

Polk County Public Schools

Polk Full Time Eschool



2021-22 Schoolwide Improvement Plan

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Polk Full Time Eschool

604 S. CENTRAL AVE, Lakeland, FL 33815

<http://schools.polk-fl.net/pvs>

Demographics

Principal: Deron Williams

Start Date for this Principal: 7/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-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)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: I (%) 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Polk 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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Polk Full Time Eschool

604 S. CENTRAL AVE, Lakeland, FL 33815

<http://schools.polk-fl.net/pvs>

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)
Combination School KG-12	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year Grade	2020-21	2019-20 	2018-19 	2014-15 C*
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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.

To provide a high-quality education to all students allowing them to excel as successful and responsible online learners.

Provide the school's vision statement.

The vision of Polk Virtual School is to deliver a high-quality technology-based education that guides students to grade level proficiency, high school graduation and college and/or career preparation.

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
Williams, Deron	Principal	<p>The Principal's duties are:</p> <ul style="list-style-type: none"> *Facilitate implementation of MTSS process *Ensure students are enrolled and scheduled *Contract with state approved instruction/course providers for online learning *Create a system in which student pacing is monitored. *Provide or coordinate valuable and continuous professional development *Analyze student data to determine achievements and opportunities for growth *Attend MTSS Team meetings to be active in the MTSS process *Implement tier 2 or tier 3 interventions *Conduct observations to monitor the effectiveness of instruction
Gentry, Sheryl	Assistant Principal	<p>The Asst. Principal's duties are:</p> <ul style="list-style-type: none"> *Monitor each student's progress and pace *Attend MTSS Team meetings *Train teachers in interventions, progress monitoring, differentiated instruction *Support the Implementation of tier 2 and 3 interventions *Keep progress monitoring notes and anecdotes of interventions implemented *Collect school-wide data for the team to use in determining struggling learners *Attend MTSS Team meetings for tier 2 and tier 3 students *Conduct observations to monitor the effectiveness of instruction
Taylor-Brown, Syrita	Assistant Principal	<p>The Asst. Principal's duties are:</p> <ul style="list-style-type: none"> *Monitor each student's progress and pace *Attend MTSS Team meetings *Train teachers in interventions, progress monitoring, differentiated instruction *Support the Implementation of tier 2 and 3 interventions *Keep progress monitoring notes and anecdotes of interventions implemented *Collect school-wide data for the team to use in determining struggling learners *Attend MTSS Team meetings for tier 2 and tier 3 students *Conduct observations to monitor the effectiveness of instruction
Williams, Andrea	School Counselor	<p>The School Counselor's duties are:</p> <ul style="list-style-type: none"> *Schedule student courses appropriately

Name	Position Title	Job Duties and Responsibilities
		*Provides expertise and support in guiding student's academically. *Participating in MTSS meetings and assisting in the creation MTSS behavior, action and support plans. *Assist MTSS team with interventions
Seeden, Shenita	School Counselor	The School Counselor's duties are: *Schedule student courses appropriately *Provides expertise and support in guiding student's academically. *Participating in MTSS meetings and assisting in the creation MTSS behavior, action and support plans. *Assist MTSS team with interventions
Eden, Yevette	School Counselor	The School Counselor's duties are: *Schedule student courses appropriately *Provides expertise and support in guiding student's academically. *Participating in MTSS meetings and assisting in the creation MTSS behavior, action and support plans. *Assist MTSS team with interventions
Edgecomb, Patricia	School Counselor	The School Counselor's duties are: *Schedule student courses appropriately *Provides expertise and support in guiding student's academically. *Participating in MTSS meetings and assisting in the creation MTSS behavior, action and support plans. *Assist MTSS team with interventions
Hayden, Jaime	School Counselor	The School Counselor's duties are: *Schedule student courses appropriately *Provides expertise and support in guiding student's academically. *Participating in MTSS meetings and assisting in the creation MTSS behavior, action and support plans. *Assist MTSS team with interventions

Demographic Information

Principal start date

Tuesday 7/20/2021, Deron Williams

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.*

2

Total number of teacher positions allocated to the school

112

Total number of students enrolled at the school

1,406

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.

4

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	92	102	100	78	93	106	88	113	93	119	127	142	153	1406
Attendance below 90 percent	6	10	19	22	1	0	2	0	3	5	3	10	19	100
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	45	39	41	26	46	27	8	232
Course failure in Math	0	0	0	0	0	0	27	38	21	1	12	16	5	120
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	5	13	11	8	24	11	21	16	25	21	18	0	173

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	2	0	4	3	21	19	31	29	29	24	10	2	174

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	2	1	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	1	0	0	5	6	4	0	16

Date this data was collected or last updated

Tuesday 7/20/2021

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	8	6	3	3	8	5	11	12	26	28	31	28	48	217
Attendance below 90 percent	0	1	0	0	0	0	2	5	8	7	18	7	12	60
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	3	0	3	1	7
Course failure in Math	0	0	0	0	0	0	0	0	1	1	6	2	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	1	0	2	1	6	1	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	3	3	2	3	5	0	0	0	19
	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	1	0	0	4	4	7	9	15	16	22	9	11	98

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	1	0	0	1

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	8	6	3	3	8	5	11	12	26	28	31	28	48	217
Attendance below 90 percent	0	1	0	0	0	0	2	5	8	7	18	7	12	60
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	3	0	3	1	7
Course failure in Math	0	0	0	0	0	0	0	0	1	1	6	2	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	1	0	2	1	6	1	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	3	3	2	3	5	0	0	0	19
	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	1	0	0	4	4	7	9	15	16	22	9	11	98

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	1	0	0	1

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					61%	61%		54%	60%
ELA Learning Gains					58%	59%		52%	57%
ELA Lowest 25th Percentile					49%	54%		46%	52%
Math Achievement					61%	62%		55%	61%
Math Learning Gains					56%	59%		54%	58%
Math Lowest 25th Percentile					52%	52%		51%	52%
Science Achievement					52%	56%		48%	57%
Social Studies Achievement					79%	78%		85%	77%

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
03	2021					
	2019	0%	52%	-52%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	48%	-48%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	47%	-47%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	73%	48%	25%	54%	19%
Cohort Comparison		0%				
07	2021					
	2019	61%	42%	19%	52%	9%
Cohort Comparison		-73%				
08	2021					
	2019	71%	48%	23%	56%	15%
Cohort Comparison		-61%				
09	2021					
	2019	74%	45%	29%	55%	19%
Cohort Comparison		-71%				
10	2021					
	2019	55%	42%	13%	53%	2%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	56%	-56%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	56%	-56%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	51%	-51%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	47%	-47%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	75%	39%	36%	54%	21%
Cohort Comparison		0%				
08	2021					
	2019	29%	35%	-6%	46%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	45%	-45%	53%	-53%
Cohort Comparison						
08	2021					
	2019	37%	41%	-4%	48%	-11%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	52%	54%	-2%	67%	-15%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	80%	70%	10%	71%	9%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	57%	-57%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	29%	50%	-21%	61%	-32%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	53%	8%	57%	4%

Grade Level Data Review - Progress Monitoring Assessments

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

Polk Virtual student's participated in the district wide STAR Assessment during the 20-21 school year.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	83%	82%	75%
	Economically Disadvantaged	81%	79%	67%
	Students With Disabilities	100%	50%	33%
	English Language Learners	100%	100%	100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	79%	72%	75%
	Economically Disadvantaged	79%	69%	72%
	Students With Disabilities	100%	25%	67%
	English Language Learners	100%	75%	100%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63%	68	79
	Economically Disadvantaged	50	53	67
	Students With Disabilities	50	50	50
	English Language Learners	75	80	80
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	67	67	65
	Economically Disadvantaged	61	61	56
	Students With Disabilities	50	67	67
	English Language Learners	67	67	80

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	74	79	60
	Economically Disadvantaged	76	81	61
	Students With Disabilities	100	75	57
	English Language Learners	25	40	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70	62	45
	Economically Disadvantaged	61	57	43
	Students With Disabilities	67	63	57
	English Language Learners	50	40	50

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	76	80	77
	Economically Disadvantaged	76	81	71
	Students With Disabilities		100	
	English Language Learners	67	50	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	68	77	58
	Economically Disadvantaged	65	71	52
	Students With Disabilities		100	
	English Language Learners	100	80	75

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63	56	57
	Economically Disadvantaged	48	52	42
	Students With Disabilities	67	25	
	English Language Learners	33	20	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	64	65	43
	Economically Disadvantaged	57	55	40
	Students With Disabilities	50	33	
	English Language Learners	67	40	
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			62
	Economically Disadvantaged			63
	Students With Disabilities			100
	English Language Learners			69
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68	87	73
	Economically Disadvantaged	67	78	67
	Students With Disabilities	100	50	
	English Language Learners		50	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	64	83	50
	Economically Disadvantaged	53	90	45
	Students With Disabilities	67	100	38
	English Language Learners	50	100	75
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59	62	67
	Economically Disadvantaged	46	63	59
	Students With Disabilities	57	33	50
	English Language Learners	25	43	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	70	54
	Economically Disadvantaged	52	68	41
	Students With Disabilities	14	40	
	English Language Learners	67	60	25
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			83
	Economically Disadvantaged			79
	Students With Disabilities			75
	English Language Learners			84

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65	69	66
	Economically Disadvantaged	50	70	100
	Students With Disabilities	20	25	33
	English Language Learners	67		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47	68	46
	Economically Disadvantaged	50	67	43
	Students With Disabilities		25	
	English Language Learners			50
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	66	57
	Economically Disadvantaged	50	45	29
	Students With Disabilities	38	60	43
	English Language Learners	25		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47	55	29
	Economically Disadvantaged	14	27	25
	Students With Disabilities	20	20	33
	English Language Learners			25
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55	53	59
	Economically Disadvantaged	50	44	41
	Students With Disabilities	50	33	25
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	69	43	40
	Economically Disadvantaged	70	25	22
	Students With Disabilities	33	33	25
	English Language Learners	50		
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			40
	Economically Disadvantaged			37
	Students With Disabilities			50
	English Language Learners			37
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54	52	58
	Economically Disadvantaged	42	38	50
	Students With Disabilities	43	33	67
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61	51	52
	Economically Disadvantaged	67	46	42
	Students With Disabilities	60	33	67
	English Language Learners	100	100	100
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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

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
SWD	28	35	30	20	22	22	19	44			
ELL	41	47	36	29	26	38	15				
BLK	41	39	24	19	21	15	24	42			
HSP	58	48	32	36	32	38	46	58	29	85	27
MUL	56	40		31	38						

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	62	51	34	50	37	28	53	73	58	95	51
FRL	49	42	26	29	28	29	36	61	27	89	38
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
BLK	64										
HSP	75	70		62	45						
WHT	69	56		57	43		44	55			
FRL	53	53		47	44						
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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	599
Total Components for the Federal Index	12
Percent Tested	64%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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 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	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
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	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	54
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	41
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?

Students in grades 7 - 11 show overall decrease in data in both ELA and MATH. Within these grade levels Students with disabilities show the greatest decrease. Within the subgroup of Students with Disabilities 9th grade students demonstrate the lowest percent proficient.

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

Based on 2019 school data, the greatest need for improvement was with students that took Algebra 1 EOC. Only 29% of these students were proficient.

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

Things that contributed to the low performance of students in Algebra 1 EOC. 1) Lack of small group opportunities/ reteaching/ Live lessons. 2) Lack of Professional development for teachers. Actions to address the issue: 1) Face to Face opportunities for students 2) Teacher change

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

The component with the greatest improvement was 7th grade math. Based on the 2018-19 school year, 75% of the students were proficient.

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

Things that contributed to the increase performance of the 7th grade students were: 1) Students participated in more small group instruction and live lessons. 2) lesson remediation was targeted. 3) helping students organize and build schedules to support instructional pace.

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

Strategies needed for accelerating learning: School wide plan for consistent live lessons, remediation opportunities, and support for students that are behind instructional pace.

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.

1) Teachers will have opportunities to participate in Professional Development of Best Practices for Virtual teaching and learning. 2) During PLCs, teachers will share data about student performance and effective strategies.

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

Build opportunities for teacher common planning, more administrator feedback, MTTs student support and opportunities for instructional remediation twice a week.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Testing

Area of Focus Description and Rationale: In the 2018-19 school year, only 73% of the enrolled student participated in State Testing. Our goal is to increase the percent of students participating in the state assessment to at least 95%. The state requires that at least 95% of the school's tested population participate in the state assessments. The 2020-21 school year Polk Virtual School had only 64% of the testing population participate. When all students don't participate in testing we don't have accurate data.

Measurable Outcome: Our goal is to increase the percent of students participating in state testing from 73% to at least 95%.

Monitoring: Throughout the school year student (Pace) which is equivalent to student "attendance" will be monitored weekly by teachers, counselors, and administrators. Parents and students must sign a contract agreeing to participate in state and district assessment as well as maintaining academic pace. Students that show poor PACE / "attendance" will be identified within the first 4 weeks of school and placed on a "Student Success Plan". Based on information gathered from a parent, student, teacher, administrator conference a plan will be created with strategies designed to support the students' areas of weakness.

Person responsible for monitoring outcome: Deron Williams (deron.williams@polk-fl.net)

Evidence-based Strategy: Make parents and students aware that testing is a requirement and not an option as well as when and where their individual testing will be offered. It is our goal to provide our parents and students with every opportunity to participate in state testing.

Rationale for Evidence-based Strategy: Evidence shows that participation increases when people are aware of the goal. It is our intention to ensure that parents and students understand that participating in state testing is a requirement for enrollment into the virtual school and that participation in state testing will have a direct influence on enrollment the next year school. We will communicate this with all new and existing parents during our parent information meetings. Parents and students are required to sign the agreement policy which identifies our testing policy.

Action Steps to Implement

1. Students and parents must sign the enrollment agreement. The agreement contains the testing mandatory testing policy.
2. During Orientation and on student/parent communications the mandatory testing policy will be shared.
 - a. Teachers will post the mandatory testing policy on their virtual pages
 - b. Students will be assigned Homeroom teachers that will serve as the contact person to help in the communication of testing for students.
 - c. If students cannot test with us at our site due to lack of transportation with the distance, zone schools will receive the secure testing documents for students at least two weeks prior to testing.
3. The testing schedules for the district will be mailed to all parents during the second week of school.
 - a. Parents/Students will be notified of the specific date, time and location for each test.

Person Responsible Deron Williams (deron.williams@polk-fl.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on the results from the 20-21 Algebra 1 EOC Assessments. Only 33% of the students were proficient, scoring below levels 3-5 on the Algebra 1 EOC assessment. While this is a slight increase from the 2018-19 results, a significant increase is still needed.

Measurable Outcome: The goal for the 21-22 school year is to ensure 45% of the students taking the Algebra 1 EOC score between levels 3-5.

Monitoring: During the school year. Data chats will be used to monitor students, progress and pace. Administrator, teachers and school counselor will be pivotal in this monitoring process. Strategies will be provided to student that show evidence of falling behind academically and pace.

Person responsible for monitoring outcome: Deron Williams (deron.williams@polk-fl.net)

Evidence-based Strategy: Small group live lessons will be utilized to provide extra support to students that struggle academically. Students will have the opportunity to attend face to face tutoring with teacher at our location. Students will be provided organizational supports such as schedules when they fall behind pace. We also involve parents in theses processes because of they are important to the student success.

Rationale for Evidence-based Strategy: Polk Virtual School is online instruction through the FLVS franchise. Student often need supports adjusting to this form of instruction. One of the most effective strategies are live lessons. This give the student an opportunity to participate in a live teachers instruction. Live lessons are also used to support remediation in smaller settings. Student pace is critical for student success on the virtual platform. Often students lack organizational skills and supports to be timely and active in virtual courses. In a tradition school students have bells and are present daily for class. When taking virtual courses students must login and manage their class time appropriately. We will help provide these supports to the students.

Action Steps to Implement

1. Weekly Progress reports are pulled to monitor students pace and academic progress (pace = attendance in the virtual platform)
2. Administrator, teacher and counselors review the data to identify struggling students.
3. Student are placed TIERS
 - *TIER II - Students are provided supports: Small group Live Lessons, Face to Face tutoring opportunities, and parent conferencing
 - *TIER III - Students support included: Individual live lessons and/or Face to Face tutoring, parent conferencing also well as organizational support.
4. We continue to repeat these supports and monitor the students progress on the virtual platform as well as other district assessment (progress monitoring tools)

Person Responsible Deron Williams (deron.williams@polk-fl.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on the 20-21 FSA math results, the elementary students (grades 3-5) averaged 30% proficiency (scoring levels 3-5 on the Math FSA). When analyzing the elementary math data by grade level, third grade students were only 22% proficient and fifth grade students were only 25% proficient. Overall our math data is trending lower than our ELA data. We feel this is largely due to the lack of opportunities for students to practice problem solving with teachers virtually and engage with teachers as they model, intervene and scaffold math lessons.

Measurable Outcome: The goal for the 21-22 school year is to ensure 45% of the elementary students taking the FSA Math score between levels 3-5.

Monitoring: During the school year, data chats will be used to monitor students' progress and pace. Administrators, teachers and school counselors will be pivotal in this monitoring process. Strategies will be provided to student that show evidence of falling behind academically and pace. We will also utilize district progress monitoring tools and online common assessments to determine student progress.

Person responsible for monitoring outcome: Deron Williams (deron.williams@polk-fl.net)

Evidence-based Strategy: Small group live lessons will be utilized to provide extra support to students that struggle academically. Students will have the opportunity to attend face to face tutoring with teacher at our location. Students will be provided organizational supports such as schedules when they fall behind pace. We also involve parents in these processes because of they are important to the student success.

Rationale for Evidence-based Strategy: Polk Virtual School is online instruction through the FLVS franchise. Student often need supports adjusting to this form of instruction. One of the most effective strategies are live lessons. This give the student an opportunity to participate in a live teachers instruction. Live lessons are also used to support remediation in smaller settings. Student pace is critical for student success on the virtual platform. Often students lack organizational skills and supports to be timely and active in virtual courses. In a tradition school students have bells and are present daily for class. When taking virtual courses students must login and manage their class time appropriately. We will help provide these supports to the students.

Action Steps to Implement

1. Weekly Progress reports are pulled to monitor students pace and academic progress (pace = attendance in the virtual platform)
2. Administrator, teacher and counselors review the data to identify struggling students.
3. Student are placed TIERS
 - *TIER II - Students are provided supports: Small group Live Lessons, Face to Face tutoring opportunities, and parent conferencing
 - *TIER III - Students support included: Individual live lessons and/or Face to Face tutoring, parent conferencing also well as organizational support.
4. We continue to repeat these supports and monitor the students progress on the virtual platform as well as other district assessment (progress monitoring tools including STAR)

Person Responsible Deron Williams (deron.williams@polk-fl.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.

NA

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.

This year Polk Virtual will seek to establish a SAC committee. The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

School administrators

1. Will cultivate relationships with parents via: social sites, online platform, conferences and students progress monitoring.

Teachers

1. Establish positive relationship with students and parents through their online classes, emails and text messages.

Part V: Budget

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

1	III.A.	Areas of Focus: Other: Testing	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00