Walton Virtual Franchise

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2019-20 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
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 9/22/2020.

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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145 S PARK ST, Defuniak Springs, FL 32435

www.walton.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	47%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

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

Demographic Information

Principal start date
Monday 7/1/2019, Jaime Mitchell

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

0

Demographic Data

2020-21 Status (per MSID File)	Active
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Primary Service Type (per MSID File)	K-12 General Education
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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.	

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	31	44	63	43	61	52	48	41	51	33	57	58	42	624
Attendance below 90 percent	2	0	0	1	3	1	2	0	4	2	1	2	2	20
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	0	0	0	1	2	5	6	1	16
Course failure in Math	0	1	0	0	0	1	0	2	0	1	1	5	1	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	5	2	6	5	6	8	8	8	51
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	4	6	9	8	2	3	7	1	43

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	4	2	2	3	3	4	5	10	1	34

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	1	2	0	0	0	0	0	0	0	1	0	3	2	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	1	3

Date this data was collected or last updated

Friday 9/4/2020

Prior Year - As Reported

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	
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	
One or more suspensions	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	
Level 1 on statewide assessment	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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
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	
One or more suspensions	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	
Level 1 on statewide assessment	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	

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	
Students retained two or more times	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%

Indicator	Grade Level (prior year reported)							Total
	6	**7**	**8**	**9**	**10**	**11**	**12**	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

EWS Indicators as Input Earlier in the Survey

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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.

With no data currently available due to exemption of 2020 test administration, 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.

With no data currently available due to exemption of 2020 test administration, 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.

With no data currently available due to exemption of 2020 test administration, 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?

With no data currently available due to exemption of 2020 test administration, 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?

Students performing at Level 1 on past state assessments

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

1. FSA ELA Learning Gains
2. FSA Mathematics Learning Gains
3. Graduation Rate
4. Parent and Family Engagement

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and 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.
Measurable Outcome:	During the 2020-2021 school year, 75% of WVS students tested 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 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 Steps to Implement

1. Students monitor their own pace (7% per week for secondary and 3-4% per week for elementary) 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. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on the data of students tested, 71.4% of WVS students made gains or a Level 3 or higher of FSA Mathematics or EOC Exams in 2019. Working to increase Mathematics learning gains will have a positive impact on student success.
Measurable Outcome:	During the 2020-2021 school year, 75% of students tested 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 and issues as they arise to improve student achievement.

Action Steps to Implement

1. Students monitor their own pace (7% per week for secondary and 3-4% per week for elementary) 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. Other specifically relating to Graduation Rate	
Area of Focus Description and Rationale:	Based on the data, 100% of WVS seniors met graduation requirements in 2020.
Measurable Outcome:	During the 2020-2021 school year, 90% or more, of WVS seniors will meet graduation requirements.
Person responsible for monitoring outcome:	Jaime Mitchell (mitchellj@walton.k12.fl.us)
Evidence-based Strategy:	WVS will work to maintain the increased graduation rate by utilizing Early Warning Systems 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 Steps to Implement

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. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and 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.
Measurable Outcome:	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 Steps to Implement

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
4. Ensure school information is communicated with students, families, and the community by implementing the use of a new school website and the Remind app.

Person Responsible	Jaime Mitchell (mitchellj@walton.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Not applicable at this time

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Walton Virtual School's School Advisory Council is composed of an administrator, teachers, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by WVS. The SAC meets quarterly to coordinate and oversee the school improvement efforts of WVS. As such, the SAC has final approval of the content of the school improvement plan before they are submitted to the School Board and monitors the goals and strategies used. Surveys are sent at the end of the school year to students, parents, and staff asking for input on the school and its programs. These surveys are used for planning and in making decisions for school improvement. Every effort is made to schedule the meetings so that all members are able to attend. Sign-in sheets, agendas, and meeting minutes are kept on file for reference at any time.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Other: Graduation Rate	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	$0.00
		Total:	**$0.00**