Volusia Virtual Instruction Program District Provided

2021-22 Schoolwide Improvement Plan

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Volusia Virtual Instruction Program District Provided

250 ENTERPRISE RD, Deltona, FL 32725

http://volusiaonlinelearning.com/site/

Demographics

Principal: Anthony Serianni A

Start Date for this Principal: 8/13/2021

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)	21%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities
School Grades History	2018-19: No Grade 2017-18: I (%) 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Volusia 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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250 ENTERPRISE RD, Deltona, FL 32725

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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)
Combination School KG-12	No	43%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2020-21	2017-18
Grade		I

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Volusia Online Learning offers rigorous courses taught by highly qualified local teachers utilizing personalized learning experiences while cultivating positive relationships that will empower students to succeed.

Provide the school's vision statement.

To provide quality, student-centered online educational opportunities that develop productive 21st-century citizens using challenging and innovative learning strategies.

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
Leffler, Danielle	Principal	Oversees administrative staff and acts as the instructional leader for Volusia Online Learning. Facilitates management of resources (human and other) as well as virtual infrastructure management and daily operations of the school.
Shaw, Melissa	Assistant Principal	Elementary Division
Mollo, Kristin	Assistant Principal	High School Division and ESE
Chapple, Christa	Other	Online curriculum and instruction specialist, secondary level.
Chalfant, Amy	Curriculum Resource Teacher	Online curriculum and instruction resource teacher, elementary level.
Olsen, Jennifer	Teacher, ESE	ESE Teacher Representative
Johnson, Rachael	Administrative Support	Part-time Registrar and Data Clerk. Assists with enrolling part-time students, enters part-time grades in FOCUS, answers phone calls, places facility orders, and is responsible for updating and maintenance of VOL's website.
Larson, Chanda	Instructional Technology	Responsible for FOCUS

Demographic Information

Principal start date

Friday 8/13/2021, Anthony Serianni A

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.*

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.*

Total number of teacher positions allocated to the school

118

Total number of students enrolled at the school

2,242

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

131

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

2

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	55	91	107	126	135	138	197	256	206	226	231	237	237	2242
Attendance below 90 percent	20	17	34	28	39	49	35	25	27	34	35	28	35	406
One or more suspensions	0	0	0	0	1	1	0	1	0	2	2	1	1	9
Course failure in ELA	0	0	0	6	4	5	18	24	22	48	57	42	41	267
Course failure in Math	0	0	0	5	3	5	20	24	22	45	46	35	43	248
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	18	21	41	63	52	90	87	72	64	511
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	35	32	73	89	64	87	67	49	37	535
Number of students with a substantial reading deficiency	4	3	9	2	6	5	2	0	0	0	0	0	0	31

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	8	24	20	40	34	34	64	70	49	48	391

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	5	1	0	8	16	4	70	67	35	17	225
Students retained two or more times	0	0	0	0	0	0	5	6	7	24	30	22	18	112

Date this data was collected or last updated

Friday 8/13/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	305	433	409	396	367	459	512	574	556	555	593	585	445	6189
Attendance below 90 percent	18	57	54	68	68	91	3	5	3	5	4	6	7	389
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA	0	0	0	4	8	11	10	11	11	63	122	87	64	391
Course failure in Math	0	0	0	2	3	11	16	27	22	56	113	107	79	436
Level 1 on 2019 statewide ELA assessment	0	0	0	0	10	53	88	110	112	149	191	129	116	958
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	81	121	134	134	156	162	99	65	961

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	2	14	62	75	86	86	137	177	121	90	850

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	3	0	1	1	0	2	4	13	5	67	78	29	16	219
Students retained two or more times	0	0	0	0	0	3	2	9	8	32	65	43	19	181

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	305	433	409	396	367	459	512	574	556	555	593	585	445	6189
Attendance below 90 percent	18	57	54	68	68	91	3	5	3	5	4	6	7	389
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA	0	0	0	4	8	11	10	11	11	63	122	87	64	391
Course failure in Math	0	0	0	2	3	11	16	27	22	56	113	107	79	436
Level 1 on 2019 statewide ELA assessment	0	0	0	0	10	53	88	110	112	149	191	129	116	958
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	K	1	2	3	4	5	6	7	8	9	10	11	12	
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Students retained two or more times	0	0	0	0	0	3	2	9	8	32	65	43	19	181

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					54%	61%		57%	60%
ELA Learning Gains					53%	59%		56%	57%
ELA Lowest 25th Percentile					44%	54%		50%	52%
Math Achievement					55%	62%		54%	61%
Math Learning Gains					52%	59%		50%	58%
Math Lowest 25th Percentile					45%	52%		46%	52%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Science Achievement					61%	56%		64%	57%
Social Studies Achievement					72%	78%		75%	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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

VOL uses FLVS and Edgenuity Platforms' Assessments to monitor student progress. The school currently does not use the Districts benchmark (SMT and DIA) systems. Other platforms may apply to VOL.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	262	2	20
	Economically Disadvantaged	145	1	7
	Students With Disabilities	25	1	3
	English Language Learners	17	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	262	0	14
	Economically Disadvantaged	146	0	6
	Students With Disabilities	26	0	1
	English Language Learners	18	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	240	0	9
	Economically Disadvantaged	131	0	6
	Students With Disabilities	21	0	1
	English Language Learners	16	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	241	0	8
	Economically Disadvantaged	132	0	6
	Students With Disabilities	21	0	0
	English Language Learners	16	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	241	2	247
	Economically Disadvantaged	136	1	138
	Students With Disabilities	36	0	34
	English Language Learners	21	0	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	240	1	8
	Economically Disadvantaged	136	0	4
	Students With Disabilities	36	0	0
	English Language Learners	21	0	0

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	219	4	6
	Economically Disadvantaged	133	1	3
	Students With Disabilities	38	0	1
	English Language Learners	18	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	215	5	9
	Economically Disadvantaged	133	2	5
	Students With Disabilities	37	0	1
	English Language Learners	19	0	0

Grade 5				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	219	2	2
	Economically Disadvantaged	118	0	0
	Students With Disabilities	34	0	0
	English Language Learners	13	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	224	2	2
	Economically Disadvantaged	121	0	0
	Students With Disabilities	36	0	0
	English Language Learners	13	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
	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			

Grade 7				
	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
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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

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

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

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

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

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	27	25	9	24	31	16	28			
ELL	25	42	45	14	24	13	17	31			
ASN	59	59		14	17						
BLK	21	32	26	7	18	29	22	37	15		
HSP	38	48	46	24	32	31	35	38	36		

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
MUL	58	64		25	32		54				
WHT	49	41	35	35	30	28	56	59	37		
FRL	35	41	34	21	27	32	43	45	30		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	10
Percent Tested	58%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	29
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	
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	37
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	23
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	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	47
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	41
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Trends found according to the data follow:
- Overall math scores in most grade levels were low compared to the District, State, and comparable virtual education providers in the state. This is especially true in the higher levels of math assessed by the EOC.
- There is a substantial difference in achievement levels between students based on the instructional platform they were exposed to throughout the year, Edgenuity vs. FLVS Franchise. FLVS students outperformed Edgenuity students in most subject areas and grade levels.
- Students in Civics (both platforms) performed lower than state.

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

Elementary Math FSA:
3rd and 5th: Both grade levels performed lower compared to the state and FLVS students. 3rd grade performed 19% lower than state and 14% lower than FLVS.
5th grade performed lower than the state by 17% and lower than FLVS by 21%.
Middle School Math FSA:
6th: Edgenuity students performed significantly lower than those on the FLVS platform. VOL students on the FLVS platform performed equally as well as those from FLVS, both achieving a 63% proficiency, and exceeding the state achievement by 18%. VOL students on the Edgenuity platform performed 32% lower than their counterparts.
7th: VOL students on both the FLVS platform and Edgenuity performed similarly in the state assessment. Their achievement level was 29.5% lower than FLVS (school), but only 3.5% lower than the state.
8th: VOL students on both the FLVS platform and Edgenuity performed similarly in the state assessment, with a difference of 7 percentage points. Students on the FLVS platform exceeded those on Edgenuity. Compared to the state, VOL students, on average performed 14.5% lower than the state and 27.5% lower than FLVS.
EOCs:
Algebra 1: Students on the FLVS platform outperformed those on Edgenuity by 49% points. Overall VOL student performance averages 42.5%, this is 6.5% lower than the state and 22% lower than FLVS.
Geometry: Students on the FLVS platform outperformed those on Edgenuity by 44% points. Overall VOL student performance averages 50%, this is 5% higher than the state and 20.5% lower than FLVS.

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:
- An exponential influx of students to Volusia Online Learning due to COVID-19 at the beginning of the year.
- High turnover of students in the middle of the year, back to B&M.
- Inconsistency in procedures due to the high number of new teachers coming into virtual instruction and last-minute operation changes needed to make the systems work (ex: DBAs, attendance, live lessons, PLCs)

New actions that need to be taken:
- Student enrollment has stabilized, the vast majority of the enrollments have been completed prior to the school year so that students can have a seamless start.
- VOL forecasts a lower turnover of students in the middle of the year.
- Clear expectations and procedures have been laid out and communicated to all teachers. We continue to monitor and adjust as needed.
-PLCs will play a vital role in providing consistent customer service to our students.
- A school leadership team made up of administration and teachers will come together once a month to discuss what is working, what needs to improve, best practices, and innovation in instruction in the virtual world.

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

Areas that showed most improvement:
- Elementary 3-5 ELA was the strongest performing area, surpassing state average. (These students are all in the FLVS Platform)
- Students on the FLVS platform outperformed students on Edgenuity in almost all areas.
- Elementary 5 grade Science, surpassed the state average.

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

Contributing factors to improvement:
- Strong PLCs
- Strong content and resources in the FLVS platform.
- Strong teacher support.

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

1. Note-taking - Domain: Student, This involves students making notes in a systematic manner. Such note-taking has been linked to increased engagement, more generative learning, and greater self-efficacy. Of note, this is not providing students with notes or sharing them, but the student actually learning the skills of note-taking.
2. Teacher Clarity - Domain: Teacher, It involves clarity in organization, explanation and guided practice and assessment of student learning. It includes clearly communicating the intentions of the lesson and success criteria (skills, knowledge, attitude, and values the student needs to learn.
3. Intelligent Tutoring System - Domain: Teacher, It involves providing instructional advice on a one-on-one basis and develop and test the model about the cognitive process.

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. Student progress discussions with grade-level PLCs
2. Facilitate training on evidence-based strategies during PLCs and during ERPLs.

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

VOL teachers must ensure students are meeting and exceeding learning by conducting timely progress monitoring and providing specific performance feedback. Weekly PLCs will be working together towards this goal.
The administration will provide meaningful feedback in a timely manner based on walk-throughs, observations, and data.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our needs assessment for the year revealed that the school's math achievements compared to the state and other similar virtual instruction providers in the state were significantly below in most all grade levels. We also saw a significant discrepancy in achievement levels of students in the FLVS provider platform juxtaposed to those on the Edgenuity provider platform. The goal is to increase Math achievement levels taking into consideration the three different scenarios Volusia Online Learning is experiencing these are: 1. Have students on the Edgenuity platform reduce the achievement gap by getting as close as possible to the achievement levels of students on the FLVS platform; 2. Similarly, students on the FLVS platform (franchise) will match the achievement levels of their counterparts from FLVS (school), when applicable. 3. Lastly, get VOL students to attain or exceed the State proficiency index in the subject matter.
Measurable Outcome:	Overall achievement goals are outlined per grade level: a. 3rd grade - 14% increase, from 32% to 46% (franchise to school) b. 5th grade - 17% increase, from 34% to 51% (franchise to State) c. 6th grade - 14% increase, from 31% to 45% (Edge. to State) d. 7th grade - 3% increase, from 41% to 44% (Edge. to State) e. 8th grade - 18% increase, from 19% to 37% (Edge to State) f. 8th grade - 11% increase, from 19% to 37% (FLVS to State) g. Algebra EOC - 18% increase, from 18% to 36% (Edge. to 13% under State. which is currently at 49%) h. Geometry EOC - 17% increase, from 28% to 45% (Edge. to State)
Monitoring:	Teachers will monitor students' understanding during one-on-one tutoring, live lessons, and DBAs (PLC created DBAs for consistency of delivery and understanding of standards). In addition, teachers will monitor students' progress, pacing, and grade on a weekly basis.
Person responsible for monitoring outcome:	Danielle Leffler (dnleffle@volusia.k12.fl.us)
Evidence-based Strategy:	1. Note-taking - Domain: Student, This involves students making notes in a systematic manner. Such note-taking has been linked to increased engagement, more generative learning, and greater self-efficacy. Of note, this is not providing students with notes or sharing them, but the student actually learning the skills of note-taking. 2. Teacher Clarity - Domain: Teacher, It involves clarity in organization, explanation and guided practice, and assessment of student learning. It includes clearly communicating the intentions of the lesson and success criteria (skills, knowledge, attitude, and values the student needs to learn. 3. Intelligent Tutoring System - Domain: Teacher, It involves providing instructional advice on a one-on-one basis and develop and test the model about the cognitive process.
Rationale for Evidence-based Strategy:	1. Note-taking - According to Hattie's Visible Learning has an effect size of 0.51. 2. Teacher Clarity - According to Hattie's Visible Learning has an effect size of 0.76. 3. Intelligent Tutoring System - According to Hattie's Visible Learning has an effect size of 0.51.
Action Steps to Implement	

1. Review last years' data and achievement goals with grade-level PLCs.
2. Facilitate training on evidence-based strategies during PLCs.

3. Monitor teachers - assuring they are conducting progress monitoring of students and that they are providing specific performance feedback in a timely manner.
4. Ensure weekly PLCs are working together to discuss educational standards; clarity, pacing, and development and implementation of PLC-created DBAs.
5. A school leadership team made up of administration and teachers will come together once a month to discuss what is working, what needs to improve, best practices, and innovation in instruction in the virtual world.
6. Monitor implementation of strategies through ongoing administrative walk-throughs and feedback.

Person Responsible Danielle Leffler (dnleffle@volusia.k12.fl.us)

#2. Other specifically relating to Graduation Rates	
Area of Focus Description and Rationale:	Below is the rationale for identifying graduation rates as an area of focus: - Continue the District's efforts to elevate high school graduation rates. - The exponential influx of new students and teachers going into the VOL education program/model - VOL's fluctuating number of students throughout the year - Lack of familiarity with the demands of virtual education - Changes in family situations, environment, and compositions due to the pandemic
Measurable Outcome:	Increase high school graduation rates by 5% this year compared to last year.
Monitoring:	VOL will consistently monitor the following areas to increase high school graduation rates: - Student Engagement: students' progress with regards to pacing in courses weekly. - Attendance: students' activity rates or lack thereof in courses weekly. - Student Learning: students' progress in terms of grades in courses weekly. - Graduation requirements: students' compliance with testing and course completion.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	1. Feedback (Reinforcements and Cues) - Domain: Teaching strategy, this feedback is in terms of positive and negative reinforcement and cues to advance to the next steps. 2. Help-Seeking - Domain: Student Learning Strategy, the process where the student seeks external support for an academic or mental health problem. Seeking help requires that the student thinks about the learning process which develops their meta-cognitive skills. 3. Teacher-student relationship - Domain: Teacher, enhance the quality of teacher and student relationship, and also student-to-student relationship developed by the teacher.
Rationale for Evidence-based Strategy:	1. Feedback - According to Hattie's Visible Learning has an effect of 0.62 2. HelpSeeking - According to Hattie's Visible Learning has an effect of 0.72 3. Teacher-student relationships - According to Hattie's Visible Learning has an effect of 0.47

Action Steps to Implement

1. Review last years' data and achievement goals with grade-level PLCs.
2. Facilitate training on evidence-based strategies during PLCs.
3. Monitor teachers - assuring they are conducting progress monitoring of students and that they are providing specific performance feedback in a timely manner.
4. Ensure weekly PLCs are working together to discuss educational standards and focus strategies.
5. A school leadership team made up of administration and teachers will come together once a month to discuss what is working, what needs to improve, best practices, and innovation in instruction in the virtual world.
6. Monitor implementation of strategies through ongoing administrative walk-throughs and feedback.

Person Responsible Danielle Leffler (dnleffle@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the 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.

The area of concern for VOL is Online Academic Integrity. The administration has outlined clear policies, procedures, and expectations to handle and minimize occurrences of academic integrity incidents (see below).
Consequence: The instructor has the right to reduce the grade, schedule a conference with the parent/guardian and/or refer to administration.
Plagiarism Violations: After students watch a video (https://youtu.be/VnTPv9PtOoo) displaying the many different ways plagiarism/cheating can happen, students should understand the definition, examples, and policy surrounding plagiarism. A certain amount of coaching from the teacher is expected to teach the students about what plagiarism is and the implications of plagiarizing. Parent(s)/guardian(s) and the student will be contacted with each instance of plagiarism. The school will maintain a record of offense(s) per student.
The following are the consequences when a student is caught plagiarizing work:
1st offense: Warning, zero on the assignment, redo the assignment for full credit.
2nd offense: Zero on the assignment, redo the assignment, and can only get a maximum grade of 80% B.
3rd offense: Zero on the assignment, redo the assignment and can only get a maximum grade of 70% C,
The school Counselor is contacted, and a parent/teacher conference is scheduled.
4th offense: Zero on the assignment, redo the assignment, and can only get a maximum grade of 60% D.
All future offenses: Zero on the assignment is permanent with no opportunity to redo the work, School
Counselor is contacted with any future offenses, and proper student placement in an online course will be
discussed.

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.

For VOL it is all about relationship building between all stakeholders. The primary focus is on strong student-teacher relationships, now more than ever.
- Communication plays a vital role in the virtual world. Teachers are expected to communicate multiple

times a month and in a variety of ways such as email, text, live lessons, and voice-to-voice with each student a minimum of once a month.
- Creating meaningful student involvement opportunities such as the National Junior Honor Society and SAC.
- Creating meaningful parent involvement through SAC.
- VOL Annual Beach Day at Andy Romano Park
- VOL Annual Fun Walk at Gemini Springs

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

- Overall school, Danielle Leffler
- NJHS, Vicky Hamlin and Ingrid Rivera
- SAC, Ida Sierra
- Veteran's Day Family Connections, Meri Albert
- Read Across America Week (Elementary)
– Sussi Mulcahy, Stacey Mott, Meri Albert, and Kim Weslar
- Red Ribbon Week – Polly Wilson and Brittany Owen
- Holiday Spirit Week – Meri Albert
- Spring Break Challenge (Elementary) – Brittany Owen