

WALTON MIDDLE SCHOOL

STRATEGIC PLAN

2026-27

Vision for Albemarle County Public Schools: Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.

Mission for Albemarle County Public Schools: Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds.

School Statement: *At Walton Middle School, we are committed to building our collective capacity to intentionally support student construction of understanding by identifying and applying evidence-based practices. Our daily instructional focus centers on equipping students with the explicit academic vocabulary and structured discourse skills they need to tackle meaningful tasks and engage deeply with grade-level content. Equally important is our commitment to the Walton Way as foundation for our community, which is defined below.*

We actively teach the conditions for a successful community—safety, responsibility, respect, and a focus on learning—while nurturing students to become curious, honest, helpful, joyful, and confident. When students hit a bump in the road, we lean into restorative practices that help them regulate, reflect, repair, and return to their learning, ensuring every child remains connected, supported, and challenged.

Plan for Operationalizing School Priorities for 2026-27

Strand 1: Thriving Students			
SMART Goal: As measured by SOL results, every enrollment group in the school will meet state accreditation targets or reduce the previous failure rate by 10% (R-10) in all tested subjects.			
Current State: WMS SOLSummary 2025-26.xlsx			
School Priority (with Focus Area)	Role(s) Responsible for Implementation	Evidence of Progress/Completion	Role(s) Responsible for Monitoring and Supporting
Explicit Vocabulary Instruction: Implementing explicit routines (e.g., Frayer models, morphology) for teaching Tier 2 and Tier 3 vocabulary prior to and during reading, emphasizing words students actively use.	Teachers in all subjects	Vocabulary plans integrated into collected unit plans; Student use of target vocabulary in written work and performance tasks.	Administration and Department Leaders
Implementing HQIM in Math and ELA: Ensuring rigorous instructional tasks that allow all students to engage deeply with standards-aligned content.	Teachers in ELA, Math, and Special Education with assistance from support staff (Reading Specialist, Intervention, Talent Development)	Classroom observations, PLC Notes, Team Notes; Unit plans reflecting purposeful questioning and discourse scaffolds.	Administration and Department Leaders
Building Sensemaking through Student Discourse: Using structured discourse protocols to elicit prior knowledge, build understanding, and draw evidence-based consensus.	Teachers in all subjects	Walkthrough data capturing student-led conversation; implementation of language scaffolds like sentence stems.	Instructional Coaches, Administration, and Department Chairs

Strand 2: Affirming and Empowering Communities

SMART Goal(s): We will foster a positive school climate for students and staff as demonstrated through high levels of engagement and satisfaction on the Gallup survey (staff) and the Panorama survey (students and families).

Current State: [Link Gallup and Panorama Survey data linked here]

School Priority (with Focus Area)	Role(s) Responsible for Implementation	Evidence of Progress/Completion	Role(s) Responsible for Monitoring and Supporting
Explicit instruction in the Walton Way (Academic and Social Habits): Teaching students to practice being curious, helpful, honest, confident, and joyful.	All staff	Use of Walton Field Guides; Classroom routines balancing structure and flexibility; Students articulating transferable skills.	Administration, Counseling, Intervention
Restorative Practices & Behavior Support: Implementing restorative responses to student behavior, explicitly teaching the conditions for success (safety, responsibility, respect, and learning).	All staff, Administration, Way Station Team, Counseling	Reduction in punitive disciplinary actions; Utilization of "Speed Bumps" and the Way Station Repair Plan (Regulate, Reflect, Repair, Return); Active behavior support plans.	Administration, Counseling, Intervention