

Florida Virtual School

Florida Virtual High School



2022-23 Schoolwide Improvement Plan

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Florida Virtual High School

5422 CARRIER DR., Orlando, FL 32819

www.flvsft.com

Demographics

Principal: Daniele Shick

Start Date for this Principal: 5/25/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	32%
2021-22 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2018-19: B (57%) 2017-18: B (60%)
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 was approved by the FL Virtual County School Board on 9/27/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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5422 CARRIER DR., Orlando, FL 32819

www.flvsft.com

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	32%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

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

School Board Approval

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SIP Authority

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<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.

Mission: To lead online education worldwide with transformative digital solutions – personalized to every student.

Provide the school's vision statement.

Vision: To deliver high-quality digital learning on a robust online platform to achieve content mastery for student success.

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
Shick, Daniele	Principal	The Principal provides instructional leadership for the planning, management, operation and evaluation of the FLVS FT School. The Principal partners with Assistant Principals to support their work with teachers to ensure that each child successfully completes his/her instruction program. The Principal manages the overall school operation working with parents, students, support staff and certified teachers who “virtually” facilitate a student instructional program.
Anderson, Curry	Assistant Principal	The Assistant Principal, under the direction of the Principal, assists in managing the FLVS FT School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information/serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.
Elenzweig, Nicole	Assistant Principal	The Assistant Principal, under the direction of the Principal, assists in managing the FLVS FT School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information/serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.
Koushakjy, Abude	Assistant Principal	The Assistant Principal, under the direction of the Principal, assists in managing the FLVS FT School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information/serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.
McCoy, Kaleigh	Assistant Principal	The Assistant Principal, under the direction of the Principal, assists in managing the FLVS FT School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information/serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.
Mercer, Ronald	Assistant Principal	The Assistant Principal, under the direction of the Principal, assists in managing the FLVS FT School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement,

Name	Position Title	Job Duties and Responsibilities
		as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information/serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.
VanHook, Natalie	Assistant Principal	The Assistant Principal, under the direction of the Principal, assists in managing the FLVS FT School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information/serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.

Demographic Information

Principal start date

Monday 5/25/2020, Daniele Shick

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.*

4

Total number of teacher positions allocated to the school

152

Total number of students enrolled at the school

3,586

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

19

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

4

Demographic Data

Early Warning Systems

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	787	810	986	1006	3589	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	8	7	16	27	58	
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	1	1	7	10	19	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	4	10	14	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	64	31	58	27	180	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	92	97	98	47	334	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	55	51	47	39	192	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	42	25	33	12	112

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	12	24	32	8	76	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	2	3	1	7	

Date this data was collected or last updated

Friday 9/9/2022

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	829	981	1087	1211	4108	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	636	651	717	877	2881	
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	8	21	12	12	53	
Course failure in Math	0	0	0	0	0	0	0	0	0	8	10	12	17	47	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	63	42	60	44	209	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	47	37	32	24	140	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	41	16	20	21	98	
Number of students with a substantial math deficiency	0	0	0	0	0	0	0	0	0	46	21	27	8	102	

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	0	0	0	0	0	0	0	0	0	829	981	1087	1211	4108	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	636	651	717	877	2881	
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	8	21	12	12	53	
Course failure in Math	0	0	0	0	0	0	0	0	0	8	10	12	17	47	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	63	42	60	44	209	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	47	37	32	24	140	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	41	16	20	21	98	
Number of students with a substantial math deficiency	0	0	0	0	0	0	0	0	0	46	21	27	8	102	

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	
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	71%	71%	51%				71%	71%	56%
ELA Learning Gains	64%						59%	59%	51%
ELA Lowest 25th Percentile	49%						39%	39%	42%
Math Achievement	52%	49%	38%				53%	53%	51%
Math Learning Gains	50%						48%	48%	48%
Math Lowest 25th Percentile	39%						27%	27%	45%
Science Achievement	71%	52%	40%				81%	81%	68%
Social Studies Achievement	80%	50%	48%				84%	84%	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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	83%	-3%	67%	13%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	83%	0%	70%	13%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	64%	-17%	61%	-14%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	59%	-3%	57%	-1%

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	51	59	49	37	44	37	50	56		97	14
ELL	31	45	50	27	40					95	30
ASN	95	67		88	62		93	85		92	30
BLK	62	57	56	32	36	29	54	75		99	22
HSP	67	64	47	42	45	43	65	74		97	39
MUL	73	75	67	60	50		73	69		95	44
WHT	74	64	46	59	56	39	75	86		95	33
FRL	64	61	51	42	45	40	70	74		94	31
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	33	41	37	25	29	18	54	44		100	15
ELL	53	56		23	40	50					
ASN	81	73		73	63		86	91		85	59
BLK	61	51	44	35	29	29	56	67		100	21
HSP	72	57	47	42	36	35	76	79		94	33
MUL	65	52	39	48	40	30	78	74		92	31
WHT	73	61	51	53	36	33	79	83		96	36
FRL	66	58	50	42	35	30	68	77		93	27
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
SWD	31	43	28	32	39	27	54	48		88	14
ASN	79	64		68	35		88	80		85	35
BLK	72	57	30	37	37	32	65	83		80	36
HSP	66	58	37	47	38	15	79	77		82	30
MUL	80	64		61	71		86	89		86	42
WHT	72	60	40	56	52	34	83	86		81	30
FRL	68	56	33	48	42	22	82	79		79	27

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	58
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	

ESSA Federal Index	
Total Points Earned for the Federal Index	583
Total Components for the Federal Index	10
Percent Tested	87%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
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	45
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	77
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	52
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	58
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	67

Multiracial Students	
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	63
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	57
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?

After a review of performance data across grade levels, subgroups and core content areas, several trends were discovered. Math data was showed increases in every subgroup for achievement, as well as increases in learning gains, and low quartile. One of the largest gains observed was in the low quartile learning gains with students with disabilities jumping from 18% to 37%. Grade level trends follow the same pattern, with consistent increases excluding 9th grade Geometry.

We observed positive movement in the low quartile learning gains for ELA achievement. We saw an increase in the following subgroups: SWD, Asian, Black and White in Achievement. For Learning Gains, every subgroup increased except ELL going from 56% to 45%. With L25, all subgroups stayed the same or increased, excluding the white subgroup, which dropped from 51% to 46%. We identify our ELL and FRL subgroups as categories needing additional support. For grade level trends, 10th grade decreased in achievement.

Our Science data demonstrates the need for support as well. Scores dropped across almost all subgroups. Grade level data trends show that 9th grade increased from 81% to 87% and 10th decreased from 72% to 62%.

In regard to social studies, our US History data shows we maintained achievement at 80% from 2021 to

2022. Subgroup data showed increases in the following: SWD, black, and white. Asian, Hispanic, multiracial and FRL subgroups showed decreases. Grade level data trends show 10th grade increased from 77% to 81% while 11th grade decreased from 81% to 80%.

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

The data components reflecting areas of highest need include the following:

- ELL subgroup in ELA and Math
- FRL subgroup in ELA and Math
- Black subgroup in Math
- ELA 10th grade proficiency
- Algebra 10th grade proficiency
- Geometry 9th grade proficiency
- All areas of Biology including all subgroups and 10th grade proficiency

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

Through reflection and analysis we feel several factors contributed to our identified areas of need. In the area of ELA, we would like to strengthen our process of identifying students in need of additional support in ELA (Tier 2) as well as continue to implement a reading block and utilize programs with strong evidence of effectiveness. In the areas of math and science we recognize that course changes led to less rigor of important concepts. Throughout the 2022-23 school year continued review with the curriculum department to enhance courses and creation of supplemental resources will occur. In addition, content specific professional development will target exam readiness. Instructors will target students for instruction and utilize resources such as EOC prep through Progress Learning.

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

Reviewing school grad data, we sustained the percentage of students reaching proficiency from 2021 to 2022. Seventy-two percent of students reached proficiency for both years, outperforming the state by approximately 20%. For Learning Gains in ELA, every subgroup increased except ELL going from 56% to 45%. With L25, all subgroups stayed the same or increased, except our White subgroup, which dropped from 51% to 46%.

In regard to math proficiency, every subgroup stayed the same or increased with the largest increase reflected in the SWD subgroup moving from 18% to 37%. Another success was seen in our 10th grade Algebra 1 EOC scores reflecting an increase from 20% to 59% proficient, exceeding previous levels.

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

For the 2021-22 school year, a supplemental reading program, Achieve 3000, "strong evidence" of effectiveness was implemented. Additionally, USA Test Prep (now Progress Learning) was added to meet the need for upperclassmen. We structured Reading block time to align interventions around four touch points with students per week, with a renewed emphasis on fluency. A screener was utilized through iReady to identify students in need of academic support in 9th/10th and any 11th/12th graders who hadn't met graduation testing requirements. SST meetings occurred on a regular basis to problem solve for students and programs, the intervention team expanded to include one Reading Intervention

instructor per grade level. In addition, small group T3 ELA sessions and 1-1 sessions were offered by the intervention team as indicated on the Reading Plan. Orton Gillingham training was conducted for all Reading intervention teachers as well as RTI specialist and Literacy Coach.

A variety of factors contributed to our success in math. EOC review sessions were held presenting students with depth of knowledge to align with EOC tested skills. Additionally, winter and summer opportunities for learning were offered through tutoring and extended support. For students identified for intensive intervention, tier 3 support included IXL diagnostic testing and targeted instruction to increase foundational mathematics skills.

For both ELA and Math, enhanced courses were implemented, differentiated instruction was structured based on student need, and professional development was provided related to BEST standards and data analysis.

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

Our school focuses on literacy across all contents and utilizes resources such as book clubs, Family Literacy, and a Literacy Coach. In addition, instructors will be supported through continued professional development and two instructional coaches. Programs and tools such as Teach Like a Champion, Socratic Seminar, and Power Notes are provided for ELA and other interested staff to support students in reading and writing. Problem solving to provide close monitoring and targeted instruction will occur. Student needs will be served through differentiated instruction in live lessons and supplemental practice with reading comprehension, vocabulary, and successful reading habits.

Programs and tools such as Teach Like a Champion, CogX, and IXL are provided for math and other interested staff to support foundational skills in math literacy. Through the addition of an Instructional Strategies Coach targeted support and PD will continue to provide strategies for differentiated instruction to meet student needs and increase proficiency. In order to increase support in the area of math, a Math Intervention Teacher will also be added.

In science and social studies, strategies will be used to strengthen course alignment to BEST standards and EOC preparation. Instructional tools such as Progress Learning, interactive journals, student-led discussion, data analysis, pre- and post-tests to monitor growth, and performance tasks to increase rigor will be utilized.

Programs offered to support remediation, academic engagement, offer extended learning, and enhance course resources will be provided to meet students' needs in all content areas through tutoring, Winter Bridge, Summer Curriculum Development, and Family Outreach.

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.

Many opportunities for professional development will be offered throughout the 2022-23 school year including:

Standards and instructional strategies:

- B.E.S.T. Trainings to include content specific as well as schoolwide
- Evidence based reading strategies professional development
- Webb's Depth of Knowledge
- Teach Like a Champion
- Socratic Seminar
- Annual conference presentations focused on literacy
- Orton Gillingham Training through IMSE for Reading Intervention team

- CogX
- T2 instruction across content areas

Educational tools and resources:

- Class.com tools to better monitoring academic engagement time
- Nearpod
- Progress Learning professional development
- Achieve 3000 professional development for Reading and ELA (Enhanced class) team.
- IXL Foundations

Course specific PD and strategic planning:

- Support, professional development , and collaboration within all course teams
- Vertical course articulation and planning for consistent strategies across grade levels
- Support from Instructional Strategies Coach and/or Literacy Coach, as needed
- Monthly Professional Development offered to all teachers to strengthen literacy and instructional strategies

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

In order to ensure the sustainability of our improvement for the future, we have established systems that will continue to be strengthened. New and revised staff positions have been allocated to support school improvement including an additional Instructional Strategies Coach and a Math Intervention Teacher. Our Instructional Coach and Literacy Coach positions for Florida Virtual High School will provide an added layer of support as our staff works to build capacity with Tier 1 and Tier 2 intervention strategies. Moreover, scientifically based reading and math intervention tools such as iReady, Progress Learning, IXL, and Achieve3000 have been adopted and systems for screening and identifying students have been established. Progress monitoring will be used to drive instructional decisions as well as adjustments to interventions, implementing the problem-solving process. Programmatic support will be provided to enhance student learning and mastery including Extended Learning and Winter Bridge as well as curriculum development to enhance supplemental resources and support student learning gaps.

Areas of Focus

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

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#1. 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.**

Based on a review of our data, science is a critical need. Our Biology EOC data demonstrates the need for support as scores dropped across almost all subgroups. Grade level data trends show that 9th grade increased from 81% to 87% and 10th decreased from 72% to 62%.

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

By June 2023, the percentage of students reaching proficiency on the Biology EOC will increase by 5%.

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

Proficiency of science knowledge related to the Biology EOC will be monitored through several methods. Course performance and performance tasks will consistently be reviewed to measure mastery. Examples include exam grades, interactive journals, exit tickets modeling EOC style questions, and the use of diagnostic assessments through Progress Learning.

Person responsible for monitoring outcome:

Nicole Elenzweig (nelenzweig@flvs.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Instructional strategies will be utilized to incorporate segment reviews, enrichment and remediation, and Nearpod lessons to differentiate instruction. Collaborating with Assessment and Accountability, Biology data will continue to be analyzed to determine which standards and skills were weakest and infuse focus on these areas in order to fill gaps in understanding. Students will also fill knowledge gaps by utilizing teacher created resources as supplemental support. Rigor will be enhanced through in-depth Discussion Based Assessments and the infusion of enhanced assessment items throughout the course. Academic support will be provided through Extended Learning and Winter Bridge

implemented for this Area of Focus. to meet the needs of all students and curriculum development will occur to ensure differentiated resources are made available to students and gaps in learning are enhanced.

Rationale for Evidence-based

Strategy: Progress monitoring is an assessment technique which tells educators areas of student strength and weakness related to benchmarks and standards. Collected data allows instructors to adjust instruction and differentiate based on student needs. Through regular assessment intervals instructors are able to determine if strategies used are effective and can provide further remediation if needed.

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy. Through increased training and focus on instruction, accommodations, and evidence based research to support differentiation to meet all students' needs, instructors will understand and implement strategies to support students who struggle. Tier 1, 2, and 3 instructional strategies will be used to support students in areas of 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.

Instructional strategies will be utilized to incorporate segment reviews, enrichment and remediation, and Nearpod lessons to differentiate instruction.

Person Responsible Nicole Elenzweig (nelenzweig@flvs.net)

Collaborating with Assessment and Accountability, Biology data will continue to be analyzed to determine which standards and skills were weakest and infuse focus on these areas in order to fill gaps in understanding.

Person Responsible Nicole Elenzweig (nelenzweig@flvs.net)

Course performance and performance tasks will consistently be reviewed to measure mastery. Examples include exam grades, interactive journals, exit tickets modeling EOC style questions, and the use of diagnostic assessments through Progress Learning.

Person Responsible Nicole Elenzweig (nelenzweig@flvs.net)

Extended Learning will be implemented to provide academic support for struggling students. This tutoring program will be monitored to measure effectiveness and accessibility. Academic support in the area of Biology will create opportunities where gaps in learning are addressed and remediated.

Person Responsible Daniele Shick (dshick@flvs.net)

Winter Bridge will be offered to students who need additional support to complete their course and maximize the impact of lesson concepts as they master skills and submit assignments.

Person Responsible Ronald Mercer (rmercer@flvs.net)

#2. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

As a school, we have worked hard to support students in making gains in ELA and math, especially after many students suffered learning loss through the pandemic. Our Algebra 1 and Geometry EOC scores showed increases across the board in achievement, learning gains, and learning gains of the lowest quartile. Our focus is to continue to support this positive academic movement through the 2022-23 school year focusing on targeted subgroups who did not show an increase or as large of an increase as other subgroups. These targeted areas include our ELL, Black, Hispanic, and FRL subgroups in regard to achievement. ELL and Black subgroups also did not show as much growth in the area of learning gains and learning gains of the lowest quartile.

When analyzing ELA proficiency and academic gains, several subgroups showed an increase including SWD, Asian, Black and White in ELA Achievement. ELA learning gains reflected an increase in all subgroups except ELL, decreasing 10 points from 56% to 45% making gains. Positive trends were seen in the area of ELA learning gains of the lowest quartile as well. All subgroups stayed the same or increased with the exception of the White subgroup, dropping from 51% to 46% making gains. For the 2022-23 school year, our focus will be to support all students in order to maintain or exceed prior year growth with an emphasis on ELL, Hispanic, Multiracial, FRL, and White subgroups.

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

By June 2023, the percentage of students reaching proficiency will be within 5%, or above, the state average in Algebra 1, Geometry, and ELA.

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

ELA will be monitored through internal systems such as iReady and Achieve3000 as well as the state FAST Progress Monitoring Tool.

Algebra 1 and Geometry EOC proficiency will be monitored through iReady, IXL, Progress Learning and course performance data.

Person responsible for monitoring outcome:

Daniele Shick (dshick@flvs.net)

Evidence-based Strategy: Describe the

Instructional strategies will be chosen with intention after careful review of course and student performance data. Segment reviews, enrichment and remediation, Nearpod lessons, and curricular support tools such as IXL and Achieve3000 will be used to differentiate instruction. Math Intervention Teachers will be utilized to provide academic

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

support to students as well as Extended Learning and Winter Bridge.

ELA and math data will continue to be analyzed to determine which standards and skills were weakest and infuse focus on these areas in order to fill gaps in understanding. Students will also fill knowledge gaps by utilizing teacher created resources as supplemental support. Consistent review of progress monitoring data will occur to ensure student growth is achieved and, if growth is not observed, instructional decisions are being informed by the data.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Progress monitoring is an assessment technique which tells educators areas of student strength and weakness related to benchmarks and standards. Collected data allows instructors to adjust instruction and differentiate based on student needs. Through regular assessment intervals instructors are able to determine if strategies used are effective and can provide further remediation if needed.

Through increased training and focus on instruction, accommodations, and evidence based research to support differentiation to meet all students' needs, instructors will understand and implement strategies to support students who struggle. Tier 1, 2, and 3 instructional strategies will be used to support students in areas of 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.

There's a continued need to identify and support students who are high level 2's, who may not be in Reading intervention. Staff will be made aware of student performance data, areas of strength and weakness, as well as strategies to use in identifying, instructing, and documenting differentiation. Staff will utilize our multi-tiered system of supports to determine how best to meet the needs of all students.

Person Responsible Abude Koushakjy (akoushakjy@flvs.net)

Professional development will continue to be offered to support best practices for MTSS framework, Achieve 3000, Reading strategies, and iReady to ensure resources and tools are being utilized fully in support of student learning.

Person Responsible Abude Koushakjy (akoushakjy@flvs.net)

IXL, a tool to support all students in Algebra 1 and Geometry, will be utilized to support student learning and differentiate instruction. Through professional development, regular data review, sharing of best practices, and incorporation into course assignments, IXL will be fully utilized.

Person Responsible Abude Koushakjy (akoushakjy@flvs.net)

Through the continued use of enhanced courses, student learning will be supported through correct course placement and consistent monitoring of student performance. Instructors will utilize student performance data in all math courses as well as tools such as iReady and IXL to inform instruction and support student needs.

Person Responsible Abude Koushakjy (akoushakjy@flvs.net)

Winter Bridge will be offered to students who need additional support to complete their course and maximize the impact of lesson concepts as they master skills and submit assignments.

Person Responsible Ronald Mercer (rmercerc@flvs.net)

Extended Learning will be implemented to provide academic support for struggling students. This tutoring program will be monitored to measure effectiveness and accessibility. Academic support in the area of Biology will create opportunities where gaps in learning are addressed and remediated.

Person Responsible Daniele Shick (dshick@flvs.net)

IXL licenses and teacher professional development will continue to be supported. Student performance will be monitored through this program to ensure a positive impact on learning occurs and identified weak areas are addressed.

Person Responsible Abude Koushakjy (akoushakjy@flvs.net)

#3. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Florida Virtual High School acceleration has been an area of focus as, despite the positive trend in the percentage of students earning an acceleration point for the past several years, the percentage for 2020-21 decreased by 1% from 35% to 34%. As the percentage has steadily increased over the past, the number of students earning an acceleration point is very low when comparing to schools around the state.</p> <p>Increasing the number of pathways and opportunities in which students may earn acceleration is a goal as well as supporting students as they aspire to reach their post-secondary goals.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>By June 2023, the percentage of students earning an acceleration point in the 2019-20 cohort will increase by 3% when compared to the 2018-19 cohort.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The Principal and Assistant Principal over Accelerated Programs in partnership with the CTE department head and Accelerated Programs Coordinator will monitor all cohort students in regard to their status of earning an acceleration point through a passing AICE exam, a passing AP exam, a C or better in a dual enrollment course, and/or passing an industry certification exam.</p> <p>Through a tracking system students will be matched to an existing or potential pathway and monitored as they work to achieve success in the acceleration mode aligned with their postsecondary goals.</p>
Person responsible for monitoring outcome:	<p>Kaleigh McCoy (kmccoy@flvs.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>In order to increase acceleration programs and opportunities, Florida Virtual High School will use this area of focus as a strategy to improve students' college readiness and college success. By monitoring rates of participation, student profile criteria, and participants' postsecondary outcomes, the effectiveness of this strategy be observed as we work not only to improve school offerings, but increase the percentage of students earning an acceleration point before leaving high school.</p> <p>A new program, Family Outreach, will be implemented this year as well to support students in their academic pursuits who may have fallen behind or lost site of post-</p>

for this Area of Focus.	secondary goals. This additional layer of support will strengthen communication and goal setting. As supported in the article Increasing Family Engagement in Distance Learning Classrooms, "family engagement is an ongoing process focused on two-way communication between schools and communities and meaningful goals focused on student outcomes."
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	<p>Understanding the importance of post-secondary readiness, Florida Virtual High School has steadily increased its college and career pathways over the last few years. Data and research observed on the What Works Clearinghouse supports that students who are given more opportunity and exposure to accelerated pathways have a higher rate of success post-secondary. Research studies conducted in Minnesota and Rhode Island, for example, showed a higher number of students participating in accelerated programs while in high school as well as a higher rate of success when in college. Graduation rates, college success rates, and post-secondary enrollment were all positively impacted in these situations.</p> <p>FVHS will continue to support its accelerated program growth and success in an effort to bolster its college and career acceleration and graduation rates for years to come.</p>
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.	
FVHS will identify at least 450 2019-20 cohort seniors graduating with an acceleration point in the 2022-23 school year.	
Person Responsible	Kaleigh McCoy (kmccoy@flvs.net)
FVHS will develop a tracking system and monitor each student that currently has a point, point in progress, or is capable of earning an acceleration point but not currently enrolled in an acceleration track.	
Person Responsible	Kaleigh McCoy (kmccoy@flvs.net)
FVHS will monitor 2019-20 cohort students in Fall 2022 with a high GPA who may be eligible to participate in SLS1101 in the spring 2023 semester. Juniors in the 2020-21 cohort will also be monitored in the Spring 2023 who may be eligible to participate in SLS1101 for the Fall 2023 semester.	
Person Responsible	Natalie VanHook (nvanhook@flvs.net)
FVHS will continue to support its growing CTE pathways and offer additional courses in the identified course progression for each academy.	
Person Responsible	Kaleigh McCoy (kmccoy@flvs.net)
FVHS will implement and monitor the effectiveness of the Family Outreach Program to ensure support is provided, family communication is increased, and meaningful goals are discussed to support outcomes.	
Person Responsible	Daniele Shick (dshick@flvs.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.

Florida Virtual High School works to promote a positive school culture and environment through celebrations of success, professional growth and development, and personal empowerment.

As a school culture, celebrating success is continuously encouraged. This is done through various outlets based on the stakeholder. Students are recognized and supported through Honor Roll, "shout outs" during Live Lessons and class emails, and through course announcements. There are also schoolwide spotlights on individual students via the school's social media outlets (Facebook, blog, and Instagram). Teachers take advantage of multiple ways to support and celebrate students including individual monthly and weekly calls as well as in Live Lessons.

Staff are recognized and supported through various facets such as School House meetings, individual calls and emails, Weekly Updates in Cathedral Builders, and the Sunshine Committee.

Students are encouraged to foster their own learning and personal growth through opportunities such as Shark Scholars, College and Career planning through Xello, the FVHS Onboarding course, and guest speakers in Live Lessons.

Teachers and staff are provided with a number of professional and personal learning opportunities as well through Professional Learning Communities, Passion Projects, book studies, annual conferences, and various PD opportunities.

School Advisory Council (SAC) the Family Literacy Site and our new Family Resource Center provide a basis for stakeholders and engage in meaningful conversations with others to advance their knowledge base and personal and professional goals.

The empowerment of students and staff takes place through a number of activities. For students, these include, but are not limited to student presentations, the schoolwide Homeroom model, team building activities through club and organization participation, and websites for students. Opportunities to showcase leadership and share their voice are provided through Live Lessons, club officer positions, Principal's Council, and SAC.

For teachers, empowerment can be seen in roles such as teacher mentorship and department head positions. In addition, support for professional efficacy can be found in monthly professional learning opportunities, strong start webinars, and tools. Teachers are encouraged to showcase their own knowledge and share their expertise as well.

Cognia Standards: 2.2, 2.3, 2.4

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

There are various stakeholders who contribute to the positive culture and environment at our school.

Administration: A positive school culture is supported by administration through reinforcing positive interactions, providing support and guidance for programs and educational initiatives, recognizing success of stakeholders, providing opportunities for academic/professional growth, encouraging innovation, and supporting leadership roles.

Support staff: This role contributes to the overall positive culture and environment by providing consistency, serving as a liaison with families, collaborating and communicating with multiple stakeholders, providing professional development and continuing learning opportunities, celebrating achievements of students and staff, and collaborating.

Teachers: This role supports the positive culture of the school by serving students and parents through their defined responsibilities, celebrates achievements of students and of each other, utilizes Positive Behavior Support (PBS) strategies, and engages students through academic and extracurricular activities.

Students: Students add to our positive culture by being responsible, engaging in leadership opportunities, reflecting on and participating in SEL initiatives, and takes advantage of opportunities within the school. They play a role in our school's culture by displaying a positive attitude and upholding school values.

Parents: This stakeholder group supports their student academically, socially, and emotionally. They are active learning coaches who maintain communication with instructors and other school staff. Parents share their input and feedback via surveys, SAC participation, and any other open forum available. They support the goal of the school in helping all students achieve an on time graduation and develop students who are empowered to navigate life after high school.