

Seminole County Virtual Franchise (Scvs)



2014-15 School Improvement Plan

Seminole County Virtual Franchise (Scvs)

400 E LAKE MARY BLVD, Sanford, FL 32773

<http://www.scps.k12.fl.us/virtualschool>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

32%

Alternative/ESE Center

No

Charter School

No

Minority

39%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C			

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide students with state-of-the-art educational opportunities to gain the knowledge and skills necessary to succeed academically and personally using a technological environment that creates flexibility for time, space, access, and support.

Provide the school's vision statement

To expand, improve and innovate educational pathways that lead to success for all students in a 21st century, globalized and technology-rich world.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

There are multiple methods used to learn about students' cultures and build relationships between teachers and students. First, all new families who enroll a child in our school complete an open house with the school staff, guidance counselors and administration. Full-time enrollment in SCVS is limited to the beginning of each semester, therefore these meetings are conducted at the beginning of each semester. This meeting provides an opportunity for us to learn about student and parent motivation for enrollment in a virtual school, any academic or social concerns, any needs for flexibility (health, travel, etc.) and to establish positive relationships from the beginning.

Our next step is for all families, new and returning, to complete an orientation session with the SCVS staff. These sessions are conducted online during the first few weeks of each semester. During these sessions students learn about the general program structure and requirements. Teachers also gather information from their families during these sessions to learn more about their students.

After the school year begins, teachers hold one-on-one conferences (at least monthly) with the student and parent to conduct assessments, address academic concerns and further develop their relationships. These individual conferences are the most powerful tools we have in learning more about our students and families in order to best support student success.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Students attend school daily from home. In online sessions, teachers establish and enforce rules for behavior to ensure all students are heard and respected.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Seminole County Virtual School is an online school with students working from home. A school-wide behavioral system is not required, as children are not on campus for the majority of the school year. Online etiquette is promoted and encouraged at all time.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Seminole County Virtual School has a full-time, certified school guidance counselor who works with teachers and parents to ensure students' social-emotional well-being. Teachers are in constant communication with the guidance counselor and work with the counselor and family to address student needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Seminole County Virtual School students are tracked daily, weekly and monthly by teachers and bi-weekly by the school administration and the guidance counselor for any signs of academic distress/concern.

Teachers formally track for:

- Pace (attendance)
- Understanding- discussion based assessments monthly
- Grade percentage- mastery in the course

Teachers also use contracts to address pace concerns in their course (attendance).

When a student is not satisfactory in these areas, he/she is reported to the administrative and guidance staff for intervention. These students and their families are contacted by email and phone call. If an area of concern remains unsatisfactory for more than a month, a face-to-face meeting is scheduled on campus.

All interventions and communications are documented in the Learning Management System. Students who score at level one on Math and/or Language Arts assessments are identified at the beginning of the school year and upon entry into the school. These students are immediately placed in an intensive reading/math class and also participate weekly in face-to-face intervention.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	0	1	4	2	2	4	8	21
One or more suspensions	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	1	5	0	0	0	0	8
Level 1 on statewide assessment	2	2	8	1	2	0	0	15

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	6	7	8	9	10	
Students exhibiting two or more indicators	2	1	3	1	1	8

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The specific intervention strategies to be used for a student will be determined in conjunction with the MTSS team, including the parent. Strategies may include, but are not limited to:

- Face to Face Lab – mandatory attendance for students who are struggling academically or not

maintaining adequate pace.

- Intensive reading and math – Supplemental Math and Reading face-to-face time is scheduled weekly to provide targeted and individualized intervention instruction. Students are also scheduled in intensive reading and math classes.
- Conferences – All students and parents will participate in face-to-face conferences as needed based on bi-weekly data collection
- MTSS Team – will meet weekly to engage in the problem-solving process to address the needs of students.
- Open House/ Registration meeting – conducted with each new family prior to full enrollment. This process serves as one method to identify student needs prior to enrollment.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parents in a virtual school program are essential partners in the education of their children. At SCVS, the parent is a highly involved learning coach. He/she leads their child through academic activities under the direction of the teachers. Teachers work very closely with parents as partners. Features of our program:

- At least monthly contact with each parent to provide an update on student performance.
- Student/Parent orientation at the beginning of each semester for all students.
- Learning management systems that provide parents with real-time data on student performance. Based on feedback received from parents through our SAC meetings, monthly conferences with teachers and the SCPS Climate Survey, additional structure will be implemented to further support parents and contribute to the success of their students:
- Intake meetings with newly registered parents and students before enrollment is permitted.
- Parent trainings will be offered to teach common, highly effective instructional strategies for use in their role as learning coach.

The school's mission and vision are communicated to parents through our School Advisory Council and in most publications, including the website.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Seminole County Virtual School has several identified Business Partner liaisons. The role of the liaison is to connect SCVS students and families with the community. SCVS is actively pursuing additional business partners.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
England-Aglio, Amy	Teacher, K-12
Bohorquez, Catalina	Teacher, K-12
Hery Morgan, Katie	Assistant Principal
Camilleri, Deborah	Principal
Mudlock, Amanda	Instructional Coach
Washburn, Rob	Guidance Counselor
Duroseau, Wendy	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administration – attends meetings to give input. Also administration monitors interventions and the effectiveness of the interventionist during meetings.

School Counselor – Facilitates and schedules meetings. He is the keeper of the records and makes copies as needed. The counselor also adds new students to the cycles of parent, teacher, coach, Leadership Team and administration requests. Keeps a brief summary of meeting for reference. Asks for and documents the necessary student data on the correct forms. Attends parent conferences as needed. Makes referrals as needed.

Reading Coach – Attends meetings to address concerns with Reading. Gives suggestions on interventions that can be used. Helps determine if student’s Tier needs to be changed. Coordinates reading groups and assigning students to groups based on their need. Keeps track of reading data and shares as appropriate.

Teachers – Attends meetings to review student’s progress. Brings student data to the meetings. Helps determine if Tier needs to be changed. Put interventions in place when appropriate and document the progress.

Assistant Principal – attends meetings to give input.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Seminole County Virtual School will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services

ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Catalina Bohorquez	Teacher
Deborah Camilleri	Principal
Amy Aglio	Teacher
Patricia Smith	Teacher
Jenna Bray	Education Support Employee
Kirk Chin	Parent
Lance Wager	Parent
Marcel Harris	Business/Community
Lillian Sexton	Business/Community
Lisa Roux	Parent
David Frank	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC meets and reviews the school improvement plan strategies and objectives on a monthly basis. The school administrator and SAC chairperson provides information to the SAC as to the progress made in meeting SIP initiatives and to receive input for adjustments to best serve students.

Development of this school improvement plan

Each year, the SAC is solicited for input on the school improvement plan. The first phase for obtaining input is in the Spring, during the monthly review of the current year's SIP. The anticipated focus of the SIP for the following year is discussed in order to receive input from the SAC. In the fall, the SIP goal and strategies are again reviewed with the SAC and input is obtained. Finally, the SAC approves the SIP goal and strategies. A monthly review of the SIP strategies will then resume.

Preparation of the school's annual budget and plan

The School's annual budget is aligned to the major initiatives of the school, as outlined in the SIP.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The School Improvement Funds will be used for the following:
 Professional Development related to specific Targets and Goals.
 Materials, supplies and programs for ongoing support of coursework.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hery Morgan, Katie	Assistant Principal
Camilleri, Deborah	Principal
Duroseau, Wendy	Instructional Coach
Mudlock, Amanda	Instructional Coach
Washburn, Rob	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team meets regularly to review school data, the School Improvement Plan and the instruction program to make the necessary adjustments to meet the needs of all students. In a program as small as SCVS, these adjustments may be at the individual student level, rather than the school-wide level.

The major initiatives of the Literacy Leadership Team will be to identify students who are struggling with reading and to provide reading instruction to meet the needs of individual students. In addition, to work with grade level reading programs to review ongoing progress monitoring and creation of intervention groups.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

SCVS is a staff of approximately forty three teachers, two administrators, a guidance counselor, an instructional coach and five clerical staff members. Instructional staff meets weekly online and monthly in PLC groups. Teachers also participate in a Statewide PLC group monthly.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation brings to us thousands of highly qualified applicants.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned to a team of two lead teachers. This support is provided beyond the first year.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our school has two lead teachers who works with administration to coordinate all mentoring activities on our campus. Before school began, our new teachers spent a day with our lead teachers and were given

a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

SCVS is a franchise of FLVS. All courses are built in alignment with Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

SCVS teachers meet regularly to review student performance data. During these meetings, teachers discuss difficulties students are having and develop strategies to address the issues. Teachers use many strategies to supplement student learning including online live-lessons where student interact with each other and the teachers to master challenging content.

There are also weekly face-to-face help sessions and students are encouraged to attend if they are having difficulties.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 0

SCVS students can interact with their teachers both during the school day and up until 8pm. Many teachers are available beyond these hours by student request.

Strategy Rationale

We believe it is imperative that students who have questions or who are having challenges with course content are able to contact their teacher and get a response as quickly as possible.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Camilleri, Deborah, deborah_camilleri@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student survey is performed to determine the time it takes for teachers to respond to a student request for assistance.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All students entering SCVS are encouraged to attend a face-to-face open house and orientation.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The guidance counselor reviews each student's course request to determine if course selections meet the needs of the student's academic and career aspirations. The school offers CTE, regular, honors, and advanced placement courses. SCVS also allow students to accelerate in subjects in which they excel or are interested.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Seminole County Virtual School offers CTE courses to all middle and high school students as an elective.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The data from the High School Feedback Report is reviewed and the data found in that report is used to guide students with course selection and academic support that would best prepare them for postsecondary school preparedness and success.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Each parent/student receives regular personalized reports and emails about the student's progress towards graduation.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers and support staff will identify students who are struggling with mathematics and implement intervention strategies to improve the number of students successfully passing state mandated tests.

- G2.** Language Arts/English teachers will implement effective writing instruction to all students. Other subject area teachers will support writing by implementing text coding strategies into their grading.

- G3.** Provide students who are struggling with reading the support that enables them to be successful readers.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers and support staff will identify students who are struggling with mathematics and implement intervention strategies to improve the number of students successfully passing state mandated tests. 1a

G055574

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	55.0

Resources Available to Support the Goal 2

- Math coach
- Edgunity software
- Classroom teacher

Targeted Barriers to Achieving the Goal 3

- Students not attending progress monitoring and state mandated testing.
- Students not attending mathematics intervention groups.
- Students not completing assigned tasks in mathematics programs.

Plan to Monitor Progress Toward G1. 8

For each progress monitor and state mandated test, check that parents have been contacted via telephone, email and teacher Welcome Pages about the day and time of testing. Also, check that each student who missed the testing date is advised of the make up sessions.

Person Responsible

Amanda Mudlock

Schedule

Quarterly, from 8/18/2014 to 5/15/2015

Evidence of Completion

DE Results, progress in ELA and/or Intensive classes

G2. Language Arts/English teachers will implement effective writing instruction to all students. Other subject area teachers will support writing by implementing text coding strategies into their grading. 1a

G055575

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	55.0

Resources Available to Support the Goal 2

- District-level writing coach
- Classroom teachers
- Instructional Coach Support

Targeted Barriers to Achieving the Goal 3

- Students work remotely and asynchronously.

Plan to Monitor Progress Toward G2. 8

Will monitor student achievement data after progress monitoring, coursework formative and summative assessments test data, and FCAT Writes.

Person Responsible

Katie Hery Morgan

Schedule

Monthly, from 8/15/2014 to 5/15/2015

Evidence of Completion

Data from student formative and summative tests, district based and statewide testing.

G3. Provide students who are struggling with reading the support that enables them to be successful readers. **1a**

G055576

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	55.0

Resources Available to Support the Goal **2**

- Reading Coach
- Discovery Education Reading progress monitoring data and probes
- MTSS team
- Classroom teacher

Targeted Barriers to Achieving the Goal **3**

- Students working remotely with no support from a reading coach.
- Students not attending progress monitoring testing.

Plan to Monitor Progress Toward G3. **8**

Will monitor student achievement using progress monitoring data, coursework test data, diagnostic testing data and the 2015 ELA exam

Person Responsible

Wendy Duroseau

Schedule

Weekly, from 8/15/2014 to 5/15/2015

Evidence of Completion

Data from student formative and summative tests, district based and statewide testing.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Teachers and support staff will identify students who are struggling with mathematics and implement intervention strategies to improve the number of students successfully passing state mandated tests. **1**

 G055574

G1.B1 Students not attending progress monitoring and state mandated testing. **2**

 B140116

G1.B1.S2 Contact each parent in advance to advise him or her of the date and time of testing via telephone and/or email. **4**

 S152469

Strategy Rationale

Action Step 1 **5**

Prior to testing, email and telephone each parent of the students using email and PhoneVite software advising them of the date and time of testing.

Person Responsible

Amanda Mudlock

Schedule

Monthly, from 9/1/2014 to 5/15/2015

Evidence of Completion

Call and email logs

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Review PhoneVite call and email logs to ensure that parents have been called about testing.

Person Responsible

Amanda Mudlock

Schedule

Monthly, from 8/15/2014 to 5/15/2015

Evidence of Completion

Indicator that administration and testing coordinator have reviewed PhoneVite call and email logs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Check attendance records for testing against PhoneVite and email logs to determine which students attended testing.

Person Responsible

Amanda Mudlock

Schedule

Evidence of Completion

Administrator and/or testing coordinator signature at the end of testing to indicate that records were checked.

G1.B2 Students not attending mathematics intervention groups. 2

B140117

G1.B2.S1 Parents will be contacted and administration will be notified. Parents/students will commit to regular attendance. 4

S152471

Strategy Rationale

If students do not attend intervention, it is likely that students will not improve in mathematics performance.

Action Step 1 5

Contact parents or require a face-to-face meeting

Person Responsible

Deborah Camilleri

Schedule

Weekly, from 8/15/2014 to 5/1/2015

Evidence of Completion

Attendance logs are maintained

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Attendance is maintained and reviewed for attendance

Person Responsible

Deborah Camilleri

Schedule

Weekly, from 8/15/2014 to 5/15/2015

Evidence of Completion

Students attendance is monitored

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

If students do not attend, parents will be contacted and must commit to students regular attendance

Person Responsible

Deborah Camilleri

Schedule

Weekly, from 8/15/2014 to 5/15/2015


Evidence of Completion

If there is a pattern of non-attendance, student and parent will be required to meet with the principal.

G2. Language Arts/English teachers will implement effective writing instruction to all students. Other subject area teachers will support writing by implementing text coding strategies into their grading. 1

 G055575

G2.B1 Students work remotely and asynchronously. 2

 B140119

G2.B1.S2 Provide opportunities for students to attend face-to-face writing workshops. 4

 S152473

Strategy Rationale

Action Step 1 5

Provide teachers with professional development in planning, implementing and evaluating face-to-face writing sessions with students and parents. Teachers are given opportunities to join writing cadre meetings at the district level.

Person Responsible

Katie Hery Morgan

Schedule

Monthly, from 8/15/2014 to 5/15/2015

Evidence of Completion

Attendance logs from professional development opportunities and cadre meetings.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Meet with administration to discuss the effect of writing cadre meetings and workshops on their ability to implement effective writing strategies outside of the set curriculum.

Person Responsible

Katie Hery Morgan

Schedule

Monthly, from 8/15/2014 to 5/15/2015

Evidence of Completion

Writing cadre meeting and writing workshop agendas. Student writing data including writing samples from coursework and progress monitoring writing data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Discuss the effectiveness strategies learned in writing cadre meetings and writing workshops and its impact on student writing achievement.

Person Responsible

Katie Hery Morgan

Schedule

Monthly, from 8/15/2014 to 5/15/2015

Evidence of Completion


Notes from workshops and meetings. Student writing data and work samples.

G3. Provide students who are struggling with reading the support that enables them to be successful readers.

1

 G055576

G3.B1 Students working remotely with no support from a reading coach. 2

 B140122

G3.B1.S3 Provide online reading intervention software. 4

 S152476

Strategy Rationale

Action Step 1 5

Require students to use online, research-based reading intervention software.

Person Responsible

Wendy Duroseau

Schedule

Monthly, from 8/15/2014 to 5/15/2015

Evidence of Completion

Contract for the use of a reading intervention software program

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Assure students are using the software as required.

Person Responsible

Wendy Duroseau

Schedule

Daily, from 8/15/2014 to 5/15/2015

Evidence of Completion

Students making regular progress.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Students growth is evident during face-to-face reading support sessions

Person Responsible

Wendy Duroseau


Schedule

Weekly, from 8/15/2014 to 5/15/2015

Evidence of Completion

student growth in reading on DE testing

G3.B1.S4 Provide face-to-face reading intervention opportunities. 4

 S152477

Strategy Rationale

Action Step 1 5

Use various progress monitoring programs to identify students who are struggling in reading and provide face-to-face reading intervention opportunities.

Person Responsible

Schedule

Evidence of Completion

Lists of students grouped for reading intervention and reports on student progress.

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Maintain and share reading achievement data with administration and language arts/English/Reading teachers. Group students based on reading success data. Create, implement and evaluate reading intervention group plans.

Person Responsible

Schedule

Evidence of Completion

Student achievement data and reading intervention plans.

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Reading coach student achievement data, and the reading intervention group lists, and attendance information.

Person Responsible

Schedule

Evidence of Completion

Review of testing attendance records for makeup testing.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	Prior to testing, email and telephone each parent of the students using email and PhoneVite software advising them of the date and time of testing.	Mudlock, Amanda	9/1/2014	Call and email logs	5/15/2015 monthly
G1.B2.S1.A1	Contact parents or require a face-to-face meeting	Camilleri, Deborah	8/15/2014	Attendance logs are maintained	5/1/2015 weekly
G2.B1.S2.A1	Provide teachers with professional development in planning, implementing and evaluating face-to-face writing sessions with students and parents. Teachers are given opportunities to join writing cadre meetings at the district level.	Hery Morgan, Katie	8/15/2014	Attendance logs from professional development opportunities and cadre meetings.	5/15/2015 monthly
G3.B1.S3.A1	Require students to use online, research-based reading intervention software.	Duroseau, Wendy	8/15/2014	Contract for the use of a reading intervention software program	5/15/2015 monthly
G3.B1.S4.A1	Use various progress monitoring programs to identify students who are struggling in reading and provide face-to-face reading intervention opportunities.		Lists of students grouped for reading intervention and reports on student progress.	once	
G1.MA1	For each progress monitor and state mandated test, check that parents have been contacted via telephone, email and teacher Welcome Pages about the day and time of testing. Also, check that each student who missed the testing date is advised of the make up sessions.	Mudlock, Amanda	8/18/2014	DE Results, progress in ELA and/or Intensive classes	5/15/2015 quarterly
G1.B2.S1.MA1	If students do not attend, parents will be contacted and must commit to students regular attendance	Camilleri, Deborah	8/15/2014	If there is a pattern of non-attendance, student and parent will be required to meet with the principal.	5/15/2015 weekly
G1.B2.S1.MA1	Attendance is maintained and reviewed for attendance	Camilleri, Deborah	8/15/2014	Students attendance is monitored	5/15/2015 weekly

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Seminole County Virtual Franchise (Scvs)

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Check attendance records for testing against PhoneVite and email logs to determine which students attended testing.	Mudlock, Amanda	8/15/2014	Administrator and/or testing coordinator signature at the end of testing to indicate that records were checked.	monthly
G1.B1.S2.MA1	Review PhoneVite call and email logs to ensure that parents have been called about testing.	Mudlock, Amanda	8/15/2014	Indicator that administration and testing coordinator have reviewed PhoneVite call and email logs.	5/15/2015 monthly
G2.MA1	Will monitor student achievement data after progress monitoring, coursework formative and summative assessments test data, and FCAT Writes.	Hery Morgan, Katie	8/15/2014	Data from student formative and summative tests, district based and statewide testing.	5/15/2015 monthly
G2.B1.S2.MA1	Discuss the effectiveness strategies learned in writing cadre meetings and writing workshops and its impact on student writing achievement.	Hery Morgan, Katie	8/15/2014	Notes from workshops and meetings. Student writing data and work samples.	5/15/2015 monthly
G2.B1.S2.MA1	Meet with administration to discuss the effect of writing cadre meetings and workshops on their ability to implement effective writing strategies outside of the set curriculum.	Hery Morgan, Katie	8/15/2014	Writing cadre meeting and writing workshop agendas. Student writing data including writing samples from coursework and progress monitoring writing data.	5/15/2015 monthly
G3.MA1	Will monitor student achievement using progress monitoring data, coursework test data, diagnostic testing data and the 2015 ELA exam	Duroseau, Wendy	8/15/2014	Data from student formative and summative tests, district based and statewide testing.	5/15/2015 weekly
G3.B1.S3.MA1	Students growth is evident during face-to-face reading support sessions	Duroseau, Wendy	8/15/2014	student growth in reading on DE testing	5/15/2015 weekly
G3.B1.S3.MA1	Assure students are using the software as required.	Duroseau, Wendy	8/15/2014	Students making regular progress.	5/15/2015 daily
G3.B1.S4.MA1	Reading coach student achievement data, and the reading intervention group lists, and attendance information.		Review of testing attendance records for makeup testing.	once	
G3.B1.S4.MA1	Maintain and share reading achievement data with administration and language arts/English/Reading teachers. Group students based on reading success data. Create, implement and evaluate reading intervention group plans.		Student achievement data and reading intervention plans.	once	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Language Arts/English teachers will implement effective writing instruction to all students. Other subject area teachers will support writing by implementing text coding strategies into their grading.

G2.B1 Students work remotely and asynchronously.

G2.B1.S2 Provide opportunities for students to attend face-to-face writing workshops.

PD Opportunity 1

Provide teachers with professional development in planning, implementing and evaluating face-to-face writing sessions with students and parents. Teachers are given opportunities to join writing cadre meetings at the district level.

Facilitator

District-level writing coach

Participants

Language Arts/ English teachers

Schedule

Monthly, from 8/15/2014 to 5/15/2015

G3. Provide students who are struggling with reading the support that enables them to be successful readers.

G3.B1 Students working remotely with no support from a reading coach.

G3.B1.S3 Provide online reading intervention software.

PD Opportunity 1

Require students to use online, research-based reading intervention software.

Facilitator

Wendy Duroseau (Reading Coach)

Participants

Language Arts and English teachers.

Schedule

Monthly, from 8/15/2014 to 5/15/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 1: Teachers and support staff will identify students who are struggling with mathematics and implement intervention strategies to improve the number of students successfully passing state mandated tests.	400
Grand Total	400

Goal 1: Teachers and support staff will identify students who are struggling with mathematics and implement intervention strategies to improve the number of students successfully passing state mandated tests.		
Description	Source	Total
B1.S2.A1	School Improvement Funds	400
Total Goal 1		400