

Seminole County Public Schools

Seminole County Virtual Franchise (Scvs)



2016-17 Schoolwide Improvement Plan

Seminole County Virtual Franchise (Scvs)

450 TECHNOLOGY PARK, Lake Mary, FL 32746

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	15%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	B*	C	I

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Seminole County Virtual Franchise (Scvs)

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 and SADL 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.

b. 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.

c. 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 and Seminole Academy of Digital Learning are online schools 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.

d. 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. Teachers are encouraged to develop relationships with both students and families through regular communication and support.

3. Early Warning Systems

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

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

The school has a Multi-Tiered System of Supports (MTSS) core 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 conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

SCVS and SADL 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 courses (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.

Student who are not proficient in Mathematics and/or Language Arts assessments are identified at

the beginning of the school year or upon entry into the school. Each identified student is given a diagnostic test to determine the level and type of intervention needed. These students are placed in an intensive reading/math class and may also participate weekly in face-to-face intervention.

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

1. 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	1	0	1	0	0	2
Level 2 on statewide assessment	0	0	0	0	0	0	0	1	1	1	1	0	0	4
No Previous statewide assessment	0	0	0	0	0	0	0	0	0	2	2	5	2	11

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

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

c. 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.
- Registration review – each student's record is reviewed to identify student's needs prior to enrollment.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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.

2. 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 has added 2 new business partners for the 2015-2016 school year.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Camilleri, Deborah	Principal
Hery Morgan, Katie	Assistant Principal
Washburn, Rob	School Counselor
Sandoval, Courtney	Teacher, ESE
McIntosh, Robert	Dean

b. Duties

1. 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 & Math 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.

2. 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.

Seminole County Virtual School and Seminole Academy of Digital Learning will coordinate Supplemental Academic Instruction funds to provide intervention for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Deborah Camilleri	Principal
Heather Byrnes	Teacher
Marguerite Terwilleger	Teacher
Shannon Wentworth	Teacher
Stacyann Moncrieffe	Education Support Employee
Amie White	Parent
Reddy Sama	Parent
Bianca Wentworth	Parent
Juan Pablo Pastrana	Parent
Christine Keena	Parent
Monica Soto	Parent
Nancy Afshari	Parent
Olivia Destrades Mendoza	Parent
Katelyna Pastrana	Student
Isabella Destrades Mendoza	Student
Reddy Snehit Sama	Student

b. Duties

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

a. 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.

b. 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.

c. 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.

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

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Camilleri, Deborah	Principal
Washburn, Rob	School Counselor
Sandoval, Courtney	Teacher, ESE
Collins, Maureen	Instructional Coach
Williamson, Cori	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

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

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

2. 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 is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

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 a one on one mentor. This support is provided beyond the first year!

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

Our school has three lead teachers who work with administration to coordinate all mentoring activities on our campus. Before school begins, our new teachers at our school 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, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. 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 FLVS and our school to support the teacher's various needs.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

SCVS is a franchise of FLVS. All FLVS courses are built in alignment with Florida Standards. SADL courses are designed to ensure that they meet Florida standards.

b. Instructional Strategies

1. 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 and SADL 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 students interact with each other and the teachers to master challenging content.

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

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 and SADL are required to attend a face-to-face open house and orientation.

b. College and Career Readiness

1. 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, standard, honors, advanced placement courses, and dual enrollment. SCVS and SADL also allows students to accelerate in subjects in which they excel or are interested.

2. 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 middle and high school students. SCVS will begin offering industry certifications this school year, 2016-2017.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** At SCVS & SADL we will (a) seek to develop appropriate, working relationships with students, parents, and each other; and (b) implement research-based best practices for teaching and instruction aligned to core standards to insure a minimum of one years growth for one years instruction in ELA and mathematics and satisfactory achievement in science and social studies.

Strategic Goals Detail

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

G1. At SCVS & SADL we will (a) seek to develop appropriate, working relationships with students, parents, and each other; and (b) implement research-based best practices for teaching and instruction aligned to core standards to insure a minimum of one years growth for one years instruction in ELA and mathematics and satisfactory achievement in science and social studies. **1a**

G086321

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Lowest 25% Gains	55.0
Math Gains	60.0
5Es Score: Collaborative Teachers	80.0

Targeted Barriers to Achieving the Goal **3**

- Students not attending live lessons, online reviews, online boost camps, and face to face sessions.
- Students self-enroll into virtual school program and often do not choose to take accelerated options.
- Sample DBAs provided by FLVS not rigorous enough.
- Engaging full-time SCVS and SADL students, who work from home the majority of the time.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Math coach
- iready software
- Classroom teacher
- Reading Coach
- Academic Interventionist
- Guidance Counselor

Plan to Monitor Progress Toward G1. **8**

Data on student participation in live lessons will be collected and reviewed.

Person Responsible

Deborah Camilleri

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Attendance records, teacher participation records from Sharepoint calendar, course completion rate

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. At SCVS & SADL we will (a) seek to develop appropriate, working relationships with students, parents, and each other; and (b) implement research-based best practices for teaching and instruction aligned to core standards to insure a minimum of one years growth for one years instruction in ELA and mathematics and satisfactory achievement in science and social studies. **1**

G086321

G1.B1 Students not attending live lessons, online reviews, online boost camps, and face to face sessions.

2

B229377

G1.B1.S2 Develop incentives for students to attend boost camps and face to face lessons. **4**

S241927

Strategy Rationale

The incentives will entice more students to participate in the Boost Camps & Live Lesson. Ideally the boost camps and live lessons will help more students successfully complete their EOC, FSA, and AP courses and exams.

Action Step 1 **5**

Students will be provided with incentives for participation in live lessons, boost camps, and reviews.

Person Responsible

Katie Hery Morgan

Schedule

Monthly, from 8/17/2015 to 5/23/2016

Evidence of Completion

Attendance records will be used as evidence of student participation.

Action Step 2 **5**

Teachers will be trained on the use of live lesson software.

Person Responsible

Katie Hery Morgan

Schedule

Quarterly, from 8/17/2015 to 5/23/2016

Evidence of Completion

Professional development activity logs and reflections will be collected.

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

Teacher face to face and online lessons will be added to the Sharepoint calendar for easy access and monitoring.

Person Responsible

Deborah Camilleri

Schedule

Monthly, from 8/10/2016 to 5/23/2017

Evidence of Completion

Student attendance logs and recordings of online lessons will be collected.

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

Teachers will maintain monthly logs of attendance and recordings of lessons for review.

Person Responsible

Deborah Camilleri

Schedule


Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Monthly records of student attendance at live lessons and EOC/Exam reviews will be collected.

G1.B2 Students self-enroll into virtual school program and often do not choose to take accelerated options.

2

 B229378

G1.B2.S1 Guidance will review all full-time students' records to identify students for accelerated opportunities. 4

 S241929

Strategy Rationale

Since students self-enroll in virtual classes, it is critical that SCVS & SADL staff identify accelerated options and alert students and parents.

Action Step 1 5

Guidance will review all full-time students checking for accelerated options.

Person Responsible

Rob Washburn

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Students will elect to enroll in acceleration options as recommended by the guidance counselor.

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

Student course enrollment will be monitored.

Person Responsible

Deborah Camilleri

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Enrollment in accelerated courses will increase.

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

The school principal will review course enrollment with the guidance counselor.

Person Responsible

Deborah Camilleri

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Increase enrollment in accelerated courses.

G1.B3 Sample DBAs provided by FLVS not rigorous enough. 2

B229379

G1.B3.S1 The Discussion Based Assessments provided by FLVS are not as rigorous as needed. SCVS teachers are expected to develop higher level questions to use during DBA's 4

S241930

Strategy Rationale

SCPS has a focus on rigor and SCVS teachers should incorporate more rigor into their curriculum through DBA's.

Action Step 1 5

SCVS teachers will attend rigor PD provided by SCPS.

Person Responsible

Katie Hery Morgan

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teachers will attend rigor PD and submit learning logs.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

During PLC meetings, teachers will discuss rigor and document examples of increased rigor during live lessons and DBA's

Person Responsible

Deborah Camilleri

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Administrators will observe an increase in rigor during live lessons and DBA's

Plan to Monitor Effectiveness of Implementation of G1.B3.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 8/10/2016 to 6/26/2017


Evidence of Completion

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

G1.B4 Engaging full-time SCVS and SADL students, who work from home the majority of the time. **2**

 B229380

G1.B4.S1 It is often challenging for teachers to engage and motivate students who are working from home. **4**

 S241932

Strategy Rationale

Due to the nature of virtual, students and teachers are not often in the same location and other methods have to be used to engage students.

Action Step 1 **5**

Teachers will develop unique and innovative methods to engage and motivate students.

Person Responsible

Deborah Camilleri

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Students will be on pace and have good grades in virtual classes.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Student pace and grades will be monitored by school staff and admin regularly.

Person Responsible

Deborah Camilleri

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

There will be a decrease in the number of students behind pace and with poor grades.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Teachers will be notified as to the overall and individual success of their students regarding pace and grades.

Person Responsible

Deborah Camilleri

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Records for pace and grades will be reviewed.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S2.A1 A313151	Students will be provided with incentives for participation in live lessons, boost camps, and...	Hery Morgan, Katie	8/17/2015	Attendance records will be used as evidence of student participation.	5/23/2016 monthly
G1.B1.S2.A2 A313152	Teachers will be trained on the use of live lesson software.	Hery Morgan, Katie	8/17/2015	Professional development activity logs and reflections will be collected.	5/23/2016 quarterly
G1.B1.S2.MA1 M322937	Teacher face to face and online lessons will be added to the Sharepoint calendar for easy access...	Camilleri, Deborah	8/10/2016	Student attendance logs and recordings of online lessons will be collected.	5/23/2017 monthly
G1.MA1 M322946	Data on student participation in live lessons will be collected and reviewed.	Camilleri, Deborah	8/10/2016	Attendance records, teacher participation records from Sharepoint calendar, course completion rate	5/26/2017 monthly
G1.B2.S1.MA1 M322940	The school principal will review course enrollment with the guidance counselor.	Camilleri, Deborah	8/10/2016	Increase enrollment in accelerated courses.	5/26/2017 semiannually
G1.B2.S1.MA1 M322941	Student course enrollment will be monitored.	Camilleri, Deborah	8/10/2016	Enrollment in accelerated courses will increase.	5/26/2017 semiannually
G1.B2.S1.A1 A313154	Guidance will review all full-time students checking for accelerated options.	Washburn, Rob	8/10/2016	Students will elect to enroll in acceleration options as recommended by the guidance counselor.	5/26/2017 monthly
G1.B3.S1.MA1 M322943	During PLC meetings, teachers will discuss rigor and document examples of increased rigor during...	Camilleri, Deborah	8/10/2016	Administrators will observe an increase in rigor during live lessons and DBA's	5/26/2017 weekly
G1.B3.S1.A1 A313155	SCVS teachers will attend rigor PD provided by SCPS.	Hery Morgan, Katie	8/10/2016	Teachers will attend rigor PD and submit learning logs.	5/26/2017 semiannually
G1.B4.S1.MA1 M322944	Teachers will be notified as to the overall and individual success of their students regarding pace...	Camilleri, Deborah	8/10/2016	Records for pace and grades will be reviewed.	5/26/2017 biweekly
G1.B4.S1.MA1 M322945	Student pace and grades will be monitored by school staff and admin regularly.	Camilleri, Deborah	8/10/2016	There will be a decrease in the number of students behind pace and with poor grades.	5/26/2017 biweekly
G1.B4.S1.A1 A313156	Teachers will develop unique and innovative methods to engage and motivate students.	Camilleri, Deborah	8/10/2016	Students will be on pace and have good grades in virtual classes.	5/26/2017 daily
G1.B1.S2.MA1 M322936	Teachers will maintain monthly logs of attendance and recordings of lessons for review.	Camilleri, Deborah	8/10/2016	Monthly records of student attendance at live lessons and EOC/Exam reviews will be collected.	5/26/2017 monthly
G1.B3.S1.MA1 M322942	If students do not attend, parents will be contacted and must commit to students regular attendance	Camilleri, Deborah	8/10/2016	If there is a pattern of non-attendance, student and parent will be required to meet with the principal.	6/26/2017 weekly

V. Professional Development Opportunities

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

G1. At SCVS & SADL we will (a) seek to develop appropriate, working relationships with students, parents, and each other; and (b) implement research-based best practices for teaching and instruction aligned to core standards to insure a minimum of one years growth for one years instruction in ELA and mathematics and satisfactory achievement in science and social studies.

G1.B1 Students not attending live lessons, online reviews, online boost camps, and face to face sessions.

G1.B1.S2 Develop incentives for students to attend boost camps and face to face lessons.

PD Opportunity 1

Teachers will be trained on the use of live lesson software.

Facilitator

Katie Hery Morgan

Participants

SCVS Staff

Schedule

Quarterly, from 8/17/2015 to 5/23/2016

G1.B3 Sample DBAs provided by FLVS not rigorous enough.

G1.B3.S1 The Discussion Based Assessments provided by FLVS are not as rigorous as needed. SCVS teachers are expected to develop higher level questions to use during DBA's

PD Opportunity 1

SCVS teachers will attend rigor PD provided by SCPS.

Facilitator

Seminole County Public Schools

Participants

SCVS Teachers

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S2.A1	Students will be provided with incentives for participation in live lessons, boost camps, and reviews.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7004 - Seminole County Virtual Franchise (Scvs)	School Improvement Funds		\$500.00
2	G1.B1.S2.A2	Teachers will be trained on the use of live lesson software.				\$0.00
3	G1.B2.S1.A1	Guidance will review all full-time students checking for accelerated options.				\$0.00
4	G1.B3.S1.A1	SCVS teachers will attend rigor PD provided by SCPS.				\$0.00
5	G1.B4.S1.A1	Teachers will develop unique and innovative methods to engage and motivate students.				\$1,152.03
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			7004 - Seminole County Virtual Franchise (Scvs)	School Improvement Funds		\$1,152.03
Total:						\$1,652.03