



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Seminole County Virtual Franchise (Scvs)

400 E LAKE MARY BLVD

Sanford, FL 32773

407-871-7287

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

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## School Demographics

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**School Type**

High School

**Title I**

No

**Free and Reduced Lunch Rate**

32%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority Rate**

39%

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## School Grades History

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**2013-14**

PENDING

**2012-13****2011-12****2010-11****2009-10**


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## SIP Authority and Template

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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.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>16</b>
<b>Goals Summary</b>	<b>23</b>
<b>Goals Detail</b>	<b>23</b>
<b>Action Plan for Improvement</b>	<b>26</b>
<b>Part III: Coordination and Integration</b>	<b>33</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>34</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>36</b>

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## Purpose and Outline of the SIP

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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

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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

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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

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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

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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

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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**

Seminole County Virtual Franchise (Scvs)

**Principal**

Deborah Camilleri

**School Advisory Council chair**

Jocelyn Lamb

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

Name	Title
Dr. Deborah Camilleri	Principal
Janine McGrath	School Administration Manager
Katie HeryMorgan	Academic Dean
Wendy Duroseau	Reading Coach
Linda Constantino	Guidance Counsellor

#### District-Level Information

**District**

Seminole

**Superintendent**

Dr. Walt Griffin

**Date of school board approval of SIP**

11/11/2013

### 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**

The following people are members of SAC:

School Based Employees:

- Dr. Deborah Camilleri – Principal
- Katie Wano – Social Studies teacher
- Caroline Wilkes – Social Studies teacher
- Barbara Rector – Business Studies teacher
- Nancy Hurley – Bookkeeper

Parent/Community Members:

- Kimberlee Amee
- Samantha Garay
- Amy van Tilborough
- Jocelyn Lamb

Rafael Pabelico  
Willow Brodo

### **Involvement of the SAC in the development of the SIP**

The SAC team consistently meets to discuss plans for school improvement at Seminole County Virtual School. They reviewed the 2012-2013 school data and assisted with the development of the targets and goals.

### **Activities of the SAC for the upcoming school year**

The SAC committee meets each month. The SAC was actively involved in the evaluation of school performance data and preparation of the school's improvement plan and annual budget. SAC will be involved in monitoring the School Improvement plan throughout the 2013-14 school year and will be an integral part of the SIP process.

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

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

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

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**

2

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**

<b>Deborah Camilleri</b>		
Principal	Years as Administrator: 10	Years at Current School: 0

**Credentials**

2005 University of Florida Gainesville, FL  
 Ph.D. Educational Leadership  
 1999 University of Florida Gainesville, FI  
 Ed.S. Educational Leadership  
 1995 University of Central Florida Orlando, FI  
 MBA Master of Business Administration  
 1994 University of Central Florida Orlando, FI  
 B.S. General Studies  
 1993 Valencia Community College Orlando, FI  
 A.A. Associates of Arts  
 1990 Nassau Community College Orlando, FI  
 A.A. Associates of Science  
 Certifications: Biology, Chemistry, Business, Education  
 Leadership, Principalship

**Performance Record**

Dr. Camilleri has been an administrator in Seminole County Public Schools for the past 10 years. As the assistance principal of Milwee Middle School, 2004-2008, she was responsible for a school wide initiative of using data to drive instruction. During those years, Milwee Middle Schools grade went from a B to an A and the total number of points earned towards the school grade went from 404 to 561. In addition, she was responsible for reading and proficiency went from 58% proficient to 68% proficient. Dr. Camilleri left Milwee Middle School to become the Coordinator of Assessment and Accountability for Seminole County Public School. As the Coordinator, Dr. Camilleri was responsible for analyzing and reporting student achievement data for all Seminole County schools and students. She worked with schools, principals and support staff to understand student performance data and use data to improve student achievement.



**Janine McGrath**

Asst Principal

Years as Administrator: 0

Years at Current School: 1

**Credentials**

Diploma of Teaching (Early Childhood) – Melbourne College of Advanced Education – Institute of Early Childhood Education, Australia.  
 Bachelor of Education (Elementary) – Deakin University, Australia  
 Master of Education Instructional Technology – American College of Education  
 Master of Educational Leadership – American College of Education  
 Certifications:  
 Elementary Education K-6  
 Reading Endorsement  
 ESOL Endorsement  
 Educational Leadership

**Performance Record**

From 2003 to 2010 Janine McGrath worked as a teacher in the kindergarten and fourth grades at Eastbrook Elementary. Janine was the teacher assigned the ESOL students in both of these grades and planned collaboratively with the ESOL staff to improve the learning gains of the ESOL students. While in the fourth grade Janine integrated problem-based constructivist learning which enhanced the learning and achievement of all students, including gifted, SLD and ESOL students. The fourth grade students consistently scored well on the FCAT Writes, Reading and Math, with the majority of the students passing these tests.  
 In 2010 Janine joined the Instructional Technology Department where she assisted classroom teachers integrate technology into the curriculum. In 2010 and 2011 Janine worked with the 21st Century after school program at Hamilton Elementary introducing virtual worlds and gaming to the students. Students who attended the sessions on a regular basis showed a higher learning gain in reading that those who did not attend on a regular basis.  
 In 2011 Janine joined Seminole County Virtual School as an Academic Dean. She assisted with testing and truancy in both the Seminole County Virtual School program and the Seminole Academy of Digital Learning program. Janine also was the person responsible for overseeing the inaugural year of the Seminole Academy of Digital Learning. During this time she met with teachers to discuss student data and interventions that were implemented for students who were struggling with the curriculum and content.

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Wendy Duroseau**

Part-time / District-based

Years as Coach: 0

Years at Current School: 0

**Areas**

Reading/Literacy, Data, RtI/MTSS

**Credentials**

B.S. in Elementary Education from Florida A&M University  
 EdM in Language and Literacy from Harvard University  
 Reading Specialist License acquired from training at Harvard and through the Massachusetts Department of Education  
 Teacher since 2004 in the areas of ELL, 3rd grade, 5th grade, 5th grade departmentalized program reading teacher

**Performance Record**

In 2006, I helped to increase the number of first time 3rd grade FCAT takers with perfect scores by having 3 students from my class to achieve this honor.  
 In 2007-2013, I have had a minimum of 92% of my classroom students to be proficient as according to FCAT results.  
 In the years 2009-2013, I have offered after school and before school tutoring to aide in student achievement. As a part of teaching reading courses within the School of Teaching and Learning at the University of Central Florida since 2008, I have yearly professional development in the area of the theory and practice of reading.

**Classroom Teachers**

**# of classroom teachers**

36

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

0%

**# certified in-field**

36, 100%

**# ESOL endorsed**

8, 22%

**# reading endorsed**

5, 14%

**# with advanced degrees**

24, 67%

**# National Board Certified**

5, 14%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

6, 17%

**# with 6-14 years of experience**

19, 53%

**# with 15 or more years of experience**

11, 31%

**Education Paraprofessionals****# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

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

**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**

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their

needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

### **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**

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

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

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

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

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

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

Dean – attends meetings to give input.

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

All meetings are scheduled for the entire year. The team meets on a regular basis to monitor progress through student data. Many of the members of the MTSS team are also part of the Leadership Tea, so discussions are held on the effectiveness of it. The Leadership Team can also add students to MTSS if a need is shown while reviewing school data.

#### **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**

The school utilizes district-based progress monitoring called Discovery Education three times a year in reading, mathematics and science. The school also purchased a product called i-Ready and SRI to

access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading and mathematics. In addition to providing a diagnostic tool i-Ready also intuitively provides supplemental instruction in reading and mathematics. The school utilizes district provided progress monitoring in writing three times a year. The district provides a standardized rubric for teachers to use when scoring the writing prompts.

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

The teachers, reading coach, guidance and administration work closely with the MTSS team to provide data to determine the level of support for every student in the school and learning goals for students who require additional support at either a Tier 11 or Tier 111 level. In addition to meeting with the MTSS team the teachers meet with the reading coach and curriculum writer on a regular basis to discuss student data gathered from Discovery Education testing, i-Ready, writing progress monitoring, as well as formative and summative curriculum based assessments, and to plan a course of action to assist students who require extra assistance in the areas of reading, mathematics, science, and writing. Teachers, coaches and the MTSS team meet with parents of students who require extra levels of instructional support to discuss the data gathered from various points, the learning goals and learning strategies identified. Staff discusses the MTSS process with the parents and recommends a time to reconvene to review the student’s progress. Teachers and coaches implement learning strategies with students for a period of six weeks then meet with the MTSS team to determine the success of the strategies and whether or not to continue with the existing learning goals or revise the learning goals for individual students. Staff meet with the parents of the student to discuss the success of the learning goals and strategies and make recommendations for updated learning goals and strategies. This cycle continues until the student is returned to a Tier 1 level of support.

**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:** Extended Day for All Students  
**Minutes added to school year:** 0

N/A

**Strategy Purpose(s)**

""

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

N/A

**Who is responsible for monitoring implementation of this strategy?**

N/A

**Literacy Leadership Team (LLT)**

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

Name	Title
Dr. Deborah Camilleri	Principal
Janine McGrath	School Administration Manager
Wendy Duroseau	Reading Coach
Linda Constantino	Guidance

### **How the school-based LLT functions**

The Literacy Leadership Team meets weekly to review all school-wide reading data. The team determines areas of need, organizes student interventions groups, determines appropriate professional development and works with teachers to create reading intervention plans to meet the needs of individual students.

### **Major initiatives of the LLT**

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 on-going progress monitoring and creation of intervention groups.

## **Every Teacher Contributes to Reading Instruction**

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

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity. The school serves students in grades kindergarten through 12.

## **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**

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

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

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

### **Strategies for improving student readiness for the public postsecondary level**

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.

## 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	88%	76%	No	89%
American Indian				
Asian				
Black/African American				
Hispanic	84%	89%	Yes	85%
White	74%	76%	Yes	77%
English language learners				
Students with disabilities				
Economically disadvantaged	87%	71%	No	88%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	36%	39%
Students scoring at or above Achievement Level 4	41	36%	39%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	30	59%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		46%



**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]		100%
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]		100%
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]		100%

**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]		0%

**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	23	50%	54%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

**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	76%	68%	No	78%
American Indian				
Asian				
Black/African American				
Hispanic				
White	59%	73%	Yes	63%
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)			
Students in lowest 25% making learning gains (EOC)			

**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.			

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	36%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	36%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	42%	45%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		38%

**Area 4: Science****High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	55%	58%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		27%

**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)	0		0
Participation in STEM-related experiences provided for students	0	0%	0%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	90	28%	32%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	28	93%	95%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

**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	9	8%	5%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	0	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%	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)	0	0%	0%
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%	0%

**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**

To increase the percentage of parents who actively engaged in the participation of students in the online programs offered by our school.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the percent of families accessing Skyward login	64	16%	20%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Teachers and support staff will identify students who are struggling with mathematics and implement intervention strategies to improve the number of students successfully passing state mandated tests.
- G2.** Language Arts/English teachers will implement effective writing instruction to all students.
- G3.** Provide students who are struggling with reading the support that enables them to be successful readers.

## Goals Detail

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

### Targets Supported

- Algebra 1 EOC
- Geometry EOC

### Resources Available to Support the Goal

- Math coach
- Edgunity software
- i-Ready diagnostic and instruction software
- MTSS team
- Classroom teacher

### Targeted Barriers to Achieving the Goal

- Students not attending progress monitoring and state mandated testing

### Plan to Monitor Progress Toward the Goal

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

### Person or Persons Responsible

Administration and testing coordinator

### Target Dates or Schedule:

Prior to each testing session.

### Evidence of Completion:

Attendance records for testing sessions.

## G2. Language Arts/English teachers will implement effective writing instruction to all students.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- District-level writing coach
- Classroom teachers
- Writing curriculum

### Targeted Barriers to Achieving the Goal

- Student work remotely and asynchronously

## Plan to Monitor Progress Toward the Goal

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

### Person or Persons Responsible

Administration, teachers, Academic Dean, district-level writing coaches.

### Target Dates or Schedule:

At the end of each progress monitoring session

### Evidence of Completion:

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

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

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

### Resources Available to Support the Goal

- Reading Coach
- Discovery Education Reading progress monitoring data and probes
- i-Ready diagnostic and instruction software
- Scholastic Reading Inventory
- MTSS team
- Classroom teacher

### Targeted Barriers to Achieving the Goal

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



## Plan to Monitor Progress Toward the Goal

Will monitor student achievement using progress monitoring data, coursework test data, diagnostic testing data and the 2013 and 2014 Reading FCAT 2.0 data

### **Person or Persons Responsible**

Administration, teachers, and reading coach

### **Target Dates or Schedule:**

At the end of each testing session and when Reading FCAT scores are released.

### **Evidence of Completion:**

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

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

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

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

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

#### **Action Step 1**

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

#### **Person or Persons Responsible**

Testing coordinator and office staff

#### **Target Dates or Schedule**

At least two weeks prior

#### **Evidence of Completion**

Call and email logs

#### **Plan to Monitor Fidelity of Implementation of G1.B1.S2**

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

#### **Person or Persons Responsible**

Administration and testing coordinator

#### **Target Dates or Schedule**

Prior to testing dates.

#### **Evidence of Completion**

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

## Plan to Monitor Effectiveness of G1.B1.S2

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

### Person or Persons Responsible

Administration and testing coordinator

### Target Dates or Schedule

Upon completion of each testing session.

### Evidence of Completion

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

## G2. Language Arts/English teachers will implement effective writing instruction to all students.

### G2.B1 Student work remotely and asynchronously

#### G2.B1.S2 Teachers provide opportunities for students to attend face-to-face writing workshops.

#### Action Step 1

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

#### Person or Persons Responsible

District-level writing coaches.

#### Target Dates or Schedule

Three times a year.

#### Evidence of Completion

Attendance logs from professional development opportunities and cadre meetings.

#### Facilitator:

District-level writing coach

#### Participants:

Language Arts/ English teachers

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2**

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

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

October, January and March

#### **Evidence of Completion**

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

### **Plan to Monitor Effectiveness of G2.B1.S2**

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

#### **Person or Persons Responsible**

Administration and teachers

#### **Target Dates or Schedule**

Three times a year - October, January, and March

#### **Evidence of Completion**

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

## **G2.B1.S3 Teachers provide opportunities for students to attend online writing workshops**

### **Action Step 1**

Provide teachers of writing with professional development in the use of online conferencing and interactive software as well as effective online teaching strategies related to writing.

#### **Person or Persons Responsible**

Administration, Academic Dean, Professional Development lead teacher, District-level writing coaches

#### **Target Dates or Schedule**

Three times during the year.

#### **Evidence of Completion**

Professional development evaluations

#### **Facilitator:**

District-level writing coaches

#### **Participants:**

Teachers of writing.

## **Plan to Monitor Fidelity of Implementation of G2.B1.S3**

Meet with administration to share the professional development including dates, times and evaluations of the professional development.

#### **Person or Persons Responsible**

District-level writing coach, Professional Development lead teacher, teachers and Academic Dean

#### **Target Dates or Schedule**

Three times a year

#### **Evidence of Completion**

Professional development plans and evaluations.

### Plan to Monitor Effectiveness of G2.B1.S3

Evaluate the effectiveness of professional development related to using online conferencing software and online teaching strategies.

#### Person or Persons Responsible

Teachers, District-level writing coach, Professional Development lead teacher, Academic Dean and Administration.

#### Target Dates or Schedule

Three times a year

#### Evidence of Completion

Professional development evaluations.

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

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

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

##### Action Step 1

Investigate and purchase effective, research-based reading intervention software.

#### Person or Persons Responsible

Dr. Camilleri and Wendy Duroseau

#### Target Dates or Schedule

By the end of October 2013

#### Evidence of Completion

Contract for the use of a reading intervention software program

#### Facilitator:

Wendy Duroseau (Reading Coach)

#### Participants:

Language Arts and English teachers.

### **Plan to Monitor Fidelity of Implementation of G3.B1.S3**

Research various online reading intervention software and select a program to use with our students. Secure a contract and provide a purchase order.

#### **Person or Persons Responsible**

Administration and reading coach

#### **Target Dates or Schedule**

By the end of October 2013

#### **Evidence of Completion**

Contract for online program and purchase order completed.

### **Plan to Monitor Effectiveness of G3.B1.S3**

Documentation of reasons for selecting the online reading intervention program. Secure a copy of the contract and purchase order.

#### **Person or Persons Responsible**

Administration and reading coach.

#### **Target Dates or Schedule**

By end of October 2013

#### **Evidence of Completion**

Copy of contract and purchase order.

### **G3.B1.S4 Provide face-to-face reading intervention opportunities.**

#### **Action Step 1**

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

#### **Person or Persons Responsible**

Wendy Duroseau (Reading Coach)

#### **Target Dates or Schedule**

At the end of each cycle of Discovery Education testing.

#### **Evidence of Completion**

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

### **Plan to Monitor Fidelity of Implementation of G3.B1.S4**

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

#### **Person or Persons Responsible**

Reading coach

#### **Target Dates or Schedule**

At the conclusion of each testing session.

#### **Evidence of Completion**

Student achievement data and reading intervention plans.

### **Plan to Monitor Effectiveness of G3.B1.S4**

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

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

After testing each round of Discovery Education testing, diagnostic testing and FCAT 2.0 testing.

#### **Evidence of Completion**

Review of testing attendance records for makeup testing.



## 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

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

## 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.*

**G2.** Language Arts/English teachers will implement effective writing instruction to all students.

**G2.B1** Student work remotely and asynchronously

**G2.B1.S2** Teachers provide opportunities for students to attend face-to-face writing workshops.

### PD Opportunity 1

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

#### Facilitator

District-level writing coach

#### Participants

Language Arts/ English teachers

#### Target Dates or Schedule

Three times a year.

#### Evidence of Completion

Attendance logs from professional development opportunities and cadre meetings.

**G2.B1.S3** Teachers provide opportunities for students to attend online writing workshops

**PD Opportunity 1**

Provide teachers of writing with professional development in the use of online conferencing and interactive software as well as effective online teaching strategies related to writing.

**Facilitator**

District-level writing coaches

**Participants**

Teachers of writing.

**Target Dates or Schedule**

Three times during the year.

**Evidence of Completion**

Professional development evaluations

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

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

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

**PD Opportunity 1**

Investigate and purchase effective, research-based reading intervention software.

**Facilitator**

Wendy Duroseau (Reading Coach)

**Participants**

Language Arts and English teachers.

**Target Dates or Schedule**

By the end of October 2013

**Evidence of Completion**

Contract for the use of a reading intervention software program

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Teachers and support staff will identify students who are struggling with mathematics and implement intervention strategies to improve the number of students successfully passing state mandated tests.	\$250
Total		\$250

### Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
SIP budget	\$250	\$250
Total	\$250	\$250

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

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

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

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

#### Action Step 1

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

#### Resource Type

Technology

#### Resource

PhoneVite program that enables us to send recorded phone messages to parents and students. We are then able to extract data about messages to assist in further communications with parents and students

#### Funding Source

SIP budget

#### Amount Needed

\$250