Marion County Public Schools

Marion Virtual Franchise

2016-17 Schoolwide Improvement Plan

Marion Virtual Franchise

1614 E FORT KING ST, Ocala, FL 34471

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	No	19%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	0%

School Grades History

Year	2015-16	2014-15	2013-14
Grade	F	C*	I

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 Marion 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Marion Virtual Franchise

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Marion Virtual School is to develop and deliver standards-based, student-centered online courses that increase educational opportunities and 21st century skills.

b. Provide the school's vision statement.

It is our vision to provide personalized, interactive, and innovative mastery-based virtual education.

2. School Environment

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

Marion Virtual School (MVS) looks to build an engaging relationship between both the student and teacher. We do this by offering weekly orientations for new students. MVS teachers also come onto the MTI campus once a week in order to give students an opportunity for a face to face encounter with their instructor. Teachers maintain communication with students on an individual bases through DBA's(Discussion Based Assignments), monthly contacts, as well working with students on individual assignments.

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

Marion Virtual School students are taking classes virtually in the comfort of their own home. Most students are under the direct supervision of a parent or guardian.

c. 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.

Most students within the Marion Virtual School system are under the direct supervision of a parent or guardian who monitor the lessons and help to keep the student on pace. Policies related to academic integrity are reviewed during orientations and again during the welcome calls made by instructors.

d. 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.

Marion Virtual School is staffed with a school counselor who plays a vital role during the registration process. During this time the school counselor begins to build the relationship with both the student and guardian for future needs. All MVS teachers connect with their students to discuss academic achievement and problems that a student may encounter.

3. Early Warning Systems

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

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

Teachers, school counselor and the program specialist monitor both attendance and pace of course completion for students. Interventions would include a parent phone call by the teacher, school counselor or program specialist to assist in getting the student back on pace.
Students who do not improve are often referred back to their base school where more support can be provided.
Academic Integrity could lead to dismissal from the program but this is very rare.

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

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

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

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

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

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

Teacher phone call and email.
School Counselor phone call and email
Program Specialist phone call and email
Office Hours on campus with teacher
Parent/Student conference with administrator and teacher

B. Family and Community Engagement
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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Marion Virtual School maintains a school website which provides information about the virtual option and the opportunities available to students and families. The program specialist has delivered presentations to the local school board about the many virtual opportunities made available to the community. At the end of each year a notice is placed on each students final report card explaining

the different virtual options available to the community.
All students along with parents receive a welcome call from each individual teacher to ensure understanding about the expectations of the course and the program. Teachers also maintain the relationship through Discussion Based Assessments and monthly calls.
FLVS provides the franchise end of course survey results that is shared with teachers and the program to ensure we are listening to the concerns of our students and parents.
The school counselor plays a vital role in working with students who are not pace, student achievements, graduation requirements, and college and technical school opportunities

2. 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.

Marion Virtual School webpage is maintained
Marion Virtual is always open to attending any activity where more information is requested on the virtual options available in the community.
Parents are encouraged to create a parent portal to allow them access to their students progress and grades.

C. 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).

1. School Leadership Team

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

Name	Title
Vowinkel, Paul	Other
Roy, Stacey	Teacher, K-12
Hicks, Alice	Teacher, K-12
Wohrley, James	Principal
Dunning, Christi	School Counselor

b. Duties

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

The instructional leader is repsonsible for setting clear goals, allocating resources to instruction, managing the curriculum, evaluating teachers, promotes growth in student learning, meets with staff members on a regular basis, work together to problem solve, set high expectations for performance, create a culture for continuous learning, modeling effective instruction, support collaboration, and give praise for effective teaching.

2. 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.

All students are monitored through reporting offered through FLVS. Both the program specialist and school counselor monitor students progress in courses and work with the instructor to find the best path and interventions for the individual student.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Student	

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC is the Board of Directors.

b. Development of this school improvement plan

NA

c. Preparation of the school's annual budget and plan

NA

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

NA

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

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

NA

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Dunning, Christi	School Counselor
Roy, Stacey	Teacher, K-12
Hicks, Alice	Teacher, K-12
Wohrley, James	Principal
Vowinkel, Paul	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Not applicable.

D. Public and Collaborative Teaching

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

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

Teachers are required to be on campus at least once a week where they provide assistance to students and collaborate with other virtual teachers. This experience has brought many teachers from different content areas together to discuss the academic needs of their common students. Student improvement is monitored and instruction can be modified based on these weekly conversations.

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

Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
• Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
• Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
• Establish and maintain relationships with colleges and officials in the field of education to promote the District
• Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

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

New teachers all participate in FLVS mandatory training as well as MVS training. Each new teacher is provided an experienced virtual teacher as a mentor for the entire year.
All school personnel are engaged in systematic mentoring, coaching and induction programs that are consistent with school vision and mission.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

1. 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.

Student results on State required tests will be evaluated. Course offerings are provided that best meet the needs of students.

Teachers will be using online Elluminate sessions as a strategy to explain and provide instruction. Discussion based assessments will be a continuous method of determining student grasp of the curriculum. Supplemental online assignments or having redo and resubmit assignments will be implemented when students do not demonstrate proficiency.

Face-to-face tutoring will be made available for students wanting and needing extra assistance in mastering the curriculum.

Student results on State required tests will be evaluated. Course offerings are provided that best meet the needs of students

2. 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:

Students may work on the online curriculum for extended times on during the day and on weekends. Teachers can communicate with students via email, text and phone after typical school hours to assist students, tutor students and grade assignments

Strategy Rationale

Virtual instruction allows for an individualized mastery approach to learning. Students needing more assistance are monitored and contacted by their teachers via phone and email to assist students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Vowinkel, Paul, paul.vowinkel@marion.k12.fl.us

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

Marion Virtual School will use EOCs and discussion based assessments to monitor strategies implemented to assist students in becoming proficient.

2. Student Transition and Readiness

a. 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).

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

Collaboration across grade levels ensures a seamless transition from one school level to the next. We also have instructors that teach across all grade levels which allows the comfort of knowing the teacher they will have each year. Marion Virtual has a yearly "Open House" to allow students to come in and meet their virtual teachers in a face to face atmosphere to settle some of the anxiety experienced with the start of a new school year.

b. College and Career Readiness

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

MVS has a fulltime School Counselor that provides college counseling and vocational counseling to all of our students. The district has a yearly Colleges and Career night which is advertised to all of our virtual learners. MVS is located on the campus of Marion Technical School which allows our students an inside look at the programs available to students of Marion county.

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

N/A

3. 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

4. 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.

Through the evaluation of transcripts or other documentation the school counselor advises students on what academic route they may want to take in order to have the most rigorous courses. This would allow students to make decisions about their future. Also, all of our 8th middle school students are required to take M/J Career and Research which is offered by FLVS.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

See Above

B. 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"Â? 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.

N/A

C. Strategic Goals

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. If we provide professional development on implementing rigorous instruction, then students attending Marion Virtual will achieve academically at the highest levels available. Based on the following assessments: FSA, EOC's, SAT, ACT, PERT.

Strategic Goals Detail

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

G1. If we provide professional development on implementing rigorous instruction, then students attending Marion Virtual will achieve academically at the highest levels available. Based on the following assessments: FSA, EOC's, SAT, ACT, PERT. `1a`

🔑 G084201

Targets Supported `1b`

Indicator	Annual Target
School Grade - Percentage of Points Earned	65.0

Targeted Barriers to Achieving the Goal `3`

- Active student participation on a continuous basis.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Program Specialist

- School Counselor

- Instructors

Plan to Monitor Progress Toward G1. `8`

Completion data and withdrawal data. Instructor Contact Logs

Person Responsible
Paul Vowinkel

Schedule
Weekly, from 9/5/2016 to 6/1/2017

Evidence of Completion
Graduation rates, FSA scores, EOC scores, SAT/ACT scores.

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. If we provide professional development on implementing rigorous instruction, then students attending Marion Virtual will achieve academically at the highest levels available. Based on the following assessments: FSA, EOC's, SAT, ACT, PERT. 1

🔑 G084201

G1.B1 Active student participation on a continuous basis. 2

🔑 B223745

G1.B1.S1 Meeting with both students and parents through face to face, email and phone. Parents and students will meet with both teachers and administrators. 4

🔑 S236076

Strategy Rationale

Increase participation and completion of course work.

Action Step 1 5

Professional Development for Teachers

Person Responsible

Paul Vowinkel

Schedule

Quarterly, from 10/17/2016 to 5/19/2017

Evidence of Completion

Sign in rosters. Agendas. Teacher Surveys.

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

Program Specialist will be having open discussions during faculty meetings on the implementation of the selected strategy.

Person Responsible

Paul Vowinkel

Schedule

Every 6 Weeks, from 10/17/2016 to 5/29/2017

Evidence of Completion

Agendas from faculty meetings. Minutes from faculty meetings. Individual walkthroughs with instructors.

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

Completed student courses and student withdrawal rates.

Person Responsible

Paul Vowinkel

Schedule

Weekly, from 9/12/2016 to 6/1/2017

Evidence of Completion

Data from my LMS system.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A1 🔍 A304518	Professional Development for Teachers	Vowinkel, Paul	10/17/2016	Sign in rosters. Agendas. Teacher Surveys.	5/19/2017 quarterly
G1.B1.S1.MA1 🔍 M310152	Program Specialist will be having open discussions during faculty meetings on the implementation of...	Vowinkel, Paul	10/17/2016	Agendas from faculty meetings. Minutes from faculty meetings. Individual walkthroughs with instructors.	5/29/2017 every-6-weeks
G1.MA1 🔍 M310153	Completion data and withdrawal data. Instructor Contact Logs	Vowinkel, Paul	9/5/2016	Graduation rates, FSA scores, EOC scores, SAT/ACT scores.	6/1/2017 weekly
G1.B1.S1.MA1 🔍 M310151	Completed student courses and student withdrawal rates.	Vowinkel, Paul	9/12/2016	Data from my LMS system.	6/1/2017 weekly

V. Professional Development Opportunities

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

G1. If we provide professional development on implementing rigorous instruction, then students attending Marion Virtual will achieve academically at the highest levels available. Based on the following assessments: FSA, EOC's, SAT, ACT, PERT.

G1.B1 Active student participation on a continuous basis.

G1.B1.S1 Meeting with both students and parents through face to face, email and phone. Parents and students will meet with both teachers and administrators.

PD Opportunity 1

Professional Development for Teachers

Facilitator

Paul Vowinkel

Participants

Instructional Staff

Schedule

Quarterly, from 10/17/2016 to 5/19/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Professional Development for Teachers	$0.00
		Total:	$0.00