

CHARTER SCHOOL RENEWAL APPLICATION COVER PAGES

Check One: ___ Start-up Renewal **x** Conversion Renewal

When was the original charter term start date? **July 1, 1998**

How many charter terms has the school been in existence? **4**

Name of Charter School: **George Walton Comprehensive High School**

Name of the Georgia nonprofit corporation that currently holds the charter:

Walton Governance Board

Local school system in which charter school is physically located: _____

Cobb County School District

Contact Information for the Governing Board Chair

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Name **Title**

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CHARTER SCHOOL RENEWAL APPLICATION

EXECUTIVE SUMMARY

Name of Charter School: _____ George Walton Comprehensive High School _____

Proposed Charter Term Length: 5 _____

Current Grade Range: 9-12 _____ Grade range at the end of the charter term: 9-12 _____

Expected enrollment at the end of the charter term: 2700 _____

This application was approved by _____ Local Board of Education on _____, 201

For each year of the NEW charter term, indicate the number of students the charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1										700	680	650	650	2680
Year 2										700	680	650	650	2680
Year 3										700	680	650	650	2680
Year 4										700	680	650	650	2680
Year 5										700	680	650	650	2680
Year 6														
Year 7														
Year 8														
Year 9														
Year 10														

1. State the charter school’s mission and describe why this initiative is important to the community it serves. Also provide a brief description of any defining features of the school. Include how stakeholders were involved in the petition process and how they will continue participating.

The mission of the George Walton Comprehensive High School (Walton) is to educate students so that they are well prepared to meet the challenges of their post-secondary goals. Walton pledges its resources to the development of the whole student, addressing academic, social, emotional and career needs while fostering attitudes of good citizenship, cultural awareness, lifelong learning, and compassion.

Originally chartered in 1998, we have used the autonomy provided to enhance holistic student preparation. Examples include adaptable, flexible scheduling for maximizing student learning, purchasing our own textbooks, receiving state professional development funding for in-house professional learning, utilizing PLTW Engineering and Biomedical curricula, maintaining an International Spanish Academy, creating a STEM Academy, incentivizing student attendance, and utilizing a governance council which includes every faculty member as well as volunteer parents.

From brainstorming to serving on renewal committees as well as providing feedback throughout the development of the petition, we completed two stakeholder votes for faculty/staff and parents. All stakeholders were involved in the renewal process.

2. Describe the charter school’s academic program, specifically focusing on why it is innovative in your school district(s). Include mention of any waivers of state law and SBOE rule that are needed to implement the academic program. Be

sure to describe any special characteristics of your charter school, such as a special population or some other feature or features which enhance educational opportunities.

Walton's current broad flexibility, as permitted by O.C.G.A. 20-2-2065(a), has influenced the academic program in the following ways:

- Our curriculum waiver has been utilized to scaffold courses. This has included creating an Enriched Algebra course for students to bridge into honors mathematics courses, re-ordering standards and teaching additional topics in mathematics courses, offering 3-level courses for struggling students which include remediating skills through scaffolding while teaching the standards of the course, and offering a combined Spanish III/IV course so more students have access to both the AP Spanish Language and AP Spanish Literature courses.
- Our textbook waiver allows Walton to control adoption monies and makes it possible for us to meet the needs of our students by choosing different resources than the local school district to match our expected level of rigor. We have utilized this for our Honors Biology, Calculus, Precalculus, and AP European History books.
- In an agreement with the Ministry of Education of Spain, we have developed an International Spanish Academy (ISA). Using the waiver regarding attendance zone, we are able to allow students who have successfully completed two years in a previous ISA and live in Cobb County the ability to apply to our academy. Through the charter, Walton does not receive re-assigned teachers from the district allowing us to hire academic teachers who are able to teach content area courses in the target language. The curriculum for the Spanish courses has been expanded beyond state standards so students are considered fluent by the time they graduate.
- Walton designed and created a STEM Academy specifically for Walton students. The waiver to obtain professional learning monies designated by the state directly to Walton High School has supported the teachers in creating a project-based experience for students. The training this monies provided made it possible to implement Project Lead the Way as well as design advanced math and science courses which challenge students beyond the traditional curriculum.
- Based on our past charter renewal, Walton has continued to focus on national assessments as a benchmark for a successful academic program. While the PSAT gives an overall view, specific tests such as the National Chemistry exam, National Physics exam, National Biology exam, National Latin exam, National French exam and American Math Competitions allow us to assess our level of rigor as compared to top students in the nation.
- Our ability to maintain flexibility in non-state mandated tests such as Student Learning Objectives and reading/math inventories ensures we are utilizing these diagnostics to support the students they are designed to help.
- Walton has applied and received approval for an ELL state innovative model the past two years. This has allowed us to reduce class size for our ELL students while preparing them well for post-secondary options.
- Professional learning money, which Walton receives directly through a waiver, has allowed us to provide our teachers with a wide variety of opportunities. We have focused on AP training, gifted certification and technology training. This has specifically helped us in the development of our iPad initiative.
- Walton has designed academic policies reflective of our goals. As we believe the AP exam is the culminating event of the AP course, Walton has differed from the district by mandating all students take the exam in order to receive course credit. Students with financial concerns have options to obtain funding through a scholarship created by former Walton students. Walton only allows students to take a certain number of courses per semester so we can assure our students focus on learning and stay healthy. Walton limits the number of online courses students may take so a Walton diploma is reflective of the Walton standards our colleges expect.
- Waiver of state rule 16051.02 to allow the use of Morning Tuition School enables us to offer students additional course options. This waiver also allows us to continue our Walton Enrichment Block (WEB) program. The WEB program is a two-hour enrichment period that occurs 24 times throughout the year.

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WEB days give the students the flexibility to obtain tutoring, work on group projects, participate in enrichment activities, or, with parent permission, leave campus.

3. Describe the charter school's organizational structure, specifically focusing on its innovation and need for flexibility, its general partnership structure with an educational service provider (ESP) if any, and the school's community interest and need. (350 words or less)

Walton High School has waived O.C.G.A. 20-2-86 replacing a local school council with the Walton Governance Council (WGC). The governance council, by virtue of its structure, allows for democratic representation of all stakeholders. This has served us well in the past as we have been able to institute, review and revise specific programs to best suit the needs of our population. For example, the WEB program has been altered over the years to better support 9th grade students with a "must stay" policy when they are not passing their classes. The attendance incentive policy was designed by the committee to increase overall attendance and minimize disruptions to the school day. Walton's charter does not allow the district to reassign employees so we can ensure all faculty members share the common vision and expectations outlined in our charter goals. Walton has been flexible with our district distributed allotment of employees. One example is our lunch tutoring program for special education students. We have a designated learning lab where students can go during lunch for tutoring, extended time on tests or just quiet studying. We have found this to be particularly helpful with our rising population of autistic students, as it gives them a smaller setting than the traditional lunch setting.

4. Charters are typically granted for five years to balance the need for freedom to succeed with authorizer oversight responsibilities. If you are requesting a term length of 6-10 years, please explain why. (350 words or less)

PAST PERFORMANCE

1. Complete and attach as Exhibit 5 the Performance Framework available on the GaDOE's Charter Schools Division website to show the school's performance during each year of your current charter term and include with your charter school renewal application. This Performance Framework will be presented to the State Board of Education with your charter petition, so please ensure it is accurate.
2. Page 8 Provide a narrative describing how the charter school performed in meeting the academic and organizational goals set forth in its current charter contract. In your narrative:
 - Address the school's performance in each year of your current charter term.
 - You are urged to include any supporting charts, tables, or graphs that provide quantitative data.
 - If your charter school did not meet all of the goals in its charter contract, explain any mitigating factors to which this can be attributed, and explain how the school plans to address them in the upcoming charter renewal term requested.
3. Page 13 Describe the school's current financial situation. In your description:
 - Include an explanation of financial results.
 - Detail any financial successes or struggles the school experienced during the current charter term. Include any instances of fraudulent behavior or accusations of fraudulent behavior by school staff, governing board members, or anyone else associated with the school.
 - Explain how the school will address any struggles discussed above as well as any outstanding debts. Explain how the school will allocate any surplus funds.
4. Page 14 Provide a brief overview of the school's current governance structure. In your description, you must include:
 - Specific examples of decisions the governing board has made on behalf of the school;
 - Specific examples of decisions the school leader has made on behalf of the school;
 - How the governing board holds the school leader, any charter partners (ESP/CMO/EMO), and any independent contractors accountable; and
 - The governing board's training program for the current and proposed charter term. Attach as Exhibit 6 a copy of the board's Governance Training Plan.
5. Page 15 Describe how the school provides state- and federally-mandated services to **students with disabilities**. Reciting the requirements of law and rule is insufficient. Your description must include the school's practices and procedures to:
 - Evaluate and identify students with disabilities;
 - Develop, review, and revise Individualized Education Programs (IEPs);
 - Integrate special education into the general education program;
 - Ensure that the school facility meets the requirements of other related laws including the Americans with Disabilities Act (ADA) and Section 504;
 - Address student discipline;
 - Handle programming disputes involving parents;
 - Ensure confidentiality of special education records;
 - Purchase services from special education vendors or to contract with your local district to provide a continuum of special education services and how this arrangement will work; and
 - Secure technical assistance and training.

6. Page 15 Describe how the charter school provides state- and federally-mandated services for English Learners (ELs). Reciting the requirements of law and rule is insufficient. Your description must include the diagnostic methods or instruments that are used to identify and assess those students, as well as the instructional program that is provided to ELs.
7. Page 15 Provide the number and percentage of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions during the current charter term (e.g., the past 5 years). How does this discipline and dismissal data compare to the [Office of Civil Rights data](#)?

	In-School Suspensions		Out-of-School Suspensions		Expulsions	
Ethnicity/Race	Number & Percentage of Total Population					
Latino Hispanic		%		%		%
American Indian		%		%		%
Asian / Pacific Islander		%		%		%
Black / African American		%		%		%
White		%		%		%
Two or More Races		%		%		%
Total Population						

8. Page 16 Describe in detail any difficulties faced during the charter term that were not already addressed above, how the school dealt with such difficulties, and if they remain an issue for the school. Also explain how the school plans to avoid these difficulties during the upcoming charter renewal term.

PROPOSED CHANGES

9. If the answers given above to questions 1 - 8 reflect a change to any of the following, please provide the rationale for the change:
 - A. Page 17 **ACADEMIC CHANGES:**
 - The academic program and curriculum.
 - The use of waivers/innovations.
 - School programs – this includes Students with Disabilities, Gifted and Talented, English Learners, etc.
 - Any assessments being used.
 - Any administrative positions.
 - B. Page 21 **GOVERNANCE CHANGES:**
 - The school’s governance structure.
 - The school’s governing board composition.
 - The school’s relationship with an Educational Service Provider or other Charter Partner.
 - The relationship with the local district.
 - C. Page 23 **FINANCIAL CHANGES:**
 - The school’s financial structure.

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- The school's CFO.
- The school's relationship with any major creditors (e.g., landlords, investors etc.)

D. Page 23 **OPERATIONAL CHANGES:**

- The school's facilities – this should include any proposed expansion or renovations.
- The school's attendance zone and any enrollment priorities being used (see O.C.G.A. § 20-2-2066(a)(1)).
- Whether the school will utilize a weighted lottery to provide an increased chance of admission for educationally disadvantaged students pursuant to O.C.G.A. § 20-2-2066(a)(1) and State Board Rule 160-4-9-.05(2)(g).
- Any services provided to students such as transportation, food service, etc.
- The grades the charter school will serve. Please note this includes adding additional grades or reducing current grades.

LOOKING TO THE FUTURE

10. Page 24 Briefly describe how the school has and will continue with its proposed changes to serve the needs of its students for the upcoming (renewed) charter term.

PAST PERFORMANCE**ACADEMIC GOALS**

1. *Walton made adequate yearly progress as mandated by Federal Regulation.*

Measure 1: Meet or exceed all state performance targets for all content areas of EOC.

Measure 2: Percentage of students scoring in the exceeds on all EOC will increase by 1% each year until the percentage meets 80% at which time the charter school will maintain that rate.

Measure 3: Percentage of students scoring in the meets or exceeds category on the EOC will exceed the state's or Cobb County's passing average whichever is higher in all subjects.

Walton High School continues to excel on adequate yearly progress measures as mandated by the Federal Regulation Program. Our CCRPI has increased since the benchmark year despite changes in the calculation of the measurement (see Table 1). Walton High School has met all three measures in 7 of 8 subject areas for all years of the charter.

Over the years of the current charter, Georgia implemented new standardized tests in both English and Mathematics; therefore, the baseline data point changed in the 2015 school year in both of these subject areas. We have provided the data separated by measure (See Tables 2 & 3). While Science and Social Studies measures remained the same, the results are reported differently (see Tables 4 & 5). Only the Physical Science test did not reach the indicated measures in 2016 as we changed the course sequence to a remedial class and only 25 students took the test.

Table 1: Walton High School CCRPI scores

	2013	2014	2015	2016	2017
CCRPI Score	92.8	89.7	96.8	102.2	101

Table 2: Walton High School English and Mathematics EOCT scores prior to 2015

Subject	2013		2014		Comparison
	Walton % Meets/Exceed	Walton %Exceeds	Walton % Meet/Exceeds	Walton % Exceeds	
9 th grade Literature	98.7	80.1	98.6	81.6	All measures met.
American Literature	99.3	72.4	99.5	79.7	All measures met.
CCGPS Algebra	83.2	23.3	83.9	28.9	All measures met.
Geometry(13)/Analytic Geom (14)	96.1	51.5	87	35.4	All measures met.

Table 3: 9th grade Literature comparison chart

9 th grade literature Achievement Level or Metric	Walton			Cobb			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
% Levels 2-4	95.9	97.2	98.8	82.5	84.6	87.5	75.9	77.5	82.6
% Proficient (Levels 3, 4)	70.4	85.6	90.2	45.7	52.1	58.5	39	41.2	50.3

Table 4: American Literature comparison chart

Achievement Level or Metric	Walton			Cobb			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
% Levels 2-4	95.5	96.8	98.8	81.9	84.1	87.3	75.1	76.4	80.4
% Proficient (Levels 3, 4)	74.4	86.9	89.1	46.7	52.4	57.1	36.2	43.2	46.4

Table 5: Algebra I comparison chart

Achievement Level or Metric	Walton			Cobb			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
% Levels 2-4	95.5	95.5	96.4	71.4	72.4	76.3	69	70	69.8
% Proficient (Levels 3, 4)	69.8	75.7	80.5	32.6	35.8	38.8	33.6	35.7	34.7

Table 6: Geometry comparison chart

Achievement Level or Metric	Walton			Cobb			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
% Levels 2-4	95	98.3	98.2	77.2	81.2	82.5	64.7	70.3	76.8
% Proficient (Levels 3, 4)	79.3	91.3	93.4	46.0	53.7	53.6	28.4	32.3	43.5

Table 7: Walton High School Science and Social Studies EOCT prior to 2015

Subject	2013		2014		Comparison
	Walton % Meets/Exceed	Walton %Exceeds	Walton % Meet/Exceeds	Walton % Exceeds	
Biology	97.1	73.2	98	68.5	All measures met.
Physical Science	98	84	98.1	86	All measures met.
US History	93.2	71.3	94.7	69.1	All measures met.
Economics	95.6	71.5	94.6	68.6	All measures met.

Table 8: Biology comparison chart

Achievement Level or Metric	Walton			Cobb			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
% Levels 2-4	92.8	96.3	96.6	73.1	78.2	81.3	63	68	69.3
% Proficient (Levels 3, 4)	75.1	85.6	89.3	49.1	55.1	60.7	38.1	43.4	44.5

Table 9: Physical Science comparison chart

Note: Due to a high number of students completing Physical Science in 8th grade, in 2016 a curriculum change was made and Physical Science was only taught to remedial 9th grade students. 25 students tested in 2016 and 38 students tested in 2017.

Achievement Level or Metric	Walton			Cobb			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
% Levels 2-4	92						64.8	65.9	
% Proficient (Levels 3, 4)	61.2	45.5		83.9			30.9	33.8	

Table 10: US History comparison chart

Achievement Level or Metric	Walton			Cobb			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
% Levels 2-4	94.5	96.6	96.8	87	86.1	86.6	73.1	76.7	75.1
% Proficient (Levels 3, 4)	71.8	79.5	80.0	53.3	60.2	60.4	39.5	44.7	44.8

Table 11: Economics comparison chart

Achievement Level or Metric	Walton			Cobb			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
% Levels 2-4	91.4	91.4	92.6	78.9	83.7	82.8	68.3	72.5	71.1
% Proficient (Levels 3, 4)	67.6	70.4	76.0	50.6	61.1	59.8	36.7	45.6	44.1

2. *High School students will make strong yearly progress toward mastery of and excellence in all subject areas.*

Measure 1: The charter school will increase percentage of seniors who score at least 3 or higher on at least one AP exam prior to graduation by 1.5% over the term of the charter.

Walton High School maintained the percentage of seniors who scored at least a 3 or higher on at least one AP exam prior to graduation (see Table 12).

Table 12: **Percentage** of seniors scoring 3 or higher on one exam prior to graduation

2013	2014	2015	2016	2017
67.4	65.8	71.3	67.3	68.4

Measure 2: The charter school will decrease the number of seniors graduating with a GPA of 2.5 or less by 1%.

From a benchmark of 12.5% in 2011, the number of seniors graduating with a 2.5 or lower GPA has decreased overall by 3.7% (with fluctuations each year).

Table 13: **Percentage** of seniors graduating with a GPA of 2.5 or less

2013	2014	2015	2016	2017
9	7.89	5.98	8.8	7.7

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Measure 3: The charter school will increase its average ACT score by .1 a year by the baseline established in year one of the charter term.

While consistently increasing the number of students taking the test, Walton students continue to display gains in ACT composite scores, placing Walton among the top schools in Georgia.

Table 14: ACT composite score for each graduating class

2013	2014	2015	2016	2017
25.8	25.7	26.4	26.6	27

Measure 4: The charter school will increase the number of students exceeding standards on the Georgia High School writing test from the baseline established in year one of the charter term.

After 2015 the Georgia High School Writing Test was eliminated; however, from 2013 to 2014 Walton showed increased growth.

Table 15: **Percentage** of student exceeding standards on Georgia High School Writing test

2013	2014	2015
24.6	25	14.6

Measure 5: The charter school will increase its graduation rate by 1% each year of the charter term.

The four - year graduation rate calculation was changed to the cohort model in 2012. Since that time Walton has steadily increased its graduation rate.

Table 16: Cohort graduation rate

2012	2013	2014	2015	2016
89.9	90.8	92.7	94	96.1

3. All students will develop and exhibit personal and social responsibility

Measure 1: The charter school will decrease by .5% students absent 15 or more days during the school year until the percentage of students absent 15 days or more is below 5%.

Walton High School has continued to focus on student attendance. In addition to maintaining our attendance incentive policy, we implemented a truancy committee. The truancy committee is composed of the school social worker truancy coordinator, a school counselor, the school social worker, an administrator, the student and the parent. The goal of the panel is to develop strategies for improvement in attendance. The team reviews grades and attendance history, identifies in-school and out-of-school resources to assist the student, and devises an agreement. If the agreement is not upheld and the student is under 16, a referral to juvenile court is considered. The truancy rate did sharply decrease last year but Walton will continue to implement these interventions to ensure a continued downward trend.

2013	2014	2015	2016	2017
9	6.96	10	8.47	3.4

Measure 2: The charter school will increase by 1% the number of students graduating with 180 hours or more of community service.

In 2015-2016, Walton implemented an online service hour repository. This has greatly increased the accountability and integrity of the program. The percentages of students choosing to participate in this optional opportunity has held steady.

2014	2015	2016	2017	2018
39.4	35.5	39	38	

ORGANIZATIONAL GOALS

- 1. In each year of the charter, the charter school will be governed by an autonomous governing board that reflects decision making opportunities for students, parents, community members, teachers, administrators and non-certified staff.*

Measure 1: The governing board will meet at minimum once a month during the school year.

The Walton Governance Council (WGC) meets the first Tuesday of every month. Once a year we have a clusterwide governance meeting with feeder school councils which replaces the monthly WGC meeting. WGC committees meet on the third Tuesday of every month.

Measure 2: The governing board will undergo ongoing training each year of the charter term related to governance of a charter school.

In the last meeting of the year, the WGC council conducts a transition meeting between the current and newly elected officers. This allows for a seamless transition of duties assigned to the WGC. We complete facultywide training on the purpose and procedures of the WGC during preplanning.

- 2. The Charter school will be economically sustainable.*

Measure 1: Each year the charter school will operate in a fiscally sound manner.

Measure 2: The governing board will review the annual operating budget.

Measure 3: Yearly balance sheets will demonstrate that the charter school maintains adequate class reserves.

Measure 4: The charter school will meet all generally accepted accounting practices as demonstrated by external annual audit reports.

Measure 5: Each year the charter school will operate in a fiscally sound manner as measured by an external audit.

As a conversion charter school under the umbrella of the Cobb County School District, all funds available to the school for operation and instruction are provided by the district, which maintains adequate class reserves. Walton has remained in good standing as indicated by a yearly external audit conducted by Maulding & Jenkins, LLC, a contracted through the Cobb County School District. Yearly recommendations have confirmed the use of generally acceptable accounting practices as well as adherence to regulations set forth by the district and the Chief Financial Officer. The annual operating budget is a public document available for review by all stakeholders.

FISCAL

All funds available to the school for operation and instruction are provided by the Cobb County School District. During the current charter term, Walton’s on-site funding was managed by the principal without

incidents. This is confirmed through the annual external audit process. All district procedures are followed regarding locally earned funds.

Our charter-based ability to use state funds directly for school-based professional learning, has allowed us to personalize learning opportunities and meet the needs of teachers. For example, we have been able to continually offer gifted certification training on campus. Hosting the Advanced Placement Summer Institute has allowed us to train more grade-level teachers in all disciplines in successful AP strategies. Vertical course alignment has continued to foster enrollment and success in AP courses as well as tests. Most recently we implemented an iPad initiative and a schoolwide professional learning plan on technology integration.

WALTON GOVERNANCE COUNCIL (WGC)

Due to the autonomy now required by the State for charter school governance, Walton will be making structural as well as responsibility changes to the model. Under our current model, the Walton Governance Council (WGC) consists of 22 voting members, including the principal, 1 administration delegate, 9 certified staff or faculty, 1 non-certified staff, 2 students, 3 PTSA members, 2 Foundation members, and 3 business/community representatives. The principal serves ex officio and acts to implement the decisions of the WGC. WGC has four officers: chairperson, deputy chairperson, recording secretary and parliamentarian. The council has nine standing committees that meet monthly and report to the council in an advisory capacity. These are Attendance and Discipline, Curriculum and Instruction, Facilities, Goals and Assessments, Human Resources, Professional Learning, Staff Enhancement, Student Climate, and Technology.

The standing committees include representatives from all departments as well as parents and serve as one vehicle for bringing proposals to the WGC. Successful proposals include developing a new honor code and adjusting the “must stay” WEB policy. Proposals that were presented and not approved include a plus/minus grading scale. Many other topics are discussed in the WGC which did not lead to a proposal, such as adjusting the number of excused absences with incentive. Minutes for each meeting provide an accurate accounting of the work of the WGC.

The standing committees can also provide feedback to the school leadership team. For example, the Human Resources standing committee is composed of the department chairs, and at least one representative of this committee is involved in each candidate interview. These faculty members also give input on staffing, hiring, and use of allotments.

The school leadership has also made decisions on behalf of the school. During the school rebuilding process, Principal McNeill has worked with the faculty and the district to ensure the new facilities meet all of our needs. This included visits to other premier schools across the country. While the attendance incentive policy was created by the WGC, the principal hears all appeals. The school leaders have made curriculum decisions with input from faculty and staff, such as the creation of a STEM Academy, introduction of new courses, and flexible grouping to meet the needs of students. To encourage the improvement of all teachers, a professional learning plan is implemented with input from the standing committee of the WGC. When the WGC passes a proposal, the school leaders are responsible for implementing the plan with fidelity.

Currently, we train faculty/staff/school leaders on the function and structure of the WGC during preplanning. We specifically review this with new faculty during our New to Walton Institute. All standing committee leaders and WGC officers serve on a two-year rotation so that former leaders can, in turn, train the incoming leaders and officers. Robert’s Rules of Order are followed and available for new members of the council. Exhibit 6 will indicate our plan for training as we are changing the structure and responsibility of the WGC in the new petition.

STUDENTS WITH DISABILITIES

Walton will continue to serve students with disabilities in compliance with all state and federal laws, rules and regulations related to serving students with special needs, including but not limited to Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA), and the Individuals with Disabilities Education Act (IDEA). Walton implements the same identification, evaluation, placement, reporting, and due process procedures and uses the same special education documents as other schools in the CCSD. This includes the Response to Intervention model where data is used to determine appropriate interventions to be provided in the regular classroom.

Walton provides a full continuum of services to students with disabilities to the same extent as other schools in CCSD. Models move from minimal support through consultation or support by a paraprofessional to instruction provided in a small group setting. Direct services in the general setting is encouraged to provide students with disabilities the opportunity to learn with typical peers when this placement best supports Individual Educational Program (IEP) goals. Discipline procedures for special education students will follow the county and state guidelines as delineated by parental rights. Special education teachers and administrators attend CCSD special education training programs.

Walton will submit to program review by state and local officials to the same extent required of other schools in the CCSD. Copies of all IEPs and other legal documents will be provided to the CCSD. Walton does and will comply with all CCSD policies and practices in serving students with disabilities including providing a free, appropriate public education, free transportation, and other related services required by a student's IEP and/or 504 plan. Walton works closely with other schools in the cluster to provide services to all students in our community. Funding for special education services will be determined and provided by the CCSD.

EL STUDENTS

All students indicating a language other than English on the home language survey are screened for proficiency utilizing the federally mandated W-APT assessment. Students who score a 4.8 in literacy or 5.0 or higher on this assessment do not qualify for EL (English Learners) services. Students who score a 2.0 or below are provided with Intensive English Language services. The students who score a 2.0-4.9 qualify for regular ESOL services which will be provided through a push-in model following regulations as determined by the State Board of Education (SBOE 160-4-5-.02) or through Walton's state approved Innovative Model. This model allows for dual certified teachers (content and ESOL) to instruct in a reduced class size to provide services to EL students. All English Learners (EL) are required to take the federally mandated annual ACCESS assessment. In order to exit the ESOL program, the student must have a composite proficiency level of 5.0 or higher and a literacy sub score of 4.8 or higher on Tier B or C on the ACCESS assessment. In accordance with Title III guidelines from the Georgia Department of Education, students who score 5.0 or above on CPL and 4.8 or above on Literacy, must exit ESOL services. If the student is administered the Tier B or C version of the assessment and scores an Overall or Composite Proficiency Level (CPL) of 5.0 or higher, but with a Literacy sub score of less than 4.8 or scores an Overall or Composite Proficiency Level (CPL) of 4.0-4.9 and a Literacy sub score of 4.8 or higher, then, at the teachers' discretion, the student may be referred for a Language Assessment Conference (LAC). The LAC committee will review language proficiency, classroom performance, teacher recommendations, criterion-referenced test scores and writing samples. Per federal law, all exited ESOL students are monitored for two years by the ESOL staff.

STUDENT DISCIPLINE

Data include 13/14, 14/15, 15/16 and 16/17 school years. The total population reflects the combined total number of students over the school years.

George Walton Comprehensive High School

	In-School Suspensions		Out-of-School Suspensions		Expulsions	
Ethnicity/Race	Number & Percentage of Total Population					
Latino Hispanic	36	11.8%	17	10%	1	25%
American Indian	1	.3%	0	0%	0	0%
Asian / Pacific Islander	20	6.6%	18	10.6%	0	0%
Black / African American	60	19.7%	27	15.9%	1	25%
White	183	60.2%	95	55.9%	2	50%
Two or More Races	4	1.3%	13	7.6%	0	0%
Total Population	304		170		4	

In comparing this data to the Office of Civil Rights data from 2011, there has been no significant change in percentages per type of consequence, but there has been an overall decline in consequences. The percentage of the student body receiving ISS and OSS has decreased by approximately 2%. The same disparity between discipline consequence and total school enrollment by ethnicity remains although the total number of students receiving disciplinary consequences is quite low. Over the charter term, we have added a Latino parent liaison and a Korean parent liaison to improve communication with these communities.

DIVERSITY

As a conversion charter school, Walton High School serves the students in our attendance zone, thus reflecting the sociodemographic diversity of the community. The new governing board will be comprised of 5 members who are part of the community yet bring a diverse skill set to share their expertise and resources to meet the needs of the school. We have a diverse faculty and staff of almost 200 people that includes members who are multilingual and with a variety of experiences and back grounds.

DIFFICULTIES

The largest difficulty we faced during this charter term has been facilities. The building capacity is 2350 students while we have grown to almost 2700 students. The building condition (leaks, old construction, etc.) did not meet the expectations of our community. Through careful planning in conjunction with the district, Walton High School is currently being rebuilt with a total completion date of December 2018.

The biggest intrusion to our instruction has been mandated state testing. While this is not waivable under charter rule, we are hopeful that with the new Every Student Succeeds Act less classroom time will be spent on mandatory testing. To maximize instructional time and minimize intrusion caused by the requirements of Student Learning Objectives, Georgia Milestones EOC tests and Advanced Placement exams occurring at the same time, the school leadership has worked diligently to design an efficient testing schedule. We will continue to make this a top priority.

PROPOSED CHANGES

ACADEMIC CHANGES:

WAIVERS

Over the past twenty years as a conversion charter school, Walton High School has utilized waivers to allow for innovative initiatives, including the Walton Enrichment Block, school-specific courses, an International Spanish Academy (ISA) and a STEM Academy. As student needs change, we will utilize the blanket waiver to continually adjust and add to our academic programs. Specific examples include new ideas as well as a continuation of those which have had the greatest impact on our success.

1. Walton requests continued exemption from State Rule 16051.02, paragraph (2)(d): any grade 6-12 shall not have less than a daily average of five and one-half hours (330 minutes) of instructional time based on a one hundred and eighty day school year. This provides flexibility in scheduling and use of time in the school setting. This option results in a daily schedule different from other high schools in the county.

Two current programs are currently in place which utilize this waiver: Walton Enrichment Block (WEB) and Morning Tuition School (MTS). Once a week, WEB allows for thirty minute classes followed by a block of time for students to receive tutoring, study for standardized tests, do group work or participate in planned enrichment activities. MTS offers students the opportunity to take an extra class as a tuition course. These courses are offered four mornings a week before school.

In the future, we want to offer Walton Virtual Courses. Courses might be taught entirely online or in a hybrid format. Virtual courses will provide more options for students who wish to explore topics outside the general required curriculum. One proposed course could be a problem-solving mathematics elective.

2. Walton requests continued flexibility in choosing, developing, and implementing the curriculum, assessment and reporting tools that best meet the needs of our students. Walton will determine the basis and format of these tools. This flexibility includes the options to offer zero and/or eighth period classes for tuition or as part of a flexible schedule (e.g. 0 through 6th periods) and to offer courses that combine instructional models (traditional and/or distance in combination). This will allow us to develop future innovative programs based on our models of STEM and ISA.

The opportunity to offer an enhanced/extended curriculum will allow Walton to meet the specific needs of the student population and to support the high level of instruction established as a standard at Walton. Flexibility in curriculum provides an opportunity for students lacking requisite skills in core academic areas to remediate and then to accelerate their course work in order to meet college admission requirements. Some examples of how we have used this waiver thus far include the creation of scaffolded classes in mathematics and English, creation of a state approved EL innovation model, and having special education teachers offer a learning lab during all lunch periods to support classroom instruction. In the future, Walton intends to explore offering virtual/blended learning classes. We will also look to expand our offering of embedded courses in which students can earn credit for two courses within one class period.

For assessment, Walton will continue to issue required state testing but will chose to waiver from optional state and district testing as appropriate. We will determine which assessments best serve as diagnostics to guide instruction and administer those assessments on a course by course basis.

3. Walton requests the continued option to locally control resource adoption monies so we can coordinate the curriculum to the students' varied ability levels and needs. Should the local choice

of resources differ from that of the County Adoption Committees, the district would direct monies to Walton to fund materials, including digital options, specifically chosen to meet the needs of the school population.

Walton began the implementation of a BYOD iPad initiative in the 2015-16 school year. Digital resources will be key as we expand the program. We envision opting for digital materials and apps versus textbooks in the future, specifically as we move to new science and social studies standards and materials.

4. To provide relevant, site-specific professional learning opportunities that directly support school-wide initiatives and charter goals, Walton requests that state allocated staff development monies be allotted directly to Walton based on the state formula for distribution of funds. These monies will be used to fund Walton's commitment to ongoing professional learning to benefit student achievement. This is especially important as we develop new innovative curriculum and programs.

Over the past charter we have utilized funding to train teachers in redesigned AP curriculum and to expand our AP program by introducing four new courses. Walton requires each AP teacher to take the Summer Institute every five years, regardless of changes to the curriculum, to obtain new ideas from their peers. We provide training for teachers of prerequisite courses so they have an understanding of the depth of knowledge and skills that will be required when their students reach the AP course. With the creation of an integrated STEM curriculum, we utilized professional learning money to develop new courses. We provide for vertical teaming among teachers in grades 6-12, enabling our middle school teachers to participate in professional learning with Walton teachers. With the BYOD initiative, we have provided extensive training on pertinent apps to aid classroom instruction. We will be continuing this effort. We have also continued to provide an on-site Gifted Certification course so all teachers new to Walton are able to receive this certification.

5. Walton requests the option to have flexibility with technology monies that is specifically intended for classroom use and serves as an enrichment to instruction. Should the local technology choice differ from that of CCSD, the district would direct monies to Walton to fund technology items specifically chosen to meet the needs of the school population. Walton would be required to select alternate technology that meets all requirements as designated in the SPLOST notebook and that is compatible with the CCSD network. This option will only be exercised when the school determines that the county choice does not best meet the needs of Walton students. As we move forward with our BYOD initiative, Walton will specifically use this flexibility to support the complete integration of technology into the students' daily instruction.
6. Pursuant to 160-5-1-.37 TEACHER AND LEADER EVALUATIONS, Walton will utilize the Teacher and Leader Keys Evaluation System (TKES & LKES) as required. Walton requests permission to maintain any flexibility relegated to the Local Educational Agency as it pertains to the TKES and LKES. With the reauthorization of the Every Student Succeeds Act (ESSA), it is possible local districts will be given flexibility on documentation of a portion of the TKES and LKES evaluation. Walton would like to be able to maintain the option of developing its own accountability model in the future.

7. Walton requests exemption from Cobb County Administrative Rule IHF-R, Graduation Requirements, regarding acceptance of non-traditional courses. With the increasing opportunities for online, correspondence and private school course credits, Walton will require courses be at a comparable level of rigor in order to be transferred, especially as it pertains to receiving extra quality points in the Grade Point Average. Additionally, we will continue to limit the total number of online courses students can take per semester to protect academic rigor and individual well-being.
8. Walton requests exemption from Cobb County Administrative Rule IHA-R, Grading Systems, to ensure transfer course work and subsequent calculation of GPA is equitable to incoming and current students. We have found when students transfer in from a school district that adds points to a final average for rigorous coursework per rule IHA-R, the student is then doubly rewarded by adding extra quality points to the GPA. We will investigate and develop a policy to balance this inequity. Walton will review and re-design awarding of extra quality points in GPA. We will continue to require and offer scholarships for, Advanced Placement exams. Students who do not take the AP exam at the end of the year will not earn an AP designation on the transcript for that course.

SPECIAL PROGRAMS

Walton will continue to utilize the program structure for Special Education, Gifted, and English Learners, as outlined previously. We will conduct continual review of our data to make any modifications necessary. This could include instituting a coaching model for our special education students and altering our state-approved innovative EL model.

ASSESSMENTS

To focus on instructional and organizational effectiveness, the staff uses a variety of data to guide decision-making. Since we aim to benchmark ourselves to high performing public schools nationwide, we will continue to focus on national assessments such as SAT, PSAT, ACT and AP. Analyzing our PSAT summary of answers has been integral to making changes to our academic program. With the re-design of the SAT in 2016, which includes stronger alignment to classroom learning, analyzing student performance on specific skills has become even more important. We utilize this data to look at our vertical alignment as well as schoolwide weaknesses in the curriculum. As 67% of Walton seniors graduating in 2016 earned a 3 or higher on at least one AP exam, and as our students continue to take over 3,000 AP exams each year, Walton will seek to maintain this level of participation and success in rigorous courses.

We will also continue to utilize and analyze the results of state mandated assessments and required surveys. Walton students have continually exceeded district and state scores on Georgia Milestones Tests. Our CCRPI in 2016 was 102.2, including a 5-star climate rating. Walton will seek to maintain this high level of success as required in the goals of the charter agreement.

Our local assessments will continue to drive everyday instruction as curriculum teams consistently review student progress to determine remediation and acceleration. In addition to classroom assessments, we will continue to monitor student GPA, attendance and graduation rates to plan meaningful interventions such as study skills courses, the summer bridge program, and an attendance incentive which we have utilized over the course of the current charter so all student will meet the mission of the school to be well prepared for post-secondary goals.

CHARTER GOALS

Over the new term of the charter, Walton High School will commit to the academic goals set forth in the charter contract regarding Beating the Odds and CCRPI. In addition, we will alter our other goals to better reflect a high level of rigor and expectations.

Goal 1: During each year of its first five-year charter term, the Charter School shall “beat the odds” as determined by a formula measuring expected student growth.

The Beating the Odds analysis is a cross-sectional, random effects regression model that currently uses school-based factors from the CCRPI school-level dataset, GaDOE student record file, and the Governor’s Office of Student Achievement Report Card. Note that the factors may change during the charter term. The factors in the current model include such things as

- a. Poverty Level
- b. Race/Ethnicity
- c. Students with Disabilities
- d. English Language Learners
- e. School Size (FTE)
- f. School Grade Configuration.

Goal 2: The Charter School will demonstrate proficiency and/or improvement on the CCRPI.

Measure 1: For new start-up charter schools first opening in 2014 or later, using Year 1 of the charter term to establish a CCRPI baseline, the Charter School’s CCRPI score shall be equal to or better than both the State and local district in Year 2, and better than both the State and local district in Years 3-5 of the charter contract.

Measure 2: If the school’s first-year CCRPI score is lower than either or both the local district and the State, the school shall have until the end of Year 2 of the charter term to close the gap between the Charter School and whichever score is higher, the local district or the State.

Measure 3: In Years 3-5 of the charter term, the Charter School’s CCRPI score shall be better than both the State and the local district.

Goal 3: The Charter School will demonstrate proficiency and/or improvement on the SAT and ACT.

Measure 1: The Charter School will score better than both the state and local district.

Measure 2: The Charter School will maintain scores within 1% over the term of the charter.

Goal 4: The Charter school will maintain or improve the number of students in AP courses earning a three or higher on at least one exam prior to graduation.

Measure: The Charter School will maintain scores within 1% over the term of the charter.

Goal 5: The Charter school will maintain or improve the number of tenth grade students deemed College and Career Ready based on 10th grade PSAT scores.

Measure: The Charter School will score better than both the state and local district.

GOVERNANCE CHANGES:

Walton will continue to request exemption from O.C.G.A. §20-2-86, and shall instead elect to utilize a board, the Walton Governance Board (WGB), rather than a local school council. The WGB shall be subject to the provisions of O.C.G.A. §50-118-70 et seq.

While our governance structure has served us well over the past charter petitions, we feel a change is needed to increase autonomy and responsibility of the governance board. Walton continues to value the input of all stakeholder groups and has held to this basic tenet in designing a new structure for the board. The Walton Governance Board (WGB) will work in conjunction with the principal and the standing committees to consider items as outlined in the By-laws and the Roles and Responsibilities Chart, and any other issues which the WGB decides by vote to have school-wide impact and to be best resolved by the board. The principal will serve as an advisor to the WGB.

WGB Structure

The WGB shall consist of 5 voting members, who represent a wide variety of professional experience, in addition to the principal, who serves as a non-voting member. Relevant professional experience is listed below.

Walton Governing Board Member	Relevant Professional Experience
Marcus Fondon	<ul style="list-style-type: none"> • Walton High School graduate 2008 • Georgia Institute in Technology 2012, B.S. Computer Science • Software Engineer: Verizon Wireless and Airwatch • Software Developer: Pardot • Volunteer/Part time employment Mt. Bethel United Methodist Church Student Ministry
Leslie McLeod	<ul style="list-style-type: none"> • Chaired fundraising events for multiple organizations such as Arthritis Foundation, Atlanta Heart Association, Southern Association of Colleges and Schools, WINGS of Mercy Care Ball, Georgia Baptist Gala • Served as President and Vice-president for WINGS at Saint Joseph’s Mercy Foundation • Chaired the Annual Meeting for Achievement Rewards for College Scientists
Craig Shoemaker	<ul style="list-style-type: none"> • Senior Vice President, Georgia/North Florida/Tennessee Division Manager Sun Trust Mortgage • Executive Vice President BancMortgage Financial Corporation
Beverly Titlow	<ul style="list-style-type: none"> • 38 years teaching experience in Florida, Maryland, Texas, Georgia • Reader and presenter for College Board Advanced Placement program

	<ul style="list-style-type: none"> • American Classical League presenter • National Council of Teachers of Social Studies presenter • Textbook company proofreader • Served on neighborhood civic association board
Salle Winokur	<ul style="list-style-type: none"> • Director of Community Relations for Our Place Drug & Alcohol Services • Director of Public Relations for Our Lady of Peace Hospital • Director of Marketing for Ten Broeck Hospital & United Medical Center • Proprietor of In Any Event and The Stamp Pad & Unbeadable Designs • Business Manager of East Cobb Urgent Care • Served on PTSA and Foundation Boards for multiple schools

Initially, half the board will serve 2-year terms and half the board will serve 3-year terms to establish a rotation pattern. Details for handling vacancies, procedures, training and meeting schedule are included in the by-laws found in the Appendix.

WGB Responsibilities

Upon approval of the Walton Charter 2018-2023, the Board will have the authority to fulfill the following responsibilities:

- (a) Approve and monitor the school strategic plan, charter goals and updates
- (b) Manage the proposals brought forth by the Standing Committees
- (c) Participate in the hiring of the principal, in the case of a vacancy. The final hiring decision resides with the recommendation of the Superintendent with final approval by the CCSD BOE
- (d) Provide annual feedback to the Assistant Superintendent on principal performance
- (e) Review and make recommendations of on-site school budget
- (f) Recommend/approve curriculum, instruction and resource selections
- (g) Review and make recommendations on student and faculty handbook

These basic responsibilities align with the decision-making authority as identified in the Walton charter. The administration will be responsible for the day to day operations and for carrying out the policies and procedures of the Walton charter, the CCSD Board of Education and the State Board of Education. The Board will make decisions by majority vote in all matters except where otherwise indicated.

Standing Committees

The purpose of the Standing Committees is to advise the WGB. The WGB will give objectives to each standing committee to complete by a given deadline. In this case, committees will meet twice per year or more depending on what needs to be done to meet their objective. Additionally, the committees could bring proposals before the board. Proposals must be formally submitted at one meeting and discussed

then tabled for the next meeting so that board members can get feedback from stakeholders on how to vote. No proposal from the standing committee can be submitted and approved on the same day unless the WGB agrees by unanimous decision to vote.

All faculty and staff will be invited to join the standing committees of Community Enhancement, Technology and Facilities, Curriculum, Instruction and Professional Learning, and Goals and Assessment, with a minimum requirement of at least two representatives per committee from English, Math, Science, Social Studies, Special Education, World Languages and students, as well as a minimum of one representative from CTAE, Media Center/Guidance, Physical Education/Fine Arts, and parents. The Human Resources committee is composed of the department chairmen.

The five standing committees are as follows:

1. Community Enhancement (Staff & Student)
2. Technology and Facilities
3. Curriculum, Instruction and Professional Learning
4. Goals and Assessment
5. Human Resources (Department Chairs only)

Relationship with Educational Service Provider and Cobb County School District

Walton is a conversion charter school within the Cobb County School District (CCSD) and does not have a relationship with outside Educational Service Providers. Walton faculty and staff will continue to be employees of the CCSD. Salaries, operating expenses, and earnings will be handled by the CCSD Board of Education. Walton will continue to utilize the attendance zone, discipline code, grievance reporting, allotment of staff, financial procedures, transportation, school nutrition program, and the facility of the CCSD.

FINANCIAL CHANGES

As Walton is a conversion charter school, financial services will be a function of the Cobb County School District with the exception of engaging the WGB in the overseeing of the local school budget.

ORGANIZATIONAL CHANGES

Through SPLOST funding Walton High School will be completing a total rebuild of the facilities in the 2018-2019 school year.

As a conversion charter school, Walton High School will continue to serve any student who resides in the Walton attendance zone specifically drawn by the CCSD. A request for attendance by students whose parent or guardian works within CCSD will be honored in accordance with local policy JBCD-R which allows an employee of the CCSD to elect to bring his or her child to any school within the district. Students who live within the CCSD and are currently served in an International Spanish Academy during the previous two years are eligible to apply and, pending acceptance, enroll. Additionally, students outside the Walton attendance zone who take Latin I in 8th grade at our school would be allowed to attend Walton High School if they plan to continue Latin through their high school years and their designated high school does not offer a Latin program.

ORGANIZATIONAL GOALS

During the term of the new charter, Walton will commit to meeting the organization goals as mandated in the charter contract as follows:

Goal 1: The Charter School will be economically sustainable.

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Measure 1: Each year, the Charter Schools will operate in a fiscally sound manner as measured by an external audit that is submitted on time to the Department.

Measure 2: Actual and proposed budgets for each school year will demonstrate effective allocation of resources.

Measure 3: Yearly balance sheets will demonstrate that the Charter School maintains adequate cash reserves.

Measure 4: The Charter School will meet all Generally Accepted Government Accounting Standards (GAGAS) as demonstrated by external, annual audit reports.

Measure 5: The Charter School will meet all financial reporting deadlines set by the Department.

Goal 2: The Charter School shall ensure all Governing Board Members receive effective training as required by O.C.G.A § 20-2-2072.

Measure 1: All Governing Board members shall participate in initial training and annual training thereafter.

Goal 3: The Charter School shall promote a positive school experience that engages students, parents, and teachers.

Measure 1: According to data reported by the Governor's Office of Student Achievement Report Card, in each year of the charter, the percentage of students absent 6 days or more shall not exceed 10% and shall improve by at least 2 percentage points annually until the percentage of students absent 6 days or more is below 5%.

Measure 2: Each year, 90% of parents will indicate that they are at least "satisfied" with the overall quality of their child's education as measured via an annual survey conducted at the conclusion of the school year, in which the options are very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied. The survey response rate will be at least 85% of parents surveyed.

Measure 3: Each year, 90% of teachers will indicate that they are at least "satisfied" with the overall quality of their job as measured via an annual survey conducted at the conclusion of the school year, in which the options are very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied. The survey response rate will be at least 85% of teachers surveyed.

Measure 4: Each year, the Charter School will receive a 3-star rating or higher on the Georgia Department of Education's School Climate Star Ratings annual report.

LOOKING TO THE FUTURE

Briefly describe how the school has and will continue with its proposed changes to serve the needs of its students for the upcoming (renewed) charter term.

Walton High School has been a conversion charter school for twenty years. Over this time our autonomy from state law and local policy has greatly benefitted our students through our ability to innovate and make adjustments based on the changing needs of our students. We believe our academic successes such

as a 96% cohort graduation rate, a CCRPI score of 102.2, and a five-star climate rating in 2016, are all reflective of the flexibility allowed by the charter for our teachers, parents, students and school leaders to try new ideas, particularly in the areas of curriculum, resources, professional learning and grading practices.

The two main vehicles for instituting innovation have been the Walton Governance Council and our teachers. The Walton Governance Council over the years has made adjustments to our WEB program. This has included providing more enrichment activities and requiring ninth grade students who are failing a class to spend 30 minutes each WEB with their teacher. These discussions have inspired our PTSA to create the Raiders Choice program, focusing on enrichment activities such as using Naviance, career fairs, study skills and Fuel for Performance, giving students additional information about academics as well as health and wellness. The governance council created our attendance incentive program which is reflected in our over 87% daily attendance rate as measured by the CCRPI. The Governance council also considers proposals which do not get implemented. This is equally important because it brings to light different perspectives that often lead to other improvements. To better utilize the council as a decision making entity, our greatest change for the future will be restructuring our governance model. We see this change as a way to move forward and to enhance the programs/waivers we have developed and used over time.

The newly designed Walton Governance Board (WGB) will comprise 5 voting members. This smaller board will allow us to expand the autonomy and responsibility of the WGB with the goal of having a greater impact on the school in the future and of gaining more useful insight from our stakeholders. This allows for effective and true input on decision-making while still giving everyone a voice. Some of these responsibilities will include:

- (a) Approve and monitor the school strategic plan, charter goals and updates
- (b) Manage the proposals brought forth by the standing committees
- (c) Participate in the hiring of the principal in the case of a vacancy
- (d) Provide annual feedback to the Assistant Superintendent on the principal performance
- (e) Review and make recommendations of on-site school budget
- (f) Review and make recommendations on student and faculty handbook

Walton will continue to utilize Standing Committees which advise the WGB. All faculty and staff as well as students and parents will be invited to join the four newly created committees:

- Community Enhancement
- Technology and Facilities
- Curriculum, Instruction, Professional Learning
- Goals and Assessment

Each of these committees will have a minimum requirement of one representative from each departments. Additionally, the Human Resources committee will comprise all sitting department chairs. The Standing Committees may make proposals to the WGB, and the WGB may also ask Standing Committees to research and provide feedback on any objectives.

The waivers of the past charter have allowed our teachers and leaders the freedom to think outside the box when approaching education. Combining our waivers on choosing our own resources, designing curriculum and providing professional learning, our teachers have been able to construct unique experiences for students which best meet their individual needs. This has led to a high level of academic success, including a CCRPI score of 102.2, 98% of students attending post-secondary school, 67% of graduates earning credit for at least one college course through AP courses, and maintaining SAT and ACT scores which far exceed state and national averages.

As we look to the future, we will utilize what we have learned from past implementations to design new innovations. For example, research indicates 9th grade success is a key factor in students graduating from high school. Our yearly school strategic plan focuses on specific plans to ensure all 9th grade students are promoted to 10th grade. We have targeted at-risk rising 8th grade students and held an Academic Bootcamp over the summer. A team of two English, two math and two special education teachers designed a program that focuses not only on giving these students an academic jump start but also building relationships with teachers and other students. As school begins, we target those struggling students with a morning study skills class. A team of core academic teachers and school counselors work on study skills, organizational skills and academic content with the students. Walton has offered a special 9th grade English class each spring semester. We select students who need additional support in reading and writing and have designed a curriculum which allows them to focus on skill building as well as credit recovery so they can move forward successfully. Our RTI team evaluates 9th grade student progress to determine which students may need strategic interventions. This multifaceted approach to 9th grade success is driven by the innovative spirit being a charter school provides.

Another example of innovation is our ongoing effort to increase the use of technology to support learning. This began with a core group of teachers attending the International Society for Technology in Education (ISTE) national conference made possible by our waiver to receive professional learning funding directly. When the teachers returned, they clearly saw the need to better utilize the resources and instructional supports available in a one-to-one program. Walton has begun to implement an iPad bring your own device initiative. This has included providing all teachers with a device as well as extensive training by district instructional support personnel and Apple instructors. Some teachers have volunteered to become experts and have developed a train the trainer model for specific content areas. Teachers have used different apps to enhance student learning and to efficiently formatively assess, providing real time remediation and enrichment. We have engaged parents in this program by hosting an app showcase to demonstrate how teachers are implementing technology in different content areas. While the program has had a successful start, Walton strives to expand it in the future. This is reflected in and supported by our waiver to utilize technology money. Additionally, the waiver to control resource adoption monies will allow us to delve deeper into digital resources for students.

The development of two academies within our school has been the product of the flexibility provided by our charter. The International Spanish Academy (ISA), created in 2009, is an immersion program designed for non-native speaking students to reach a high level of proficiency in the Spanish language by learning core academic courses taught primarily in the target language. ISA students take Ninth Grade Literature, AP Government/Honors Economics, AP United States History, and AP English Literature in Spanish while taking the progressive Spanish courses. The Spanish curriculum has been designed by inspired teachers who work to not only meet the standards of the traditional class but also to have a global focus. For example, during the second year, students take a combined Spanish III and IV class with an emphasis on the Art and History of the Spanish speaking world. This unique program is made possible by our flexible curriculum waiver and by utilizing professional learning money spent to support curriculum design and AP training. Many ISA students have successfully earned the International Skills and Biliteracy diploma seals given by the Georgia Department of Education, further establishing the success of the program.

The STEM Academy, created in 2014, is another example of utilizing the curriculum waiver along with specified professional learning to design a unique academic experience for students. The academy has three pathway options designed to integrate two paired courses for cross-curricular, project and problem based learning. The paired courses highlight naturally occurring connections to create projects students can explore through both lenses.

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- Freshman engineering students completed an Aquaponics unit using engineering skills to create the design and using what they learned in Honors Biology to create the optimum best habitat.
- In a collaborative project with our Visual Arts program, Honors Chemistry students studied the chemistry of pottery to determine how chemicals affect colors. Then, they used this knowledge to create their own pieces of pottery.
- Advanced Math and Science students created mathematical art projects which had to be both 3-D and kinesthetic. The project included a description of the mathematical concept(s) used.
- AP Environmental Science students learned data analysis in their math course and used these skills in their cumulating project.

Buck Institute, Project Lead the Way, Kennesaw State University, as well as others, supported STEM teachers with extensive professional learning as they designed this unique curriculum. Advanced science students take a different AP science course each year without first taking a prerequisite class. Subsequently, teachers must change their approach to include an introduction of concepts while at the same time rapidly reaching a high level of exploration for each topic. These teachers have been trained by the College Board and use connections to teachers across the world who utilize similar designs to achieve this goal. The flexibility to design curriculum, while making sure all state standards are taught, allows teachers to take what they have learned and customize education for students with a strong interest in STEM. Future plans include expanding the curriculum to include a capstone project requirement for all students. This is currently being designed, and we are exploring adding a combined robotics and computer science course offering.

Walton High School has a long standing relationship with the College Board. With our ability to use professional learning funds as needed to support our initiatives, we have been able to add the newest AP courses as they have been released. AP Computer Science Principles, AP Physics I, AP Physics II, as well as the AP Capstone courses of AP Seminar and AP Research, have been a few of the newest offerings. Walton sends teachers in each vertical team to APSI so they understand what students must be able to do to be successful in the cumulating AP course. This allows our teachers to ensure continued student participation and success in AP classes. Walton has committed to offering gifted training to all our teachers. These strategies are research-based and can be successfully implemented with all students to provide them the opportunity to develop increased critical thinking skills.

While many of our future plans include expanding upon programs already in place, we believe the flexibility provided by a charter renewal is necessary to continue current programs and to design new innovations. We would like to create Walton Digital Courses which could be taught entirely online or in a hybrid format. Creating these courses will provide more options for students who wish to explore topics outside the general required curriculum. The new facility we opened this fall contains a lecture hall with seating for more than 100 students. This space allows us more flexibility to combine classes for cross-curricular learning. For example, students in AP Literature, AP Visual Arts and Graphic Arts have been working together the past two years to create a combined project. This idea can be expanded to other arenas since we now have a space to accommodate large groups. Walton has a long-standing history of excellence in the performing arts. With our waivers, we will research and pursue an honors graduate fine arts program. This year we have 58 students earning the fine arts diploma seal, but we feel we can do more to highlight the excellence in performing arts based on our students' high performance level. A study of the graduation requirements and policy regarding non-traditional courses is another area of interest. As students have more opportunities, it is essential we establish a schoolwide standard to ensure coursework is commiserate to the traditional classroom while allowing for the flexibility non-traditional courses can provide individual students. These non-traditional courses affect Grade Point Averages which need to be carefully considered. We want Walton students to have a well-rounded high school

experience and will continue to closely monitor current policies concerning maximum course loads to safeguard student health.

For twenty years Walton has achieved excellence as a conversion charter school. This renewal will allow us to maintain and exceed past successes by engaging all stakeholders in a redesigned Walton Governance Board and by providing the flexibility necessary to meet the needs of our teachers, leaders, and students.