

School District of Osceola County, FL

Osceola Virtual Franchise (Secondary)



2019-20 School Improvement Plan

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Osceola Virtual Franchise (Secondary)

1200 VERMONT AVE, St Cloud, FL 34769

www.osceolaschools.net

Demographics

Principal: Enid Rentas

Start Date for this Principal: 7/16/2019

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	25%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Hispanic Students White Students
School Grade	2018-19: A
School Grades History	2017-18: A 2016-17: B 2015-16: I 2014-15: 2013-14: I
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southeast
Regional Executive Director	Gayle Sitter
Turnaround Option/Cycle	N
Year	A
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The Osceola School District's mission is to inspire all learners to reach their highest potential as responsible, productive citizens.

Osceola Virtual School's mission is to provide enriching educational online choice options to enhance students' potential in the future.

Provide the school's vision statement

Osceola Virtual School's vision is to provide a K-12 virtual education that is powerful, personalized, and learner-centered with experiences through competency-based, blended and full-time online learning.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Hodges, Peter	Principal
Principal	
Cook, Janet	Instructional Coach
Instructional Coach	
Ortiz, Jeriel	Other
Other	
Vergon, Kelley	Guidance Counselor
Guidance Counselor	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Tuesday 7/16/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	80%	57%	56%	95%	56%	56%
ELA Learning Gains	56%	48%	51%	70%	54%	53%
ELA Lowest 25th Percentile	0%	43%	42%	0%	47%	44%
Math Achievement	72%	46%	51%	68%	39%	51%
Math Learning Gains	72%	41%	48%	50%	40%	48%
Math Lowest 25th Percentile	0%	46%	45%	0%	46%	45%
Science Achievement	71%	69%	68%	90%	67%	67%
Social Studies Achievement	81%	70%	73%	0%	70%	71%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	()	()	()	()	()	()	()	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	48%	-48%	54%	-54%
	2018	0%	46%	-46%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	82%	47%	35%	52%	30%
	2018	0%	46%	-46%	51%	-51%
Same Grade Comparison		82%				
Cohort Comparison		82%				
08	2019	100%	49%	51%	56%	44%
	2018	0%	52%	-52%	58%	-58%
Same Grade Comparison		100%				
Cohort Comparison		100%				
09	2019	93%	47%	46%	55%	38%
	2018	0%	47%	-47%	53%	-53%
Same Grade Comparison		93%				
Cohort Comparison		93%				
10	2019	81%	47%	34%	53%	28%
	2018	88%	49%	39%	53%	35%
Same Grade Comparison		-7%				
Cohort Comparison		81%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	45%	-45%	55%	-55%
	2018	0%	43%	-43%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	0%	30%	-30%	54%	-54%
	2018					
Cohort Comparison		0%				
08	2019	0%	47%	-47%	46%	-46%
	2018	0%	43%	-43%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	80%	42%	38%	48%	32%
	2018	0%	42%	-42%	50%	-50%
Same Grade Comparison		80%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	76%	62%	14%	0%	76%
2018	92%	68%	24%	65%	27%
Compare		-16%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	73%	-73%	0%	0%
2018	0%	70%	-70%	71%	-71%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	62%	19%	0%	81%
2018	0%	61%	-61%	68%	-68%
Compare		81%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	49%	-49%	0%	0%
2018	0%	52%	-52%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	76%	44%	32%	0%	76%
2018	77%	39%	38%	56%	21%
Compare		-1%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	83	64		93	60		80	90		92	45
FRL	67	50								90	
HSP	75	56		54	91						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT										82	

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
HSP	92	75		55	50					92	
FRL										92	9

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	568
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students

Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The lowest performing component is acceleration (College/Career Readiness).

Not enough emphasis is being placed on DE and AP when scheduling. Also, there are no current course offerings in the area of CTE.

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

The greatest decline was in Science Achievement.

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 largest gap compared to the state is acceleration (College/Career Readiness).

Not enough emphasis is being placed on DE and AP when scheduling. Also, there are no current course offerings in the area of CTE.

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

The component with the greatest gain was Math Learning Gains (+22).

Increases in scheduled tutoring and bootcamps contributed to this increase.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

N/A

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

1. Increase Acceleration points
2. Increase Science Achievement
3. Increase ELA Gains
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensure high levels of learning for all students in Literacy
Rationale	An increase in students overall literacy will increase student's performance in all subject areas due to their fluency and comprehension.
State the measureable outcome the school plans to achieve	We will increase our proficiency in Literacy by 10%, as measured by the FSA
Person responsible for monitoring outcome	Janet Cook (janet.cook@osceolaschools.net)
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Person Responsible	Janet Cook (janet.cook@osceolaschools.net)
#2	
Title	Ensure high levels of mathematics achievement for all students.
Rationale	
State the measureable outcome the school plans to achieve	
Person responsible for monitoring outcome	Peter Hodges (peter.hodges@osceolaschools.net)
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Person Responsible	Peter Hodges (peter.hodges@osceolaschools.net)

#3	
Title	Ensure high levels of science achievement for all students
Rationale	
State the measureable outcome the school plans to achieve	
Person responsible for monitoring outcome	Jeriel Ortiz (jeriel.ortiz@osceolaschools.net)
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	1. 2. 3. 4. 5.
Person Responsible	Jeriel Ortiz (jeriel.ortiz@osceolaschools.net)

#4	
Title	Ensure a school-wide post secondary culture for all students
Rationale	Based on the 2018-19 school grade, only 45% of the students were recognized as being College and/or Career Ready.
State the measureable outcome the school plans to achieve	As measured by the Florida School Grading system, we will increase our College/Career readiness score by 15%.
Person responsible for monitoring outcome	Kelley Vergon (kelley.vergon@osceolaschools.net)
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	1. 2. 3. 4. 5.
Person Responsible	Kelley Vergon (kelley.vergon@osceolaschools.net)

#5

Title

Strengthen collaborative processes to ensure that the learning needs of all students are met.

Rationale

State the measureable outcome the school plans to achieve

Person responsible for monitoring outcome

Peter Hodges (peter.hodges@osceolaschools.net)

Evidence-based Strategy

Rationale for Evidence-based Strategy

Action Step

Description

- 1.
- 2.
- 3.
- 4.
- 5.

Person Responsible

Peter Hodges (peter.hodges@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

OVS uses an escalation process to transition students from one level to another. The following factors are taken into consideration for transitioning:

- a) Attendance
- b) Grades during mid and end of year

- c) Students not progressing during the weekly data checks
- d) Students' place in Student Success Plans achieving and showing improvement
- e) Portfolios
- f) I-Ready results in both Math and Reading
- g) Reading Plus data
- h) Teacher Judgment and Recommendations
- i) Discussion Based Assessments
- j) Formative Assessments

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

Students identified as in need of Intervention and support follow a process in which school-based and district leadership provide interventions, meet to discuss intervention and strategies to make a determinations about virtual school instruction. The Learning Resource Specialist together with the counselor and administrator will collect data and consult with a member of the special education personnel at the district level for guidance. If the recommended strategies and interventions do not have a positive impact, the Reading Coach, together with the OVS counselor and administrator, including the parent, will officially refer the student to the school's special education team. They may even consult with a member of the special education team. If after all the recommended strategies fail, the team, along with the parent, will officially refer the student to the district's special education team.

We will use the residual funds earned in 7001 to purchase technological hardware needed for testing and to service students who are identified as qualifying for free and reduced lunch.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Title I, Part D

When neglected and/or delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all students needs are met.

Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, Standards Based Instruction, and Professional Learning Communities. (PLC)

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrants and Native American students. Research-based comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

The school will participate in college and career fair. Students will also be invited to attend college visitations.

Students participate in Career Planning and the school counselor will complete inventories with the students on career planning and resources that will be beneficial in aiding students in fields of interest. OVS staff will prepare a “Career Day” event that will include business professionals who will provide a session about the different careers in the area. Students will also be able to participate in job shadowing opportunities and internships as well. In addition, the OVS counselor will offer F2F and virtual seminars on College and Career Readiness.

Part V: Budget			
1	III.A	Areas of Focus: Ensure high levels of learning for all students in Literacy	\$0.00
2	III.A	Areas of Focus: Ensure high levels of mathematics achievement for all students.	\$0.00
3	III.A	Areas of Focus: Ensure high levels of science achievement for all students	\$0.00
4	III.A	Areas of Focus: Ensure a school-wide post secondary culture for all students	\$0.00
5	III.A	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met.	\$0.00
Total:			\$0.00