

Walton County School District

Walton Virtual Franchise



2019-20 Schoolwide Improvement Plan

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Walton Virtual Franchise

145 S PARK ST, Defuniak Springs, FL 32435

www.walton.k12.fl.us

Demographics

Principal: Jaime Mitchell

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Walton County School Board on 9/17/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

Year
Grade

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

In order to develop and support outstanding students, Walton Virtual School will provide access to rigorous, relevant online learning opportunities in order to best meet the needs of diverse learners through non-traditional, student-centered virtual instruction.

Provide the school's vision statement.

Walton Virtual School will work to provide opportunities for students to engage in rigorous, relevant online learning via non-traditional, student-centered virtual instruction.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Mitchell, Jaime	Principal	
Henderson, Lisa	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	3	1	3	3	5	5	20
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	62%	56%	0%	57%	53%
ELA Learning Gains	0%	57%	51%	0%	56%	49%
ELA Lowest 25th Percentile	0%	46%	42%	0%	49%	41%
Math Achievement	0%	69%	51%	0%	71%	49%
Math Learning Gains	0%	58%	48%	0%	61%	44%
Math Lowest 25th Percentile	0%	57%	45%	0%	55%	39%
Science Achievement	0%	83%	68%	0%	81%	65%
Social Studies Achievement	0%	81%	73%	0%	72%	70%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	3 (0)	1 (0)	3 (0)	3 (0)	5 (0)	5 (0)	20 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
Course failure in ELA or Math	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
Level 1 on statewide assessment	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)

Grade Level Data
 NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.
 NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	55%	-55%	54%	-54%
	2018					
Cohort Comparison						
07	2019	0%	64%	-64%	52%	-52%
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019	0%	64%	-64%	55%	-55%
	2018					
Cohort Comparison		0%				
10	2019	0%	59%	-59%	53%	-53%
	2018	0%	58%	-58%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	60%	-60%	55%	-55%
	2018					
Cohort Comparison						
07	2019	0%	62%	-62%	54%	-54%
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	79%	-79%	67%	-67%
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	82%	-82%	71%	-71%
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	77%	-77%	70%	-70%
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	72%	-72%	61%	-61%
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	72%	-72%	57%	-57%
2018	0%	70%	-70%	56%	-56%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

No data currently available. The team will re-assess when data becomes available.

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

No data currently available. The team will re-assess when data becomes available.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

No data currently available. The team will re-assess when data becomes available.

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

No data currently available. The team will re-assess when data becomes available.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

No data currently available. The team will re-assess when data becomes available.

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

1. ELA learning gains
2. Math learning gains
3. Graduation rate
4. Parent and Family Engagement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	75% of students will make ELA learning gains
Rationale	Based on the data of students tested, 85.7% of WVS students made ELA learning gains in 2019. Working to increase ELA learning gains will have a positive impact on student success.
State the measurable outcome the school plans to achieve	During the 2019-2020 school year, 75% of WVS students will make learning gains in ELA.
Person responsible for monitoring outcome	Jaime Mitchell (mitchellj@walton.k12.fl.us)
Evidence-based Strategy	Progress monitoring will be used to keep track of students' grades and pace. Teacher input and communication will also be used to monitor student achievement in ELA.
Rationale for Evidence-based Strategy	Progress monitoring will ensure that teachers and administration stay abreast of student achievement and address any issues as they arise to improve student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Students monitor their own pace (7% per week) and performance (grade of C or higher) for successful course completion. 2. If pace and/or performance is not maintained (2 weeks behind pace and/or grade of D or lower), increased teacher student/parent communication (a minimum of 2-3 times per month) will be documented using the appropriate Contact Log. 3. If pace and/or performance is not maintained (3 or more weeks behind pace and/or grade of F or lower), student pace and performance will be closely monitored and teacher communication will be documented a minimum of 3-4 times per month.
Person Responsible	Jaime Mitchell (mitchellj@walton.k12.fl.us)

#2	
Title	75% of students will make gains or a Level 3 or higher on FSA Mathematics or EOC Exams
Rationale	Based on the data of students tested, 71.4 % of WVS students made gains or a Level 3 or higher on FSA Mathematics or EOC Exams in 2019. Working to increase Mathematics learning gains will have a positive impact on student success.
State the measurable outcome the school plans to achieve	During the 2019-2020 school year, 75% of students will make gains or a Level 3 or higher on FSA Mathematics or EOC Exams.
Person responsible for monitoring outcome	Jaime Mitchell (mitchellj@walton.k12.fl.us)
Evidence-based Strategy	Progress monitoring will be used to keep track of students' grades and pace. Teacher input and communication will also be used to monitor student achievement in Mathematics.
Rationale for Evidence-based Strategy	Progress monitoring will ensure that teachers and administration stay abreast of student achievement and address any issues as they arise to improve student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Students monitor their own pace (7% per week) and performance (grade of C or higher) for successful course completion. 2. If pace and/or performance is not maintained (2 weeks behind pace and/or grade of D or lower), increased teacher student/parent communication (a minimum of 2-3 times per month) will be documented using the appropriate Contact Log. 3. If pace and/or performance is not maintained (3 or more weeks behind pace and/or grade of F or lower), student pace and performance will be closely monitored and teacher communication will be documented a minimum of 3-4 times per month.
Person Responsible	Jaime Mitchell (mitchellj@walton.k12.fl.us)

#3	
Title	5% increase in seniors meeting graduation requirements
Rationale	Based on the data, 62.5% of WVS students met graduation requirements in 2019.
State the measurable outcome the school plans to achieve	During the 2019-2020 school year, 67.5% of WVS seniors will meet graduation requirements.
Person responsible for monitoring outcome	Jaime Mitchell (mitchellj@walton.k12.fl.us)
Evidence-based Strategy	WVS will improve the graduation rate by utilizing Early Warning Systems data to track, monitor, and support student pacing and performance.
Rationale for Evidence-based Strategy	Tracking, monitoring, and supporting student pacing and performance will ensure that teachers and administration stay abreast of student achievement and address any issues as they arise to improve student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Increased monitoring of students' pacing of assignments and on track performance as evidenced by weekly reports from curriculum providers of pace and grades maintained by senior students. 2. If pace and/or performance is not maintained (2 weeks behind pace and/or grade of D or lower), a WVS teacher will be assigned as an adviser to the student and family. 3. If pace and/or performance is not maintained (3 or more weeks behind pace and/or grade of F or lower), a face-to-face meeting will be scheduled with student, family, WVS administration, and WVS teacher(s) to create an individualized graduation plan.
Person Responsible	Jaime Mitchell (mitchellj@walton.k12.fl.us)

#4	
Title	WVS will work to increase Parent and Family Engagement by conducting quarterly School Advisory Council meetings.
Rationale	In order for WVS to become a competitive school of choice for Walton County students and those in the surrounding areas, we must work to build the support of our students, teachers, parents, and community. The SAC is one vehicle to assist with listening to the voices of those who can help us expand and be successful is increasing student achievement.

State the measurable outcome the school plans to achieve	WVS will conduct a minimum of four quarterly School Advisory Council meetings. Evidence of meetings will include, but not be limited to, agendas, sign-in sheets, handouts, meeting minutes, survey results, etc.
Person responsible for monitoring outcome	Jaime Mitchell (mitchellj@walton.k12.fl.us)
Evidence-based Strategy	WVS will seek to maintain a multicultural group of family and community advocates that will advise and inform WVS's efforts with a focus on helping to develop and implement WVS's outreach and engagement.
Rationale for Evidence-based Strategy	Parents, families, and community members play a large part in student success. They also bring another perspective of students and their successes and failures in school. Having a multicultural group of family and community advocates that will advise and inform WVS's efforts ensures that we meet the needs of all students.

Action Step	
Description	<ol style="list-style-type: none"> 1. Establish a team of parent and family advisors that reflect the cultural representation of WVS's student population 2. Ensure meeting dates are set and announced in advance, as well as posted on the WVS webpage 3. Ensure meeting data and documentation are shared with all interested parties
Person Responsible	Jaime Mitchell (mitchellj@walton.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A