



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Florida Virtual Academy At Osceola County

9143 PHILLIPS HWY SUITE 590

Jacksonville, FL 32256

904-247-3268

[www.osceola.k12.fl.us](http://www.osceola.k12.fl.us)

## School Demographics

**School Type**  
Combination School

**Title I**  
No

**Free and Reduced Lunch Rate**  
72%

**Alternative/ESE Center**  
No

**Charter School**  
Yes

**Minority Rate**  
50%

## School Grades History

**2013-14**  
F

**2012-13**

**2011-12**

**2010-11**

## 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.

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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.

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### 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.

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### 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).

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### 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.

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### 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.

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### 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

Florida Virtual Academy At Osceola County

##### Principal

Patty Betoni

##### School Advisory Council chair

Chris Callabucci

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

| Name         | Title                  |
|--------------|------------------------|
| Tonya Dingus | Academic Administrator |

#### District-Level Information

##### District

Osceola

##### Superintendent

Mrs. Melba Luciano

##### Date of school board approval of SIP

11/10/2013

### 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 charter school board serves as SAC.

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

We have met with the board to review program and accountability improvements.

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

The Board will meet quarterly to review program enhancements and efficiencies of teachers and leadership.

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

N/A- This school did not receive school improvement funds.

#### 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 &lt; 10)

**Administrator Information:****Patty Betoni**

Principal

Years as Administrator: 12

Years at Current School: 2

**Credentials**Head of School  
BS in Elem Ed**Performance Record**

Listed as the principal for the original Florida Virtual Academy which services students since 2003. 3 years as a "B" school. 5 years as an "A" school. This current school sis not receive a school grade.

**Tonya Dingus**

Principal

Years as Administrator: 2

Years at Current School: 1

**Credentials**

BS in Elem Education, Masters in Reading

**Performance Record**

Asst Principal

Years as Administrator:

Years at Current School:

**Credentials****Performance Record****Instructional Coaches****# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials****Performance Record**

**Classroom Teachers****# of classroom teachers**

10

**# receiving effective rating or higher**

0, 0%

**# Highly Qualified Teachers**

100%

**# certified in-field**

12, 120%

**# ESOL endorsed**

3, 30%

**# reading endorsed**

3, 30%

**# with advanced degrees**

7, 70%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

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

3, 30%

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

7, 70%

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

, 0%

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

0

**# Highly Qualified**

0

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

0

**# 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**

K12 (the management company) recruits and hires the teachers. The company has an active bank of more than 200 resumes for various positions.

### **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**

This is the first year with full-time teachers. Teachers do have access to other K12 teachers in Florida and nationwide, but not a specific mentoring plan because of first year staff.

### **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**

Teachers meet bi-weekly with admin to review data within their classrooms. They are given specific strategies and coaching opportunities bi-weekly. All teachers meet weekly to discuss effectiveness of strategies.

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

The administration team is present and active and active at all meetings.

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

This is a function of management company-to provide the monitoring tools. Teachers are effectively trained in all reporting systems to accurately monitor students.

### **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**

This is a function of the management company. All systems are proprietary to K12.

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

Teachers have been effectively trained in K12 reports and services. Parents have access to all of their students records with multiple opportunities each week to discuss their child. Teachers also meet monthly to have one-on-one conferences.

### **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:**

All students have access to their lessons and other learning activities 24/7. (Not really applicable in the virtual setting)

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

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

**Literacy Leadership Team (LLT)**

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

| Name         | Title          |
|--------------|----------------|
| Tonya Dingus | Academic Admin |

**How the school-based LLT functions**

Administration meets with teachers focusing on ELA and Intensive reading bi-weekly to review strategies and effectiveness of instruction. Students are identified by the classroom teacher and tracked through K12 systems.

**Major initiatives of the LLT**

All students will make 2% gains from previous year. School did not receive a school grade last year with a small population.

**Every Teacher Contributes to Reading Instruction**

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

Teachers work as teams to support the needs of all children. All teachers have been trained in cross-curricular opportunities. Teachers regularly discuss and plan opportunities to increase the already vibrant opportunities within the K12 curriculum for reading. Many teachers are working on reading endorsements.

**Preschool Transition**

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

**Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Teachers work with parents and children to identify student needs through data and previous records. Teachers model and provide parents with learning opportunities to use in the home. Teachers have weekly meetings focusing on strategies for growth in the primary grades.

## 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

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 18            | 62%           | 75%           |
| Students scoring at or above Achievement Level 4 | 12            | 41%           | 43%           |

#### Learning Gains

|   | 2013 Actual #                       | 2013 Actual % | 2014 Target % |
|---|-------------------------------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       | [data excluded for privacy reasons] |               | 67%           |
| Students in lowest 25% making learning gains (FCAT 2.0) | [data excluded for privacy reasons] |               | 70%           |

#### 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] |               | 55%           |
| 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] |               | 55%           |
| 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%           |

### 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 | [data excluded for privacy reasons] |               | 67%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               | [data excluded for privacy reasons] |               |               |

### Area 3: Mathematics

#### Elementary and Middle School Mathematics

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

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3          | 12   | 45%           | 53%           |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> |               | 35%           |

**Learning Gains**

|   | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|---|--|---------------|---------------|
| Learning Gains  | <i>[data excluded for privacy reasons]</i> |               | 67%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | <i>[data excluded for privacy reasons]</i> |               | 66%           |

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3          | <i>[data excluded for privacy reasons]</i> |               | 53%           |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> |               |               |

**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   |               |               |               |

**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**

Parents must have a log in to create the students log in. Both log ins are monitored by teachers and admin daily. Parents must participate in conferences and read school messages in a timely manner.

**Specific Parental Involvement Targets**

| Target   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Parents logging in and actively participating  | 100           | 100%          | 100%          |
| Parents must participate in conferences and read school messages in a timely manner. | 100           | 100%          | 100%          |

**Area 10: Additional Targets****Additional targets for the school**

All students will show gains using various assessments.

**Specific Additional Targets**

| Target                     | 2013 Actual # | 2013 Actual % | 2014 Target % |
|----------------------------|---------------|---------------|---------------|
| Scantron Performace Series | n/a           | n/a%          | 75%           |
| Pathways in Study Island   | n/a           | n/a%          | 95%           |

## 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

Virtual charters do not receive these funds.