

Orange County Public Schools

Ocvs Virtual Franchise



2015-16 School Improvement Plan

Ocv's Virtual Franchise

1600 SILVER STAR RD, Orlando, FL 32804

www.ocvs.ocps.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	16%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	43%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	I	I

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers and students connect on a one-on-one or small group basis frequently in the virtual learning environment. A variety of communication methods are utilized including, email, phone, text, instant messages, etc. Students and teachers are able to establish a relationship during the welcome call process, Discussion Based Assessments also known as DBAs, during tutoring sessions, face-to-face work days and at organized events, such as open house and/or field trips.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Students work primarily from home, but are provided opportunities for face-to-face instruction. When they choose to attend a face-to-face event, all students are monitored by teachers during the entire workday. Students are encouraged to interact with other students in small group virtual sessions via Blackboard Collaborate and in discussion boards, giving them the chance to get to know one another in a safe, teacher-monitored environment. Expectations for online interactions are provided to teachers, parents and students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students are allowed flexibility within their daily schedule, but expected to meet the guidelines of the pace chart as determined by each teacher in each course. The pace charts provide precise expectations of what is due each week. Pace charts are created by FLVS and then revised by our OCPS teachers in order to align with the OCPS academic calendar year. Students are monitored on a biweekly basis and parents are contacted a minimum of one time per month. Students are monitored and, if identified as not on progress, are contacted by the teacher and academic dean. Students and parents are informed that they must attend mandatory face-to-face work days with their teacher until they are on pace and deemed to be demonstrating success in each course.

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

Students are in regular communication with their counselor, academic dean and/or any of their teachers in their times of need especially regarding counseling, mentoring and other pupil services. Appropriate staff followup with students in need. With provided services, any change in academic performance is immediately detected and addressed.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Orange County Virtual School's early warning system now includes providing teachers with professional development to monitor students' academic progress using hard data as well as holding monthly MTSS meetings for targeted students. The teacher will continue to hold mandatory face-to-face sessions for students who are behind pace. Teachers will also be available for students needing one-on-one support.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

A MTSS plan has been put into place along with the assignment of an instructional coach to meet the needs of students. Monthly data meetings will be held by administration and instructional leaders to analyze student progress and areas of concern. Students needing additional support in reading and mathematics will be offered small group or one-on-one interventions during both face-to-face instructional sessions and virtual blackboard collaborations.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

OCVS strives to increase parental involvement activities and opportunities, and increase the number of parents that participate in those activities. Parental involvement activities will occur on an ongoing basis, and shall include PTSA meetings, SAC meetings, school activities, open houses and parent/teacher conferences.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

OCVS hosts both SAC and PTSA meetings four times throughout the school year and continues to keep clear lines of communication with participants ongoing. In addition, our school is actively seeking and openly advertising the desire to work with and establish meaningful working relationships with Partners in Education. Additionally, we have a new PIE coordinator on board who is eager to expand upon our current list of partners in education.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Gurley, Brandi	Principal
VitalHorne, Shana	Dean
Banks, Alexandria	Instructional Coach
Sims, Hope	Guidance Counselor
Merchant, Daniel	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal/ Assistant Principal will:

- *Facilitate implementation of MTSS in the building
- *Provide or coordinate valuable and continuous professional development
- *Analyze student data to determine achievements and opportunities for growth
- *Attend MTSS Team meetings to be active in the MTSS change process
- *Conduct classroom Walk-Throughs/observations to monitor the fidelity of instruction

The Classroom Teacher will:

- *Compile a data folder of progress monitoring notes (curriculum assessments, FLRKS, MAPS, ELA and Math FSA scores, work samples, and anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- *Attend and participate in MTSS team meetings to collaborate on and monitor students who are struggling
- *Design check points for student mastery of or progress towards grade level standards
- *Implement interventions designed by MTSS Team for students in Tier 2 & 3
- *Deliver instructional interventions with fidelity

The Instructional Coach will:

- *Attend MTSS Team meetings
- * Train teachers in interventions, progress monitoring, differentiated instruction
- *Implement Tier 2 & 3 interventions

- *Keep progress monitoring notes & anecdotes of interventions implemented
 - *Collect school-wide data for the team to use in determining struggling learners
 - * Attend MTSS Team meetings for Tier 2 & Tier 3 students
 - *Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
- Guidance Director:
- *Provides expertise and support in identifying students and selecting appropriate interventions for behavior, including the creation of guidance groups, participating in MTSS meetings, and assisting in the creation MTSS behavior, action and support plans.
- Social Worker will:
- *Assist MTSS Team with interventions
 - *Conduct social-developmental history interviews and share with the MTSS Team
- Each school-based leadership team member will analyze the data and help create and implement necessary action plans to guide students to show learning gains. Information will be shared at monthly faculty meetings and within PLC's.

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

The MTSS team members meet to review student progress data in an effort to monitor the progress of student's receiving interventions and to identify students in need of more support. The administrators and guidance counselors review information in the Learning Management System and teacher contact logs to determine whether there are any academic concerns. When needed, the Staffing & Compliance Teacher is contacted to discuss whether an IEP meeting to discuss placement, services, or revision should be considered. Students needing reading remediation are provided Achieve 3000. Tier three students are provided one-on-one teacher assistance. Progress will be tracked through MAPS assessments, formative teacher assessment logs as well as curriculum assessments. Funds are used for professional development opportunities for staff. Funds are utilized to provide professional learning and resources to teachers, in alignment with the goals and objectives set forth in the School Improvement Plan. Research-based practices and resources are obtained through this funding. The instructional coach and teacher will meet on a bi-weekly basis to discuss student progress and whether current interventions are properly aiding student advancement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Brandi Gurley	Principal
Alexandria Banks	Teacher
Larry Banks	Business/Community
Jane Besuden	Teacher
Sandra Thuringer	Teacher
MARILYN STEVENSON	Education Support Employee
LINDA GAMBRELL	Parent
ADAM MISTERKA	Student
ALEXIS DUTTON	Student
GARRETT KURTH	Student
JAZMINE MCKINNEY	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Information on the SIP was provided and discussed with parents. The information was discussed and analyzed by the principal in face-to-face and virtual SAC meetings. Any additional feedback and concerns from members were noted and followed up with the principal.

Development of this school improvement plan

Members of the SAC will discuss ways to implement the SIP as determined by goals set by the state, district and administration. The SAC will assist with the barriers, strategies, and other parent involvement topics while this plan is modified throughout the 2015-16 school year. Each area of the SIP will be presented throughout the year for the team to ensure the plan's adequacy, while encouraging input from parents and committee members. SAC will also support educational and literacy initiatives and activities by providing school improvement funds, as needed, for technology, materials, and resources. The council will continue to provide input on ways to increase student achievement in reading, math, science, and writing with further participation in the revising of parent, teacher, and student surveys to improve school operations. They will also review the school's safety plans, policies and procedures (safe learning and working environment), performance data (previous years' FCAT Science and Reading and Mathematics FSA, MAPS, curriculum based common assessments), and school needs assessment surveys.

Preparation of the school's annual budget and plan

The principal provides an on overview of the school's budget as it relates to SIP goals and seeks input from SAC members, parents, and teachers.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

\$274.00 was allocated for school improvement last spring (Fund 145). These funds will be allocated to support SIP goals during the 2015-16 school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

SAC rosters will be updated to include parents and students.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Gurley, Brandi	Principal
VitalHorne, Shana	Dean
Sims, Hope	Instructional Coach
Banks, Alexandria	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

- The MTSS and LLT consist of the same members and will therefore the team members will discuss student progress and data within the core and intervention programs in order to determine areas of additional support needed.
- Parents are provided an opportunity to explore supplemental literacy materials during our Open House.
- Develop a set of criteria for evaluating new virtual courses (developed in house or provided by vendors). This tool will include literacy strategies that support student performance goals.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

OCVS participates in both statewide and schoolwide PLCs. Within the statewide PLCs, teachers collaborate with other district virtual programs from the state that are similar. Teachers communicate with one another based on subject area commonalities and curriculum offerings.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

In order to recruit and retain highly qualified teachers, Orange County Virtual School has potential candidates that are identified through the district's Employment Services Department. Applicants are identified, screened, interviewed, and hired based on the district's E-recruit, screening and hiring process. Additionally, to retain highly qualified teachers, Orange County Virtual School is committed to supporting teachers by providing extensive professional development opportunities, training, coaching and mentoring. Highly qualified teachers have professional opportunities focused on school based needs and initiatives, and common planning. The individuals responsible for recruiting and retaining highly qualified staff are principal, academic dean, literacy coach and teacher mentors.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

In order to retain highly qualified teachers (beginning and new to school or district), the following activities and opportunities are provided:

- New Teacher Orientation (school-based, prior to start of school year)

- Ongoing professional development opportunities (school-based, district, web based workshop/trainings, FLVS)
- Mentoring from highly qualified and effective OCVS teachers
- New/Beginning teacher meetings monthly (virtually and face to face)
- Mentees are paired with mentors based on the mentee's previous experience, strengths and weaknesses, and common interest

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources (Calvert) are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

All Tier 1 students receive instruction using the core reading, math, science, and writing curriculums. Student progress is monitored through program assessments and grades. Tier 1 students receive differentiated instruction in all subjects to meet their needs. The MTSS committee holds meetings every 6 to 8 weeks to meet with teachers and parents of students who have been identified as in need of interventions beyond the core curriculum (Tier 2 and Tier 3). Student assessment data is collected and graphed then analyzed and compared to other students in the grade level to determine the effectiveness of the intervention(s). Our school schedule is designed to allocate weekly intervention times for both reading and math in all grade levels. Students are closely monitored using a variety of assessments and progress monitoring tools. The MTSS committee works with grade level teacher to determine appropriate materials for interventions and assessments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

N/A

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Students enrolled in Orange County Virtual School must learn time management and organizational skills to be successful in this program. As such, with these skills they are able to work in a more independent environment allowing them to mature. Students needing the additional support are guided toward this path through one on one teacher conversations (including both the student and parent) regarding student progress pace and grade performance (held monthly at minimum). Also, students have an opportunity to attend face to face work days for additional support with their deficiencies.

College and Career Readiness

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

Our OCVS guidance counselor communicates with each student one-on-one regarding their future goals in alignment with their course selection.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students can earn certificates through several of our course offerings including business technology while attending dual enrollment courses with technical centers and/or Valencia Community College. In addition to the curriculum, OCVS offers clubs and activities which allow students the opportunity to make the connection and build relationships between curriculum and future endeavors including but not limited to volunteering in the community, talent show presentations, health and wellness activities etc.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

We offer Advanced Placement courses and dual enrollment opportunities for students. Additionally, there are several courses within the FLVS curriculum which offer industry certification upon successful completion of the course and formal assessment.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

We have included a partnership with the tech centers to dual enroll our students. We have implemented the following to improve student readiness for the public postsecondary level.

- The college and career readiness room where guidance counselors advise students
- Encourage students to participate in AP course work

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

- .

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

When analyzing the data, strengths and weaknesses within the school are evident. The amount of students meeting proficiency in reading was a strength. In addition, all categories within the total unadjusted earned points exceeded 50 points with the exception of writing proficiency.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Our students did not demonstrate strong writing proficiency due to the need to develop ELA skills to articulate ideas and defend opinions and ideas concisely. Along with the development in new Florida ELA standards, the use of various forms of informational texts.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will develop their proficiency using the Instructional Framework and Florida Standards in order to increase student achievement. (Division Priority: Invest in Human Capital)

- G2.** Improve academic student achievement and student course completion by implementing data driven "work days". (Division Priority: Narrowing achievement gaps)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will develop their proficiency using the Instructional Framework and Florida Standards in order to increase student achievement. (Division Priority: Invest in Human Capital) 1a

G073773

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	50.0
Effective+ Teachers (Performance Rating)	50.0
4-Year Grad Rate (Standard Diploma)	85.5
Algebra I FSA EOC Pass Rate	50.0
Bio I EOC Pass	90.0
U.S. History EOC Pass	92.0
FCAT 2.0 Science Proficiency	70.0
Civics EOC Pass	90.0

Resources Available to Support the Goal 2

- Teachers will continue to take part in monthly PLC meetings with teachers across the state who similarly work for district-run virtual instruction programs and franchises of FLVS.
- IMS
- Achieve 3000
- Algebra Nation

Targeted Barriers to Achieving the Goal 3

- OCVS is a franchise of FLVS, which has a strong standards-based curriculum; however, teachers must learn how and where to supplement this curriculum and think outside the box in terms of reaching all students in need of additional support.

Plan to Monitor Progress Toward G1. 8

Core curriculum and intensive programs will be analyzed in addition to district and state assessments.

Person Responsible

Brandi Gurley

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

The percentage of students achieving academic success should increase. Evidence of this will be an increase in the percentage of students achieving proficiency or above on state, district and localized assessments.

G2. Improve academic student achievement and student course completion by implementing data driven "work days". (Division Priority: Narrowing achievement gaps) 1a

G073774

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.5
Algebra I FSA EOC Pass Rate	50.0
Bio I EOC Pass	90.0
U.S. History EOC Pass	92.0
FCAT 2.0 Science Proficiency	70.0
Civics EOC Pass	90.0

Resources Available to Support the Goal 2

- OCVS has implemented data training's and follow up meetings through PLC's.
- IMS
- Performance Matter-data
- Curriculum assessments
- Instructiona coaches
- Algebra nation
- Achieve 3000

Targeted Barriers to Achieving the Goal 3

- Teachers have limited capabilities to pull accurate data that support student achievement.

Plan to Monitor Progress Toward G2. 8

Teachers live lessons and face to face interaction along with data results will be monitored on a monthly basis at minimum. The leadership will look for trends in course completion data as aligned to the "work day" sessions attended.

Person Responsible

Brandi Gurley

Schedule

Monthly, from 8/24/2015 to 5/4/2016

Evidence of Completion

Data results including student pace, grade and formative/summative assessments will be monitored by multiple parties including teacher, academic dean and instructional coaches.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will develop their proficiency using the Instructional Framework and Florida Standards in order to increase student achievement. (Division Priority: Invest in Human Capital) **1**

 G073773

G1.B1 OCVS is a franchise of FLVS, which has a strong standards-based curriculum; however, teachers must learn how and where to supplement this curriculum and think outside the box in terms of reaching all students in need of additional support. **2**

 B192647

G1.B1.S1 Through PLCs and professional development, teachers will gain an understanding of when, where and how to supplement online curriculum (to differentiate instruction). **4**

 S204132

Strategy Rationale

The collaborative structure provided within PLC s and professional development will assist building capacity with staff.

Action Step 1 **5**

Teachers will attend monthly statewide and district PLC meetings specific to the implementation of standards based instruction and supplemental curriculum that support the standard.

Person Responsible

Brandi Gurley

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

After monthly meetings, teachers will be required to bring agendas and minutes from their PLC meetings to SharePoint.

Action Step 2 5

The leadership team will conduct observations and provide teachers feedback on standards based instruction.

Person Responsible

Brandi Gurley

Schedule

Monthly, from 9/7/2015 to 5/31/2016

Evidence of Completion

i-Observation data and feedback to teachers and lesson plan reviews

Action Step 3 5

The instructional coach will provide modeling and side-by-side coaching for struggling teachers.

Person Responsible

Alexandria Banks

Schedule

Weekly, from 10/5/2015 to 5/31/2016

Evidence of Completion

Coaching logs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teachers will be observed using differentiated instruction during face-to-face workdays and through recorded live lessons.

Person Responsible

Brandi Gurley

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Observation notes from teacher lessons should reflect teachers implementing strategies discussed in the teacher submitted PLC notes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student data will be monitored to determine if strategies being implemented are effective. Lesson plans will be reviewed and the leadership team will conduct observations to ensure standards-based delivery.

Person Responsible

Brandi Gurley

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

During monthly data meetings formative and summative student data will be discussed and it will be determined whether or not a student needs additional support.

G2. Improve academic student achievement and student course completion by implementing data driven "work days". (Division Priority: Narrowing achievement gaps) 1

 G073774

G2.B1 Teachers have limited capabilities to pull accurate data that support student achievement. 2

 B192648

G2.B1.S1 Schedule data training's with teachers showing them how to access and utilize the resources available to them. 4

 S204134

Strategy Rationale

This strategy will allow teachers to become more familiar with these tools and gain access and implementing these resources to pull accurate data as a regular practice.

Action Step 1 5

The leadership team will provide data training days to teachers on how to utilize data and state and district resources aligned to the standards.

Person Responsible

Alexandria Banks

Schedule

On 9/14/2015

Evidence of Completion

Teachers will be observed instructing students using new resources during live work days and by viewing recordings of blackboard collaborate sessions. Lesson plans will be reviewed to ensure teachers utilization of data driven instruction.

Action Step 2 5

The leadership team will conduct observation and provide teachers feedback on utilizing data to drive instruction and the utilization of district and state resources.

Person Responsible

Brandi Gurley

Schedule

Monthly, from 9/28/2015 to 5/4/2016

Evidence of Completion

i-Observation data and feedback to teachers

Action Step 3 5

The instructional coach will provide modeling and side-by-side coaching for struggling teacher(s).

Person Responsible

Alexandria Banks

Schedule

Weekly, from 10/5/2015 to 5/4/2016

Evidence of Completion

Coaching logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor student attendance at work days and completion rates based on cohorts.

Person Responsible

Hope Sims

Schedule

Monthly, from 9/7/2015 to 5/4/2016

Evidence of Completion

Teachers end of the year completions rates.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

During observations, teachers will be provided feedback on the utilization of data driven instructional delivery.

Person Responsible

Brandi Gurley

Schedule

Monthly, from 10/5/2015 to 5/4/2016

Evidence of Completion

i-Observation data and feedback to teachers

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers live lessons and data results will be monitored on a monthly basis at minimum.

Person Responsible

Shana VitalHorne

Schedule

On 5/29/2015

Evidence of Completion

Data results including student pace, grade and formative/summative assessments will be monitored by multiple parties including teacher, academic dean and instructional coaches.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will attend monthly statewide and district PLC meetings specific to the implementation of standards based instruction and supplemental curriculum that support the standard.	Gurley, Brandi	8/17/2015	After monthly meetings, teachers will be required to bring agendas and minutes from their PLC meetings to SharePoint.	5/31/2016 monthly
G2.B1.S1.A1	The leadership team will provide data training days to teachers on how to utilize data and state and district resources aligned to the standards.	Banks, Alexandria	9/14/2015	Teachers will be observed instructing students using new resources during live work days and by viewing recordings of blackboard collaborate sessions. Lesson plans will be reviewed to ensure teachers utilization of data driven instruction.	9/14/2015 one-time
G1.B1.S1.A2	The leadership team will conduct observations and provide teachers	Gurley, Brandi	9/7/2015	i-Observation data and feedback to teachers and lesson plan reviews	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	feedback on standards based instruction.				
G2.B1.S1.A2	The leadership team will conduct observation and provide teachers feedback on utilizing data to drive instruction and the utilization of district and state resources.	Gurley, Brandi	9/28/2015	i-Observation data and feedback to teachers	5/4/2016 monthly
G1.B1.S1.A3	The instructional coach will provide modeling and side-by-side coaching for struggling teachers.	Banks, Alexandria	10/5/2015	Coaching logs	5/31/2016 weekly
G2.B1.S1.A3	The instructional coach will provide modeling and side-by-side coaching for struggling teacher(s).	Banks, Alexandria	10/5/2015	Coaching logs	5/4/2016 weekly
G1.MA1	Core curriculum and intensive programs will be analyzed in addition to district and state assessments.	Gurley, Brandi	8/17/2015	The percentage of students achieving academic success should increase. Evidence of this will be an increase in the percentage of students achieving proficiency or above on state, district and localized assessments.	5/31/2016 monthly
G1.B1.S1.MA1	Student data will be monitored to determine if strategies being implemented are effective. Lesson plans will be reviewed and the leadership team will conduct observations to ensure standards-based delivery.	Gurley, Brandi	8/17/2015	During monthly data meetings formative and summative student data will be discussed and it will be determined whether or not a student needs additional support.	5/31/2016 monthly
G1.B1.S1.MA1	Teachers will be observed using differentiated instruction during face-to-face workdays and through recorded live lessons.	Gurley, Brandi	8/17/2015	Observation notes from teacher lessons should reflect teachers implementing strategies discussed in the teacher submitted PLC notes.	5/31/2016 monthly
G2.MA1	Teachers live lessons and face to face interaction along with data results will be monitored on a monthly basis at minimum. The leadership will look for trends in course completion data as aligned to the "work day" sessions attended.	Gurley, Brandi	8/24/2015	Data results including student pace, grade and formative/summative assessments will be monitored by multiple parties including teacher, academic dean and instructional coaches.	5/4/2016 monthly
G2.B1.S1.MA1	Teachers live lessons and data results will be monitored on a monthly basis at minimum.	VitalHorne, Shana	10/1/2014	Data results including student pace, grade and formative/summative assessments will be monitored by multiple parties including teacher, academic dean and instructional coaches.	5/29/2015 one-time
G2.B1.S1.MA1	Monitor student attendance at work days and completion rates based on cohorts.	Sims, Hope	9/7/2015	Teachers end of the year completions rates.	5/4/2016 monthly
G2.B1.S1.MA3	During observations, teachers will be provided feedback on the utilization of data driven instructional delivery.	Gurley, Brandi	10/5/2015	i-Observation data and feedback to teachers	5/4/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will develop their proficiency using the Instructional Framework and Florida Standards in order to increase student achievement. (Division Priority: Invest in Human Capital)

G1.B1 OCVS is a franchise of FLVS, which has a strong standards-based curriculum; however, teachers must learn how and where to supplement this curriculum and think outside the box in terms of reaching all students in need of additional support.

G1.B1.S1 Through PLCs and professional development, teachers will gain an understanding of when, where and how to supplement online curriculum (to differentiate instruction).

PD Opportunity 1

Teachers will attend monthly statewide and district PLC meetings specific to the implementation of standards based instruction and supplemental curriculum that support the standard.

Facilitator

Instructional coaches and the leadership team

Participants

All instructional staff

Schedule

Monthly, from 8/17/2015 to 5/31/2016