# Ocvs Digital Academy



# 2015-16 School Improvement Plan

# Ocvs Digital Academy

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) |
| --- | --- | --- |
| Combination | No | 0% |

| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| --- | --- | --- |
| No | No | 0% |

## School Grades History

| Year | 2014-15 | 2013-14 |
| --- | --- | --- |
| Grade | A* | F |

*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.

# Table of Contents

# 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 |
|---|---|---|
| Priority | 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**

OCVS Digital Academy utilizes indirect measures such as student attendance, teacher turnover rates, student mobility and class completion rates to assess the effectiveness of relationships between teachers and students. By taking an active interest in our students, teachers are able to project a high level of caring, respect and trust between the students and teachers in the school.

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

OCVS Digital Academy is focused on providing stellar customer service to all students. This is done by fostering an environment that embraces constructive feedback and ensure the lines of communication are always open. Students understand that it is their duty to effectively communicate with both teachers and staff the needs that are essential to their learning.

**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**

OCVS Digital Academy has established clear behavioral and academic expectations for all stakeholders (administration, staff, teachers, parents, and students). Behavioral and engagement expectations for students are shared during orientation and throughout the course. Teachers are provided clear expectations on student engagement through ongoing training and monitoring.

**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 guidance counselor, teachers and/ or administration regarding their academic and social-emotional needs. These needs are logged and monitored using Connexus (LMS platform). Responsible parties are required to followed-up with the student and/or parent.

#### 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**

The OCVS Digital Academy uses a variety of indicators in our early warning system to include attendance rates below ninety percent, number of suspensions, course failures in English Language Arts and/or Mathematics, and Level 1's on the statewide assessment in English Language Arts and/or Mathematics. These indicators are considered a part of the MTSS process and interventions are created, implemented and monitored.

**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 |
|---|---|---|---|---|
| | 3 | 4 | 5 | |
| Attendance below 90 percent | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 2 | 5 | 6 | 13 |

*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**

The OCVS Digital Academy has employed both a reading and math coach to offer virtual and face-to- face interventions to meet the ELA and mathematics needs of our students. These interventions will be followed by monthly progress monitoring and ongoing communication with the parent about progress. Bi-weekly the teachers and coaches will meet to discuss the MTSS process for targeted students.

## 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*

Our mission is to involve parents in the overall educational process, establishing a partnership as well as providing the highest quality educational opportunities for their our students. Together, we can prepare them to be the most successful students in the nation.
Our School Advisory Council (SAC) assists in the preparation and evaluation of the school improvement plan and annual budget.
Our SAC's purpose is to involve, participate and discuss strategies with parents to use when

developing the school improvement plan. The plan is developed and shared with community members several times per year. SAC members are kept up to date on student performance measures.

The Parent-Teacher Association (PTSA) is a formal organization composed of parents, students, teachers and staff that is intended to facilitate parental participation. The PTSA at OCVS Digital Academy assists and supports the school with raising funds for the improvement of the school and sponsors student and teacher incentives. All parents and staff are urged to become active members of this important organization. Membership in the local Parent Teacher Student Association builds powerful relationships between our stakeholders.

PTSA membership provides the following but is not limited to:

* Investment in your child(ren), our students' future.
* Communicating on issues with local, state and national decision makers.
* Professional and personal leadership development.
* Obtain, provide and maintain valuable parent resources and materials.
* Advocating exclusively for the rights of all children.

**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**

The OCVS Digital Academy and Community Partnership model involves a process incorporating various stages:

■ Stage 1 - Development of the School and Community Partnership: Important considerations in this stage are

understanding of the lead up context including reasons for initiating, level of readiness and capacity of each

party, time devoted to conversations and building relationships, key people and their roles, levels of involvement of community and parents/carers, use of external consultants, protocols and celebrating, (i.e., recognizing our partners during school events).

■ Sage 2 - Implementation of the School and Community Partnership including planning, monitoring, reviewing

and refining: An agreement should be accompanied by an implementation or action plan to ensure that what

the School and Community Partnership says will be done.

■ Stage 3 - Sustaining through embedding the School and Community Partnership in the school's culture: If

there is a well documented action plan that contains clear roles, is regularly monitored, reviewed and refined, then a good basis for sustainability is established.

The critical role performed by the principal, Bradi Gurley, is consistent through all stages of a partnership and across contexts. These roles include:

■ Our principal consistently communicates a clear vision based on high expectations for all OCVS students. She articulates how the school will achieve this vision through establishing partnerships with community, parents and staff.

■ Our principal demonstrates a profound understanding of the school's relationship with parents, families and

community. This is evident within the community and through the partnerships within community leadership to develop their understanding. They appreciate the implications this context has for the school and student outcomes.

■ Our principal organizes the OCVS Digital Academy in ways that respond to parents, families and community input.

■ Our principal supports and builds the capacity of school staff and the community to achieve effective agreements.

## 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 |
| Banks, Alexandria | Instructional Coach |
| Sims, Hope | Guidance Counselor |
| VitalHorne, Shana | Dean |
| 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/ Academic Dean will:
*Facilitate implementation of MTSS in the building *Provide or coordinate valuable and continuous professional development *Attend MTSS Team meetings to be active in the MTSS change process *Conduct classroom walk-throughs to monitor fidelity
The Classroom Teacher will:
*Keep ongoing progress monitoring notes in a data folder (curriculum assessments, FAIR, ELA and Math Placement test, FCAT scores, work samples, and anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing *Attend MTSS Team meetings to collaborate on & monitor students who are struggling *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 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 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 PLCs.

***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 discuss student progress monitoring data in order 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.

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 monthly basis to discuss student progress and the effectiveness of current interventions that are established to aid student advancement.

## School Advisory Council (SAC)

**Membership:**

| Name | Stakeholder Group |
|------|-------------------|
| Brandi Gurley | Principal |
| Alexandria Banks | Teacher |
| Jane Besuden | Teacher |
| Sandra Thuringer | Teacher |
| Larry Banks | Business/Community |
| 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. This information was 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 met at the end of the previous school term to discuss ammendments and new goals to implement in the SIP as determined by goals set by the state, district and administration. The SAC will assist ongoing with the barriers, growth points, and other parent involvement topics while this plan is modified throughout the 2014-2015 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 school 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.
The SAC will review schools safety plans, policies and procedures (safe learning and working environment)
Members will review performance data (benchmarks assessments, FAIR, curriculum based common assessments). SAC members review school needs assessment survey

*Preparation of the school's annual budget and plan*

The principal will share school's annual budget related to school improvement goals with SAC members.

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

N/A
Funds were not allocated.

### Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

SAC membership will be finalized by October. SAC members will approve SIP for 2015-16.

## Literacy Leadership Team (LLT)

### Membership:

| Name | Title |
| --- | --- |
| VitalHorne, Shana | Dean |
| Sims, Hope | Guidance Counselor |
| Gurley, Brandi | Principal |
| Merchant, Daniel | Assistant Principal |

### Duties

### Describe how the LLT promotes literacy within the school

-The MTSS and LLT consist of the same members and will therefore discuss student progress and data within the core and intervention programs in order to determine areas of additional support needed.
-Improve student completion rate for online courses.
-Increase the number of students who score at proficient levels, as measured by the Florida Standardized Assessments
-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.
-Parents are encouraged to participate in Open House and provided reading resources to support their students in literacy.

## 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 Digital Academy participates in statewide, district and inhouse PLCs. In both the state and district PLCs, all staff members collaborate with other virtual programs/ schools to build capacity. Teachers communicate with one another based on similarities in subject and curriculum offerings. Additionally, teachers meet and plan for virtual and face to face sessions during pre-scheduled face to face meetings before or after live work days.

**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, OCVS Digital Academy 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. In an effort to retain highly qualified teachers, OCVS Digital Academy 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**

This year the school will focus on instructional coaching. This coaching will target the academic focus areas of reading and math and provide ongoing support, feedback and training essential to ensuring an effective year of teaching. The teacher(s) will be provided additional support in the implementation of the Instructional Framework and using this tool to help plan for rigorous standards based lessons.

## 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 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***

OCVS Digital Academy students reach high levels of academic achievement and are fully prepared for success in a wide variety of post secondary educational and career options, regardless of their backgrounds and starting points. To reach this common goal for today's extraordinarily diverse students, we organized ourselves to ensure that a wide variety of programs, curricular and instructional approaches, and pathways to success are made available to all students.
All students will be taught the rigorous standards based academic content that will enable them to be proficient. The reality of learner diversity challenges OCVS Digital Academy to provide rigorous

programs that meet students where they are academically (which may be substantially below grade level), maximize their growth as learners, and accelerate their learning to close achievement gaps. Our action plan to accelerate the learning of all students will:

1. Ensure that all students have access to rigorous standards- based instructional programs that meet their individual needs.
2. Identify the needs of all learners.
3. Provide teachers with professional development they need to address learner diversity.
4. Monitor the effectiveness of instructional strategies with diverse groups of students.
5. Measure student learning during instruction to ensure the effectiveness of instruction with all students and alter lessons when needed (formative assessment).
6. Address student learning needs in a timely manner to ensure continuous, accelerated learning.
7. Monitor individual growth with formative assessments employing multiple measures.
8. Monitor the achievement of all students through data aggregated by group to ensure the success of curriculum and intervention programs with all students.

***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:** 10,800

Students will be grouped according to their subject (ELA and/ or Mathematics) weakness, using data from diagnostic assessments and the previous year's Florida standardized assessment scores. During this targeted time students will receive additional instruction via supplemental programming and face to face lessons to create strong foundations for grade level specific skills/ concepts. Teachers will use data and ongoing progress monitoring to ensure these skills are mastered.

***Strategy Rationale***

Upon reviewing the scores from the previous year's Florida standardized assessment, it was evident that mathematics instruction needed to be targeted for intervention with a large portion of our students. Students that are not working on grade level in mathematics will be targeted for additional skill/ concept development.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***
Banks, Alexandria , alexandria.banks@ocps.net

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

Quarterly our students will take both a reading and math diagnostic that will assess the performance level, strengths and weakness of each student based on the grade level specific standards. Monthly students will be progress monitored to assess the effectiveness of ongoing interventions and supplemental programming.

## 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 OCVS Digital Academy 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 targeted via one on one teacher conversations (including both the student and parent) regarding student progress pace and grade performance (held monthly at minimum).

**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***

In the OCVS Digital Academy, students employ 21st century skills daily to be successful in both current and future endeavors. Through intense use of technology, students acquire lifelong skills needed to be successful in both college and careers. Our guidance counselor is also involved with every student to ensure we are meeting the needs that are essential for their academic and professional development.

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

N/A

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

N/A

***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***

N/A

# 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:

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### 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.

**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.

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# 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.**     Increase student achievement through the implementation of small groups using differentiated instruction. (Division Priority: Narrowing achievement gaps)

**G2.**     Teachers will develop their knowledge of and proficiency using the Instructional Framework within the virtual platform in order to increase student achievement. (Division Priority: Invest in Human Capital)

## 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.** Increase student achievement through the implementation of small groups using differentiated instruction. (Division Priority: Narrowing achievement gaps) 1a

🔍 G073777

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| FCAT 2.0 Science Proficiency | 100.0 |

### Resources Available to Support the Goal 2

- Formative assessments
- IMS
- i-Ready for reading and math
- Instructional coaches
- Supplemental curriculum
- I-Station for math and reading

### Targeted Barriers to Achieving the Goal 3

- Teachers have limited understanding of how to analyze qualitative and quantitative data from summative and formative assessments then adjust the curriculum accordingly.

### Plan to Monitor Progress Toward G1. 8

The team will review historical data points and the current year's school, district and state assessments.

**Person Responsible**

Brandi Gurley

**Schedule**

Monthly, from 8/24/2015 to 5/31/2016

***Evidence of Completion***

School data tracking sheets, formative and summative data

**G2.** Teachers will develop their knowledge of and proficiency using the Instructional Framework within the virtual platform in order to increase student achievement. (Division Priority: Invest in Human Capital) `1a`

🔑 G073778

## Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| FCAT 2.0 Science Proficiency | 100.0 |

## Resources Available to Support the Goal `2`

- District Marzano online courses
- "Being a Reflective Teacher" (Marzano Resource)
- School data sheets
- Performance Matters
- Instructional Framework
- IMS

## Targeted Barriers to Achieving the Goal `3`

- Teachers have limited knowledge of and experience with implementing the Instructional Framework within the virtual platform.

## Plan to Monitor Progress Toward G2. `8`

Data from i-Observation related to implementing the Instructional Framework in the virtual environment will be collected and reviewed. Teacher perception and feedback from professional development activities related to developing knowledge of and proficiency using the Instructional Framework will be collected and reviewed. Formative, summative, and state assessments will be used to monitor progress towards meeting the goal.

### Person Responsible
Brandi Gurley

### Schedule
Monthly, from 10/1/2015 to 5/31/2016

### *Evidence of Completion*
School data sheets; i-Observation evaluations; adequate student achievement on school, district and state assessments; professional development feedback forms

## 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.** Increase student achievement through the implementation of small groups using differentiated instruction. (Division Priority: Narrowing achievement gaps) `1`

🔍 G073777

**G1.B1** Teachers have limited understanding of how to analyze qualitative and quantitative data from summative and formative assessments then adjust the curriculum accordingly. `2`

🔍 B192658

**G1.B1.S1** Teachers will increase their understanding of and ability to analyze data to develop strategies utilized with Tier I, II, and III students. Teacher, coach and administration will be designated specific roles and responsibilities to ensure every student maximizes their learning potential. `4`

🔍 S204141

**Strategy Rationale**

This will ensure the whole child is considered in the learning process and each student gets the supplemental or enrichment needed to work on or above grade level.

### Action Step 1 `5`

Teachers will meet with leadership team members and administrators to increase teachers' understanding of and experience with analyzing student data and developing appropriate differentiated instructional strategies to reach Tier I, II and III students.

**Person Responsible**

Daniel Merchant

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

The agenda/minutes from the elementary PLC

## Action Step 2  5

The elementary team will be structured with roles and responsibilities for each team member.

### Person Responsible

Brandi Gurley

### Schedule

On 10/31/2015

### *Evidence of Completion*

See roles and responsibilities list from administration

## Action Step 3  5

Students will participate in small group differentiated instruction to support their deficient areas.

### Person Responsible

Daniel Merchant

### Schedule

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

### *Evidence of Completion*

Student formative and summative data and i-Observation data

## Action Step 4  5

The leadership team will conduct i-Observations and provide teacher(s) feedback on effectively implementing differentiated instruction to meet the needs of Tier I, II, and III students.

### Person Responsible

Daniel Merchant

### Schedule

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

### *Evidence of Completion*

i-Observation data and feedback to teacher(s)

### Action Step 5  5

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

#### Person Responsible

Alexandria Banks

#### Schedule

Weekly, from 9/21/2015 to 5/4/2016

#### *Evidence of Completion*

Coaching logs

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

Agendas from monthly meetings will be collected and reviewed. Virtual classroom visits will be conducted weekly to look for differentiated instruction. Teacher perception of their ability to analyze data and differentiate instruction will be collected. iObservation feedback related to differentiated instruction will be collected and reviewed.

#### Person Responsible

Alexandria Banks

#### Schedule

Monthly, from 8/24/2015 to 5/31/2016

#### *Evidence of Completion*

iObseration data, agendas, meeting notes, teacher perception survey

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

The administrator will meet with the elementary team to monitor effectiveness of strategies employed. Activities will be refined as needed.

#### Person Responsible

Brandi Gurley

#### Schedule

Quarterly, from 8/24/2015 to 5/31/2016

#### *Evidence of Completion*

Minutes from the meeting and agendas, teacher perception instrument, iObservation reports

**G2.** Teachers will develop their knowledge of and proficiency using the Instructional Framework within the virtual platform in order to increase student achievement. (Division Priority: Invest in Human Capital) 1

G073778

**G2.B1** Teachers have limited knowledge of and experience with implementing the Instructional Framework within the virtual platform. 2

B192660

**G2.B1.S1** Through professional development activities and collaboration during PLCs, teachers will develop their knowledge of and proficiency utilizing the Instructional Framework in the virtual setting. 4

S204143

### Strategy Rationale

By building teacher knowledge and capacity of the instructional framework, student achievement should be targeted and accelerated.

### Action Step 1 5

Leadership team members will provide ongoing professional development to increase teachers' understanding and implementation of the Instructional Framework in the virtual environment.

#### Person Responsible

Daniel Merchant

#### Schedule

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

#### *Evidence of Completion*

Professional development agendas and attendance sheets

### Action Step 2 5

Leadership team members will perform virtual classroom visits biweekly and offer feedback related to the understanding and implementation of targeted elements presented in prior professional development activities. Follow up to increase teacher capacity on targeted elements within the Framework will be provided through coaching, professional development and professional dialogue.

#### Person Responsible

Alexandria Banks

#### Schedule

Biweekly, from 10/1/2015 to 5/31/2016

#### *Evidence of Completion*

See coaching log and classroom visit feedback forms and i-Observation, professional development agenda, attendance sheets

**Action Step 3** `5`

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

### Person Responsible

Alexandria Banks

### Schedule

Biweekly, from 9/21/2015 to 5/4/2016

### *Evidence of Completion*

Coaching logs

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

Administrators and leadership team members will meet monthly to discuss goal, barrier, strategy and action steps. Professional development activities, participant feedback and outcomes will be monitored and evaluated monthly during leadership team meetings. Coaching logs will be reviewed. iObservation data and actionable feedback from virtual class visits will be reviewed monthly. Strategies and additional activities will be developed or refined as necessary.

### Person Responsible

Daniel Merchant

### Schedule

Monthly, from 10/1/2015 to 5/31/2016

### *Evidence of Completion*

i-Observation and feedback data, leadership team meeting agendas, coaching logs, professional development agenda and participant feedback forms

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

Administrators and leadership team members will meet monthly to monitor and evaluate progress toward goal, overcoming barrier, implementation of strategies and action steps. Professional development activities and outcomes will be monitored and evaluated. Additional PD activities will be developed as needed and defined by trends. Coaching logs will be reviewed for impact on teacher knowledge of and implementation of the Instructional Framework. iObservation data and actionable feedback will be reviewed monthly for trends. PLC agendas and activities will be monitored for effectiveness at reducing the barrier.

### Person Responsible

Daniel Merchant

### Schedule

Monthly, from 9/1/2015 to 5/31/2016

### *Evidence of Completion*

Minutes and agendas from PLC meetings; agenda from data meetings; i-Observation data and feedback to teacher(s); changes to professional development calendar

## 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 meet with leadership team members and administrators to increase teachers' understanding of and experience with analyzing student data and developing appropriate differentiated instructional strategies to reach Tier I, II and III students. | Merchant, Daniel | 8/24/2015 | The agenda/minutes from the elementary PLC | 6/3/2016 monthly |
| G2.B1.S1.A1 | Leadership team members will provide ongoing professional development to increase teachers' understanding and implementation of the Instructional Framework in the virtual environment. | Merchant, Daniel | 9/9/2015 | Professional development agendas and attendance sheets | 5/4/2016 monthly |
| G1.B1.S1.A2 | The elementary team will be structured with roles and responsibilities for each team member. | Gurley, Brandi | 8/24/2015 | See roles and responsibilities list from administration | 10/31/2015 one-time |
| G2.B1.S1.A2 | Leadership team members will perform virtual classroom visits biweekly and offer feedback related to the understanding and implementation of targeted elements presented in prior professional development activities. Follow up to increase teacher capacity on targeted elements within the Framework will be provided through coaching, professional development and professional dialogue. | Banks, Alexandria | 10/1/2015 | See coaching log and classroom visit feedback forms and i-Observation, professional development agenda, attendance sheets | 5/31/2016 biweekly |
| G1.B1.S1.A3 | Students will participate in small group differentiated instruction to support their deficient areas. | Merchant, Daniel | 9/7/2015 | Student formative and summative data and i-Observation data | 5/4/2016 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G2.B1.S1.A3 | The instructional coach will provide modeling and side-by-side coaching for struggling teacher(s). | Banks, Alexandria | 9/21/2015 | Coaching logs | 5/4/2016 biweekly |
| G1.B1.S1.A4 | The leadership team will conduct i-Observations and provide teacher(s) feedback on effectively implementing differentiated instruction to meet the needs of Tier I, II, and III students. | Merchant, Daniel | 9/28/2015 | i-Observation data and feedback to teacher(s) | 5/4/2016 weekly |
| G1.B1.S1.A5 | The instructional coach will provide modeling and side-by-side coaching for struggling teacher(s). | Banks, Alexandria | 9/21/2015 | Coaching logs | 5/4/2016 weekly |
| G1.MA1 | The team will review historical data points and the current year's school, district and state assessments. | Gurley, Brandi | 8/24/2015 | School data tracking sheets, formative and summative data | 5/31/2016 monthly |
| G1.B1.S1.MA1 | The administrator will meet with the elementary team to monitor effectiveness of strategies employed. Activities will be refined as needed. | Gurley, Brandi | 8/24/2015 | Minutes from the meeting and agendas, teacher perception instrument, iObservation reports | 5/31/2016 quarterly |
| G1.B1.S1.MA1 | Agendas from monthly meetings will be collected and reviewed. Virtual classroom visits will be conducted weekly to look for differentiated instruction. Teacher perception of their ability to analyze data and differentiate instruction will be collected. iObservation feedback related to differentiated instruction will be collected and reviewed. | Banks, Alexandria | 8/24/2015 | iObseration data, agendas, meeting notes, teacher perception survey | 5/31/2016 monthly |
| G2.MA1 | Data from i-Observation related to implementing the Instructional Framework in the virtual environment will be collected and reviewed. Teacher perception and feedback from professional development activities related to developing knowledge of and proficiency using the Instructional Framework will be collected and reviewed. Formative, summative, and state assessments will be used to monitor progress towards meeting the goal. | Gurley, Brandi | 10/1/2015 | School data sheets; i-Observation evaluations; adequate student achievement on school, district and state assessments; professional development feedback forms | 5/31/2016 monthly |
| G2.B1.S1.MA1 | Administrators and leadership team members will meet monthly to monitor and evaluate progress toward goal, overcoming barrier, implementation of strategies and action steps. Professional development activities and outcomes will be monitored and evaluated. Additional PD activities will be developed as needed and defined by trends. Coaching logs will be reviewed for impact on teacher knowledge of and implementation of the Instructional Framework. iObservation data and actionable feedback will be reviewed monthly for trends. PLC agendas and activities will be monitored for effectiveness at reducing the barrier. | Merchant, Daniel | 9/1/2015 | Minutes and agendas from PLC meetings; agenda from data meetings; i-Observation data and feedback to teacher(s); changes to professional development calendar | 5/31/2016 monthly |
| G2.B1.S1.MA1 | Administrators and leadership team members will meet monthly to discuss goal, barrier, strategy and action steps. Professional development activities, participant feedback and outcomes will be monitored and evaluated monthly | Merchant, Daniel | 10/1/2015 | i-Observation and feedback data, leadership team meeting agendas, coaching logs, professional development agenda and participant feedback forms | 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 |
|--------|------------------------------------------|-----|-------------------------------|----------------------------------------|--------------------|
|  | during leadership team meetings. Coaching logs will be reviewed. iObservation data and actionable feedback from virtual class visits will be reviewed monthly. Strategies and additional activities will be developed or refined as necessary. |  |  |  |  |

## 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.*