

Seminole County Public Schools

A SEMINOLE COUNTY VIRTUAL SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 8
 - D. Demographic Data 9
 - E. Early Warning Systems 10
- II. Needs Assessment/Data Review 13
 - A. ESSA School, District, State Comparison 14
 - B. ESSA School-Level Data Review 15
 - C. ESSA Subgroup Data Review 16
 - D. Accountability Components by Subgroup 19
 - E. Grade Level Data Review 22
- III. Planning for Improvement 24
- IV. Positive Culture and Environment 27
- V. Title I Requirements (optional) 30
- VI. ATSI, TSI and CSI Resource Review 34
- VII. Budget to Support Areas of Focus 35

School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

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.

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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Deborah Camilleri , deborah_camilleri@scps.k12.fl.us

Position Title

Principal SCVS

Job Duties and Responsibilities

The principal of Seminole County Virtual School holds a pivotal role in ensuring the overall educational and administrative success of the institution. Their primary duties encompass providing visionary leadership to foster a positive school culture conducive to learning and personal development. They oversee the implementation of curriculum standards, ensuring alignment with educational goals and state regulations. Principals manage day-to-day operations, including staffing, budgeting, and facilities management, while also cultivating strong relationships with students, parents, and the broader community. They are responsible for maintaining a safe and inclusive environment where all students can thrive academically, socially, and emotionally, and they often serve as the final authority in disciplinary matters and student welfare issues. Additionally, Dr. Camilleri plays a crucial role in professional development for faculty and staff, promoting continuous improvement and innovation in teaching practices to enhance student outcomes.

Leadership Team Member #2

Employee's Name

Courtney Kavanaugh , courtney_kavanaugh@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Courtney Kavanaugh plays a multifaceted role supporting the principal in various administrative tasks and student-centered initiatives. She is pivotal in coordinating programs for Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL), ensuring compliance with state and federal regulations. She collaborates on Multi-Tiered System of Supports (MTSS) to provide targeted interventions for students needing academic or behavioral support. Additionally, they may oversee virtual operations, managing technology integration and online learning platforms. Courtney oversees High School, Full-Time Equivalent (FTE) student counts, coordinating summer school programs, and supporting department chairs in curriculum development and teacher evaluations.

Leadership Team Member #3

Employee's Name

Dr. Michelle Backel , michelle_backel@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Dr. Michelle Backel holds a diverse range of responsibilities aimed at supporting the principal in ensuring the effective operation and educational advancement of SCVS. She oversees elementary school operations, focusing on curriculum alignment, student welfare, and fostering a positive learning environment. She plays a crucial role in Career and Technical Education (CTE) programs, including managing the Hospitality and Tourism program, coordinating partnerships with industry stakeholders, and facilitating internship opportunities for students. She manages summer school programs, ensuring academic continuity and support for students needing additional instruction. She also oversees graduation ceremonies, coordinating logistics, and ensuring compliance with graduation requirements. She manages contracts related to instructional materials, services, and vendors, and cultivates relationships with business partners to enhance educational opportunities and resources for students.

Leadership Team Member #4

Employee's Name

Patricia Horel , horelpa@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Patricia Horel plays a crucial role in ensuring the smooth operation and compliance of various administrative functions within SCVS. She oversees the logistics and administration of state testing, ensuring adherence to testing schedules, distribution of materials, and proper implementation of testing protocols. Additionally, the school manager coordinates Career and Technical Education (CTE) testing, managing registration, logistics, and reporting of results. She facilitates School Advisory Council (SAC) meetings, supporting parent and community involvement in school governance and decision-making processes. She also administers surveys to gather feedback from students, parents, and staff on various aspects of school life, using data to inform strategic planning and improvement initiatives. Their role is pivotal in maintaining organizational efficiency and supporting the overall educational mission of the school.

Leadership Team Member #5**Employee's Name**

Amanda Fogel , amanda_fogel@scps.k12.fl.us

Position Title

Dean of Students

Job Duties and Responsibilities

As the Dean of Students, responsibilities encompass a variety of critical functions aimed at fostering a safe and supportive learning environment. Managing campus scheduling ensures smooth operation of daily activities, including classes, events, and extracurricular programs. They oversee Intensive Reading and Math programs, coordinating interventions to support student academic success. Safety and security protocols fall under their purview, ensuring the physical well-being of students and staff. The Dean of Students also oversees facilities management to maintain a conducive learning environment. They coordinate mental health initiatives, providing resources and support for students' emotional well-being. Additionally, they may supervise student ambassadors, fostering leadership and community engagement among the student body.

Leadership Team Member #6**Employee's Name**

Courtney Sandoval , courtney_sandoval@scps.k12.fl.us

Position Title

Educational Technology Facilitator (ETF)

Job Duties and Responsibilities

Technology Facilitators offer technical assistance to staff and students, addressing hardware and software issues promptly. They provide ongoing training and support to teachers, facilitating professional development in technology integration and instructional tools. Managing the SCVS website and platforms like Skyward and Grade Guardian, they ensure accurate information dissemination and data management, supporting administrative processes and enhancing communication within the school community.

Leadership Team Member #7

Employee's Name

Courtney Cantu , cantucn@scps.k12.fl.us

Position Title

Student Support Advocate

Job Duties and Responsibilities

Courtney Cantu ensures smooth testing experiences for ESE and ESOL students, providing technical support and accommodations as needed. They meticulously monitor compliance standards to guarantee adherence to educational regulations throughout testing processes. Additionally, they utilize technology to facilitate learning continuity for Hospital Homebound students, ensuring access to educational resources and support remotely.

Leadership Team Member #8

Employee's Name

Jennifer Mallard , mallarjz@scps.k12.fl.us

Position Title

Academic Interventionist

Job Duties and Responsibilities

An Academic Interventionist at SCVS plays a crucial role in supporting student success and academic achievement through targeted interventions and support services. Their duties include assessing students' academic needs through data analysis and diagnostic tools, designing and implementing personalized intervention plans to address learning gaps or challenges. They collaborate closely with teachers and parents to monitor student progress, adjust interventions as necessary, and provide ongoing support and resources. Academic Interventionists also facilitate small group instruction, provide tutoring sessions, and recommend educational strategies and technologies to enhance student learning outcomes in the online environment. She will provide support to the testing coordinator by managing logistical tasks and ensuring smooth operations during

the test windows.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We engaged stakeholders (School Leadership Team, Teachers, Staff, Parents, Students and community leaders) by conducting monthly meetings to gather information needed to make improvements. We used surveys to gather input from all stakeholders. We identified areas of concern and reviewed all input received. A final draft of our SIP will be proved to parents, students and community members at the beginning of the school year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Monitoring the School Improvement Plan (SIP) for effective implementation and its impact on student achievement, especially for students with the greatest achievement gap, involves a structured approach to assessment, feedback, and continuous improvement. We will continue to analyze data on student achievement on progress monitoring tests and review student pacing to be sure all students are successfully completing their online classes using pacing guides.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	51.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	24.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	0						0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0					0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				0						0
Students retained two or more times				0						0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	0	0	0	0	0
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0
Course failure in Math	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0
Level 1 on statewide Algebra assessment	0	0	0	0	0

Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	0	0	0	0	0

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	82	72	58	75	66	53	64	69	55
ELA Grade 3 Achievement **	93	75	59	91	66	56			
ELA Learning Gains	74	67	59				66		
ELA Learning Gains Lowest 25%	65	62	54				48		
Math Achievement *	69	73	59	65	67	55	44	48	42
Math Learning Gains	51	69	61				50		
Math Learning Gains Lowest 25%	46	65	56				41		
Science Achievement *	73	60	54	66	61	52	55	63	54
Social Studies Achievement *	84	88	72	75	78	68	44	63	59
Graduation Rate	84	72	71	83	71	74	100	64	50
Middle School Acceleration	69	79	71	41	76	70	56	49	51
College and Career Readiness	36	35	54	36	35	53	44	83	70
ELP Progress		73	59		60	55	46	79	70

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPP) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	826
Total Components for the FPPI	12
Percent Tested	99%
Graduation Rate	84%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
69%	67%	55%	62%		71%	76%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
Black/African American Students	47%	No		
Hispanic Students	68%	No		
White Students	70%	No		
Economically Disadvantaged Students	56%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	61%	No		
Asian Students	81%	No		
Black/African American	63%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students				
Hispanic Students	66%	No		
White Students	65%	No		
Economically Disadvantaged Students	60%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	37%	Yes	1	
English Language Learners	53%	No		
Native American Students				
Asian Students	88%	No		
Black/African American	42%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students				
Hispanic Students	58%	No		
Multiracial Students	77%	No		
Pacific Islander Students				
White Students	64%	No		
Economically Disadvantaged Students	55%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	82%	93%	74%	65%	69%	51%	46%	73%	84%	69%	84%	36%	
Students With Disabilities	57%		62%		38%	33%			54%				
Black/African American Students	62%		55%		50%	20%							
Hispanic Students	88%		80%		60%	56%		63%	85%		93%	15%	
White Students	80%		72%	50%	75%	56%		79%	84%	67%	86%	47%	
Economically Disadvantaged Students	63%		61%		52%	48%		64%	75%		60%	25%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	75%	91%			65%			66%	75%	41%	83%	36%	
Students With Disabilities	64%				52%			62%			67%		
Asian Students	93%				69%								
Black/African American Students	77%				55%						86%	33%	
Hispanic Students	63%				65%			61%	77%		82%	48%	
White Students	82%				66%			68%	78%	47%	82%	35%	
Economically Disadvantaged Students	73%				45%			53%	67%		78%	43%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	64%		66%	48%	44%	50%	41%	55%	44%	56%	100%	44%	46%
Students With Disabilities	38%		52%	35%	34%	41%	29%	32%					
English Language Learners	47%		71%		53%	50%							46%
Native American Students													
Asian Students	91%		73%		93%	83%		100%					
Black/African American Students	54%		52%	44%	31%	31%	30%	50%					
Hispanic Students	74%		63%	41%	49%	46%	53%	70%	80%	48%			
Multiracial Students	75%				76%			80%					
Pacific Islander Students													
White Students	70%		75%	57%	54%	54%	43%	70%	73%	63%	100%	42%	
Economically Disadvantaged Students	65%		60%	43%	42%	41%	37%	59%	67%	41%	100%	58%	45%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	89%	60%	29%	53%	36%
Ela	3	93%	67%	26%	55%	38%
Ela	5	93%	63%	30%	55%	38%
Ela	6	80%	59%	21%	54%	26%
Ela	7	81%	56%	25%	50%	31%
Ela	8	68%	53%	15%	51%	17%
Ela	9	88%	61%	27%	53%	35%
Math	3	93%	69%	24%	60%	33%
Math	5	60%	43%	17%	56%	4%
Math	6	80%	67%	13%	56%	24%
Math	7	71%	69%	2%	47%	24%
Math	8	38%	30%	8%	54%	-16%
Science	5	87%	65%	22%	53%	34%
Science	8	48%	54%	-6%	45%	3%
Civics		86%	72%	14%	67%	19%
Biology		91%	70%	21%	67%	24%
Algebra		62%	53%	9%	50%	12%
Geometry		70%	55%	15%	52%	18%
History		81%	72%	9%	67%	14%
Ela	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE

Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Geometry						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>

2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE

Algebra		47%	19%	28%	17%	30%
Biology						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Geometry						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
History						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was the students who scored a Level 3 and made learning gains, achieved through actions such as utilizing online resources, conducting in-person reviews, reviewing standards, and incorporating these standards into discussion-based assessments.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest data component was college and career acceleration, which stood at 36%. The main factor contributing to this low percentage was the insufficient number of students enrolled in dual enrollment, AP classes, and/or CTE courses offering industry certifications. Additionally, the students who were enrolled in these advanced courses did not perform well on the corresponding tests, further impacting the overall acceleration rate. Efforts to improve this component must focus on increasing student enrollment in dual enrollment, AP classes, and CTE courses offering industry certifications and providing targeted support to help them succeed in these rigorous academic challenges.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The math lower quartile learning gains showed a decline from last year. The decline could be attributed to various factors. The changes and updates to the math curriculum or teaching methods may not have been effectively implemented, leading to gaps in students' understanding. Changes in assessment methods going from face to face learning to online learning could make it appear that learning gains have declined.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap compared to the state average is in 8th grade math scores and could be attributed

to several factors. Many of our 8th grade students use this opportunity to take a more advanced class of Algebra 1. Students who take 8th grade math may struggle and have decreased motivation. Many of these students need extra supports in place and do not utilize remedial programs. Teachers will provide resources and provide ninety minutes of boost camp reviews in both Fall and Spring semesters. Teachers will offer reviews for each module and tutoring sessions for students who need it.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Identifying ESE students and low performing math students is a concern and is crucial for understanding and addressing the specific challenges these groups face. Teachers will provide interventions for low-performing math students based on their specific challenges and learning styles. Teachers will also provide resources, materials, and technology, to support these students effectively. Administrators will ensure that support staff, such as special education teachers and math interventionists, have the training and tools they need.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Add two new CTE high school courses for students and offer more advanced opportunities to students.
2. Improve attendance with intensive courses, in person reviews and in person opportunities on campus.
3. Train teachers to offer supports and interventions to students who need review and help with passing AP, EOC, and CTE certification tests.
4. Train guidance counselors to identify students who need accelerated courses.
5. Increase interventions and minutes for lowest quartile and ESE students who need supports.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus is acceleration courses for all students at SCVS. Guidance Counselors have been trained to identify students who need advanced opportunities to enhance student achievement and address educational needs. SCVS is offering two new certification courses to our high school students and expanding our Hospitality and Tourism certifications. We also have industry certifications as another means for students to gain acceleration.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

College and Career Acceleration was at 36% in 2023-2024. We would like to improve to 50% for next year.

1. Adding 2 new CTE High School courses for students.
2. Trained Guidance Counselors to identify students who need acceleration and offer courses.
3. Place student in more advanced courses to include AP and Dual Enrollment courses.
4. Offer online resources to support students when taking the certification tests.
5. Industry Certifications are offered to students as another means to gain acceleration.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Acceleration courses will be monitored through a continuous evaluation process to ensure the desired outcome.

1. Progress Reports sent monthly to students and parents.
2. Tracking the number of students taking accelerated courses and collecting passing test scores for each certification test or AP test.
3. Ongoing teacher training and professional development in PLC groups to enhance skills in delivering the accelerated course.

4. Timely interventions by identifying students that are struggling and add additional tutoring and resources to help them succeed.
5. Targeted support helps in closing achievement gaps ensuring that all students have an opportunity to excel.

Person responsible for monitoring outcome

Assistant Principals and Teachers

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Literacy Training

Person Monitoring:

Leadership Team

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Literacy coaches, classroom teachers, and school administrators will receive a variety of professional learning and targeted support through district-facilitated trainings throughout the school year. Literacy coaches will meet monthly with district curriculum specialists to analyze reading data based on Tier 3 intervention programs, review instructional strategies, and prepare professional learning to present to classroom teachers on their campuses. School administrators will meet with district curriculum specialists quarterly to review data points and benchmark-aligned instructional strategies. In addition, schools will receive targeted support from district curriculum specialists to facilitate the use of differentiated instructional techniques based on individual student needs. SCPS K-12 Comprehensive Reading Plan

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus is attendance. SCVS takes attendance by assignments submitted each week and monitoring students by pace charts. Our academic interventionist will regularly check students to see if they are on pace. Students that fall behind are considered absent. Students miss essential lessons leading to gaps in foundational concepts. It is difficult to catch up on assignments when students fall behind. This also correlates with lower test scores on standardized tests and assessments.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our academic interventionist will monitor behind pace students weekly. They will identify students early, provide a new pace plan, inform parents, provide feedback on how to succeed and get back on track. They will collect data on behind pace students each week and provide supports bi-weekly. To reduce the number of behind pace students, they will work with parents and teachers to put supports in place to ensure students are completing work each week.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The academic interventionist will work with the students to help them get back on pace. The goal is to ensure students catch up to the expected learning pace and consistently stay on track in all classes. By providing regular feedback and updated pace plans, student will achieve learning gains and improve the overall performance in each class. Guidance Counselors will also meet with students and parents to increase communication and provide resources to ensure success.

Person responsible for monitoring outcome

Jennifer Mallard, Academic Interventionist

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The academic interventionist will pull behind pace reports weekly to check on all Full Time SCVS students. The reports will show students behind pace 2 or week in 2 or more classes. She will

schedule regular check ins with students to monitor progress, provide feedback, and offer support. New pace plans will be sent to students and parents with the goal of breaking down the course into small manageable units and scaffold learning. Research indicates that students need support in managing their time with online assignments and supporting them with updated pacing charts to help them get back on track. The academic interventionist will send reminders for deadlines and require them to attend on campus study hours to complete work. Personalization for each student by creating individual pacing plans based on student data, student performance and learning preferences will ensure students success in each course.

Rationale:

The academic interventionist will provide feedback on assignments to help assist students with resubmitting assignments to improve learning goals. Monthly progress reports will review student progress and meetings with parents will be scheduled if student is continually falling behind. The supports in place will be given by both the academic interventionist and teacher.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Middle ELA - The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: Content Area Reading (demonstrates a rationale), iReady (moderate evidence), Lexia (strong evidence), Corrective Reading (strong evidence), and Reading Mastery (promising evidence).

Rationale:

All Levels - ELA - A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Truancy Reports

Person Monitoring:

Jennifer Mallard

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Jennifer Mallard will pull truancy reports weekly and monitor full time SCVS students who fall 2 weeks or more behind pace in 2 or more classes. She will make individual pace plans to help students get back on track. Teachers will send monthly progress reports to student and parents.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

SCVS School Webpage

<https://virtualschool.scps.k12.fl.us/>

<https://virtualschool.scps.k12.fl.us/>

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

<https://virtualschool.scps.k12.fl.us/>

SCVS will go over the plan in SAC meetings and post on our website for community members. We send monthly reports to all parents for each class. We communicate with parents monthly with updates on student progress and resources to help students succeed.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

Strengthening the Academic Program and Providing Enriched Curriculum

Strengthening the Academic Program

1. Curriculum Review and Enhancement:

- Comprehensive Curriculum Review: Conducting a thorough review of the current curriculum to identify gaps and areas for improvement.
 - Integration of Evidence-Based Practices: Incorporating teaching practices and materials that have been proven effective through educational research.
 - Alignment with Standards: Ensuring that the curriculum aligns with state and national academic standards to guarantee a rigorous educational experience.
2. Professional Development for Educators:
 - Ongoing Training: Providing continuous professional development opportunities for teachers to enhance their instructional strategies and stay updated with the latest educational trends.
 - Collaborative Learning Communities: Establishing professional learning communities (PLCs) where teachers can share best practices and collaborate on curriculum development.
 3. Enhanced Assessment Strategies:
 - Formative Assessments: Utilizing frequent formative assessments to monitor student progress and inform instruction.
 - Data-Driven Instruction: Using assessment data to tailor instruction to meet the diverse needs of students.

Providing an Enriched and Accelerated Curriculum

1. Advanced Placement (AP) and Honors Courses:
 - Expansion of AP and Honors Offerings: Increasing the number of AP and Honors courses available to students to provide more opportunities for advanced learning.
 - Preparation Programs: Offering preparatory courses and resources to help students succeed in AP and Honors classes.
2. Career and Technical Education (CTE):
 - New CTE Courses: Adding new CTE courses that align with current job market demands and student interests.
 - Industry Partnerships: Establishing partnerships with local businesses and industries to provide students with hands-on learning experiences and internships in our Program of Emphasis
3. Personalized Learning Plans:
 - Individualized Education Plans (IEPs): Developing personalized learning plans for students based on their academic performance, interests, and career goals.
 - Adaptive Learning Technologies: Utilizing adaptive learning technologies to provide customized educational experiences that meet individual student needs.
4. Gifted and Talented Programs:
 - Expanded Gifted Programs: Enhancing programs for gifted and talented students to

include more challenging and stimulating educational opportunities.

- **Specialized Instruction:** Providing specialized instruction and resources to support the unique needs of gifted learners.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

To ensure the effectiveness of these initiatives, the school will implement a comprehensive monitoring and evaluation plan:

1. Regular Data Collection:

- **Academic Performance Metrics:** Tracking student performance through grades, test scores, and other academic indicators.
- **Attendance and Engagement:** Monitoring attendance and student engagement in both regular and extended learning activities.

2. Stakeholder Feedback:

- **Surveys and Focus Groups:** Gathering feedback from students, parents, and teachers through surveys and focus groups to assess satisfaction and identify areas for improvement.
- **Teacher Observations:** Conducting classroom observations to ensure that instructional strategies are being effectively implemented.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

ELA - In the area of literacy, performance data from FAST and iReady in elementary schools or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00