School District of Osceola County, FL

Osceola Virtual Franchise (Secondary)

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	19%
2021-22 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	2021-22: A (67%) 2018-19: A (71%) 2017-18: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan 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)

High School
6-12

2021-22 Title I School

No

2021-22 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

19%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

68%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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Purpose and Outline of the SIP

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

Name	Position Title	Job Duties and Responsibilities
Clevenger, Marcia	Principal	Evaluation and monitoring of teacher performance and school-wide initiatives to ensure the success of all students.
Laser, Sabine	Assistant Principal	Assistant Principal of Instruction, Testing Administrator, StockTake Administrator, MTSS Administrator, Administrator Over School Improvement,
Ortiz, Jeriel	Instructional Coach	MTSS Coach
Arrington, Christopher	School Counselor	Guidance Counselor for Even Grades
Morgan, Katelyn	School Counselor	Guidance Counselor Odd Grades
Vergon, Kelley	School Counselor	Guidance Counselor for Flex and Home Education

Demographic Information

Principal start date
Tuesday 4/13/2021, Marcia Clevenger

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

242

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

2

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

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	7	6	13	18	14	17	16	23	24	16	22	25	37	238
Attendance below 90 percent	0	0	1	0	0	0	0	0	0	0	0	0	1	2
One or more suspensions	0	0	1	0	1	0	2	1	0	1	1	0	0	7
Course failure in ELA	0	0	1	0	0	0	0	0	0	0	1	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	0	2	2	0	0	0	5
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	3	2	2	0	1	0	1	0	1	10
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	0	2	2	0	0	0	5

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	0	0	0	0	0	0	0	1	0	2	4

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	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

Friday 8/19/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	

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	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	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	77%	45%	51%				80%	57%	56%
ELA Learning Gains	64%						56%	48%	51%
ELA Lowest 25th Percentile	65%							43%	42%
Math Achievement	55%	37%	38%				72%	46%	51%
Math Learning Gains	54%						72%	41%	48%
Math Lowest 25th Percentile	41%							46%	45%
Science Achievement	67%	32%	40%				71%	69%	68%
Social Studies Achievement	81%	39%	48%				81%	70%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	0%	48%	-48%	54%	-54%
Cohort Comparison						
07	2022					
	2019	82%	47%	35%	52%	30%
Cohort Comparison		0%				
08	2022					
	2019	100%	49%	51%	56%	44%
Cohort Comparison		-82%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	0%	45%	-45%	55%	-55%
Cohort Comparison						
07	2022					
	2019	0%	30%	-30%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	47%	-47%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	80%	42%	38%	48%	32%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	62%	14%	67%	9%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	73%	-73%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	62%	19%	70%	11%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	49%	-49%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	44%	32%	57%	19%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	62	69		32	36						
ELL	70	72		53	67						
ASN	90										
BLK	61	53		52	64						
HSP	86	71	75	55	57	43	62	85		100	72
MUL	83			33							
WHT	68	59	60	60	52		71	87		95	50
FRL	74	62		69	82					94	63
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

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
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	

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
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	737
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	74
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Achievement levels in elementary mathematics fell well below grade level, while middle and high school mathematics achievement levels were well above state average. The achievement level for SWD also fell far below all other subgroups in Mathematics.

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

Greatest need for improvement lies with Mathematics Achievement (32%) and Learning Gains (36%) for Students with Disabilities, as well as Math Achievement (33%) for Multiracial students.

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

Since the 2020-21 academic year, OVS has enrolled a much more wide variety of students, including students performing below grade level in Reading and Mathematics, as well as Exceptional Student Education student who have required a wide variety of supports to be successful. We have added two Support Facilitation teachers and have implemented a comprehensive MTSS program for all students scoring below grade level in Reading. For the 2022-23 academic year, all students scoring below grade level in Mathematics (Level 1 or 2) will be provided 1 hour per week of small group interventions through the MTSS program.

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

Mathematics Learning Gains for the Hispanic subgroup increased from 31% to 51%.

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

OVS implemented test preparation sessions for Algebra 1 prior to each administration of the assessment. We have added two Support Facilitation teachers and have implemented a comprehensive MTSS program for all students scoring below grade level in Reading. For the 2022-23 academic year, all students scoring below grade level in Mathematics (Level 1 or 2) will be provided 1 hour per week of small group interventions through the MTSS program.

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

All students who scored below grade level, Level 1 or Level 2, on the FSA ELA, FSA Mathematics, or the Algebra 1 assessments will be placed into Tier 3 interventions through the MTSS program and receive a minimum of 1 hour per week of small group interventions.

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.

A school-wide focus on the development and implementation of Professional Learning Communities will drive the school professional development plan. Professional development will occur monthly through our faculty meetings (both virtually and face-to-face) to support and scaffold teachers through the development of highly functioning PLC's.

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

All students who scored below grade level, Level 1 or Level 2, on the FSA ELA, FSA Mathematics, or the Algebra 1 assessments will be placed into Tier 3 interventions through the MTSS program and receive a minimum of 1 hour per week of small group interventions.

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

:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	A school-wide focus on the development and utilization of subject-area PLC's to focus on building a culture of communication and collaboration within the virtual school environment will lead to increased teacher efficacy and a positive school culture and climate as indicated by the Panorama survey.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Collaboration on best practices for development and delivery of Homeroom and Live Lessons will lead to an increase in attendance from 61% to 65% in these lessons.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration will routinely visit subject-area PLC's, Homeroom lessons, and Live Lessons to monitor for student engagement so that ongoing feedback can be provided to teachers and PLC groups. Lead Teacher and PLC Lead will regularly attend PLC meetings to assist with PLC development process and to provide help and support.
Person responsible for monitoring outcome:	Marcia Clevenger (marcia.clevenger@osceolaschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	A Professional Learning Community is defined as "...an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve" (DuFour, 2006).
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for**	Although the virtual environment introduces unique challenges with the implementation of PLC's as our teachers do not teach the same classes, the PLC process can still be used to the benefit of our students as a whole. Teachers will meet in subject-area groups to collaborate on ways to engage students in Live Lessons and Homeroom Lessons and work to create fun and engaging lessons which can be used across subject-area courses. Teachers will also collaborate to share best practices in the areas of student engagement and relationship building.

**selecting this
strategy.**

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

1. PLC teams will develop and implement Collective Commitments that are agreed upon and adhered to by all group members during all group meetings. PLC members will hold all group members accountable for adhering to collective commitments.
2. Subject-area PLC teams will meet once monthly for one hour at a group decided date and time to focus on best practices for delivering Live Lessons/Homeroom Lessons to increase student engagement and teacher/student relationships.
3. Professional development opportunities will be provided through monthly faculty meetings to build shared knowledge of the PLC process by the PLC administrator and PLC facilitator.
4. Mentoring will be provided by the PLC facilitator for teams who are struggling, and additional support provided so they grow to become an effective collaborative team.
5. Each content area/grade-level based team will have an dedicated leadership team member to monitor and assist in the PLC development process.

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

#2. Positive Culture and Environment specifically relating to School Culture and Student Involvement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	A positive school culture and climate is integral in ensuring both teacher and student satisfaction, both of which are direct influences on student performance. Positive relationships between teachers and students is paramount in ensuring student engagement and learning.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students in grades 6-12 will participate in state mandated mental health lessons through Homeroom classes once every 5 weeks. Attendance for mental health lessons will be monitored and will meet or exceed 85% for our full-time students in grades 6-12 for the 2022-2023 academic year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monthly attendance in Homeroom for state mandated mental health lessons will be submitted by teachers and tracked by our MTSS Coach Dr. Jeriel Ortiz. Parents of students not attending state-mandated mental health lessons will be contacted by Dr. Ortiz weekly, and if ongoing truancy occurs, students will be expected to attend future mental health lessons in person, on campus.
Person responsible for monitoring outcome:	Christopher Arrington (christopher.arrington@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Research indicates that teacher-student relationships have a large effect-size (d = 0.79) on students learning, more so that teacher subject matter knowledge (d = 0.09), teacher education (d = 0.11). and quality of teaching (d = 0.44) (Hattie, 2009).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	By focusing on building student/teacher relationships thereby improving school culture and climate, we will also positively effect student achievement.

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

1. Teachers will meet in monthly subject-area or grade-level PLC's to collaborate in creating engaging and fun lessons for Live Lessons and Homeroom Lessons.
2. Teachers will collaborate and share best practices in building an environment where everyone belongs.
3. School will develop and embed positive reward systems for students who are staying on pace and showing success in all coursework through an Honor Roll Pancake Breakfast.
4. Teachers will collaborate with administration to create and End of Year Celebration on campus to celebrate the success of our students and to help with teacher/student relationship building.
5. Teachers will attend Progress Lab sessions on Wednesdays to help students who are struggling with content or with staying on pace and build relationships with the students through this targeted support

system.

6. Administration will work with local middle and high schools to partner in activities such as Gradventure/ Grad Bash.

7. Faculty, staff and students will participate in College Week and submit pictures to be highlighted on the school website. Teachers will provide Xello lessons through Homeroom classes for all full-time students.

8. We will celebrate all seniors who have decided post-secondary plans through Decision Day in Spring 2023.

Person Responsible   Christopher Arrington (christopher.arrington@osceolaschools.net)

1. Reach out to local businesses and families to build community partnerships and connection to foster community and parent engagement in virtual learning environment.

2. Work with office personnel to foster an environment of caring and empathy to ensure a positive experience when interacting with OVS personnel. All telephone and email messages will be responded to within 24 business hours.

3. All parents are invited to attend meetings regarding the development of the school through flyers, Remind, emails, etc. to provide input regarding activities provided by the school.

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

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The school-wide data indicated that ELA Achievement decreased from 89% in the 2020-2021 academic year to 77% in the 2021-2022 academic year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The goal is for ELA Achievement to increase from 77% to 80% in the 2022-2023 academic year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	All teachers will engage in professional development opportunities centering on building student relationships and increasing student engagement. Teachers will participate in subject-area PLC's so that they can collaborate and share best practices regarding engaging students in the virtual environment and building student relationships to improve student achievement. Monthly PLC meetings will be visited frequently by the administrative team to monitor for fidelity and provide encouragement and feedback on collaborative practices and techniques.
Person responsible for monitoring outcome:	Jeriel Ortiz (jeriel.ortiz@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Research indicates that teacher-student relationships have a large effect-size (d = 0.79) on students learning, more so that teacher subject matter knowledge (d = 0.09), teacher education (d = 0.11). and quality of teaching (d = 0.44) (Hattie, 2009).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	By focusing on building student/teacher relationships thereby improving school culture and climate, we will also positively effect student achievement.

**selecting this
strategy.**

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

1. Administration and PLC Facilitator will monitor collaborative subject-are/grade-level teams to ensure time is being used effectively, group collective commitments are being honored, and to evaluate group progress through the PLC stages.
2. Progress monitoring assessment data (PM1, PM2, PM3) will be monitored through the MTSS and Stock Take processes to ensure that all student in need of extra supports are receiving it through MTSS.
3. All students who scored below grade-level (Level 3) on FSA ELA in the Spring 2022 administration will be added to Tier 3 in the MTSS process to receive additional support for 1 hour weekly.
4. Administration will attend weekly Live Lessons to provide support and feedback regarding engagement and relationship building strategies.
5. Any students falling behind pace or referred by teachers for additional assistance will be invited to Progress Lab on Wednesdays.

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

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The school-wide data indicated that Mathematics Achievement decreased from 72% in the 2020-2021 academic year to 55% in the 2021-2022 academic year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The goal is for Mathematics Achievement to increase from 55% to 60% in the 2022-2023 academic year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	All teachers will engage in professional development opportunities centering on building student relationships and increasing student engagement. Teachers will participate in subject-area PLC's so that they can collaborate and share best practices regarding engaging students in the virtual environment and building student relationships to improve student achievement. Monthly PLC meetings will be visited frequently by the administrative team to monitor for fidelity and provide encouragement and feedback on collaborative practices and techniques.
Person responsible for monitoring outcome:	Sabine Laser (sabine.laser@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Research indicates that teacher-student relationships have a large effect-size (d = 0.79) on students learning, more so that teacher subject matter knowledge (d = 0.09), teacher education (d = 0.11). and quality of teaching (d = 0.44) (Hattie, 2009).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	By focusing on building student/teacher relationships thereby improving school culture and climate, we will also positively effect student achievement.

**selecting this
strategy.**

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

1. Administration and PLC Facilitator will monitor collaborative subject-are/grade-level teams to ensure time is being used effectively, group collective commitments are being honored, and to evaluate group progress through the PLC stages.
2. Progress monitoring assessment data (PM1, PM2, PM3) will be monitored through the MTSS and Stock Take processes to ensure that all student in need of extra supports are receiving it through MTSS.
3. All students who scored below grade-level (Level 3) on FSA Mathematics or Algebra 1 in the Spring 2022 administration will be added to Tier 3 in the MTSS process to receive additional support for 1 hour weekly.
4. Administration will attend weekly Live Lessons to provide support and feedback regarding engagement and relationship building strategies.
5. Any students falling behind pace or referred by teachers for additional assistance will be invited to Progress Lab on Wednesdays.

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

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The school-wide data indicated that Science Achievement decreased from 77% in the 2020-2021 academic year to 67% in the 2021-2022 academic year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The goal is for Science Achievement to increase from 67% to 70% in the 2022-2023 academic year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	All teachers will engage in professional development opportunities centering on building student relationships and increasing student engagement. Teachers will participate in subject-area PLC's so that they can collaborate and share best practices regarding engaging students in the virtual environment and building student relationships to improve student achievement. Monthly PLC meetings will be visited frequently by the administrative team to monitor for fidelity and provide encouragement and feedback on collaborative practices and techniques.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Research indicates that teacher-student relationships have a large effect-size ($d = 0.79$) on students learning, more so that teacher subject matter knowledge ($d = 0.09$), teacher education ($d = 0.11$). and quality of teaching ($d = 0.44$) (Hattie, 2009).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	By focusing on building student/teacher relationships thereby improving school culture and climate, we will also positively effect student achievement.

selecting this strategy.

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

1. Administration and PLC Facilitator will monitor collaborative subject-are/grade-level teams to ensure time is being used effectively, group collective commitments are being honored, and to evaluate group progress through the PLC stages.
2. Administration will attend weekly Live Lessons to provide support and feedback regarding engagement and relationship building strategies.
3. Any students falling behind pace or referred by teachers for additional assistance will be invited to Progress Lab on Wednesdays.
4. All students will be provided a comprehensive review of course material prior to Spring 2023 Science Assessments.

Person Responsible   Marta Calderon (marta.calderon@osceolaschools.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

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 meaningful relationships and positive rapports with all our 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 analyze data, plan for student engagement, and collaborate on best practices for ensuring achievement for all students. 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 weekly through Progress Labs on Mondays to ensure adequate support is provided to students who are struggling to keep up with a fast-paced curriculum.

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

Marcia Clevenger - Director
Dr. Sabine Laser - Assistant Principal - Testing, MTSS, Stock Take, PLC's, and School Improvement
Dr. Jeriel Ortiz - MTSS Coach - Progress Monitoring for Progress Lab
Marta Irizarry-Calderon - Testing Coordinator
Chris Arrington - School Counselor - Progress Monitoring (Even Grades) and 504/ESE
Katelyn Morgan - School Counselor - Progress Monitoring (Odd Grades) and 504/ESE
Kelley Vergon - School Counselor - College and Career, Home Education, District P/T Flex Liason