

Polk County Public Schools

Polk Full Time Eschool



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Positive Culture & Environment	0
Budget to Support Goals	0

Polk Full Time Eschool

604 S. CENTRAL AVE, Lakeland, FL 33815

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

Demographics

Principal: Deron Williams

Start Date for this Principal: 8/22/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
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* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (48%) 2018-19: I (%) 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

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

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)
Combination School KG-12	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	I	I	I

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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
Williams, Deron	Principal	<p>The Principal's duties are:</p> <ul style="list-style-type: none"> - Ensure a safe online learning environment for all students - Ensure a safe working environment for all staff - Ensure online course providers are approved by the state - Ensure the online curriculum meeting state standards - Analyze student data to determine achievement and opportunities for growth - Provide and/or coordinate valuable and continuous professional development - Provide students are enrolled and properly scheduled - Monitor student pace and progress - Ensure TIER interventions are in place - Ensure MTSS is implemented accurately - Conduct observations and and supervise teacher instruction
Taylor-Brown, Syrita	Assistant Principal	<p>The Assistant Principal's duties are:</p> <ul style="list-style-type: none"> - Ensure a safe online learning environment for all students - Ensure a safe working environment for all staff - Ensure online course providers are approved by the state - Ensure the online curriculum meeting state standards - Analyze student data to determine achievement and opportunities for growth - Provide and/or coordinate valuable and continuous professional development - Provide students are enrolled and properly scheduled - Monitor student pace and progress - Ensure TIER interventions are in place - Ensure MTSS is implemented accurately - Conduct observations and and supervise teacher instruction
Gentry, Sheryl	Assistant Principal	<p>The Assistant Principal's duties are:</p> <ul style="list-style-type: none"> - Ensure a safe online learning environment for all students - Ensure a safe working environment for all staff - Ensure online course providers are approved by the state - Ensure the online curriculum meeting state standards - Analyze student data to determine achievement and opportunities for growth - Provide and/or coordinate valuable and continuous professional development - Provide students are enrolled and properly scheduled - Monitor student pace and progress - Ensure TIER interventions are in place - Ensure MTSS is implemented accurately - Conduct observations and and supervise teacher instruction
Nicolodi, Donna	Assistant Principal	<p>The Assistant Principal's duties are:</p> <ul style="list-style-type: none"> - Ensure a safe online learning environment for all students - Ensure a safe working environment for all staff

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Ensure online course providers are approved by the state - Ensure the online curriculum meeting state standards - Analyze student data to determine achievement and opportunities for growth - Provide and/or coordinate valuable and continuous professional development - Provide students are enrolled and properly scheduled - Monitor student pace and progress - Ensure TIER interventions are in place - Ensure MTSS is implemented accurately - Conduct observations and and supervise teacher instruction

Demographic Information

Principal start date

Tuesday 8/22/2017, Deron Williams

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.*

12

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.*

12

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

620

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

37

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

1

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	12	33	45	73	37	36	68	70	93	70	69	75	80	761
Attendance below 90 percent	0	7	7	7	6	2	4	4	7	5	10	15	21	95
One or more suspensions	0	0	1	0	0	1	0	5	5	5	2	3	5	27
Course failure in ELA	0	0	0	1	1	0	0	0	1	0	0	2	1	6
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	5	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	2	4	12	10	17	16	10	16	13	104
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	15	13	28	20	28	15	14	14	13	167
Number of students with a substantial reading deficiency	0	0	0	4	2	4	12	10	17	16	10	16	13	104
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	2	6	9	1	5	9	12	16	15	12	17	14	118

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	1	2

Date this data was collected or last updated

Friday 8/12/2022

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators		0	2	0	4	3	21	19	31	29	29	24	10	2	174

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year		0	0	0	0	0	2	1	0	0	0	0	0	0	3
Students retained two or more times		0	0	0	0	0	0	1	0	0	5	6	4	0	16

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

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	2	0	4	3	21	19	31	29	29	24	10	2	174

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	2	1	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	1	0	0	5	6	4	0	16

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	53%	51%	55%					61%	61%
ELA Learning Gains	49%							58%	59%
ELA Lowest 25th Percentile	36%							49%	54%
Math Achievement	32%	37%	42%					61%	62%
Math Learning Gains	42%							56%	59%
Math Lowest 25th Percentile	48%							52%	52%
Science Achievement	50%	48%	54%					52%	56%
Social Studies Achievement	66%	53%	59%					79%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	52%	-52%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	48%	-48%	58%	-58%
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	47%	-47%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	73%	48%	25%	54%	19%
Cohort Comparison		0%				
07	2022					
	2019	61%	42%	19%	52%	9%
Cohort Comparison		-73%				
08	2022					
	2019	71%	48%	23%	56%	15%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	56%	-56%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	56%	-56%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	0%	51%	-51%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	47%	-47%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	75%	39%	36%	54%	21%
Cohort Comparison		0%				
08	2022					
	2019	29%	35%	-6%	46%	-17%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	0%	45%	-45%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	37%	41%	-4%	48%	-11%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	54%	-2%	67%	-15%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	70%	10%	71%	9%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	57%	-57%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	29%	50%	-21%	61%	-32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	53%	8%	57%	4%

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	29	45	40	7	31	36	26	33		75	17
ELL	30	32	14	25	28		31				
BLK	41	36	25	23	39	50	34	52		67	30
HSP	51	48	43	27	40	43	51	68		63	36
MUL	71	60		50	50						
WHT	59	56	31	39	47	56	54	74	45	72	37
FRL										60	40

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	28	35	30	20	22	22	19	44			
ELL	41	47	36	29	26	38	15				
BLK	41	39	24	19	21	15	24	42			
HSP	58	48	32	36	32	38	46	58	29	85	27
MUL	56	40		31	38						
WHT	62	51	34	50	37	28	53	73	58	95	51
FRL	49	42	26	29	28	29	36	61	27	89	38

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	64										
HSP	75	70		62	45						
WHT	69	56		57	43		44	55			
FRL	53	53		47	44						

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)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	494
Total Components for the Federal Index	11
Percent Tested	85%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
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	52
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	50
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?

Students demonstrated less than 41% proficiency in the core content area of math for grades 3-8 including Geometry.

Another trend is for the past 3 years less than 95% of the eligible testing students participated in state assessments. The percent tested did tick upward from 63% to 95% in 21-22.

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

Math proficiency for all students, math learning gains for all students, percent of students participating in state testing, and middle and high school acceleration points are the areas with the greatest need for improvement.

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

Factors for Math: whole group instruction had limited opportunities for students to practice new learning, and there were a limited number of formative elevations completed with consistency to assess new learning to determine student proficiency.

New Actions for Math: Use of formatives during instruction to assess student learning throughout whole group instruction. Live lesson structured blocks were created for the whole group instruction. Expectations for Live Lessons will be implemented.

Factors for Testing Percentage: Parents afraid to bring students on campus due to COVID.

New Actions for Testing 95%: All enrolling students/parents must sign an enrollment agreement which lists the state's testing requirement. Participation in PM1 and PM2 will impact 2nd semester enrollment. All progress monitoring sessions will be face-to-face to establish an expectation for required assessments. Parents will received general and specific information regarding testing dates and time. Parents with more that one students will receive dates in which multiple grades can be tested at the same time/day.

Factors for Acceleration Points: Student mobility and availability of point earning options.

New Actions for Acceleration Points: A new dual enrollment course will be added to the schedule of all seniors that don't already have an acceleration point. Advance Placement courses for interested seniors and underclassman.

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

The area that showed the most improvement was math learning gains for the bottom 25%.

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

Contributing Factors: Our teachers were intentional about meeting with small group TIER 2 and 3 students.

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

A schedule for whole group live lesson and differentiated small group for all core subject areas has been created for all students and teachers. This schedule will address students' participation inconsistencies across all grade levels as well as instructional inconsistencies.

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.

We will provide training to teachers will use to identify or create formative assessments to be used during whole group live lessons. We will provide strategies to be used in differentiate small group instruction.

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

We are working with the district content staff to have instructional intervention resource and progress monitoring tools to assist virtual teachers' with instructional support for math.

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 Career & Technical Education

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Seniors are required to earn an acceleration point prior to graduation each year. In 20-21, 38% of the seniors earned the necessary acceleration point. It is anticipated that 43% of the 21-22 seniors earned an acceleration point.

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

70% of the graduating seniors will earn an acceleration point by the last day of the school year.

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

Administration will review district data reports each quarter through the last day of the school year for course completion, test results and earning of points.

Person responsible for monitoring outcome:

Donna Nicolodi (donna.nicolodi@polk-fl.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Additional course offerings that provide an opportunity to earn an acceleration point will be added to the overall list of course offerings.

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

Per the state, acceleration opportunities will include Academic Dual Enrollment, Advanced Placement, and Career and Technical Education with corresponding certification exams.

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.

Administrative Review of the Master Schedule offerings was completed before the start of school year to determine additional course opportunities to earn an acceleration point to be added to the overall list of course offerings. Dual Enrollment course College Success offered with our virtual campus using school teacher credentialed through collegiate articulation agreement, CTE courses with corresponding certification exam, and advance placement course (AP Environmental and AP Computer Science) are being added.

Person Responsible

Donna Nicolodi (donna.nicolodi@polk-fl.net)

School Counselors will schedule seniors that have not earned an acceleration point in the appropriate Dual Enrollment, CTE with corresponding certification exam, and advance placement course following district, state and program guidelines

Person Responsible

Donna Nicolodi (donna.nicolodi@polk-fl.net)

#2. 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.

Students demonstrated less than 41% proficiency in the core content area of math for grades 3-8 including Geometry.

Measurable Outcome:

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

The overall math proficiency in the core content area of math for grades 3-8 including, algebra and geometry will increase from 31% proficient to 45% for the 22-23 school year.

Monitoring:

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

Review the progress monitoring data from PM1 and PM2 to determine growth and student needs for remediation. Review student course work every 3 weeks to determine proficiency levels on new whole group learning and students' need for additional learning support.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

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

Resources and articles state that using progress monitoring through formative assessments for improved instructional strategies and small group intervention facilitates improved student academic achievement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Formative assessment strategies allow teachers to use collected data to plan instruction to meet the students' specific needs in their math courses.

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.

A schoolwide schedule for whole group live lessons and small group interventions will be developed and implemented for mathematics classes for all students and teachers.

Person Responsible

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

Provide professional development in the area of small group strategies for improving learning.

Person Responsible

Syrita Taylor-Brown (syrita.taylor-brown@polk-fl.net)

Provide professional development in the area of formative assessment strategies for improving learning.

Person Responsible

Syrita Taylor-Brown (syrita.taylor-brown@polk-fl.net)

Provide professional development in the area of whole group strategies for improving learning.

Person Responsible

Syrita Taylor-Brown (syrita.taylor-brown@polk-fl.net)

Provide professional development in the area of discussion based assessment strategies for improving learning.

Person Responsible

Syrita Taylor-Brown (syrita.taylor-brown@polk-fl.net)

#3. Positive Culture and Environment specifically relating to Percent of students participating in FAST

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The state requires that 95% of students participate in State Assessments. We did not meet that criterion. Our percent tested was 85%.

Measurable Outcome:

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

We will increase our percent of students participating in the state assessment (FAST) to from 85% (21-22) to 95% (22-23).

Monitoring:

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

We will track the number of students that participate in PM1 and PM2. This will help us identify which students may not participate in PM3. With this information we can communicate with these families and help encourage them to participate. In some cases alternative make up testing days may be used.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

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

The strategy used to increase the testing percentage will be communication with parents and families.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We have to help parents understand the importance of participating in State Assessments.

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. All parents must sign and agree with the enrollment agreement which outline testing is a requirement.
2. Parents will receive information about state testing during orientation.
3. Parents will receive an email communication which sharing information about testing. (General information such as (Who test, What is FAST, When it takes place, and Where).
4. Parents will receive specific information about the day/time their students needs to report to our campus for testing.
5. Students that did not participate on their specific day will be contacted for make up dates.
6. Students that fail to participate will be notified of the requirement and how it could affect enrollment.

Person Responsible

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

#4. 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.

Within our subgroups, there are 3 that did not meet the ESSA target of 41%. Student with disabilities - 34%, English Language Learners - 27% (also below the ESSA target of 31%), and Black/African American Students - 40%.

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

Our goal is to ensure that each subgroup met the ESSA target of 41% for the 22-23 school year.

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

Review the progress monitoring data from PM1 and PM2 to determine growth and student needs for remediation. Review student course work every 3 weeks to determine proficiency levels on new whole group learning and students' need for additional learning support.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Resources and articles state that using progress monitoring through formative assessments for improved instructional strategies and small group intervention facilitates improved student academic achievement.

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

Formative assessment strategies allow teachers to use collected data to plan instruction to meet the students' specific needs in their math courses.

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.

Provide Professional development in the area of small group strategies for improving learning.

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

Provide professional development in the area of formative assessment strategies for improving learning.

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

Provide professional development in the area of whole group strategies for improving learning.

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

Provide professional development in the area of discussion based assessments strategies for improving learning.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Review the progress monitoring data from PM1 and PM2 to determine growth and student needs for remediation. Review student course work every 3 weeks to determine proficiency levels on new whole group learning and students' need for additional learning support.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Review the progress monitoring data from PM1 and PM2 to determine growth and student needs for remediation. Review student course work every 3 weeks to determine proficiency levels on new whole group learning and students' need for additional learning support.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

Students in grade 5 demonstrated 50% scoring below the target of Percentile Rank of 50%. On the 22-23 ELA FAST assessment, 60% of the students will meet the 50% Percentile Rank target.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Utilizing data from PM1 and PM2 to determine student progress and/or areas of support. Student work and formative assessment will be utilized to determine additional intervention to support learning.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Williams, Deron, deron.williams@polk-fl.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Utilized practices are: Progressing Monitoring (PM1 and PM2), Formative Assessment aligned with the standards, Small group interventions aligned with the standards.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Progress Monitoring provides an additional way for assess students progress. Formative assessment tied to grade level instructional provides teacher a way of understanding who is and who is not learning. Small group interventions all teachers to address students learning needs based on Progress monitoring and formative assessments.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
1. Professional development in small group interventions will be provided - (How, what and who) 2. Professional development in formative assessments will be provided - (Aligned with standard and How do formative assessments affect small group intervention) 3. Professional development addressing teaching to the extent of the standards (ARC) will be provided. (Understanding the extent of the standard, aligning learning objectives, ensure instruction addresses the standard, opportunities for students to respond to the standard) 4. Student progress in class work is monitored by administrators and counselors weekly (data is used as another tool to determine student needs)	Williams, Deron, deron.williams@polk-fl.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.

Teachers develop positive relationships by initially making welcome calls and sending welcome emails to every student enrolled at Polk Virtual School. Teachers make weekly contact with parents to update them on how students are progressing. Students and parents have email accounts to use for regular communication with the teachers, school counselors, and administrators. In the online platform, teachers engage with students and provide a safe learning environment. Students work collaboratively with their peers which helps to foster a classroom family environment.

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

Stakeholders that promote a positive school culture and environment are the instructional staff, counselors, and administrative staff.