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 2023-2024

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 supporting the district commitment to excellence and equity. The SIP is a "living document" continually monitored, refined and used by schools to guide their work throughout the year.

School Information

1. Provide the school's mission statement.

   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.

2. 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.

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating school improvement strategies that impact a positive school culture and environment.

3. 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.

4. Describe how the school addresses building a positive school culture and environment.

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 are frequently included in policy review and revision via department meetings and faculty meetings. A positive culture is cultivated between teachers and families through the use of consistent communication that includes emails, texts, Zoom meetings, and phone calls. Teachers are available to students and families from 8:00 AM to 8:00 PM Monday – Friday for collaboration and student support.

5. 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.

Surveys are administered by the district and the school to ensure staff voice is reflected in the school's core values and supporting activities. Lead Teachers and Department Chairs are invited to a weekly meeting with the administration to provide input. The administrators take this information to shape their weekly meeting agendas that include immediate needs as well as long-range planning. Teachers attend monthly faculty meetings as well as PLC meetings to give input on school policies. Parents and 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. Finally, business partners such as Orlando North Seminole County Tourism, are asked to attend business advisory meetings to give feedback and partnership opportunities for programs such as the Hospitality and Tourism Management program of emphasis.

6. 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. Students also are required to participate in county-level mental health course yearly. Teachers renew their Child Abuse training yearly in order to be able to help identify students in mental, emotional, and physical crises. Teachers spend quality time at the beginning of the year getting to know their students and families to develop relationships that are maintained through regular communication and support.

8. List the members of the leadership team. Describe the roles and responsibilities of the team.

Name | Title | Email

Responsibilities:

Name | Title | Email

Responsibilities:

Name | Title | Email

Responsibilities:

Name	Title	Email

Responsibilities:

Name	Title	Email

Responsibilities:

Name	Title	Email

Responsibilities:

Name

Title

Email

Responsibilities:

9. List the members of the literacy leadership team. Describe the roles and responsibilities of the team.

Required Per Rule 6A-6.053: District K-12 Comprehensive Evidence-Based Reading Plan - (3) School Literacy Leadership Teams. Districts must describe in the plan the process the principal will use to form and maintain a Literacy Leadership Team, consisting of a school administrator, reading coach, media specialist, lead teachers, and other relevant team members, as applicable.

Name	Title	Email

Responsibilities:

Name	Title	Email

Responsibilities:

Name	Title	Email

Responsibilities:

Name

Title

Email

Responsibilities:

Name

Title

Email

Responsibilities:

Student Transition and Readiness

PreK-12 Transition

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

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. Guidance counselors are contacting all students and families in grades 11-12 for credit checks and college and career planning. The use of homerooms has greatly increased the support that cohorts of students receive. Students use homeroom to receive age appropriate information, such as club opportunities, future scheduling, and college/career information.

College and Career Readiness

10. 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. 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. The senior homeroom has college representatives attend and present, as well as a college application writing expert. This year, the plan is to bring these experiences to students in grades 10-11 as well. All high school students are also encouraged to attend the county-level college and career night hosted at a local high school.

11. Identify the career and technical education programs available to students.

SCVS middle school students are enrolled in the Learning Pathways course, including a digital certification. Middle school students across the county also have the option to enroll in the MJ Business Keyboarding course, which includes the I3Spark certification exam. This course is offered in partnership with middle schools across the county. The Hospitality and Tourism Management program is the SCVS Program of Emphasis for high school students across the county. This program offers hands-on career and technical programs, direct access to business partners, and includes industry certifications and internships for students.

Excellence and Equity Focus on Quality Instruction

Seminole County Public Schools will strive for excellence in all classrooms for all students.

A.   Lessons aligned to state academic standards with the goal of mastery by the end of the course
B.   Ongoing feedback loops between leadership, teachers, students, and families
C.   Teachers and leaders working in collaborative PLCs addressing the four PLC questions:

1. What do we want all students to know and be able to do?
2. How we will know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

Action plans are aligned to the following Key Performance Indicators found within the SCPS Strategic Plan: B1.1, B2.3 and B2.7 and designed to accelerate learning for students in all subgroups, inclusive of ESSA and RAISE

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.

Action Plan 1

Support and intervention for students who are significantly behind pace.

Describe the actions/strategies that will be implemented to address the Action Plan:

1. Teachers will complete a welcome call with each student and parent to review the expectations of the course, review pace charts and provide information as to where to find ancillary resources for each course. 2. Teacher will use resources that are engaging, interactive and relevant to students interests to assist with completing assignments. 3. Teachers will monitor student progress and intervene when students fall behind pace. 4. Teachers will send monthly progress reports which include strategies to support students virtual learning. 5. SCVS staff will monitor student progress in courses on a bi-weekly basis to identify if students are on pace. Staff will notify students and parents when a student is behind pace. 6. If a student is behind pace multiple times, progressive interventions will be implemented. a. Students and parents will be notified by email, phone call and/or certified letter when a student is off-pace. b. Students and parents may be required to attend a meeting to discuss concerns and strategies to keep student on pace in their classes. c. Students may be required to come to campus regularly for support to get and remain on pace.

What evidence/data will there be to reflect monitoring for this strategy/action?

1. Teachers will monitor student progress daily and intervene accordingly. 2. SCVS staff will pull bi-weekly date reports to monitor student progress. Progressive and yearly data will be reviewed and retained for all students.

Will professional development be needed? (Yes or No)

Yes

When will this action/strategy take place?

PrePlan, faculty and PLC meetings.

Deliverable due dates

PLC Meeting dates/ Once a month

Persons responsible

Department Chairs/Administration

Excellence and Equity Focus on Quality Instruction Action Plan 1 PD Plan

Action Plan 1

Support and intervention for students who are significantly behind pace

PD Activity

PrePlan: ZOOMing into Excellence - Teachers will collaborate on communication and comprehension strategies in emails, text messages and phone calls to students.

Dates

August 4-7th PrePlan 2023

How will PD Activity improve instruction and use of assessment data?

Teachers will refine feedback information to support students in understanding their progress and improve learning.
Teachers will follow up to ensure students comprehend the feedback given in each module.

PD Participants

Teachers

Persons responsible

Dr. Backel, C. Kavanaugh

Action Plan

PLC Meetings: Teachers will discuss best practices, subject specific resources, and have academic driven conversations to improve instruction

PD Activity

Teachers will share subject specific resources and discuss best practices. They will work on effective questioning techniques to promote critical thinking and student engagement in the online classroom and on discussion based learning.

Dates

August-May 2023-2024

How will PD Activity improve instruction and use of assessment data?

Using questioning techniques will improve critical thinking skills and will have a direct impact on assessment scores

PD Participants

Teachers in PLC groups

Persons responsible

Michelle Backel Courtney Kavanaugh

Excellence and Equity Focus: 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.   Focus on campus safety
B.   Development of a culture where student voice and belonging is valued
C.   Sharing collective responsibility for the success of all students in the school

Action plans are aligned to the following Key Performance Indicators found with the SCPS Strategic Plan System Initiative D: Conditions for Learning

Excellence and Equity Focus on Conditions for Learning Action Plan

Action Plan 2

Reducing Truancy

Describe the actions/strategies that will be implemented to address the Action Plan:

1.Welcome Call to establish clear guidelines and expectations and discuss the pace chart expectations. 2. Monitor Weekly progress to determine if students are on pace. 3.Teachers will complete Discussion Based Assessments offer resources to overcome barriers to completing work. 4.Teacher will use resources that are engaging, interactive and relevant to students interests. 5. SCVS will collaborate with parents and guardians by sending monthly reports which include strategies to support students virtual learning 6. Target Interventions: students attend lessons on campus 2X a week to complete work, Academic support with tutoring, homeroom teachers available to help students get back on track. 7. Continuous Monitoring and Evaluation: Teachers regularly assess student progress during the discussion based assessments and monthly progress reports sent home.

What evidence/data will there be to reflect monitoring for this strategy/action?

Truancy reports are pulled bi-weekly and reviewed. Action plan to include updated pace charts and schedule to follow. Students can attend on campus sessions to get caught back up with their online courses.

Will professional development be needed? (Yes or No)

Yes

When will this action/strategy take place?

PLC meetings with Department Chairs

Deliverable due dates

Monthly PLC meetings

Persons responsible

Department Chairs

Action Plan 3

Student Teacher Relationships

Describe the actions/strategies that will be implemented to address the Action Plan:

Teachers will work on instructional strategies to improve the area of collaborative practices. On the 5 Essentials Survey, teachers scored a 35 which is a weak area and needs improvement. Teachers will communicate with students through a welcome call, discussion based assessments, positive feed back on assignments and celebrate student successes.

What evidence/data will there be to reflect monitoring for this strategy/action?

5 Essentials Survey will be given again in January.

Will professional development be needed? (Yes or No)

No

Action Plan 4

Supporting student connectedness to peers and engagement in school culture

Describe the actions/strategies that will be implemented to address the Action Plan:

SCVS provides Homerooms by grade level that meets monthly, allowing socialization with other school students. It is a space to ask questions, solve problems that need to be addressed, and gain important school information. SCVS also offers clubs and activities that meet virtually as well as face-to-face. The clubs are for students to provide an opportunity to interact with students that have common interests

What evidence/data will there be to reflect monitoring for this strategy/action?

Student feedback is given on the 5 Essentials survey and snapshot survey.

Will professional development be needed? (Yes or No)

No

When will this action/strategy take place?

Yearly (Clubs and Homerooms meet monthly)

Deliverable due dates

Yearly

Persons responsible

Amanda Fogel

Excellence and Equity Focus on 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 career success in the 21st century by offering relevant real-world experiences and a rigorous learning environment.

A. Develop and implement programs, coursework, and opportunities to support the real-world application of the Skills for Future Ready Graduates through active involvement in and pursuit of college, career, and /or military.

B. Provide advisement, resources, course progressions, and targeted support for advanced opportunities.

C. 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.
The below action plans are aligned to the following Key Performance Indicators found within the SCPS Strategic Plan: A.1, B.2.6-7, System Initiative C and designed to accelerate learning for students in all subgroups, inclusive of ESSA.

Action Plan 5

Increasing on-time completions and graduation readiness

Describe the actions/strategies that will be implemented to address the Action Plan:

Describe the actions/strategies that will be implemented to address the Action Plan: Teachers will update pace plans to help students get back on track. Behind-pace data is pulled bi-weekly, and interventions are provided to students who need it. Interventions include meeting with administrators and academic support teachers to discuss a plan to get back on pace. Students may also be assigned on-campus work sessions with a teacher and academic support staff to complete work on time. Guidance counselors will complete a graduation credit check with all 10th-12th grade students.

What evidence/data will there be to reflect monitoring for this strategy/action?

- Completion of Course data is pulled at the end of each semester and reviewed by guidance counselors.
- Behind-pace data is pulled every week. Guidance counselors update students' data as tests and classes are completed.

When will this action/strategy take place?

Ongoing throughout the school year.

Deliverable due dates

August-May

Will professional development be needed? (Yes or No)

No

Persons responsible

Michelle Backel, Courtney Kavanaugh

Action Plan 6

Increasing student access and success in advanced course work

Describe the actions/strategies that will be implemented to address the Action Plan:

Middle School students will take advanced or honors courses and complete one CTE certification.
High school student course selections will be carefully reviewed by their counselor for inclusion of Honors, AP, or Dual Enrollment courses. All 9th-grade students will take the Digital Information Technology course. 10th-grade students will follow DIT with AP Computer Science Principles. High School students will be encouraged to take at least one AP course in their High School Career in addition to/instead of AP Computer Science Principles.

What evidence/data will there be to reflect monitoring for this strategy/action?

Certification test data is reviewed each semester. AP scores test data is reviewed each year.
Data on class completions will be assessed at the end of the school year.

When will this action/strategy take place?

2023-2024 school year.

Deliverable due dates

2023-2024 school year

Will professional development be needed? (Yes or No)

No

Best Practices for Inclusive Education

Utilize your school's BPIE to complete the following section of the SIP.

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

Type in text of the BPIE indicator selected and select the status:

Indicator	Status
BPIE Indicator 1 –	
BPIE Indicator 2 –	
BPIE Indicator 3 –	

Best Practices for Inclusive Education

Topic Area - BPIE Indicator 1

Describe the actions/strategies that will be implemented to address the focus area:

Deliverable due dates

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

What evidence/data will there be to reflect monitoring for this strategy/action?

Persons responsible

Best Practices for Inclusive Education

Topic Area - BPIE Indicator 2

Describe the actions/strategies that will be implemented to address the focus area:

Deliverable due dates

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

What evidence/data will there be to reflect monitoring for this strategy/action?

Persons responsible

Best Practices for Inclusive Education

Topic Area - BPIE Indicator 3

Describe the actions/strategies that will be implemented to address the focus area:

Deliverable due dates

Will professional development be needed? (Yes or No)

When will this action/strategy take place?

What evidence/data will there be to reflect monitoring for this strategy/action?

Persons responsible

BPIE PD Plan

Complete this page if you are offering PD aligned to BPIE Action Plans.

Topic Area:

PD Activity

Dates

How will PD Activity improve instruction and use of assessment data?

PD Participants

Persons responsible