

Walton County School District

Walton Virtual Franchise



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students
School Grades History	2021-22: I (%) 2018-19: No Grade 2017-18: 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	N/A
* 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 9/20/2022.

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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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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	33%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	%

School Grades History

Year	2021-22	2020-21
Grade	I	

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Mitchell, Jaime	Principal	School Advisory Council Chair
Henderson, Lisa	Teacher, K-12	School Advisory Council Co-Chair
Harper, Darrin	SAC Member	Provide feedback on the development and implementation of the SIP
Murray, Richard	SAC Member	Provide feedback on the development and implementation of the SIP
Hope, Tripp	SAC Member	Provide feedback on the development and implementation of the SIP
Hope, Dawn	SAC Member	Provide feedback on the implementation and development of the SIP

Demographic Information

Principal start date

Monday 7/1/2019, Jaime Mitchell

Number of teachers with a 2022 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 2022 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

30

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

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	3	1	4	6	2	4	11	31	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	0	0	1	2	
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	0	0	0	0	0	0	0	0	1	1	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	2	2	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	0	1	1	0	0	1	4	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	2	0	2	2	0	0	1	7	
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		

Using the table above, complete the table below with the number of students by current grade level who have 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	1	1

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 8/30/2022

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	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		
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	0	0	1	2	0	2	1	3	2	11	
Course failure in Math	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	1	0	1	0	1	1	4	
Level 1 on 2019 statewide FSA Math assessment	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		

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	

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	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		
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	0	0	1	2	0	2	1	3	2	11	
Course failure in Math	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	1	0	1	0	1	1	4	
Level 1 on 2019 statewide FSA Math assessment	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		

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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		63%	51%					62%	56%
ELA Learning Gains								57%	51%
ELA Lowest 25th Percentile								46%	42%
Math Achievement		47%	38%					69%	51%
Math Learning Gains								58%	48%
Math Lowest 25th Percentile								57%	45%
Science Achievement		65%	40%					83%	68%
Social Studies Achievement		61%	48%					81%	73%

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	2022					
	2019	0%	55%	-55%	54%	-54%
Cohort Comparison						
07	2022					
	2019	0%	64%	-64%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	60%	-60%	55%	-55%
Cohort Comparison						
07	2022					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	79%	-79%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	82%	-82%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	77%	-77%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	72%	-72%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	72%	-72%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
WHT	56	38		41	43			62		80	35
FRL										93	43
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
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	393
Total Components for the Federal Index	8
Percent Tested	86%
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%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0

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%	0
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%	0
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%	0
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 21-22 assessment data, the greatest area of weakness for WVS students is Math.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to Spring 22 FSA data, the greatest need for improvement is 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?

Many students were out of a school setting and were unable to fully interact during COVID-19 school closings. This led to many students missing important concepts and practices for mastering mathematical concepts.

WVS administration and teachers are collaborating to provide additional, individualized student support.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

WVS has not had enough students enrolled and assessed to be able to compare state assessment data.

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

WVS has not had enough students enrolled and assessed to be able to compare state assessment data.

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

WVS administration and teachers will continue to collaborate in order to provide additional, individualized student support.

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 and collaboration when needed.

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

With previous year WVS teachers returning, there is a greater understanding of the curriculum this year and more room for added support.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Graduation**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on 2021-2022 data, 84% of WVS students met graduation requirements.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 2022-2023 school year, 86 % of the WVS students will meet graduation requirements.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

WVS Administration will monitor course completion data and EWS 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:

Describe the evidence-based strategy being implemented for this Area of Focus.

Walton Virtual School will improve the graduation rate by closely monitoring Early Warning Systems data and monitoring student pacing and performance in courses.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data of students tested, 62% of WVS were proficient according to 2022 FSA ELA. Working to increase ELA proficiency will have a positive impact on student success.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 2022-2023 school year, 80% of Walton Virtual School students will be proficient in English Language Arts according to 2023 FAST data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Walton Virtual School administration will monitor course completion 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:

Describe the evidence-based strategy being implemented for this Area of Focus.

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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data of students tested, 47% of WVS were proficient according to 2022 FSA Math or EOC exam data. Working to increase mathematical proficiency will have a positive impact on student success.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 2022-2023 school year, 65% of Walton Virtual School students will be proficient in Mathematics according to 2023 FAST and EOC exam data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Walton Virtual School administration will monitor course completion 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:
Describe the evidence-based strategy being implemented for this Area of Focus.

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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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. Positive Culture and Environment specifically relating to Parent Involvement

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In order for Walton Virtual School 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 School Advisory Council 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:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Walton Virtual School 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.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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 Walton Virtual School student success.

Person responsible for monitoring outcome:

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

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Walton Virtual School 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 Walton Virtual School's outreach and engagement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this 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 Walton Virtual School's efforts ensures that we meet the needs of all students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Establish a team of parent and family advisors that reflect the cultural representation of Walton Virtual School's student population
2. Ensure meeting dates are set and announced in advance, as well as posted on the Walton Virtual School webpage
3. Ensure meeting data and documentation are shared with all interested parties

Person Responsible

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school website, the Focus Parent Portal, and Remind.

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

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.