

Walton County School District

# Walton Virtual Franchise



## 2021-22 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	33%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan was approved by the Walton County School Board on 10/5/2021.

## 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](http://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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## Walton Virtual Franchise

145 S PARK ST, Defuniak Springs, FL 32435

www.walton.k12.fl.us

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	13%

### School Grades History

Year	2020-21
Grade	

### School Board Approval

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### SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

## 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	Position Title	Job Duties and Responsibilities
Mitchell, Jaime	Principal	School Advisory Council Chair - Manage and provide leadership for Walton Virtual School, Organize and plan School Advisory Council meetings
Henderson, Lisa	Teacher, K-12	Provide feedback on the development and implementation of the School Improvement Plan
Harper, Darrin	SAC Member	Provide feedback on the development and implementation of the School Improvement Plan
Harris, Leila	SAC Member	Provide feedback on the development and implementation of the School Improvement Plan
Murray, Richard	SAC Member	Provide feedback on the development and implementation of the School Improvement Plan
	Teacher, K-12	School Advisory Council Co-Chair - Assist the SAC Chair with organizing and planning School Advisory Council meetings, Provide feedback on the development and implementation of the School Improvement Plan

### 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

**Total number of students enrolled at the school**

55

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

0

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

0

### Demographic Data

## Early Warning Systems

### 2021-22

**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	9	11	3	4	11	14	55
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	0	0	0	0	0	0	0	1	2	0	2	1	3	2	11
Course failure in Math	0	0	0	0	0	0	0	1	2	1	2	1	4	1	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	0	1	0	1	1	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	3	0	0	0	1	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	1	3	0	2	1	4	1	12

**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	1	1	2	2	1	4	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	1	1	0	1	0	3

**Date this data was collected or last updated**

Friday 8/13/2021

**2020-21 - 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	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

**2020-21 - 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	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	

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					62%	56%		59%	56%
ELA Learning Gains					57%	51%		51%	53%
ELA Lowest 25th Percentile					46%	42%		41%	44%
Math Achievement					69%	51%		74%	51%
Math Learning Gains					58%	48%		62%	48%
Math Lowest 25th Percentile					57%	45%		58%	45%
Science Achievement					83%	68%		79%	67%
Social Studies Achievement					81%	73%		82%	71%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	0%	55%	-55%	54%	-54%
Cohort Comparison						
07	2021					
	2019	0%	64%	-64%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019	0%	64%	-64%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	59%	-59%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	60%	-60%	55%	-55%
Cohort Comparison						
07	2021					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	79%	-79%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	82%	-82%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	77%	-77%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	72%	-72%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	72%	-72%	57%	-57%

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The STAR Enterprise Math and Reading assessments were used for progress monitoring in Math and ELA courses for grades 6-12.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

### Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
WHT	67	45		44	23		92	69			
FRL	61	37		34	23			57			

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

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	8
Percent Tested	69%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

According to Spring 2021 FSA data, the greatest area of weakness for WVS students is in Math.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

According to Spring 2021 FSA data, the greatest need for improvement is in math.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

With a better understanding of the curriculum, WVS administration is working with teachers to collaborate weekly/monthly (based on need) to provide more individualized student support.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

In order to show improvement, WVS needs baseline data. In the past, Walton Virtual School has not had enough students enrolled and assessed to generate trends, and WVS did not utilize the STAR assessment. Moving forward, we are working to incorporate STAR data as an indicator of skills in need of improvement.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

In the past, Walton Virtual School has not had enough students enrolled and assessed to generate trends. Moving forward, we are working to incorporate STAR data as an indicator of skills in need of improvement.

**What strategies will need to be implemented in order to accelerate learning?**

Administration will use STAR progress data to monitor student achievement while enrolled in virtual courses. Administration will also arrange weekly check-in meetings to ensure teachers have what they need to be successful themselves and provide the best support for students and families. These meetings will also allow for the collaboration of Walton Virtual School teachers who are from all over the district.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Administration has established two Teams groups (one for elementary and one for secondary) in order to be readily available to teachers and to provide support whenever needed.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

There is a greater understanding of the curriculum this year and more room for added support.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Graduation****Area of Focus**

**Description and Rationale:** Based on 2020-2021 data, 67% of WVS students met graduation requirements.

**Measurable Outcome:** During the 2021-2022, 72% of Walton Virtual School students will meet graduation requirements.

**Monitoring:** Walton Virtual School administration will monitor STAR data and Early Warning Systems data to determine students who are in need of interventions.

**Person responsible for monitoring outcome:** Jaime Mitchell (mitchellj@walton.k12.fl.us)

**Evidence-based Strategy:** Walton Virtual School will improve the graduation rate by closely monitoring Early Warning Systems data, STAR data, and monitoring student pacing and performance in courses.

**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 success.

**Action Steps to Implement**

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. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	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.
<b>Measurable Outcome:</b>	During the 2021-2022 school year, 80% of Walton Virtual School students will make learning gains in English Language Arts.
<b>Monitoring:</b>	Walton Virtual School administration will monitor STAR data and Early Warning Systems data to determine students who are in need of interventions.
<b>Person responsible for monitoring outcome:</b>	Jaime Mitchell (mitchellj@walton.k12.fl.us)
<b>Evidence-based Strategy:</b>	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.
<b>Rationale for Evidence-based Strategy:</b>	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) 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. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	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.
<b>Measurable Outcome:</b>	During the 2019-2020 school year, 80% of students will make gains or a Level 3 or higher on FSA Mathematics or EOC Exams.
<b>Monitoring:</b>	Walton Virtual School administration will monitor STAR data and Early Warning Systems data to determine students who are in need of interventions.
<b>Person responsible for monitoring outcome:</b>	Jaime Mitchell (mitchellj@walton.k12.fl.us)
<b>Evidence-based Strategy:</b>	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.
<b>Rationale for Evidence-based Strategy:</b>	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) 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)

#### #4. Culture & Environment specifically relating to Parent Involvement

<b>Area of Focus Description and Rationale:</b>	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.
<b>Measurable Outcome:</b>	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.
<b>Monitoring:</b>	Walton Virtual School Administration will ensure that a minimum of four quarterly School Advisory Council meetings are conducted, as planned, and that all interested parties work to improve WVS student success.
<b>Person responsible for monitoring outcome:</b>	Jaime Mitchell (mitchellj@walton.k12.fl.us)
<b>Evidence-based Strategy:</b>	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.
<b>Rationale for Evidence-based Strategy:</b>	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

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

#### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Walton Virtual School does not have discipline data that can be pulled from SafeSchoolforAlex.com due to students not having attended a brick and mortar campus.**

## 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.

Walton Virtual School works to address building a positive school culture and environment through communication with and support of all stakeholders. WVS continues to improve communication via the new website and the Focus Parent Portal.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Promoting a positive culture and environment begins with Walton Virtual School Administration. Supporting, enabling, and lift up the teachers allows them to better support students and families. WVS administration is also responsible for supporting students and families as they navigate achieving their educational goals. Communication of all stakeholders must be centered around what is best for the student while working to maintain positive relationships.

## Part V: Budget

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

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