

School District of Osceola County, FL

Osceola Virtual Franchise (Secondary)



2019-20 Schoolwide Improvement Plan

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Osceola Virtual Franchise (Secondary)

1200 VERMONT AVE, St Cloud, FL 34769

www.osceolaschools.net

Demographics

Principal: Peter Hodges

Start Date for this Principal: 7/16/2019

2019-20 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 Grades History	2018-19: A (71%) 2017-18: A (70%) 2016-17: B (61%) 2015-16: I (%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
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.

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School Demographics

School Type and Grades Served (per MSID File) High School 6-12	2018-19 Title I School No	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 25%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 54%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	B	I

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Hodges, Peter	Principal	Evaluation and monitoring of teacher and student performance to ensure high levels of learning are taking place.
Ortiz, Jeriel	Other	Provide schedules for assessments of students
Vergon, Kelley	Guidance Counselor	Scheduling and monitoring student's academic progress.

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	2	3	12	9	15	24	32	97
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)

11

Date this data was collected or last updated

Friday 10/11/2019

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	
Number of students enrolled	2 (0)	3 (0)	12 (0)	9 (0)	15 (0)	24 (0)	32 (0)	97 (0)
Attendance below 90 percent	0 (0)	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)	0 (0)
Course failure in ELA or Math	0 (0)	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)

Grade Level Data

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

NOTE: 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.

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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%	67%	9%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	92%	68%	24%	65%	27%
Compare		-16%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	73%	-73%	71%	-71%
2018	0%	70%	-70%	71%	-71%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	62%	19%	70%	11%
2018	0%	61%	-61%	68%	-68%
Compare		81%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	49%	-49%	61%	-61%
2018	0%	52%	-52%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	76%	44%	32%	57%	19%
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
HSP	75	56		54	91						
WHT	83	64		93	60		80	90		92	45
FRL	67	50								90	

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	
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
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

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	Jeriel Ortiz (jeriel.ortiz@osceolaschools.net)
Evidence-based Strategy	<p>Implementation of effective reading strategies across all content areas. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	Students are struggling with understanding how to read and use informational text when responding to questions and Discussion Based Assessments. If we increase students' knowledge of Informational Text in all content areas, the student achievement will increase.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide all teachers with Literacy strategies to be implemented cross curricular 2. Provide professional development to students and staff on use of Blackboard 3. Record Live lessons and push them out to the students 4. Increase Literacy strategies across all content areas 5. Provide intensive boot camp for students in the Spring
Person Responsible	Jeriel Ortiz (jeriel.ortiz@osceolaschools.net)

#2	
Title	Ensure high levels of mathematics achievement for all students.
Rationale	While our student achievement remains above the district and state averages, there are still too many students that are not passing their math assessments.
State the measurable outcome the school plans to achieve	We will increase our math achievement by 10%, as measured by the FSA and EOC's
Person responsible for monitoring outcome	Peter Hodges (peter.hodges@osceolaschools.net)
Evidence-based Strategy	<p>We will focus on increase basic math skills as needed on the FSA, Algebra EOC and Geometry EOC.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	By strengthening students basic understanding and knowledge of key concepts, their academic performance will increase.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide our students access to Math Nation and Khan Academy 2. Provide professional development to students and staff on use of Blackboard for Visual DBA's 3. Record Live lessons and push them out to the students 4. Provide intensive boot camp for students in the Spring 5. Required attendance to the tutoring lab for students that are struggling academically
Person Responsible	Peter Hodges (peter.hodges@osceolaschools.net)

#3	
Title	Ensure high levels of science achievement for all students
Rationale	We saw a decrease in achievement in Science by 19%. While our proficiency in Science is still above the state and district average, we still have room for improvement.
State the measurable outcome the school plans to achieve	We will see a 10% increase in our Science assessments as measured by the Science FCAT and Biology EOC
Person responsible for monitoring outcome	Peter Hodges (peter.hodges@osceolaschools.net)
Evidence-based Strategy	<p>We will provide our students the necessary support in learning basic concepts that support their academic needs in science.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	By increasing the fundamental skills needed in science, we will see an increase in students' overall achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Providing a wider range of Science courses to all students. 2. Provide students with an opportunity to take a fourth science class. 3. Record Live lessons and push them out to the students 4. Required attendance to the tutoring lab for students that are struggling academically 5. Provide science instructional support through Britannica and Discovery Education.
Person Responsible	Peter Hodges (peter.hodges@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	<p>Students will be introduced to more rigorous course such as AP, DE and CTE classes.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	The better prepared students are for post secondary education, the more likely they are to succeed.
Action Step	
Description	<p>.1 - scheduling and monitoring students in higher courses (AP, DE,) as well as certification industry courses offered</p> <p>2 - staffing needed courses through part-time teachers or going to zoned school for course</p> <p>3 - Building relationships with families and community for guidance and advising</p> <p>4 - promotion of programs (Valencia, oTech), communication of deadlines, testing at OVS, and guidance</p> <p>5 - Celebrate and success (website, gatherings, ceremonies)</p>
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	Research shows that a strong PLC has a great impact on student achievement
State the measureable outcome the school plans to achieve	By strengthening our teacher PLC's, we will see an increase of 10% in assessed academic areas.
Person responsible for monitoring outcome	Peter Hodges (peter.hodges@osceolaschools.net)
Evidence-based Strategy	<p>Create strong area specific PLC's to allow teacher to collaborate with the intent of creating strong academic strategies based on research.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	Research shows that one of the greatest impacts on student achievement is an effective teacher PLC.
Action Step	
Description	<ol style="list-style-type: none"> 1. Once a month teachers will meet face to face to work on Virtual teaching strategies and best practices. 2. Once a month teachers will meet in an ePLC to interact virtually with their colleagues 3. Create a relationship with neighboring counties to establish content area PLCs. 4. Include all teachers into the MTSS process to ensure cross curricular support. 5. Monthly data analysis
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 Schoolwide Improvement Plan 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

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and training provided by the school. The school uses the notes from the group discussion to guide writing the plan.

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

The school district has added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second Step intervention kits were distributed to all elementary and K-8 schools for support social-emotional learning environments.

Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for socio-emotional needs. Middle School Counselors receive training in Suicide Awareness. High School presentations are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to each high school.

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 A

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part D

When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student 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), immigrant, 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

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget						
1	III.A.	Areas of Focus: Ensure high levels of learning for all students in Literacy				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			7004 - Osceola Virtual Franchise (Secondary)			\$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