Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

www.scps.k12.fl.us

Seminole County Virtual School

School Improvement Plan 2021-2022

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

School Information

Provide the school's mission statement

Our mission is to provide students with state-of-the-art educational opportunities to gain the knowledge and skills necessary to succeed academically and personally using a technological environment that creates flexibility for time, space, access, and support.

Provide the school's vision statement

To expand, improve, and innovate educational pathways that lead to success for all students in a 21st century, globalized and technology rich world.

Supportive Environment

Describe how the school works at building positive relationships with families to increase involvement efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Seminole County Virtual School (SCVS) has a positive work environment that requires regular collaboration among administrators, teachers, students, and parents. Teachers, students, and parents work collaboratively to promote student success. Teachers send progress reports monthly and communicate via phone calls, Zoom calls, text messages and emails monthly to keep parents informed of student's progress in each class. Teachers are available to students and families from 8:00AM to 8:00PM Monday – Friday for collaboration and student support.

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

As a franchise of Florida Virtual School (FLVS), SCVS works collaboratively with FLVS, the SCVS School Advisory Committee, business partners such as Orlando North Seminole County Tourism, and student organizations to ensure the school's plan reflects the core values of the collective whole. The draft plan is shared with the School Advisory Council and posted on the school's website upon approval.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Seminole County Virtual School has full-time, certified school guidance counselors who work with teachers and parents to ensure students' social-emotional well being. Teachers are in constant communication with guidance counselors and work with counselors and families to address student needs. Teachers are encouraged to develop relationships with both students and families through regular communication and support.

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Faculty and staff have a stake in the success of SCVS are invited to a weekly meeting to provide input. Teachers are invited to a formal meeting monthly and to smaller content meetings bi-monthly to give input. Surveys are administered both by the district and the school to ensure staff voice is reflected in the core values and supporting activities of the school.

Parents & students have regular contact with teachers via email, text, phone, and virtual meeting platforms. The School Advisory Committee meets monthly to discuss school-related opportunities and challenges and solicit feedback from the school's parent and community advisors. In 2021-2022, we will be initiating our first PTSA to support additional opportunities to collect parent feedback.

Finally, business and community partners provide feedback related to particular programs such as the school's Hospitality and Tourism Program of Emphasis. Orlando North Seminole County Tourism provides content, connections, and resources to support the development of this unique program available to students throughout the district.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Deborah Camilleri	Principal	Deborah_camilleri@scps.us	
Courtney Kavanaugh	Assistant Principal	courtney_kavanaugh@scps.k12.fl.us	
Patricia Horel	SAM	horelpa@myscps.us	
Amynette England-Aglio	Assistant Principal	englanaz@scps.k12.fl.us	
Michelle Backel	Assistant Principal	michelle_backel@scps.k12.fl.us	
Amanda Fogel	ETF	amanda_fogel@scps.k12.fl.us	
Courtney Sandoval	Academic Interventionist	courtney_sandoval@scps.k12.fl.us	

List the members of the literacy leadership team.

Name	Title	Email
Deborah Camilleri	Principal	deborah_camilleri@scps.k12.fl.us
Courtney Kavanaugh	Assistant Principal	courtney_kavanaugh@scps.k12.fl.us
Brisca Irvin	Intensive Reading Teacher	brisca_irvin@scps.k12.fl.us
Robin Brown	Intensive Reading Teacher	robin_brown@scps.k12.fl.us

Student Transition and Readiness

College and Career Readiness

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

A guidance counselor reviews each student's course request to determine if course selections meet the needs of the student's academic and career aspirations. The school offers CTE, standard, honors, advanced placement courses, and dual enrollment. SCVS and SADL also allows students to accelerate in subjects in which they excel or are interested. This year, both guidance counselors and the academic interventionists are contacting all students and families in grades 9-12 for credit checks and college and career planning. We are making a concerted effort to enhance our college and career planning and readiness for students.

Identify the career and technical education programs available to students and industry or community organizations.

Course	Industry Certification
Business Keyboarding	IC3 Spark (Certiport)
IJourney	Digital Tools (UCertify)
Hospitality & Tourism	Microsoft Office (currently in talks for others: Project Management Ready, Microsoft 365 Social Media Specialist, Entrepreneurship)

Instructional Priority #1 – Quality Instruction

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

A.   Lessons aligned to Florida Standards at the appropriate level of complexity

B.   Ongoing feedback loop between leadership and teacher, students and teachers and student with students

C.   PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

ELA		
Indicators (Actual)	Strategic Plan	Target
Achievement	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

Social Studies		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

Science		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

Instructional Priority #1 – Quality Instruction

Math

Indicators	Strategic Plan	Target
Achievement	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Algebra 1 Achievement for sub group: Black	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: Hispanic	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: White	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: Mul	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: SWD	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: FRL	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: ELL	B.1.1; B.1.2	

5 Essentials

Indicators	Strategic Plan	Target
5E Collaborative Teachers	B.1.1	

Essential Instructional Priority 1 – Quality Instruction

Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Student owned progress monitoring is utilized. Virtual school students are provided individualized pace charts and are supported by teachers to follow the requirements of the pace charts. Moreover, teachers are assigned a lead teacher and administrator to support their efforts.	Deborah Camilleri, Courtney Kavanaugh, Courtney Sandoval and Will Bakanowsky	Ongoing	Y	Pre-plan and Ongoing	Decrease in students behind pace
Monitoring of Lower 30% - A full analysis of the academic profile of all full time SCVS students is performed prior to the start of the school year. An individualized support plan is developed for all students, including the lowest 30%. This many include intensive reading and/or math, social-emotional support services or general academic support services.	Deborah Camilleri, Courtney Sandoval, William Bakanowsky, Courtney Cantu	Summer and Ongoing	Y	Pre-plan and ongoing	Increased learning gains for lower 30%
Teachers will hold boost camps for any subjects with State or National exams. Mandatory boost camps are held for full-time students.	Deborah Camilleri, Patricia Horel, Amanda Fogel	Ongoing	Y	Pre-Plan and Ongoing	Scheduled boost camps and student participation

Administration and the SAC committee will provide support, incentives and recognition for teachers and students.	Deborah Camilleri, Patricia Horel, Amynette England Aglio	Ongoing	N	Ongoing	SAC funds will be used for teacher grants and student and teacher recognition.
Teachers will hold live lessons, provide resources and provide other academic supports as needed for individual and groups of students.	Deborah Camilleri, Courtney Sandoval, Patricia Horel and Will Bakanowsky	Ongoing	Y	Boost camps will be recorded and submitted to assigned administrator Ongoing	Boost camps will be recorded and submitted to assigned administrator

Instructional Priority #2 – Conditions for Learning

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

A.   Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
B.   Development of a student centered culture
C.   Continued focus on campus safety and building a culture of respect
D.   Sharing collective responsibility for the success of all students in the school

Indicators	Strategic Plan	Target
5E_CT_Collective Responsibility	B.1.1	
Students significantly off pace	D.2	

Essential Instructional Priority 2 – Conditions for Learning

Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Administration and teachers will collaborate to insure that teachers are provided the training and support needed to best support students and families.	Deborah Camilleri, Courtney Kavanaugh, Michelle Backel, Patricia Horel and Will Bakanowsky	Ongoing	Y	Ongoing	Faculty, students and families will respond favorably when surveyed.
Administration and the SAC committee will provide support, incentives and recognition for teachers.	Deborah Camilleri and Amy England Aglio	Ongoing	N	Ongoing	SAC funds will be used for this purpose; Meeting sign-in sheets
Teachers will continue to focus on building relationships with students and families.	Deborah Camilleri, Courtney Kavanaugh, Michelle Backel, Patricia Horel, Will Bakanowsky and Lead teachers	Ongoing	Y	Ongoing	Students and families will respond favorably to surveys.

Instructional Priority #3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

A. Demonstrate a growth mindset with high expectations for all learners
B. Provide opportunities for students to collaborate and develop personal and social responsibility
C. School will prepare and support all students to graduate with their age-appropriate cohort.

SCPS high schools review feedback reports on graduation rate, acceleration and post-secondary success per s. 1008.37(4), F.S.

Indicators	Strategic Plan	Target		Indicators	Strategic Plan	Target
College and Career Success	B.1.1			Graduation Rates	A.2	
College and Career Success: Black	B.1.1			Graduation Rates: Black	A.2	
College and Career Success: Hispanic	B.1.1			Graduation Rates: Hispanic	A.2	
College and Career Success: White	B.1.1					
College and Career Success: Mul	B.1.1			Graduation Rates: White	A.2	
College and Career Success: SWD	B.1.1			Graduation Rates: Mul	A.2	
College and Career Success: FRL	B.1.1			Graduation Rates: SWD	A.2	
College and Career Success: ELL	B.1.1			Graduation Rates: FRL	A.2	
AO students enrolled in advanced courses earning a grade of C or higher: Black	B.2.7			Graduation Rates: ELL	A.2	
AO students enrolled in advanced courses earning a grade of C or higher: Hispanic	B.2.7					
AO students enrolled in advanced courses earning a grade of C or higher: FRL	B.2.7					

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Guidance counselors will continue to encourage students to take higher level courses commensurate to students' abilities and interests. Each student's schedule will be reviewed carefully.	Deborah Camilleri, Amynette England-Aglio, Michelle Backel	Ongoing	N	Ongoing	Advanced opportunity data will show increases in participation.
Teachers will encourage students to take honors courses when appropriate.	Deborah Camilleri, Courtney Sandoval and Will Bakanowsky, and Teachers	Ongoing	N	Ongoing	Number of students switched from standard to honors classes.
Guidance and administration will monitor students carefully and intervene immediately if students are off pace or are not performing at an academically satisfactory level.	Deborah Camilleri, Michelle Backel, Amy England Aglio	Ongoing	Y	Ongoing	More students will be on pace. Fewer full-time students will need interventions.
Administration and guidance will encourage all eligible students to take the College Success Course at Seminole State College.	Deborah Camilleri, Courtney Kavanaugh	Ongoing	N	Ongoing	Increased student numbers in advanced courses.

Essential Instructional Priority #4:

Indicators	Target
% of Students Submitting work weekly	75
% of Monthly Contacts made on time	75

Essential Instructional Priority 4 – Student Monitoring and Intervention

Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Teachers will track student progress more carefully and intervene quicker to keep student working regularly. Lead Teachers and Assistant Principals will closely monitor teacher progress and performance.	Deborah Camilleri, Coutney Kavanaugh, Patricia Horel and Will Bakanowsky	Ongoing	Y	Ongoing	More students will be on pace.
Administration will monitor student progress and report students not working to parents and school counselors on a weekly bases.	Deborah Camilleri and Assistant Principals	Ongoing	Y	Ongoing	More students will be on pace.
Teachers will be proactive to assure monthly calls are made on time. Administration will monitor monthly calls.	Deborah Camilleri, Coutney Kavanaugh, Patricia Horel and Will Bakanowsky	Ongoing	Y	Ongoing	Number of monthly calls made on time will increase.

Best Practices for Inclusive Education (BPIE)

A. Supports implementation of improved inclusive practices for students with disabilities
B. Designed to identify priority needs and organize resources
C. Supports development of short and long term improvement strategies
D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with disabilities, across all grades, who participate in general education and virtual contexts.	Fully
The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.	Fully
School data reflects that all SWDs, regardless of the type or severity of disability, receive their education and related services in age and grade appropriate, heterogeneous, general education context via our virtual platforms.	Fully

<div align="center">**Action Plan**</div>

Indicator 1

The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with disabilities, across all grades, who participate in general education and virtual contexts.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
School personnel analyze data of all SWDs and ELLs to identify current barriers and practices for the provision of educational services in virtual courses.	Deborah Camilleri, Courtney Kavanaugh, Patricia Horel and Will Bakanowsky	2021-2022 School Year	Y	Weekly	Increase in composite proficiency levels and increased graduation rate. School increases the number of SWDs and ELLS who receive educational services in inclusive classrooms and virtual contexts. Data chats are conducted with students and teachers to create strong accountability and high expectations.
Data are collected, analyzed and shared with all teachers regarding student achievement of SWDs and ELLs in general education and virtual contexts.	Deborah Camilleri, Courtney Sandoval, Will Bakanowsky	2021-2022 School Year	Y	Weekly	School increases the number of SWD's and ELL students who receive educational services in inclusive classrooms and virtual contexts. Data chats are conducted with students and teachers to create strong accountability and high expectations.
IEP meetings and manifestation meetings are conducted for each SWD.	Deborah Camilleri, Courtney Cantu, and Will Bakanowsky	2021-2022 School Year	Y	Weekly	School increases the number of SWDs who receive educational services in inclusive classrooms and virtual contexts. Data chats are conducted with students and teachers to create strong accountability and high expectations.

Indicator 2

The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
There are clearly identified roles and responsibilities for key persons (e.g., ongoing communication, data analysis and progress monitoring of BPIE goals).	Deborah Camilleri, Courtney Sandoval, Courtney Cantu and Will Bakanowsky	2021-2022 School Year	N	As Needed	Key persons are identified in various school documents, such as • Staff rosters • Student Logs • Team planning logs • Staff handbook • School website
School Administration, Lead Teachers and counselors are responsible for overseeing upkeep and maintenance parent and student contact logs in VSA and Staff rosters.	Deborah Camilleri, Courtney Sandoval and Will Bakanowsky	2020-2021 School Year	N	As Needed	Key persons are identified in various school documents, such as • Staff rosters • Student Logs • Team planning logs • Staff handbook • School website
A key person is responsible for oversight and coordination of goals and action steps related to inclusive best practices.	Deborah Camilleri, Patricia Horel and Will Bakanowsky	2020-2021 School Year	N	As Needed	Key persons are identified in various school documents, such as • Staff rosters • Student Logs • Team planning logs • Staff handbook • School website

Indicator 3

School data reflects that all SWDs, regardless of the type or severity of disability, receive their education and related services in age and grade appropriate, heterogeneous, general education context via our virtual platforms.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place? (Frequency of action?)	What evidence will there be to reflect monitoring for this strategy?
All SWDs, including those with significant disabilities, are scheduled into general education classes.	Deborah Camilleri, Courtney Sandoval, Patricia Horel and Will Bakanowsky	2021-2022 School Year	Y	As Needed	All SWDs receive education in a general education virtual class setting reflecting age appropriate, heterogeneous groups in core academic and elective or special areas within the school community, as stated in s. 1003.574(F), F.S.
All teachers ensure that every student feels welcome and achieves to his or her potential in all classes and other virtual contexts.	Deborah Camilleri, Courtney Sandoval, Patricia Horel and Will Bakanowsky	2021-2022 School Year		As Needed	SWDs are not assigned to classrooms based on their exceptionality or supplementary aids and services needed. SWDs are not assigned to classrooms based on a perceived lack of resources at the school.
All SWD's and ELL students are involved in tutoring interventions when issues are identified.	Deborah Camilleri, Courtney Cantu and Will Bakanowsky	2021-2022 School Year	Y	As Needed	Support services personnel have caseloads that allow for flexible scheduling of services to SWDs in virtual courses and settings. To the greatest extent possible, related services are scheduled and provided to SWDs in a virtual general educational context.

Professional Development Plan

PD Activity	SIP Priority #	Date or Schedule	How Will PD Activity Improve Instruction and Use of Assessment Data?	PD Participants	# Anticipated Participants	Position(s) Responsible
Back to Basics in Virtual Education	1, 2, 3	Pre-plan and ongoing	Reviewed priority expectations in virtual education	All virtual teachers	55	Coutney Kavanaugh
Best Practices in Virtual Education	1, 2, 3	Pre-plan and ongoing	Review of best practices in virtual education	Virtual teachers	55	Coutney Kavanaugh and Amy Aglio
Mental Health 1, 2, 3	1, 2, 3	Pre-Plan	Identification, support and services for student mental health	SCVS faculty and admin	60	Assistant Principals
Academic Achievement SCVS	1, 2, 3	Pre-plan and ongoing	Review and action plan for academic achievement on State Exams	SCVS faculty and admin	60	Deborah Camilleri and Dept Chairs
Virtual Assistant Principal Training	1, 2, 3	Pre-plan and ongoing	Gaining understanding of best practices in virtual education. Learning how to manage students and teachers via a virtual platform.	Leadership Team and All Assistant Principals	23	Deborah Camilleri