

My Actions... My Future



Walton High School
2016-2017 School Improvement

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Walton High School	District Name: Walton County
Principal: A. Russell Hughes	Superintendent: Carlene H. Anderson
School Improvement Chair: Cathy Brackin	Anticipated Date of School Board Approval: September 6, 2016

The following links provide general state, district and school level information considered during goal selection.

School Grades Trend Data – schoolgrades.fldoe.org

Florida Standards Assessment Trend Data – fldoe.org/accountability/assessments

High School Feedback Report – data.fldoe.org/readiness

K-12 Comprehensive Research Based Reading Plan – https://appl.fldoe.org/Reading_Plans/Narrative/NarrativeList

Student Achievement Data and Reference Materials:

Data supporting the specific goals of this plan are included in the individual goal descriptions.

School Attestations

By checking the following boxes, the school affirms that each statement accurately reflects current status.

- All school administrators hold current and sufficient state certification for their job description and regularly attend training sessions to become more highly qualified.
- Instructional coaches assigned to the school are properly certified for their duties and regularly attend training sessions to remain current in the latest best practices.
- The school maintains a process to recruit and retain effective and highly effective teachers. Any personnel teaching out of field or deemed less than effective are placed in an individualized program.
- The school has an active mentoring program to support new or struggling teachers that pairs them with more seasoned, effective instructors to carry out activities individualized to the needs of the mentee

Multi-Tiered System of Supports (MTSS)

The MTSS process is the organizational foundation for all school improvement initiatives and intervention services. Identifying the need for Tier I, Tier II and Tier III interventions and developing strategies to accomplish them is central to our instructional planning. As such, the school has organized its MTSS program in the following way.

The MTSS team is comprised of all department chairs, the Professional Learning Coordinator teacher, Chairperson for MTSS team, Guidance, Administration, a parent, a student, Lunchroom Manager and Building Manager. Other members may include personnel from various departments who have a unique qualification, such as TV/Media, DAC representative, and personnel from the district level. The MTSS team meets at a minimum of once a month or more if needed. Team members will look at data obtained whether through testing or school generated information to determine and target students with additional needs or who may require Tier II and Tier III interventions. The MTSS works closely with committees like Positive Behavior to reward and recognize outstanding students.

School-Based MTSS Team

Identify the school-based MTSS leadership team by name and instructional assignment.

*Russell Hughes – Principal
Janet Currid – Assistant Principal
Chris Brown – Assistant Principal
Cathy Brackin – Science/MTSS/SIT Chair
Marsha McLendon- Guidance
Niki Lawson – English/SACS Contact
Glen Harrison – Social Science
Elicia Grey – Reading
Jennifer Nowling – Reading/DAC
Cheryl Sallee – Vocational
Donna Huff – Math
John Cordle – Maintenance
Samantha Nelson – District ESE
Amy Thacker – parent
Wendy Resch – PLF
Lynne Martin – AVID Site Team Leader*

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

MTSS team meets once a month, or more if needed, to determine and discuss issues concerning all students. Meetings can be called and held if emergency situations involving students arise. Additional meetings may also need to be held if student data such as STAR or interim grades show that students are not being successful. The team looks at grades, attendance, discipline, and many other aspects of students' day at school. After disaggregating data, the team develops strategies to help students improve and achieve success in any areas of difficulty.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the problem-solving process is used in developing and implementing the SIP?

Several years ago several leadership committees combined to form the MTSS Team. This team is primarily comprised of the groups which made up the PBS, Rtl, and the SIT teams. The goal was to create a more cohesive working environment so that individuals could serve students better. The team meets once a month or more if needed to make sure that all aspects of the School Improvement Plan are being carried out. Since a representative from each department is on the team, information can be easily disseminated to individuals or groups as needed. At the beginning of the school year, MTSS team members will share SIP news and information with departments. At each of the grading periods, the team will look over school data (attendance, grades, discipline) to determine if any students need extra help in an area. The team will make sure

that the strategies listed in the SIP plan are being utilized. If strategies are not successful, team members will devise new strategies with the input from faculty, to help ensure that all students at Walton High School are successful.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The data used by the MTSS Team comes from not only standardized testing such as FSA, EOCs, STAR. It can also include teacher made tests, grades, discipline referrals, attendance, and teacher narratives. STAR, FSA and EOC scores are used in all Tier Levels for academic performance. Students are then monitored more closely using teacher tests and grades generated in FOCUS for Tier II and Tier III.

Describe the plan to train new staff on MTSS.

Teachers are asked to read over and ask questions of the team if any points need clarification. The team will also highlight new things for this school year's plan. Faculty members are then shown how to use the plan to develop a Professional Learning Plan. Most returning employees are familiar with the plan since many of the goals were developed within departments and brought back to the team. New employees will have a short session with the School Improvement Chair to go over the plan in depth.

Describe how the school organizes school resources in support of MTSS.

Students needing more intensive support to be successful on testing and school wide performance will be placed in classes with personnel who are NG-CARPD or AVID certified. These students will receive instruction in reading as well as critical thinking skills. Teachers are to look at the data for incoming students and develop an individual PLP which will target areas of need for their students. Students are strategically placed in classes based on past performance. Teachers' and paraprofessionals' schedules are adjusted throughout the year to ensure coverage for students is met. Low performers are also scheduled in specific classes during the extended block period for more intensive instruction.

Literacy Leadership Team (LLT)

At the center of efforts to improve student performance levels is the need to maximize their degree of literacy (in all of its forms). To plan for and monitor literacy instruction, the school maintains a Literacy Leadership Team that is organized in the following way.

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT) by name and instructional assignment.

Russell Hughes – Principal
Christy English – Media
Niki Lawson - English
Dimitri Zachos - Art
Rick Dixon – Social Studies
Elicia Grey - Reading

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT meets monthly to generate and promote reading and literacy within the school. This past year, students and teachers were exposed to information texts and how to gather and research topics within the library and using technology. To promote student reading, the Library/Media center will promote new books in the school's library. The literacy team will promote AR within the school and classes. The Million Word Challenge will also fall under the LLT team. Incentives will be planned for students who reach goals set for the million words.

What will be the major initiatives of the LLT this year?

The Literary team will continue to take the lead on implementing and overseeing the 25 Book Challenge. New books will be purchased which will capture and engage students.

Grades 6-12 Only: Focus Upon Reading

The following plan describes how the school ensures that every teacher contributes to the reading improvement of every student.

Teachers throughout Walton High School will develop lessons, using strategies such as WICOR and addressing Florida standards. Teachers will continue to receive training through NG-CAR PD. Teachers within their departments and disciplines will collaborate to develop lessons which will focus on reading skills, understanding the text, common core, and critical thinking. Teachers will also work closely with the county's reading coaches. Teacher's lesson plans can be evaluated using focused lesson plans as well as student work.

High Schools Only: Applied and Integrated Courses

The following plan describes how the school incorporates applied and integrated courses to help students see the relationships between the subjects they take and their relevance to their future.

Walton High School offers many courses that help students see the relationship between the subjects taken in school and the relevance to their future. Courses include applied and integrated sciences and math, such as math with financial applications, applied math, and Environmental Science. Students are also able to experience classes in JROTC and the Culinary Arts field where they receive a detailed and hands-on approach to food preparation and serving. In addition to these classes, students also have the opportunity to participate in various programs of study offered by the Emerald Coast Technical College. In addition to these courses, WHS implemented ITT Certification classes for all entering Freshman in the year 2014-2015. This was done to help promote computer literacy and skills which are much needed by all students in the 21st Century. WHS will continue to offer these courses and expand the program to enable students to earn additional certifications.

High Schools Only: Academic and Career Planning

The following plan describes how the school incorporates students' academic and career planning, as well as promotes student course selection, so that a students' course of study is personally meaningful.

Walton High School has a conferencing team whose purpose is to conduct yearly conferences with each student and his or her parent. These conferences provide guidance for students in the areas of career planning and course selection as advisors review student transcripts and graduation checklists with them in order to ensure that students are selecting courses that are appropriate for their individual needs and future plans.

Walton High School also offers to students the opportunity to take the ASVAB test. The ASVAB (Armed Services Vocational Aptitude Battery) is one of the most widely used, multiple-aptitude tests in the world, developed and manufactured by the Department of Defense. Students are provided with scores on each of the tests. These scores are used to identify the occupations best suited to their abilities.

In the freshmen research and AVID classes, students are exposed to various careers by learning research methods in the media center. These students also use the internet program Florida Choices. Florida Choices works by students taking different surveys and then being matched to careers that might work well for each student. They can then do research about the different colleges in Florida which offer that particular program of study. In addition to the freshmen learning about careers through research, 9th and 10th graders learn how to write resumes. Guest speakers are also brought in to help students gain a better understanding of careers available to them. AVID students tour different college campuses to help excite them about the possibilities that lie ahead. New this year, the research classes will be using a new book which will also help to teach character education.

ePEPs are reviewed on a yearly basis and used to aid in course selection for students. Use of FACTS.org is encouraged to help students monitor their Bright Futures eligibility and graduation status.

High Schools Only: Postsecondary Transition

The following plan describes school strategies for improving student readiness for the public postsecondary level based on an annual analysis of the **High School Feedback Report** (data.fldoe.org/readiness)

According to the Florida Department of Education High School Feedback report, of the graduates at Walton High School for the class of 2014, 125 students were considered in the data. Of those students, 39.2% enrolled in a postsecondary institution. Again this year as in years past, the majority, 31% enrolled in a community college. The remainder enrolled in a four year state or independent college or institution. 83.3% of students enrolled in a Florida public college, university or institution scored a GPA of 2.0 or higher. Only 50% of students in an Independent College scored a GPA of 2.0 or higher. 36.80% of students reported taking an AP or dual enrollment class prior to graduation from Walton High School in 2014. . This is an increase from the previous year's numbers.

Walton High continues to add AP level courses, and will continue to encourage students to take these higher level classes.

Walton High School will continue to place rigor in the courses taught, use AVID strategies, and also incorporate College Readiness classes in the schedule to help prepare students to be successful in the 21st Century. In addition, Walton High School employs the following strategies to improve student readiness for postsecondary studies:

- Offer dual enrollment classes in the area of Math as well as other subjects
- Offer ACT/SAT prep classes
- Make students aware of Bright Futures requirements during 8th grade registration and freshman orientation as well as conferencing each year
- Target Level 1 and 2 students for reading to ensure proficiency
- Offer the opportunity to take ACT, PERT, ASVAB, PLAN, and the SAT
- Make available AVID programs for all grade levels 9th-12th
- Increase the number of AP courses offered
- Administer the PSAT will be given to students in grades 9-11
- Administer SAT for 11th graders
- Offer College readiness courses
- Freshmen Research Class
- Seek out available scholarships for graduating seniors

High Schools Only: Dropout Prevention Program

The following plan describes school programs designed to decrease the number of students leaving school without finishing and to increase the number of students who complete graduation requirements.

Teenage Parent Program: Available to pregnant or parenting teens. Participants must be enrolled in the approved curriculum which is provided and facilitated by the school nurse. Child care may be provided by Okaloosa-Walton Child Care Services.

Performance-Based Exit Option Model: Student curriculum may be adjusted to allow them to earn a State of Florida High School Performance-Based Diploma.

Add other, school-based, programs (such as credit recovery, SAT/ACT concurrent prep classes, EOC support courses, etc.) here

Credit Recovery: students who have fallen behind with the number of credits earned will have the opportunity to take online classes at the school to make up classes which he or she failed in a previous attempts

Mentors: At-risk students who have fallen behind and might find themselves in danger of not graduating will be assigned a mentor who will be an extra point of contact for those students.

Peer Tutoring: peer tutors through AVID are available for students in need of extra help

PAEC Utilization

The school participates in services and activities provided by the Panhandle Area Educational Consortium, our regional service agency (F.S. 1001.451 F.S.). Our school selects services and activities based on goals, objectives and strategies set forth in the School Improvement Plan that allow us to maximize resources, enhance support services and expand communication with other schools.

District Strategies in Support of School Goals

- District staff, school staff and educational consultants will be utilized to determine effective strategies for improving performance within the African-American, Hispanic and Students with Disabilities subgroups.
- The District will continue to employ outside consultants to assist in curriculum alignment strategies (as funding allows).
- The District will recruit and retain employees who are highly qualified.
- The District will assist schools in determining appropriate and effective interventions to assist students in meeting academic and behavioral goals, including professional learning and the implementation of the MTSS Model.
- The District will use its resources and personnel to develop a continuum of learning which enables all students to make annual learning gains.
- The District will continue to develop more uniform and timely data collection strategies to assist schools in making data-based instructional decisions.
- The District will continue to offer and expand quality professional learning to provide appropriate strategies and activities to support common curricular initiatives.
- The District will continue to assist schools in the establishment of effective credit recovery systems.
- The District will utilize a curriculum review team to monitor fidelity of instruction to focus upon rigor and relevance.
- The District will support school efforts to identify and meet parent and community expectations and work to develop a unified district approach.
- The District will develop an accountability procedure to ensure fidelity to the Student Progression Plan.
- The District will work to expand the teacher orientation and mentoring programs.

PART II: EXPECTED IMPROVEMENTS

Selecting appropriate goals, objectives and strategies for Tier I, Tier II and Tier III interventions is a complex process requiring a school to examine performance data from all demographic populations on many different assessments in a variety of areas. Walton County schools are required to verify that, as a part of school goal identification, they have examined data from each of these sources before they select the topics most in need of instructional and organizational focus. **Schools are required to create improvement goals targeting at least two academic areas (one of which must be reading/ELA).** Other goals are to be added as required to align school actions with the District Strategic Plan and to meet other needs identified by the school.

Assessment and Data Sources to be Considered

By checking the following boxes, the school affirms that, at a minimum, the following assessments, achievement levels and other data sources were used to identify areas in need of intervention.

- STAR Reading and Math: Students scoring at Achievement Level 3 or above
- STAR Reading and Math: Students scoring at or above Achievement Level 4
- STAR Reading and Math: Percent of students making learning gains
- STAR Reading and Math: Percent of students in lowest 25% making learning gains
- FSA Reading and Math: Students scoring at Achievement Level 3 or above
- FSA Reading and Math: Students scoring at or above Achievement Level 4
- FSA Reading and Math: Percent of students making learning gains
- FSA Reading and Math: Percent of students in lowest 25% making learning gains
- Florida Standards Alternative Assessment Reading and Math: Students scoring at Levels 4, 5 and 6
- Florida Standards Alternative Assessment Reading and Math: Students scoring at or above Level 7
- Florida Standards Alternative Assessment Reading and Math: Percent of students making learning gains
- World Class Instructional Design and Assessment (WIDA): Students scoring proficient in listening/speaking
- World Class Instructional Design and Assessment (WIDA): Students scoring proficient in reading
- World Class Instructional Design and Assessment (WIDA): Students scoring proficient in writing
- Algebra 1 End of Course Assessment: Students scoring at Achievement Level 3 or above
- Algebra 1 End of Course Assessment: Students scoring at or above Achievement Level 4
- Geometry End of Course Assessment: Students scoring at Achievement Level 3 or above
- Geometry End of Course Assessment: Students scoring at or above Achievement Level 4

- FCAT 2.0 Science: Students scoring at Achievement Level 3 or above (elementary and middle schools)
- FCAT 2.0 Science: Students scoring at or above Achievement Level 4 (elementary and middle schools)
- Florida Standards Alternative Assessment Science: Students scoring at Levels 4, 5 and 6
- Florida Standards Alternative Assessment Science: Students scoring at or above Level 7
- Biology 1 End of Course Assessment: Students scoring at Achievement Level 3 or above
- Biology 1 End of Course Assessment: Students scoring at or above Achievement Level 4
- FSA Writing: Percent of students meeting writing performance targets
- Florida Standards Alternative Assessment Writing: Percent of students scoring at or above Level 4
- Civics End of Course Assessment: Students scoring at Achievement Level 3 or above (middle schools)
- Civics End of Course Assessment: Students scoring at or above Achievement Level 4 (middle schools)
- U.S. History End of Course Assessment: Students scoring at Achievement Level 3 or above
- U.S. History End of Course Assessment: Students scoring at or above Achievement Level 4
- PSAT
- SAT and/or ACT
- AP/Dual Enrollment Participation and Course Selection
- Attendance: Overall school attendance rate
- Attendance: Students with excessive absences (10 or more)
- Attendance: Students with excessive tardies (10 or more)
- Suspension: School in-school suspension rate
- Suspension: School out-of-school suspension rate
- Graduation and/or dropout rate
- Parent involvement statistics
- PARCC or other progress monitoring formative and summative assessment results
- Climate survey results from parent, teacher and student respondents
- School Professional Learning Needs Surveys
- Teacher Professional Learning Plan areas of need identified by the principal
- Teacher certification and endorsement needs
- School safety reviews
- Other federal, state or district level requirements

Review of Possible Areas Needing Intervention

By checking the following boxes, the school affirms that, at a minimum, data related to student or school performance in the following areas was examined for possible inclusion as a school improvement goal.

- Reading
- Writing
- Mathematics
- Science
- Civics (middle school only)
- U.S, History (high school only)
- Attendance
- Suspensions
- Dropout Prevention
- Parent Involvement
- Science, Technology, Engineering and Math (STEM)
- Career and Technical Education (CTE)
- Advanced Placement and Dual Enrollment

Review of Subgroup Performance

By checking the following boxes, the school affirms that data related to student or school performance within each of the following subgroups was examined to determine if they fell short of performance objectives and needed to be included in a school improvement goal, specifically in the areas of reading/ELA and mathematics.

- White
- Black
- Hispanic
- Asian
- American Indian
- English Language Learners
- Students With Disabilities
- Economically Disadvantaged

Summary of Areas Selected for Goal Development

Comprehensive data analysis resulted in the designation of the following areas as school improvement goals.

Schools must include at least two academic goals (one of which must be reading), a Parent Involvement goal and a goal guiding their use of Professional Learning Communities for teacher and staff training (See *District Template Expectations Document*)

1. Reading/ELA
2. Math
3. Professional Learning Communities
4. Parental Involvement
5. AVID

ACADEMIC GOALS

Goal #1 of 5

Goal Topic: Reading/ELA

Needs Assessment:

CORROBORATING DATA SOURCE(S) AND/OR NARRATIVE: *Identify the data sources analyzed that suggested the need for addressing this topic and/or describe the thought process leading to its selection.*
 STAR testing results as well as data obtained with the FSA reading/ELA test was used. For the lowest 25% of our readers, Achieve 3000 is used, but the data from FSA was also taken into consideration.

CURRENT VALUE OF STATISTIC:

Reading	SGP Median	GE (growth)	% Proficient	SGP
9th	49	0.4	48%	54
10th	58	0.6	62%	56
11th	63	0.8	50%	61
12th	58	1	11%	65
School			52%	58

Achieve 3000 showed that 66% of the lowest 25% readers showed a year’s worth of growth. However, when compared to the FSA data, percentages do not show a correlation. Of our ninth graders who took the FSA reading, 39% were proficient which means that 61% of last year’s freshman tested as level 1 and 2 readers.

TARGET VALUE OF STATISTIC: 60% of students will show a year’s worth of growth

Objective #1: By the end of the 2016-2017 school year, 60% of students will show growth in the area of reading as demonstrated by Student Growth Percentile (SGP) on the STAR reading test.

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Students at Walton High School will be required to keep a Portable Word Wall with the intent that each student creates his/her own personalized dictionary. (Tier I)	All Teachers	April 2017	Portable Word Wall

Students will be challenged to read 25 books during the school year. (Tier I)	All Teachers	May 2017	Reading Logs AR Tests Reading Evidence
Teachers will incorporate lessons which require students to analyze information from multiple texts, including selections using Kelly Gallagher's Article of the Week. (Tier I)	All Teachers	May 2017	Lesson Plans, Teacher Observations, STAR, FSA, Teacher made tests and other mandated assessments
Teachers will incorporate proven methods, strategies and best practices such as Turn and Talk, Text Marking, Writing to Learn, Predict/Read/Explain, Prove It and Move It, Skim and Scan along,(AVID) in his/her classroom to increase reading skills. (Tier I)	All Teachers	May 2017 Teachers should be incorporating these strategies at a minimum of once per week.	Lesson Plans, Teacher Assessments, STAR
Teachers will utilize the district Reading Coach as a source for proven strategies that help with student Achievement. (Tier I)	All Teachers	On going	Lesson Plans emails
The Walton High School English department will distribute a summer reading list to all students at the conclusion of the school year in addition, the media specialist will send out a link for free e-book classics as well as newer reads. (Tier I)	English/Language Arts Teachers	May 2017	Distribution of reading lists Email with electronic link Student projects
Springboard curriculum will be fully implemented in all levels of English classes. (Tier I)	English/ Language Arts Teachers	September 2017	Curriculum Lesson Plans
Students in the Freshmen Research transition class will use the Khan Academy site and app to develop a personalized learning plan. (Tier II)	AVID Site Team Research Teachers	On going	Khan Academy Accounts and reports
Student driven publications such as <u>Science World Magazine</u> ,	Reading Teachers Science Teachers	May 2017	Students Work examples

<u>Action</u> and <u>Upfront Magazine</u> will be utilized in reading and science classes to promote student interest in reading text based articles. (Tier II)			
Achieve 3000 will be used with all level 1 and 2 readers in an intensive reading class. (Tier II)	Reading teachers	May 2017	Achieve 3000 Level Set Tests STAR
Within core subjects, such as Social Studies and Science, teachers will incorporate books (novels, etc.) other than the textbook to engage students. (Tier II)	Social Studies and Science Teachers	May 2017	Lesson Plans Assessments AR
Teachers will identify individual students within their classes in need of additional reading strategies for understanding content and referred to the MTSS team. (Tier III)	All Teachers	April 2017	Student grades, STAR test, MTSS meetings
Objective #2: 50% of students in the lowest 25%, which is comprised mainly of students in subgroups ED, SWD, Black, and Economically Disadvantaged, will show a year's worth of growth in reading by the end of the 2016-2017 school year			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Administration and guidance will place students scoring in the lowest 25% on STAR reading test as well as this past years' FSA in an intensive reading and critical thinking class. (Tier II)	Administration Guidance	September 2016	Students' schedules
The use of an extended block during 5 th period will provide extra instructional time for the lowest 25%. Students may be identified using STAR testing data as well as this year's FSA results.(Tier II)	Administration Guidance	September 2016	STAR Test Results FSA Scores Students' schedules
SWD will be placed in a regular education setting with support to	ESE Teachers	September 2016	STAR, IEP, students' schedules, FSA

receive additional help and individual instruction as needed. (Tier II)			
Students who have shown a need for more intensive support will be enrolled in a Unique/Study Skills course. (Tier II)	Administration, Guidance, ESE Teachers	On going	Students' grades, students' schedules,
Students who are enrolled in an intensive reading class and have shown sufficient gains will participate in a recognition day. (Tier III)	Reading Teachers	December 2016 May 2017	Achieve 3000 Level Set Tests

Professional Learning for Goal # 1

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STAR Testing	9-12	TBD	New Teachers	October 2016	STAR Test results	Administration
ELA CAP	9-12	TBD	Stephenson, Pert, Lawson, Cramer, Grey	June 2016	Department Meeting Agenda	Administration

BUDGET FOR GOAL # 1

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Classroom set of books, novels	Books for students to use in class	SIP or Literary	\$750.00
25 Book Challenge	Incentive/Rewards	SIP	\$2500.00
			Subtotal:\$3,250.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
STAR Testing	Trainer	SIP/County Personnel	\$0.00
			Subtotal:\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Rewards or Incentives	Motivate students and recognize student achievement	SIP	\$200.00
			Subtotal:\$200.00
			Total:\$3,450.00

Goal #2 of 5**Goal Topic: Math****Needs Assessment:**

CORROBORATING DATA SOURCE(S) AND/OR NARRATIVE: *Test data from the STAR test will be used to determine growth as well as the EOC in Algebra I and Geometry.*

CURRENT VALUE OF STATISTIC: STAR

Math	SS-Median	GE (growth)	% Proficient	SGP
9th	48	1.5	70%	51
10th	57	3.2	85%	52
11th	51	1	80%	51
12th	56	0.4	21%	51
School			79%	51

FSA: Algebra I 40% of students who took the Algebra 1 exam in spring were proficient. **Geometry:** 58% of students who took the Geometry exam in spring were proficient.

TARGET VALUE OF STATISTIC: 70% of students demonstrate a growth in the area of math as demonstrated by a score of a SGP of 55 on the STAR test.

Objective #1: *70% of students will be proficient and show growth between the pretest and the post test. The SGP for those 70% should increase from a 51 SGP to a 55 SGP.*

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Individual math teachers will offer intense tutoring for all math students prior to Algebra I EOC as well as tutoring after school as students' needs arise. (Tier I)	Math Teachers	On going	Tutoring schedules, EOC scores, Teacher Assessments, STAR
Math teachers will distribute a math information sheet that includes strategies for parents to use at home to increase student achievement. (Tier I)	Math Teachers	September 2016	Information Sheet, FSA parent letter, Math Nation, Big Ideas account, Kahn Academy

Algebra and Geometry EOC format questions will be used 3-4 days a week as bell ringer activities and all tests will include use of EOC format questions. (Tier I)	Math Teachers	On going	Teacher Assessments, Algebra EOC, STAR, IBTP problems, Geometry EOC
Math Nation, Big Ideas tutorial website will be used to provide in-class and at-home assignments for students to use as tutorials. (Tier I)	Math Teachers	On going	Math Nation website, Big Ideas website, student grades, EOC results, STAR
Students who have shown a need for more intensive support will be enrolled in a Unique/Study Skills course. (Tier II)	Administration, Guidance, ESE Teachers	On going	Student grades
Students in the Freshmen Research transition class will use the Khan Academy site and app to develop a personalized learning plan. (Tier II)	AVID Site Team Research Teachers	On going	Khan Academy Accounts and reports
Students who did not pass the Algebra I EOC will have the opportunity for an intensive 2 day review prior to retakes. (Tier III)	Math Teachers	May 2017	Student sign-in, EOC results, Math Nation

Objective #2: The number of students scoring in the lowest 25% on the FSA test will decrease by 3%.

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Freshmen who are taking Algebra I for the first time and are in the lowest 25% will be placed in an extended block for an intensive Algebra I class. (Tier II)	Guidance Administration	September 2016	Student EOC scores, student schedules
Students who did not pass the Algebra I EOC will have the opportunity for an intensive 2 day review prior to retakes. (Tier II)	Math Teachers	May 2017	Student sign-in, EOC results
Students in the lowest 25% who failed the Algebra I EOC will be	Guidance Administration	September 2016	EOC results, student schedules

placed in an intensive math class during an extended block. (Tier II)			
SWD will be placed in a regular education setting with support to receive additional help and individual instruction as needed. (Tier II)	ESE Teachers	September 2016	STAR, IEP, student schedules, test results
Students who have shown a need for more intensive support will be enrolled in a Unique/Study Skills course. (Tier II)	Administration, Guidance, ESE Teachers	On going	Grades, STAR, student schedules

Professional Learning for Goal # 2

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STAR	All	TBD	New Math Teachers	TBD	STAR testing data	Administration
FCR-STEM	Math/Science	Various	Available to Math and Science	June 13-17 August 1-3	Submission of Feedback	FSU
CAP- Math	Math	TBD	Resch, Huff, Parker	June 6-8	Department Meeting agendas	Administration

BUDGET FOR GOAL # 2

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computers, Mobile Lab, Tablets	Technology	SIP	\$1200.00
			Subtotal:\$1200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$1200.00

DISTRICT ALIGNMENT GOALS

Goal # 3 of 5			
Goal Topic: Professional Learning Community Utilization			
Needs Assessment:			
CORROBORATING DATA SOURCE(S) AND/OR NARRATIVE: Educational best practices identify the use of small learning communities as one of the most effective methods of promoting professional learning and introducing new concepts to a school faculty. Use of professional learning communities is also a requirement of the federal Title 1 programs, the Florida Differentiated Accountability Program, the Florida Professional Learning Protocol and the AdvancEd Accreditation System.			
CURRENT VALUE OF STATISTIC: 62.5%			
TARGET VALUE OF STATISTIC: 100% of teachers to participate			
Objective #1: Use of Professional Learning Communities for the improvement of student academic and behavioral performance or other data-driven professional learning need.			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Faculty will be broken down in to smaller groups in order to determine an area of study needed.	Administration Teachers	Year Long	Agendas Artifacts
CPALMS will be used to familiarize new teachers with their required standards.	PLC Facilitator Administration New Teachers	August 31, 2016 and throughout the school year	CPALMS login, Training sign-in, Lesson Plans
Common planning time will be used within departments for PLC meetings, which are geared to each department.	Administration	Year Long	PLC Sign-in, Presentations

Professional Learning for Goal # 3

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/ Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

BUDGET FOR GOAL # 3

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
			Total:\$0.00

ADDITIONAL SCHOOL GOALS

Goal # 4 of 5			
Goal Topic: Parent Involvement			
Needs Assessment:			
CORROBORATING DATA SOURCE(S) AND/OR NARRATIVE: <i>Identify the data sources analyzed that suggested the need for addressing this topic and/or describe the thought process leading to its selection.</i>			
CURRENT VALUE OF STATISTIC: Data insufficient at this time. Using extended time on parent climate survey. Only 21 parents had completed the survey. Before coming up with a target value we will be trying to gather more completed surveys.			
TARGET VALUE OF STATISTIC: Increase the number of responses. Increase the number of positive responses.			
Objective #1: <i>There will be an increase in the number of parents involved in a variety of student activities as well as the decision making process.</i>			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
An Open House prior to the start of school will be scheduled.	Guidance Administration Teachers	August 2016	Calendar Sign-in sheets
Guidance will schedule parent/student conferences at the end of the second nine weeks for seniors and at the end of the third nine weeks for all other students.	Guidance	December 2016 May 2017	Meeting Logs Calendars
The PTO will conduct a membership drive during open house and within the community and other school functions to increase awareness and membership.	PTO	August 2016 On going	Membership in PTO Attendance records
Communication will be improved via technology to reach as many parents and community members as possible, i.e. Facebook page,	Administration	May 2017	Hits Counters Parent Climate survey

School App, email, newsletter, FOCUS portal and the electronic sign/billboard.			
Guidance will schedule and conduct a parent information night for parents of seniors in the fall.	Guidance	December 2016	Record of the meeting
Faculty and Staff will strive to keep the school calendar, webpage, school app, in-house school broadcast, and marquee updated online so that parents and community members can be informed of events and important dates.	All teachers	May 2016	Online Calendar Web page counter
In the spring, Walton High School will host a "Spring into Brave Country" for rising Freshmen and their families. Clubs, teams, organizations, as well as departments will be available to answer questions for parents.	Club sponsors, coaches, department representatives, administration, guidance	May 2017	Flyers Sign-in sheets
School personnel will have sign-ups for the FOCUS parent portal during after school event.	Administration	December 2016	Log of parents who signed up
Objective #2: <i>Individual teachers will improve their personal communication with parents so that positive responses will increase on the Parent Climate Survey.</i>			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Teachers will make contact with parents of students with a D average by either phone, email or letter home.	Teachers Administration	October 2016 February 2017	Parent Contact Log Emails Parent Climate Survey
Teachers will keep record of parent contacts whether by email, phone or other format. Teachers should have a minimum of ten parent contacts in a semester of	Teachers Administration	December 2016 May 2017	Teacher's parent contact log emails

either preventative or positive contacts.			
Teachers will post an overview of the week's plans; students should record in his/her Brave Book for parents to see.	Teachers Administration	On going	Students' Brave Planner or weekly schedule in electronic device Administrative walk-through
Teachers will keep an updated grade book in FOCUS, so that parents can stay informed and have relevant information concerning student grades.	Teachers Administration	On going	FOCUS
Teachers, advisors, coaches and club sponsors will submit important dates to administration so that the dates can be placed on the calendar located on the school's website.	Teachers, advisors. Coaches, club sponsors	On going	Online calendar
Teachers will be trained to use Remind to keep both parents and students informed of assignments, due dates, upcoming tests.	Teachers	On going	Remind notices

Professional Learning for Goal # 4

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Remind	All	TBD	All teachers	Pre-planning	Remind notices	Administration/Department Chairs

BUDGET FOR GOAL # 4

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
School Info App	Technology outreach to parents	SIP	\$500.00
			Subtotal:\$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
			Total:\$500.00

Goal # 5 of 5**Goal Topic: AVID****Needs Assessment:**

CORROBORATING DATA SOURCE(S) AND/OR NARRATIVE: The total number of students enrolled in AVID Elective Class, grades of those students, test scores (FSA/STAR), attendance, behavior, college applications and acceptance to colleges, universities, military, technical or apprenticeship programs.

CURRENT VALUE OF STATISTIC: 4 Levels of AVID Elective Classes (9th-12th) 13/21 accepted to college of those that applied (62%)

TARGET VALUE OF STATISTIC: Maintain 4 elective classes, increase number of AVID Students accepted in to college

Objective #1: Teachers will use AVID strategies school-wide to support all students' learning and increase achievement in the area of reading as demonstrated by an increase in student growth percentile by 2 points on the STAR test.

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Students will use a three inch three ring binder to keep materials for all of his/her classes. (Tier I)	Administration Teachers Students and Parents	September 2016	Notebook Checks
All teachers will use Cornell two column notes in classes throughout the school year. (Tier I)	Teachers Administration	On going	Lesson Plans
All teachers at Walton High School will incorporate WICOR strategies in to their lessons focusing on writing, inquiry, and collaboration. (Tier I)	Teachers Administration	On going	Lesson Plans
Students will be given a Brave Planner to help with organizing and managing assignments and activities and homework. WICOR strategy of organization. (Tier I)	Teachers Administration Guidance	August 31, 2016	Log sheets which students signed off as having received the planner.

Walton High School will ensure that there are a sufficient number of tutors available in the AVID Elective classes to facilitate student access to rigorous curriculum. (Tier II)	AVID Teachers Administration Guidance	On going	Tutorial Request Forms
Walton High School will ensure that AVID students routinely use technology as a tool for collaboration with groups through a variety of software and apps. (Tier II)	AVID Teacher Classroom Teachers	On going	Mobile Cart / Computer Lab Check-outs-sign-ups Technology rosters Messaging report
Teaching staff will attend AVID training over the summer in order to be well versed in AVID strategies. These strategies will be shared with department members to help disseminate AVID strategies school-wide.	Teachers Administration	August 2016	Registration Attendance Logs Lesson Plans
Objective #2: <i>To increase the percentage of AVID students accepted to a post-secondary educational or career opportunity/training, military, apprenticeship programs.</i>			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
AVID students will be exposed to college culture through campus visits as well as virtual tours and college fairs. (Tier II)	AVID Site Team Guidance Administration	May 2017	Agenda Student Feedback
AVID students will have the opportunity to hear members of the professional community speak on both the career as well as the training a preparation needed for the career.	AVID Site Team	On going	Agenda Student Feedback
Ensure that 75% of AVID juniors and seniors complete at least one AP or dual enrollment college	AVID Teachers Guidance	On going	AVID student registration forms and schedules Student Feedback

course and any corresponding exams. (Tier III)			
--	--	--	--

Professional Learning for Goal # 5

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/ Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID Strategies	9-12	AVID	TBD	PLC	AVID strategies implemented	Administration
AVID Summer Institute	9-12	AVID	Various teachers across disciplines	July 2016	AVID strategy implementation	Administration

BUDGET FOR GOAL # 5

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Brave Planner and Rule Folder	Printed material	SIP	\$3250.00
			Subtotal:\$3250.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
AVID Membership Fee	Yearly dues	SIP	\$4,000.00

AVID College Visits	Used for buses, tickets, travel expenses	SIP	\$1,000.00
			Subtotal:\$5,000.00
			Total:\$8,250.00

Final Budget

Please provide the total budget from each goal.	
Reading	\$3,450.00
Math	\$1,200.00
Professional Learning	\$0.00
Parental Involvement	\$500.00
AVID	\$8,250.00
Total:\$13,400.00	

District Advisory Council (DAC)

The majority of the DAC members are not employed by the school district. The DAC is composed of an administrator, an education support employee, teachers, students (for middle and high schools only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by all of the schools within the District. The DAC meets monthly to coordinate and oversee the school improvement planning process

throughout the District. The DAC has final approval over the content of school improvement plans before they are submitted to the School Board and monitors the use of school improvement funds.

School Improvement Acronym List

A

AA – Associate in Arts
AA – Alternative Assessment
AAS – Associate in Applied Science
ABE – Adult Basic Education
ACCEL – Academically Challenging Curriculum to Enhance Learning
ACEE – Area Centers for Educational Enhancement
ACT – American College Testing (Assessment)
ADA – Americans with Disabilities Act
AFDC – Aid to Families with Dependent Children
AHS – Adult High School
AICE – Advanced International Certificate of Education
AMO – Annual Measurable Objective
AP – Advanced Placement
AR – Accelerated Reader
AS – Associate in Science
ASVAB – Armed Services Vocational Aptitude Battery
ASD – Autism Spectrum Disorder
ASL – American Sign Language
ATD – Applied Technology Diploma
AVID – Advancement Via Individual Determination
AYP – Adequate Yearly Progress

B

BA – Bachelor of Arts
BAT – Benchmarks for Advanced Tiers

BCBA – Board Certified Behavior Analyst

BS – Bachelor of Science

C

CAC – Child Advocacy Center

CAR-PD – Content Area Reading Professional Development

CBT – Computer-Based Testing

CCD – Course Code Directory

CCRP – Comprehensive Core Reading Program

CCSS – Common Core State Standards

CELLA – Comprehensive English Language Learning Assessment

CEU – Continuing Education Unit

CFO – Chief Financial Officer

CLAST – College Level Academic Skills Test

C of C – Code of Conduct

COE – Council on Occupational Education

COPE – Chautauqua Office of Psychological Services

CPALMS- is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida's official source for standards information and course descriptions.

CPT – College Placement Test

CRP – Comprehensive, research-based, Reading Plan

D

DA – Differentiated Accountability

DAC – District Advisory Council

DAIP – District improvement, Assistance and Intervention Plan

DAR – Diagnostic Assessment of Reading

DART – Disaggregate, Assess, Review and Target

DCF – Department of Children and Family Services

DCT – Diversified Cooperative Training

DE – Dual Enrollment

DEA – Discovery Education Assessments

DIAP – District Improvement, Assistance and Intervention Plan

DIBELS – Dynamic Indicator of Basic Early Literacy Skills
DJJ – Division of Juvenile Justice
DOC – Department of Corrections
DOE – Department of Education
DOP – Dropout Prevention
DSS – Department of Social Services
DSS – Developmental Scale Score

E

EBD - Emotional/Behavioral Disabilities
ED – Educationally Disadvantaged
EEO – Equal Employment Opportunity
ELA – English Language Arts
ELL – English Language Learners
EOC – End-of-Course Assessment
ePDC – Electronic Professional Development Center
ePEP – Electronic Personal Education Planner
ERDA – Early Reading Diagnostic Assessment
ERIC – Educational Resource Information Center
ERSI – Early Reading Screening Instrument
ESE – Exceptional Student Education
ESEA – Elementary and Secondary Education Act
ESL – English as a Second Language
ESOL – English Speakers of Other Languages
ESY – Extended School Year

F

FAA – Florida Alternative Assessment
FACTS – Florida Academic Counseling and Tracking for Students
FAIR – Florida Assessments for Instruction in Reading
FAPE – Free and Appropriate Public Education
FBO – Faith-Based Organization

FSA – Florida Comprehensive Assessment Test
FCIM – Florida Continuous Improvement Model
FCPT – Florida College Placement Test
FCRR – Florida Center for Reading Research
FDLRS – Florida Diagnostic and Learning Resource System
FDOE – Florida Department of Education
FEFP – Florida Education Finance Program
FELE – Florida Educational Leadership Examination
FERPA – Florida Education Rights and Privacy Act
FIN – Florida Inclusion Network
FLaRE – Florida Literacy And Reading Excellence
FLKRS – FLorida Kindergarten Readiness Screener
FLVS – FLorida Virtual School
FOCUS – District adopted student information system (software)
FORF – Florida Oral Reading Fluency
FOR-PD – Florida Online Reading Professional Development
FRL – Free and Reduced Lunch
FSA – Florida Standards Assessment
FTE – Full Time Equivalency
FY – Fiscal Year

G

GED – General Education Development test
GLE – Grade Level Expectations
GMRT – Gates-Macginitie Reading Test
GPA – Grade Point Average
GPS – Global Positioning System

H

HH – Hospital Homebound
HIPAA – Health Insurance Portability and Accountability Act
HLS – Home Language Survey
HSCT – High School Competency Test

HQT – Highly Qualified Teacher

I

IB – International Baccalaureate

ICC – International Coastal Cleanup

IDEA – Individuals with Disabilities Education Act

IEP – Individual Education Plan

ILOD – In Line Of Duty

IMS – Information Management System

IPDP – Individual Professional Development Plan

ISRD – Institute of Small and Rural Districts

IST – Instructional Support Team

IT – Information Technology

L

LEA – Local Education Agency

LEP – Limited English Proficient

LIIS – Local Instructional Information System

LLT – Literary Leadership Team

LOA – Leave of Absence

M

MAI – Major Area of Interest

MIS – Management Information System

MOU – Memorandum of Understanding

MSID – Master School Identification File

MTSS – Multi-Tiered System of Support

N

NAEP – National Assessment of Education Performance

NBCT – National Board Certified Teacher

NCLB – No Child Left Behind

NCTM – National Council of the Teachers of Mathematics

NCWE – National Council for Workforce Education
NEFEC – North East Florida Educational Cooperative
NGA – National Governor’s Association
NGCARPD – Next Generation Content Area Reading Professional Development
NGSSS – Next Generation Sunshine State Standards
NRT – Norm Referenced Test
NSDC – National Staff Development Council
NWFSC – Northwest Florida State College

O

OCP – Occupational Completion Point
OCR – Office of Civil Rights
OJT – On the Job Training
OPPAGA – Office of Program Policy Analysis and Government Accountability
OPS – Other Personnel Services
OSHA – Occupational Safety and Health Administration

P

PAEC – Panhandle Area Educational Cooperative
PARCC – Partnership for the Assessment of Readiness for College and Careers
PAS – Performance Appraisal System
PBL – Project Based Learning
PBS – Positive Behavioral Support
PD – Professional Development
PERT – Postsecondary Education Readiness Test
PECO – Public Education Capital Outlay
PIC – Private Industry Council
PLC – Professional Learning Community
PLF – Professional Learning Facilitator
PLP – Professional Learning Plan
PMP – Progress Monitoring Plan
PMRN – Progress Management and Reporting Network
PreK - PreKindergarten

PSAT – Preliminary American College Testing (Assessment)
PSAV – Post Secondary Adult Vocational
PY – Program Year

R

READ – Reading Enhancement and Acceleration Development
RLT – Reading Leadership Team
ROI – Return On Investment
RTI – Response To Intervention
RTTT – Race to the Top
RTW – Ready To Work

S

SAC – School Advisory Council
SACS – Southern Association of Colleges and Schools
SAT – Scholastic Aptitude Test
SBE – State Board of Education
SBIT – School-Based Intervention Team
SBRR – Scientifically-Based Reading Research
SCiii – SCience collaboration, Immersion, Inquiry, Innovation
SDMT – Stanford Diagnostic Mathematics Test
SEA – State Education Agency
SEDNET – Students with Emotional Disabilities Network
SES – Supplemental Educational Services
SESIR – School Environment Safety Incident Report
SGP – Student Growth Percent
SINI – School In Need of Improvement
SIP – School Improvement Plan
SIT – School Improvement Team
SIRP – Supplemental Intervention Reading Program
SLP – Speech Language Pathologist
SMART – Specific, Measurable, Attainable, Realistic and Time-Bound
SMS – Student Management System

SOAR – Science, Optimizing Academic Returns
SPAR – School Public Accountability Report
SPP – Student Progression Plan
SRD – School Resource Deputy
SREB – Southern Regional Educational Board
SSI – Supplemental Security Income
SSS – Sunshine State Standards
STEM – Science, Technology, Engineering and Mathematics
STW – School To Work
SUS – State University System
SWD – Students With Disabilities
SY – School Year

T

TA – Technical Assistance
TABE – Test of Adult Basic Education
TDE – Temporary Duty Elsewhere
TLC – Teaching and Learning Contacts
TTT – Tuesday Teacher Training

U

UDL – Universal Design for Learning

V

VPK – Voluntary Pre-Kindergarten Program

W

WDB – Workforce Development Board
WHS – Walton High School
WICOR – Writing, Inquiry, Collaboration, Organization, Reading
WISE – Walton Initiatives for Success in Education
WVS – Walton Virtual School

