

School District of Osceola County, FL

Osceola Virtual Franchise (Secondary)



2021-22 Schoolwide Improvement Plan

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Osceola Virtual Franchise (Secondary)

1907 MICHIGAN AVENUE, St Cloud, FL 34769

www.osceolaschools.net

Demographics

Principal: Marcia Clevenger

Start Date for this Principal: 4/13/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	19%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (71%) 2017-18: A (70%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 is pending approval by the Osceola County School Board.

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

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	15%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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.

The Osceola School District's mission is to inspire all learners to reach their highest potential as responsible, productive citizens.

Osceola Virtual School's mission is to provide enriching online educational choices to enhance students' potential in the future.

Provide the school's vision statement.

Osceola Virtual School's vision is to provide a K-12 virtual education that is powerful, personalized, and learner-centered with experiences through competency-based, blended and full-time online learning.

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
Clevenger, Marcia	Principal	Evaluation and monitoring of teacher and student performance to ensure the success of all students.
Laser, Sabine	Assistant Principal	Assistant Principal of Instruction, Testing Administrator, Stocktake Administrator, MTSS Administrator
Vergon, Kelley	School Counselor	Scheduling and monitoring to ensure student academic progress and success.
Ortiz, Jeriel	Instructional Coach	MTSS Coach and Student Progress Monitoring
Ospina, Maria	School Counselor	Scheduling and monitoring to ensure student academic progress and success. Ensures compliance and maintenance of IEP and 504 plans.

Demographic Information

Principal start date

Tuesday 4/13/2021, Marcia Clevenger

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.*

6

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

454

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

1

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

14

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	23	29	32	34	30	33	36	34	37	31	34	38	39	430
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	1	6	7	2	0	16
Course failure in ELA	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	4	1	0	3	1	1	1	1	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	10	6	2	4	3	6	2	0	39
Number of students with a substantial reading deficiency	0	0	0	0	1	4	1	0	3	1	1	1	1	13

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	

Date this data was collected or last updated

Monday 8/23/2021

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	0	0	0	0	0	0	0	0	0	62	58	54	56	230
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	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	

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	0	0	0	0	0	0	0	0	0	0	62	58	54	56	230
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	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	

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 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				80%	57%	56%	95%	56%	56%
ELA Learning Gains				56%	48%	51%	70%	54%	53%
ELA Lowest 25th Percentile					43%	42%		47%	44%
Math Achievement				72%	46%	51%	68%	39%	51%
Math Learning Gains				72%	41%	48%	50%	40%	48%
Math Lowest 25th Percentile					46%	45%		46%	45%
Science Achievement				71%	69%	68%	90%	67%	67%
Social Studies Achievement				81%	70%	73%		70%	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%	48%	-48%	54%	-54%
Cohort Comparison						
07	2021					
	2019	82%	47%	35%	52%	30%
Cohort Comparison		0%				
08	2021					
	2019	100%	49%	51%	56%	44%
Cohort Comparison		-82%				
09	2021					
	2019	93%	47%	46%	55%	38%
Cohort Comparison		-100%				
10	2021					
	2019	81%	47%	34%	53%	28%
Cohort Comparison		-93%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	45%	-45%	55%	-55%
Cohort Comparison						
07	2021					
	2019	0%	30%	-30%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	47%	-47%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	80%	42%	38%	48%	32%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	62%	14%	67%	9%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	73%	-73%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	62%	19%	70%	11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	49%	-49%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	44%	32%	57%	19%

Grade Level Data Review - Progress Monitoring Assessments

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

N/A

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

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

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

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

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

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

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

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
HSP	91	71	75	62	31		68	89		94	73
WHT	85	67		87	52		87	95		94	81
FRL										100	79

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
HSP	75	56		54	91						
WHT	83	64		93	60		80	90		92	45
FRL	67	50								90	
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
HSP	92	75		55	50					92	
WHT										82	
FRL										92	9

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	72
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	793
Total Components for the Federal Index	11
Percent Tested	96%
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	
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 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	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	81
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	90
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?

State assessment data indicate that students at OVS improved performance in all areas with the exception of Mathematics.

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

The greatest need for improvement is in Mathematics, where the OVS Mathematics Achievement Level remained stable at 72%, however the Math Learning Gains decreased from 70% to 42%.

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

Contributing factors to this need for improvement include being in the middle of a global pandemic and as a result needing to take on additional students who historically would not have qualified to attend OVS. As the pandemic has continued we have provided an opportunity to even more students to attend OVS for the 2021-2022 academic year. As a result we will increase our monitoring efforts and provide additional supports through MTSS and support facilitation to ensure that all students receive the supports they need to succeed in the digital environment.

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

High school acceleration rate showed the greatest increase, rising from 45% to 76%.

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

Counselors encouraged students to enroll in AP coursework through FLVS for the 2021-2022 academic year. Additionally, all students who were eligible for Dual Enrollment were offered multiple opportunities to take the PERT test and register for DE.

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

Implementation of Tier 2 and Tier 3 MTSS procedures schoolwide will ensure increased learning and high expectations for all students. Additionally, Live Lessons will be provided monthly by all core subject area teachers and any students struggling with content or pacing will also be expected to attend Progress Lab on campus.

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.

Bi-monthly MTSS meetings to include problem solving team members and teachers will increase awareness of and involvement in MTSS supports for identified students.

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

The addition of 2 ESE Support teachers so that we can provide support facilitation to all students who could benefit from additional supports will ensure the sustainability of learning gains.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: To grow and develop a cohesive school vision focused on student growth and achievement, effective instructional leadership is paramount. Encouraging collaboration and the sharing of best practices within the virtual environment, particularly as numbers of new faculty increase, is crucial to building a culture of collaboration and communication and for growing and retaining new highly effective teachers in the virtual environment.

Measurable Outcome: By the end of the 2021-2022 academic year, 25% (8) or more teachers will lead school-wide professional development opportunities to share best practices, or develop and lead school-wide initiatives or programs.

Monitoring: Administration will actively seek out lead teachers to provide professional development opportunities for fellow faculty members whenever possible to increase the sharing of best practices and encourage an environment of trust, communication and collaboration school-wide. Additionally, administration will solicit program and initiative ideas from faculty for ways of building community within the school

Person responsible for monitoring outcome: Marcia Clevenger (marcia.clevenger@osceolaschools.net)

Evidence-based Strategy: Two of the most highly effective actions of a school leader are fostering a culture of community and cooperation ($r = .25$), and establishing strong lines of communication amongst the faculty ($r = .23$) (Marzano, Waters, & McNulty, 2005). These evidence-based strategies are directly aligned with the schoolwide vision of fostering a school culture rooted in building community; a community in which all teachers and administrators work together to improve practice, by learning from one another and building capacity in an environment based on mutual support and trust (Kanold, T., 2011).

Rationale for Evidence-based Strategy: In the virtual environment there remains a great deal of teacher autonomy and communication and collaboration comes less naturally as teachers work in isolation from home. By actively seeking out teacher leaders to share best practices we can decrease feelings of isolation for teachers, both new and veteran, and build a community of communication, collaboration built on mutual trust and transparency.

Action Steps to Implement

1. Teachers will participate in bi-monthly PLC meetings by subject/grade level to collaborate and share best practices, disaggregate data and formulate action plans based on trends identified in the data.
2. Teacher leaders will be called upon to share best practices with their colleagues through leading the delivery of professional development opportunities both virtually and in person. These professional development opportunities will include, but are not limited to, during pre-planning, at faculty meetings (virtually and face-to-face), and on professional development days.
3. A PBiS committee of teachers will be formed to create school-wide PBiS program to support and encourage students and parents and to increase opportunities to celebrate success. Additionally, the committee will collaborate to create ways of increasing communication and sharing these successes amongst all stakeholders including administration, teachers, parents, students, and the larger community.

Person Responsible Sabine Laser (sabine.laser@osceolaschools.net)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

The school-wide data for the 2020-2021 academic year indicated that 70% of students demonstrated proficiency in Mathematics.

Measurable Outcome: Mathematics Achievement Level will increase from 70% to 72% and Mathematics Learning Gains will increase from 40% to 50% for the 2021-2022 academic year.

Monitoring: All teachers will be trained in best practices for increasing student engagement in Mathematics through quality instruction and progress monitoring to improve student achievement. Student progress will be monitored weekly and any student falling behind pace or who is struggling with content will attend tutoring sessions and/or Progress Lab for additional help and support.

Person responsible for monitoring outcome:

Marcia Clevenger (marcia.clevenger@osceolaschools.net)

Evidence-based Strategy:

The implementation of MTSS supports and Progress Lab will ensure progress monitoring and the provision of required supports for all students.

Rationale for Evidence-based Strategy:

The implementation of MTSS supports to ensure learning of all students, combined with Progress Lab for students who are struggling or fall behind, will ensure increases in Mathematics learning for all students.

Action Steps to Implement

1. Teachers will provide links for helpful resources on their dashboard to include videos, guided notes, and links to sign up for individualized tutoring opportunities.
2. Teachers will provide live lessons through Zoom monthly to preview upcoming content or to review content that students struggled with from the previous unit. Teachers will also provide EOC/FSA prep through these live lessons to better prepare students for end-of-year examinations.
3. Teacher will provide support through live Progress Lab on campus for students who fall behind pace or are struggling with content.
4. Teachers will maintain ongoing contact with students and parents to ensure students are progressing through the course material successfully.

Person Responsible

Marcia Clevenger (marcia.clevenger@osceolaschools.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	The school-wide data for the 2020-2021 academic year indicated that 89% of students demonstrated proficiency in English/Language Arts. Additionally, ELA learning gains increased from 56% to 71% for the 2020-2021 academic year, and the lowest quartile performed at 81%.
Measurable Outcome:	The goal for the 2021-2022 academic year is to increase learning gains in English/ Language Arts from 71% to 75%.
Monitoring:	All teachers will be trained in best practices for increasing student engagement in ELA through quality instruction and progress monitoring to improve student achievement. Student progress will be monitored weekly and any student falling behind pace or who is struggling with content will attend tutoring sessions and/or Progress Lab for additional help and support.
Person responsible for monitoring outcome:	Sabine Laser (sabine.laser@osceolaschools.net)
Evidence-based Strategy:	The implementation of MTSS supports and Progress Lab will ensure progress monitoring and the provision of required supports for all students.
Rationale for Evidence-based Strategy:	The implementation of MTSS supports to ensure learning of all students, combined with Progress Lab for students who are struggling or fall behind, will ensure increases in ELA learning for all students.

Action Steps to Implement

1. Teachers will provide monthly Live Lessons through Zoom to preview upcoming content or to remediate previous content and to incorporate FSA preparatory lessons for students.
2. Teachers will provide small group and one-on-one tutoring session to students through Zoom as needed.
3. Teachers will provide additional support to students falling behind or struggling with content through in person, on campus Progress Lab sessions.
4. Teachers will provide additional support resources and enrichment opportunities on their Dashboard in the help section, to include videos, guided notes, and links to helpful websites/programs.
5. Any student who is performing below proficiency will be provided additional interventions and supports through the MTSS process as is required by state mandate.

Person Responsible Sabine Laser (sabine.laser@osceolaschools.net)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: The school-wide data for the 2020-2021 academic year indicated that student achievement in Science increased from 71% to 77% for the 2020-2021 academic year.

Measurable Outcome: Student achievement in Science for the 2021-2022 academic year will increase from 77% to 80%.

Monitoring: All teachers will be trained in best practices for increasing student engagement in Science through quality instruction and progress monitoring to improve student achievement. Student progress will be monitored weekly and any student falling behind pace or who is struggling with content will attend tutoring sessions and/or Progress Lab for additional help and support.

Person responsible for monitoring outcome: Sabine Laser (sabine.laser@osceolaschools.net)

Evidence-based Strategy: The implementation of MTSS supports and Progress Lab will ensure progress monitoring and the provision of required supports for all students.

Rationale for Evidence-based Strategy: The implementation of MTSS supports to ensure learning of all students, combined with Progress Lab for students who are struggling or fall behind, will ensure learning gains in Science for all students.

Action Steps to Implement

1. Teacher will provide supplemental resources to students as needed to ensure content learning. This could include helpful videos, apps/websites, guided notes, study guides.
2. Teachers will provide monthly live lessons to preview upcoming content or to review past content that students struggled with as well as address misconceptions.
3. Teachers will closely monitor student progress and grades to ensure students are staying on pace and are understanding content. Student who fall behind or need extra support will be brought in face-to-face on campus for Progress Lab.

Person Responsible Sabine Laser (sabine.laser@osceolaschools.net)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	In an attempt to provide equity of access to all Osceola county students to the virtual learning environment, OVS will implement support facilitation to students who qualify.
Measurable Outcome:	Seventy-five percent of students receiving support facilitation services in grades K-12 will achieve grades of a 70% or better in all enrolled classes.
Monitoring:	Progress reports will be generated weekly and sent to both students and parents. Those who fall behind pace or below 70% in any class will be required to attend Progress Lab.
Person responsible for monitoring outcome:	Sabine Laser (sabine.laser@osceolaschools.net)
Evidence-based Strategy:	By providing support facilitation services OVS students will have equal access to virtual curriculum through an inclusionary model of instruction.
Rationale for Evidence-based Strategy:	All students that meet qualifications for attendance at OVS should be provided equal access to the virtual learning environment with the supports they require to succeed.

Action Steps to Implement

1. Teachers will monitor student grades and progress to ensure all students are succeeding in class. If students are struggling and/or falling behind, they will be provided supports through individualized tutoring, Progress Lab, small group sessions with a support teacher, and/or MTSS supports.
2. The MTSS Coach will assist teachers with student monitoring and work collaboratively with teachers to identify students in need of the additional supports of Tier 2 or Tier 3 interventions.

Person Responsible Jeriel Ortiz (jeriel.ortiz@osceolaschools.net)

#6. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Educational programs that are designed to include curriculum which fosters social-emotional learning result in positive student outcomes, including higher test scores, graduation rates, and behavior. Students tend to be healthier and happier when given the opportunity to socialize and collaborate. SEL is an important component to developing a positive school culture and climate for teachers and students alike. The development of positive relationships among students teachers and families is integral to the growth of our students socially and emotionally, and is vital to building our school community.

Measurable Outcome: Students in grades 6-12 will participate in Wellness Wednesday lessons provided by teachers monthly, through their Homeroom classes. Attendance for Wellness Wednesday lessons will meet or exceed 80% of our full-time students in grades 6-12 for the 2021-2022 academic year.

Monitoring: Monthly attendance in Homeroom for Wellness Wednesday lessons through Homeroom will be submitted to and tracked by our MTSS Coach, Dr. Jeriel Ortiz. Students not attending Wellness Wednesday live lessons will be contacted by Dr. Ortiz and, if ongoing truancy from live lessons occurs, students will be expected to attend Wellness Wednesdays in person on campus through Progress Lab.

Person responsible for monitoring outcome: Jeriel Ortiz (jeriel.ortiz@osceolaschools.net)

Evidence-based Strategy: Implementation of Panorama (Pre, Mid, Post) surveys will demonstrate growth in the areas of Social Emotional learning at school and in their community. Additionally, students will participate in Xello lessons through Homeroom classes monthly to focus on and plan for post-secondary success.

Rationale for Evidence-based Strategy: The use of the Panorama survey as a measure of Social Emotional learning is a district-wide initiative. Xello is also a district-wide initiative to focus students on post-secondary planning and success.

Action Steps to Implement

Wellness Wednesday lessons will be implemented once a month, for an hour, through their Homeroom teacher. Xello lessons, as well as the administrations of the Panorama survey, will occur through these Homeroom classes.

Person Responsible Jeriel Ortiz (jeriel.ortiz@osceolaschools.net)

Panorama survey, three times per academic year, will be administered through Homeroom teachers. Xello lessons will also be administered through Homeroom classes to encourage a student focus on post-secondary planning and success.

Person Responsible Jeriel Ortiz (jeriel.ortiz@osceolaschools.net)

Elementary Level: Teachers will add additional time before or after Live Lessons to allow students to build community within the classroom and provide for the social-emotional needs of their students.

Person Responsible Sabine Laser (sabine.laser@osceolaschools.net)

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.

N/A

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.

At Osceola Virtual School, students, families, faculty, and community stakeholders share the understanding and vision that student academic and emotional well-being are a priority. Our teachers engage our students in high-quality instruction and establish relationships and rapport with all students and families to ensure the success of all students. Our school leaders, teachers, staff, and counselors ensure the use of best practices in all of the following areas:

1. Collaborative Planning
2. Data-driven decision making
3. Clear and accessible communication and transparency
4. Social-emotional Learning and Awareness
5. College and Career Preparedness

Teachers meet monthly in PLC's to disaggregate and analyze data, and plan for student achievement. Our teachers and staff maintain open lines of communication so they can continue to work together to ensure the success of every student. Additional supports are also provided through Progress Labs on Mondays to ensure adequate support is given to student who are struggling to keep up with a fast-paced curriculum.

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

Marcia Clevenger - Director

Dr. Sabine Laser - Assistant Principal over Testing, MTSS, StockTake, PLC's, and School Improvement

Dr. Jeriel Ortiz - MTSS design and implementation, student support and progress monitoring

Marta Irrizarry-Calderon - Testing and Data Driven Decision Making

Kelley Vergon - SEL, College and Career Preparedness, Student Progress Monitoring

Maria Ospina - SEL, College and Career Preparedness, Student Progress Monitoring

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00