekly PLC meetings.

Action Step #2

Data Chats

Person Monitoring:

Brianna Laevins

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All teachers will view relevant data quarterly with administration and fellow educators. All aides will have monthly data training meetings.

Action Step #3

Common Assessments

Person Monitoring:

Brianna Leavins

By When/Frequency:

once per week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All content areas will create and administer common assessments based on ALDs/Standards.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

100% of students will be on track to meet graduation requirements and make adequate progress toward college and career readiness.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

100% of teachers will meet weekly with their BRAG students to have productive conversations and set goals relating to each student's graduation requirements and college and career readiness plan.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Binder organization, grade reflections, job search, career interest inventory, AVID tutorials, critical thinking tutorials, college speakers, AVID Mentoring Program (AMP).

Person responsible for monitoring outcome

Brianna Leavins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

These activities will ensure that students understand their progress in high school in order to plan for their future in terms of career and education and that they are prepared to tackle the rigor in classes and understand the process of college selection and college admission.

Rationale:

Teachers will utilize AVID WICOR strategies, data analysis, and incorporate students differentiation activities in order to increase the level of student engagement and critical thinking in each classroom.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

BRAG

Person Monitoring:

Brianna Leavins

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All students will attend BRAG weekly. BRAG classes will build community, empathy, and leadership skills through teacher led lesson plans.

Action Step #2

AVID Tutorials

Person Monitoring:

Brianna Leavins

By When/Frequency:

weekly walkthroughs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

AVID teachers will utilize student-led tutorials in their classes as well as the AMP (AVID Mentoring Program).

Action Step #3

College Speakers and School Trips

Person Monitoring:

Brianna Leavins

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our Guidance Department will organize college speakers for each AVID grade level. Each grade will travel once per year to a different college to gain information about their own college and career success.

Action Step #4

SmartPass

Person Monitoring:

Brianna Leavins

By When/Frequency:

daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

SmartPass will provide students with limited passes out of class and increase seat time. By keeping students in class, we will increase their instructional time.

IV. Positive Learning Environment

Area of Focus #1

Other: Mental and Emotional Health Training

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Using the health education standards adopted in Rule 6A01.09401, Walton High School will provide instruction to all students in youth mental and emotional health.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the 2025-26 school year, 100% of students will be provided the opportunity to engage in five (5) hours of youth mental and emotional health training through Braves Nation and/or BRAG homerooms.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Suite360 will be used as a whole class activity through Braves Nation and/or BRAG homerooms. Suite360 will document completion of lessons (totaling five (5) hours) for each Braves Nation and or BRAG teacher.

Person responsible for monitoring outcome

Brianna Leavins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Five (5) hours of Suite360 mental and emotional health training will be provided to all students through Braves Nation and/or BRAG homerooms per Rule 6A01.09401.

Rationale:

Suite360 is a district and state-approved mental and emotional health curriculum resource. It includes specific practices for building awareness of, modeling, and eliciting social/emotional and mental health competencies and addressing behavioral issues in language arts, social studies, sports, and advisory settings.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Suite360

Person Monitoring:

Brianna Leavins

By When/Frequency:

BRAG/Braves Nation-monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Instruction will be delivered whole group in BRAG or Brave Nation classes throughout the school year to reach the minimum of five (5) hours for the district approved mental and emotional health curriculum.

Action Step #2

Social Contracts

Person Monitoring:

Brianna Leavins

By When/Frequency:

beginning of the year-posted in each class

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Individual classrooms will create, utilize, and display social contacts throughout the school year.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
School Areas of Focus <i>AVID</i>	Instructional Practice - ELA	0/	UNISIG	0.0	4,984.00
School Areas of Focus <i>supplies(calculators, whiteboards, card stock, expo, supplies for ALD posters)</i>	Instructional Practice - Math	0/	UNISIG	0.0	2,753.00
Total	School Areas of Focus				7,737.00
Positive Learning Environment <i>SmartPass</i>	Other	0/	UNISIG	0.0	3,411.00
Total	Positive Learning Environment				3,411.00
Plan Budget Total					11,148.00