2013-2014 SCHOOL IMPROVEMENT PLAN

Osceola Virtual Franchise (Secondary)

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St Cloud, FL 34769
407-870-4847
www.osceola.k12.fl.us

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	No	30%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	62%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
NOT GRADED			

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Osceola Virtual Franchise (Secondary)

Principal
Zundra Aubrey

School Advisory Council chair
Marcus Franklin

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Joann Kandrac	Learning Resource Specialist
Marcus Franklin	School Counselor

District-Level Information

District
Osceola

Superintendent
Mrs. Melba Luciano

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Involvement of the SAC in the development of the SIP

Activities of the SAC for the upcoming school year

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Zundra Aubrey		
Principal	Years as Administrator: 10	Years at Current School: 1

Credentials	Doctorate Degree- Organizational Leadership, Masters Degree Educational Leadership, Bachelors Degree-Speech Communications, Florida Principals Certification, Certified in English 5-9, Educational Leadership
Performance Record	Highly Effective and Effective

Instructional Coaches

# of instructional coaches

 # receiving effective rating or higher

Instructional Coach Information:

Joann Kandrac		
Part-time / School-based	Years as Coach: 5	Years at Current School: 5
Areas	Other	
Credentials	Masters Degree, Bachelors Degree	
Performance Record	Effective	

Classroom Teachers

# of classroom teachers

29

 # receiving effective rating or higher

0%

 # Highly Qualified Teachers

100%

 # certified in-field

29, 100%

 # ESOL endorsed

5, 17%

 # reading endorsed
7, 24%

 # with advanced degrees
, 0%

 # National Board Certified
2, 7%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
0, 0%

 # with 6-14 years of experience
27, 93%

 # with 15 or more years of experience
2, 7%

Education Paraprofessionals

# of paraprofessionals
0

 # Highly Qualified
0

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Hiring, Recognition Programs

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Teachers receive a 3 day online training orientation. Teachers also receive face to face training. Teachers also work with other online teachers to learn and navigate the learning management systems.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Students identified as in needs of Intervention and support follow the MTSS process in which school-based and district leadership provide interventions, meet to discuss intervention and strategies and make determinations about virtual school instruction.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administrator-meets with other school personnel and district leadership to discuss needs, resources and allocations needed, and conduct MTSS and SIP meetings. Learning Resource Specialist and School Counselor conducts MTSS meeting and monitors the implementation of interventions, resources to support learning. Teacher and Curriculum Provider-refer students who are in need of interventions (Tier II) and provides documentation of progress or continued deficiencies in learning. Provides support for continued interventions and escalation to Tier III.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Weekly and monthly escalation meetings are conducted to determine progress or next steps to ensure students success. Interventions are tracked, charted and documented and are a part of decision making as it relates to students moving back to Tier I or up to Tier III

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Learning Management Systems, FAIR, STAR data (newly implemented), teacher assessments, state standardized assessments

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Teacher professional development on MTSS in the Virtual School Setting, Professional Development, Development of Interventions and best-practices currently being used in the virtual school setting.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 60

We currently offer weekly tutoring in Algebra Math each week to students

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected from students assessments weekly.

Who is responsible for monitoring implementation of this strategy?

School Counselor, Learning Resource Specialist, and Teacher

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Zundra Aubrey	Principal
Joann Kandrac	Learning Resource Specialist
Marcus Franklin	Counselor

How the school-based LLT functions

Literacy Leadership is working to develop a Literacy Program for virtual instruction

Major initiatives of the LLT

To develop a plan for continued promotion of literacy throughout K-12

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers are encouraged to help students with understanding of reading in the content-area. Level 1 and 2 students take a supplemental reading course and students in grade 6 are encouraged to take Reading 1.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Career is offered in 7th or 8th grade, Course selections are offered in various areas of CTE.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Student participate in Career Planning and the school counselor completes inventories with students on career planning and resources that will be beneficial in aiding students in fields of interest.

Strategies for improving student readiness for the public postsecondary level

Students are encouraged to take the PERT test to determine readiness for college.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	63%	No	81%
American Indian				
Asian				
Black/African American				
Hispanic	67%	56%	No	70%
White	86%	75%	No	87%
English language learners				
Students with disabilities				
Economically disadvantaged	47%	45%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	36%	40%
Students scoring at or above Achievement Level 4	15	27%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	36	65%	79%
Students in lowest 25% making learning gains (FCAT 2.0)			

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		75%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		75%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		75%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	14	74%	79%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%		No	57%
American Indian				
Asian				
Black/African American				
Hispanic				
White	75%		No	78%
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	*[data excluded for privacy reasons]*		70%
Students in lowest 25% making learning gains (EOC)	*[data excluded for privacy reasons]*		80%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	12	25%	70%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		65%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		35%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		15%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		3
Participation in STEM-related experiences provided for students	0	0%	1%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	0	0%	5%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		0%	100%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	30%
CTE-STEM program concentrators	0		2
Students taking CTE-STEM industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	5%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	5%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	100%
Students taking CTE industry certification exams	0	0%	10%
Passing rate (%) for students who take CTE industry certification exams		0%	100%
CTE program concentrators	0	0%	5%
CTE teachers holding appropriate industry certifications	0	0%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	1	7%	
Students with grade point average less than 2.0	0	0%	
Students who fail to progress on-time to tenth grade	0	0%	
Students who receive two or more behavior referrals	0	0%	
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	12	100%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	100%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Our goal is to involve more parents in virtual instruction through collaboration nights, monthly get-connected sessions and trainings

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Education in the Park, Parent Orientation	2	1%	20%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Increase the number of students passing the Algebra I EOC

Goals Detail

G1. Increase the number of students passing the Algebra I EOC

Targets Supported

Resources Available to Support the Goal
- EOC Preparation, Weekly Tutoring for Algebra I students

Targeted Barriers to Achieving the Goal
- Time and Space for virtual school students, attendance

Plan to Monitor Progress Toward the Goal

District Assessments, classroom assessments

Person or Persons Responsible
testing coordinator, teachers, guidance, school admin

Target Dates or Schedule:
ongoing

Evidence of Completion:
data reports, progress monitoring logs

Action Plan for Improvement

Problem Solving Key

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

G1. Increase the number of students passing the Algebra I EOC

G1.B1 Time and Space for virtual school students, attendance

G1.B1.S1 Host remedial and enrichment for Algebra I students

Action Step 1

Remediation and Enrichment Session each Monday

Person or Persons Responsible

District Math Resource

Target Dates or Schedule

Monday, 4-6 PM

Evidence of Completion

Weekly logs

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Weekly progress monitoring

Person or Persons Responsible

guidance counselor and administration

Target Dates or Schedule

weekly

Evidence of Completion

progress monitoring logs

Plan to Monitor Effectiveness of G1.B1.S1

Unit Assessment results

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly, Bi-weekly

Evidence of Completion

Gradebook documentation

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

We will use the residual funds earned in 7001 to purchase technological hardware needed for testing and to service students who are free and reduced lunch.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals