

School District of Osceola County, FL

Osceola Virtual Franchise (Secondary)



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	13
Budget to Support Goals	15

Osceola Virtual Franchise (Secondary)

1907 MICHIGAN AVENUE, St Cloud, FL 34769

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	25%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2017-18	2016-17	2015-16	2013-14
Grade	A	B	I	I

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Osceola School District's mission is to inspire all learners to reach their highest potential as responsible, productive citizens.

Osceola Virtual School's mission is to provide enriching educational online choice options to enhance students' potential in the future.

Provide the school's vision statement.

Osceola Virtual School's vision is to provide a K-12 virtual education that is powerful, personalized, and learner-centered with experiences through competency-based, blended and full-time online learning.

School Leadership Team

Membership

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

Name	Title
Rentas, Enid	Principal
	Principal
Cook, Janet	
Ortiz, Jeriel	
Bender, Lyubov	

Duties

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

Janet Cook is the OVS Literacy Coach. She monitors student progress and coaches the teachers. Her Job Duties for Literacy Coach includes 2 schools OVS & JCF

She is the MTSS coordinator for OVS and a PLC representative.

She will be coordinating the Osceola Writes for students in 7004. She will correct and provide feedback to 7004 students from practice Osceola Writes and provide language arts and content teachers with the results. She will also provide teachers with tools and specific strategies to work with students. Mrs. Cook will also facilitate

a Writing Bootcamp prior to FSA Writing for students in both 7001 & 7004.

Provide one-to-one mini workshops for new parents on the K-12 program and FLVS program for OVS Offer one-to-one tutoring for students who are struggling as identified by the teachers, progress in the course or parent referral. Finally analyzes i-Ready reports from our K-12 students and provides teachers with report with specific strategies to implement with full-time OVS students

Jeriel Ortiz is the SAC Chairperson and Testing Coordinator. He will be supporting the team with technology resources and coordinating all testing. The students in the program who qualify for free and reduced lunch receive a laptop for the year, Dr. Ortiz manages the computers and loan program. He also assists students in any technical issues they may have with the computer.

Lyubov Bender is the Professional School Counselor and Career Representative for OVS. She will be participating in the monitoring of student progress and emotional needs any student may have. She will conduct credit reviews and academic planning for all students in the full time program. She is also the 504 designee and MTSS member. Mrs. Bender provides workshops to students who are college bound and assists in the application and monitoring of dual enrolled students and counsels students in Career and College admissions.

Early Warning Systems

Year 2017-18

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	
One or more suspensions	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	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	1	0	1	2
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	1	2	3

Date this data was collected

Wednesday 7/18/2018

Year 2016-17 - As Reported

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	
One or more suspensions	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	4	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Year 2016-17 - Updated

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	
One or more suspensions	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	4	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

We did not have a data component score.

Which data component showed the greatest decline from prior year?

The data component that showed decline from prior year was ELA Achievement which went from 100% achievement to 95% achievement.

Which data component had the biggest gap when compared to the state average?

We did not have any gaps compared to the state average.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvements was the science achievement. It's difficult to specify if it is a trend because of the short time span.

Describe the actions or changes that led to the improvement in this area.

The face to face tutoring contributed to the improvement in both the science and math areas.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	95%	56%	56%	0%	50%	52%
ELA Learning Gains	70%	54%	53%	0%	42%	46%
ELA Lowest 25th Percentile	0%	47%	44%	0%	33%	38%
Math Achievement	68%	39%	51%	0%	42%	43%
Math Learning Gains	50%	40%	48%	0%	40%	39%
Math Lowest 25th Percentile	0%	46%	45%	0%	36%	38%
Science Achievement	90%	67%	67%	0%	69%	65%
Social Studies Achievement	0%	70%	71%	0%	66%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	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)	0 (0)
One or more suspensions	0 (0)	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 (4)	0 (0)	0 (0)	0 (0)	0 (0)	0 (4)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	46%	-46%	52%	-52%
	2017					
Cohort Comparison						
07	2018	0%	46%	-46%	51%	-51%
	2017	0%	49%	-49%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	0%	52%	-52%	58%	-58%
	2017	0%	48%	-48%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2018	0%	47%	-47%	53%	-53%
	2017	0%	48%	-48%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2018	88%	49%	39%	53%	35%
	2017	0%	47%	-47%	50%	-50%
Same Grade Comparison		88%				
Cohort Comparison		88%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	43%	-43%	52%	-52%
	2017					
Cohort Comparison						
07	2018					
	2017					
Cohort Comparison		0%				
08	2018	0%	43%	-43%	45%	-45%
	2017	0%	47%	-47%	46%	-46%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	0%	42%	-42%	50%	-50%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	92%	68%	24%	65%	27%
2017	0%	69%	-69%	63%	-63%
Compare		92%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	70%	-70%	71%	-71%
2017	0%	74%	-74%	69%	-69%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	61%	-61%	68%	-68%
2017	0%	63%	-63%	67%	-67%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	52%	-52%	62%	-62%
2017	0%	46%	-46%	60%	-60%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	77%	39%	38%	56%	21%
2017	0%	43%	-43%	53%	-53%
Compare		77%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	92	75		55	50					92	
WHT										82	
FRL										92	9
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
HSP				50							
WHT										79	21
FRL										86	17

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Ensure high levels of Literacy Learning for all students with a focus on Informational Text
Rationale	Students are struggling with understanding how to read and use Informational Text when responding to questions and Discussion Based Assessments (DBA's). If we increase students' knowledge of Informational Text in all Content Areas, the student achievement will increase.
Intended Outcome	To have an 5% increase in the area of Informational Text in all content areas as measured on the Spring FSA.
Point Person	Janet Cook (janet.cook@osceolaschools.net)
Action Step	<p>Step: 1 Ensure high levels of Literacy for all students, implementing a focus on Informational Text.</p> <p>Step: 2 ELL Task Force is not needed because OVS only has one ELL student and he is monitored regularly with all students.</p> <p>Step: 3 OVS conducts 4 Parent Orientations yearly to explain Policies, Procedures and Expectations of both virtual students and parents.</p> <p>Step: 4 At the parent - student orientation i-Ready was discussed as a non-negotiable.</p> <p>Step 5: During the welcome call with the ELA and Math teachers, parents were informed of the expectations for i-Ready.</p> <p>Step 6: Parents and students have been sent the instructions on how to sign onto Class link from home and how to access the i-Ready Program.</p> <p>Step: 7 Parents and students who are not technology savvy receive assistance F2F from OVS Staff.</p> <p>Step: 8 Students are encouraged to attend Face to Face tutoring daily in different content areas.</p> <p>Step: 9 Middle School Students will be monitored on a monthly basis by the teacher and reading coach.</p> <p>Step: 10 Parents will be notified if the student is not working on i-Ready for at least 30 minutes per week either via phone call or email.</p> <p>Step: 11 Students will be tested again in the Winter and again at the end of the year to measure growth in the program.</p> <p>Step: 12 Professional Development for specific courses will be offered by FLVS and teachers will sign up for workshops on Professional Development Days as well as workshops assigned by the administrator to improve teacher responsibilities within the required policies and procedures to follow. Teachers will meet with Administrator once a month for Staff Meetings and training in areas that are needing improvement such as "how to conduct discussion based assessments", set up a weekly schedule to work efficiently, how to conduct a live lesson virtually, motivating students to maintain the pace of the</p>
Description	

course and strategies for improving student achievement in courses. Teachers will also participate in the professional development workshops offered by the district when it is applicable to their job responsibilities.

Person Responsible Janet Cook (janet.cook@osceolaschools.net)

Plan to Monitor Effectiveness

Mrs. Cook is going to share an Informational Text Power point to full time ELA, Social Studies, Science, Math and World Languages teachers so they can review it with students during tutoring, live lessons and when they complete DBAs (discussion based assessments).

Description A student list will be maintained as to who is using the i-Ready program and who is not along with the documentation that the parent has been notified.

Students will be monitored by the teachers using course assessments, exams and they will provide the information to the PLC/Stocktake for further action.

Person Responsible Janet Cook (janet.cook@osceolaschools.net)

Activity #2	
Title	Ensure high levels of mathematics achievement for all students with a focus on Algebra 1.
Rationale	Although, we had a 14% learning gain in math last year, we will continue focusing on Math skills and Algebra 1 so that students are prepared to graduate successfully.
Intended Outcome	Our intended outcome is to improve Algebra 1 scores by 5% on the Spring FSA.
Point Person	Enid Rentas (enid.rentas@osceolaschools.net)
Action Step	
Description	Step: 1 Ensure high levels of mathematics achievement for all students with a focus on Algebra 1.
	Step: 2 ELL Task Force is not needed because OVS only has one ELL student and he is monitored regularly with all students.
	Step: 3 OVS conducts 4 Parent Orientations yearly to explain Policies, Procedures and Expectations of both virtual students and parents.
	Step 4: At the parent - student orientation i-Ready Math was discussed as a non-negotiable for Middle School Students and Math Nation for high school students.
	Step 5: During the welcome call with the Math teacher, parents were informed of the expectations for i-Ready Math and Math Nation.
	Step 6: Math and Science teachers will provide face to face math tutoring at the OVS office or Celebration High School weekly.
	Step 7: Tutoring opportunities are posted on Math teacher's class home page in FLVS and on the OVS website.
	Step 8: Parents have been notified that face to face math tutoring is available.
	Step 9: A monthly calendar has been prepared to notate course, location and times.
	Step 10: Professional Development for specific courses will be offered by FLVS and teachers will sign up for workshops on Professional Development Days as well as workshops assigned by the administrator to improve teacher responsibilities within the required policies and procedures to follow in each course. Teachers will meet with Administrator once a month for Staff Meetings and training in areas that are needing improvement such as "how to conduct discussion based assessments", set up a weekly schedule to work efficiently, how to conduct a live lesson virtually, motivating students to maintain the pace of the course and strategies for improving student achievement in the courses. Teachers will also participate in the professional development workshops offered by the district when it is applicable to their job responsibilities.
Person Responsible	Jeriel Ortiz (jeriel.ortiz@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	The plan we will use to monitor students are DBA's (discussion based assessments), course exams, teacher evaluations and course progress.

Person Responsible Jeriel Ortiz (jeriel.ortiz@osceolaschools.net)

Activity #3

Title Strengthen collaborative processes to ensure that the learning needs of all students are met.

Rationale To achieve academic success in Math and Reading the PLC has met and put a plan together for the school year.

Intended Outcome To improve the students FSA scores by 5% in both Reading and Math.

Point Person Janet Cook (janet.cook@osceolaschools.net)

Action Step

Description

Step 1: To develop a monthly calendar with PLC and Stocktake dates and share with staff
 Step 2: To develop a agenda for each meeting
 Step 3: To provide necessary materials and data for the meeting
 Step 4: To send out reminder notices to staff of upcoming meeting date and time
 Step 5: To develop next steps from the meeting with dates, times and responsible people
 Step 6: To review at the beginning of the next PLC where we are in our next steps from our previous meeting
 Step 7: The ultimate goal is to achieve academic success in all content areas
 Professional Development for specific courses will be offered by FLVS and teachers will sign up for workshops on Professional Development Days as well as workshops assigned by the administrator to improve teacher responsibilities within the required policies and procedures to follow in each course. Teachers will meet with Administrator once a month for staff meetings and training in areas that are needing improvement such as “how to conduct discussion based assessments”, set up a weekly schedule to work efficiently, how to conduct a live lesson virtually, motivating students to maintain the pace of the course and strategies for improving student achievement in courses. Teachers will also participate in the professional development workshops offered by the district when it is applicable to their job responsibilities.

Person Responsible Janet Cook (janet.cook@osceolaschools.net)

Plan to Monitor Effectiveness

Description Agendas and minutes will be kept on each PLC/Stocktake session and will be sent to all Instructional Staff with next steps identified and the person responsible to ensure success.

Person Responsible Enid Rentas (enid.rentas@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our goal is to involve more parents in virtual instruction through collaboration nights, monthly get-connected sessions, SAC meetings and virtual trainings and webinars. Also, continue to have Open House and F2F cohorts throughout the district.

PFEF Link

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

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.

Osceola Virtual School provides counseling to all students registered with OVS via online, email and face to face. Furthermore, the counselor provides webinars in career counseling, bullying, on line etiquette and time management.

In addition, Orientation Days are held in the beginning of the year for parents and students to explain policies and procedures of online learning, resources available to OVS students and respond to any questions and concerns the students and parents may have.

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

OVS uses an escalation process to transition students from one level to another. The following factors are taken into consideration for transitioning:

- a) Attendance
- b) Grades during mid and end of year
- c) Students not progressing during the weekly data checks
- d) Students' place in Student Success Plans achieving and showing improvement
- e) Portfolios
- f) I-Ready results in both Math and Reading
- g) Reading Plus data
- h) Teacher Judgment and Recommendations
- i) Discussion Based Assessments
- j) Formative Assessments

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.

Students identified as in need of Intervention and support follow a process in which school-based and district leadership provide interventions, meet to discuss intervention and strategies to make a determinations about virtual school instruction. The Learning Resource Specialist together with the counselor and administrator will collect data and consult with a member of the special education personnel at the district level for guidance. If the recommended strategies and interventions do not have a positive impact, the Reading Coach, together with the OVS counselor and administrator, including the parent, will officially refer the student to the school's special education team. They may even consult with a member of the special education team. If after all the recommended strategies fail, the team, along with the parent, will officially refer the student to the district's special education team.

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

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

Students participate in Career Planning and the school counselor will complete inventories with the students on career planning and resources that will be beneficial in aiding students in fields of interest. OVS staff will prepare a "Career Day" event that will include business professionals who will provide a session about the different careers in the area. Students will also be able to participate in job shadowing opportunities and internships as well. In addition, the OVS counselor will offer F2F and virtual seminars on College and Career Readiness.

Part V: Budget

Total:

\$0.00