

Orange County Public Schools

Ocvs Virtual Franchise



2016-17 Schoolwide Improvement Plan

Ocv's Virtual Franchise

4000 SILVER STAR RD, Orlando, FL 32808

<https://ocvs.ocps.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-12</p>	<p>2015-16 Title I School</p> <p>No</p>	<p>2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>20%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>55%</p>

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	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 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 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>.

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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 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 Ocv's Virtual Franchise

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

The guidance counselors and/or principal individually meet with new families prior to their enrolling as students in Orange County Virtual School. This informal meeting allows for conversation based on the initial and multi-layered question: "Why are you interested in virtual school?" 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 (DBAs), during tutoring sessions, face-to-face work days, and at organized events that include open house and field trips. Through this interaction, the teacher, student, and parent acquire personal information about the student: academic abilities, extra curricular activities, health issues, and long term goals. Additionally, teachers have supported their students in their extra curricular events by e-mail, texts, or attending performances. These actions solidify their commitment to relationship building and ensuring student success.

b. 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 and/or workday, students are monitored by teachers and staff. The staff greets each parent and student and asks for their name. When students are on campus for live lessons or testing, the following procedures are in place:

- signs are posted so students know where to report
- parents sign in/out their elementary aged children
- students do not leave the front office without parental supervision

Students are encouraged to interact with other students in small group virtual sessions via Blackboard Collaborate and in discussion boards. This gives 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.

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.

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.

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.

The teachers monitor and communicate regularly with students and parents. Students are in regular communication with their counselor, academic dean, and their teachers in their times of need 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. When there are additional concerns, the teacher may contact the guidance counselor to intervene and create additional support systems for the student.

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.

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.

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	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	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	0	0

c. 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.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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

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, but be not be limited to, face-to- face orientation, parental support sessions, PTSA meetings, SAC meetings, school activities, open houses, parent/teacher conferences, and live lessons on campus.

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.

OCVS hosts both SAC and PTSA meetings four times throughout the school year and continues to keep clear lines of ongoing communication with participants. Through these meetings parents are able to obtain curriculum and school information and offer ideas for enhancement. In addition, our school is actively seeking 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.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Gurley, Brandi	Principal
VitalHorne, Shana	Dean
Banks, Alexandria	Instructional Coach
Sims, Hope	School Counselor
Merchant, Daniel	Assistant Principal
Nieves, Jesenia	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.

Principal/Assistant Principal will:

- *Facilitate implementation of MTSS process
- *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 process
- *Conduct classroom walk-through observations to monitor the effectiveness 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 each student's cumulative folder:
- *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 the MTSS team for students in Tier 2 and 3
- *Implement instructional interventions with fidelity

The Instructional Coach will:

- *Attend MTSS Team meetings
- * Train teachers in interventions, progress monitoring, differentiated instruction
- *Implement tier 2 and 3 interventions
- *Keep progress monitoring notes and anecdotes of interventions implemented
- *Collect school-wide data for the team to use in determining struggling learners
- * Attend MTSS Team meetings for tier 2 and tier 3 students
- *Assist with tier 2 and 3 interventions through collaboration, training, and/or direct student contact

Guidance Counselors:

- *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.
- *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 for students to show learning gains. Information will be shared at monthly faculty meetings and within PLC's.

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.

The MTSS team members meet to review student data in an effort to monitor the progress of student's receiving interventions and to identify students in need of additional support. The administrators and guidance counselors review information in the learning management system and teacher contact logs to determine whether there are academic concerns. When needed, the staffing and 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 the Achieve 3000 reading program. Tier three students are provided one-on-one teacher assistance. Progress will be tracked through MAPS assessments, formative teacher assessment logs, and curriculum assessments. Funds are used for teacher professional development. In addition, they 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 determine if current interventions are properly aiding student advancement.

2. School Advisory Council (SAC)

a. Membership

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

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
Daniel Merchant	Principal

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

Information on the SIP was provided and discussed with parents and teachers during the final SAC meeting for the 2015-16 school year. The information gathered from the SAC meeting was discussed and analyzed by the leadership team during the summer leadership retreat. Additional feedback and concerns from members were noted and followed up with the principal.

b. Development of this school improvement plan

The School Improvement plan was put together based on identified student needs in all areas and the effectiveness of last year's SIP. Teachers shared their ideas on school-wide goals and then shared them with the principal. Members of the SAC discussed 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 2016-2017 school year. Each area of the SIP will be presented throughout the year for the team to ensure the plan's effectiveness, 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' NGSSS Science and reading and mathematics FSA, MAPS, curriculum-based common assessments), and school needs assessment surveys.

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

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

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

The School Advisory Council agreed to use the funds allocated for the school to support student technology or supplemental instructional needs.

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

Yes

a. 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.

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
Gurley, Brandi	Principal
VitalHorne, Shana	Dean
Sims, Hope	School Counselor
Banks, Alexandria	Instructional Coach
Nieves, Jesenia	School Counselor

b. Duties

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

- The MTSS and LLT consist of the same members. Both sets of 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 annual Open House event.
- The LLT will develop a set of criteria for evaluating new virtual courses (developed in-house or provided by approved vendors). This tool will include literacy strategies that support student performance goals.
- The LLT will provide professional development for all teachers on best practices in literacy across the curriculum.

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.

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

2. 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 development opportunities focused on school-based needs and initiatives within common planning. The individuals responsible for recruiting and retaining highly qualified staff are principal, assistant principal, academic dean, instructional coach, and teacher mentors.

3. 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, conducted during pre-planning)
- 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

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.

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources (Connections Academy and FLVS) 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.

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.

All Tier 1 students receive instruction using the core reading, math, science, and writing curriculums. Student progress is monitored through program, localized and district 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 then collected, graphed, analyzed, and compared to other students in the same grade level to determine the effectiveness of the intervention(s). Our school schedule is designed to allocate weekly intervention times for all core subjects in all grade levels. Students are closely monitored using a variety of assessments and progress monitoring tools. The MTSS committee works with the grade level teacher to determine appropriate materials for interventions and assessments.

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: 720

Teachers will attend a virtual school symposium to learn best practices in virtual instruction and assessment. During this time, all OCVS staff will collaborate and plan with virtual staffs throughout Florida.

Strategy Rationale

This extended learning will build working capacity within schools to better service the whole student.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Gurley, Brandi, brandi.gurley@ocps.net

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

Teachers will complete surveys on their acquisition of new information from the virtual symposium. Administration will utilize observation data to determine impact of the conference on teacher behaviors within the virtual classroom.

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. Â§ 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.

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 a minimum). Also, students have an opportunity to attend face-to-face work days for additional support with their deficiencies.

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.

Our OCVS guidance counselor communicates with each student one-on-one regarding their future goals in alignment with their course selections. The guidance counselors and academic deans will work together closely to promote dual enrollment, advanced placement, and technical education coursework.

2. 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 Orange Technical College and/or Valencia Community College. OCVS also offers clubs and activities which allows students the opportunity to make the connection and build relationships between curriculum and future endeavors. This includes, but is not limited to, volunteering in the community, health, and wellness activities, etc.

3. 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 that offer industry certification upon successful completion of both the course and national assessment.

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.

We have included a partnership with Orange Technical College to dual enroll our students. We have implemented the following to improve student readiness for the public post-secondary level:

- Develop a college and career readiness room where guidance counselors advise students
- Counsel students to participate in AP course work
- Provide students with rigorous and relevant coursework that be applicable to real world experience
- Ensure students work closely with their designated guidance counselor to create a graduation plan upon entering middle and/ or high school.

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.

When analyzing student academic data, strengths and weaknesses within the school were analyzed. The amount of students meeting proficiency in reading was a strength. However, mathematics achievement, middle school acceleration, and college and career acceleration was deficient in comparison.

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" 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.

Mathematics instruction must provide many opportunities for conceptual understanding, relevant challenging questions, problem solving, reasoning, and connections within the curriculum to real-world situations. Students who are taught in a way that relies too heavily on rote memorization isolated from meaning have difficulty recognizing and retaining math concepts. Spiraling the curriculum provides opportunities for learners to deal with content developmentally over time. Concepts can be built upon and related to previous learning experiences throughout the curriculum as students become more proficient and experienced in mathematics.

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.** By June 2017, OCVS will increase the number of students achieving a level three or above on all state mandated mathematical assessments, to include the Algebra I EOC , Algebra II EOC, Geometry EOC, and FSA math, by 20%. (Division Priority: Ambitious Instruction/ Narrowing Achievement Gaps)

- G2.** By June 2017, OCVS will increase the completion rate of courses by 15% (as compared to data from SY 2015-16) by utilizing monitoring strategies. (Division Priority: Narrowing achievement gaps/ Supportive Environment)

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. By June 2017, OCVS will increase the number of students achieving a level three or above on all state mandated mathematical assessments, to include the Algebra I EOC , Algebra II EOC, Geometry EOC, and FSA math, by 20%. (Division Priority: Ambitious Instruction/ Narrowing Achievement Gaps) 1a

G084367

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	60.0
Effective+ Teachers (Performance Rating)	40.0
4-Year Grad Rate (Standard Diploma)	90.0
Algebra I EOC Pass Rate	60.0
FSA Mathematics Achievement	60.0
Algebra II EOC Pass Rate	60.0
Geometry EOC Pass Rate	60.0

Targeted Barriers to Achieving the Goal 3

- The virtual education learning management system (LMS) inhibits the ability to deliver supplemental academic instruction and intervention services on a consistent basis.

Resources Available to Help Reduce or Eliminate the Barriers 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.
- District Instructional Management System (IMS)
- Algebra Nation
- Khan Academy
- Blackboard Collaborate
- iReady

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Alexandria Banks

Schedule

Monthly, from 8/8/2016 to 6/1/2017

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. By June 2017, OCVS will increase the completion rate of courses by 15% (as compared to data from SY 2015-16) by utilizing monitoring strategies. (Division Priority: Narrowing achievement gaps/ Supportive Environment) 1a

G084368

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
College Readiness Reading	60.0
College Readiness Mathematics	60.0
High School Acceleration	60.0
Average GPA - H.S.	60.0
School Climate Survey - Student	80.0
School Climate Survey - Parent	80.0

Targeted Barriers to Achieving the Goal 3

- Students have poor time management and organizational skills.
- Teachers are not aware of monitoring tools that are available within the VSA.

Resources Available to Help Reduce or Eliminate the Barriers 2

- OCVS has implemented professional development on monitoring strategies and school initiatives
- Blackboard Collaborate Sessions
- VSA Reporting
- Connections Academy Reports
- Instructional Coaches/ Academic Dean
- Google Calendar
- Educator Email

Plan to Monitor Progress Toward G2. 8

Teachers Blackboard lessons and face-to-face interaction along with completion data results will be monitored on a monthly basis. 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 8/8/2016 to 6/1/2017

Evidence of Completion

Data results that include student pace, grades and formative/summative assessments will be monitored by multiple parties including the 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. By June 2017, OCVS will increase the number of students achieving a level three or above on all state mandated mathematical assessments, to include the Algebra I EOC , Algebra II EOC, Geometry EOC, and FSA math, by 20%. (Division Priority: Ambitious Instruction/ Narrowing Achievement Gaps) **1**

 G084367

G1.B1 The virtual education learning management system (LMS) inhibits the ability to deliver supplemental academic instruction and intervention services on a consistent basis. **2**

 B224150

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**

 S236540

Strategy Rationale

The collaborative structure provided within PLCs and professional development will assist building instructional 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 these standards.

Person Responsible

Brandi Gurley

Schedule

Monthly, from 8/8/2016 to 6/1/2017

Evidence of Completion

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

Action Step 2 **5**

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

Person Responsible

Brandi Gurley

Schedule

Monthly, from 8/8/2016 to 6/1/2017

Evidence of Completion

iObservation data, feedback to teachers, and lesson plan reviews

Action Step 3 **5**

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

Person Responsible

Alexandria Banks

Schedule

Weekly, from 8/8/2016 to 6/1/2017

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 Blackboard lessons.

Person Responsible

Brandi Gurley

Schedule

Monthly, from 8/8/2016 to 6/1/2017

Evidence of Completion

Observation notes from the teacher's lessons should reflect the implementation of strategies discussed in the PLC.

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 instructional delivery.

Person Responsible

Brandi Gurley

Schedule

Monthly, from 8/8/2016 to 6/1/2017

Evidence of Completion

During monthly data meetings, formative and summative student data will be discussed to determine whether or not a student needs additional support.

G1.B1.S2 Teachers will be provided monthly/ weekly Blackboard collaborate sessions to address student deficiency areas within mathematical courses. 4

S236541

Strategy Rationale

These sessions will allow for differentiated instruction and practice with real-world problem solving. The goal will be to bridge the gap between course curriculum and what is being assessed on the FSA and EOCs in mathematics. The live sessions will be recorded and posted as a resource for middle and high school students.

Action Step 1 5

Teachers will utilize formative assessments to determine the effectiveness of live sessions (both face-to-face and virtually).

Person Responsible

Shana VitalHorne

Schedule

Weekly, from 8/8/2016 to 6/1/2017

Evidence of Completion

This will be noted in weekly and monthly classroom observations and checks for understanding.

Action Step 2 5

Teachers will utilize formative assessments to determine the effectiveness of live sessions (both face to face and virtually).

Person Responsible

Shana VitalHorne

Schedule

Weekly, from 8/8/2016 to 6/1/2017

Evidence of Completion

This will be noted in weekly and monthly classroom observations and checks for understanding.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will conduct informal observations and look for the implementation of formative assessments

Person Responsible

Brandi Gurley

Schedule

Monthly, from 8/8/2016 to 6/1/2017

Evidence of Completion

Evidence of implementation of formative assessments will be noted in both formal and informal observations.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will conduct informal observations and specifically look for the implementation of formative assessments

Person Responsible

Brandi Gurley

Schedule

Monthly, from 8/8/2016 to 6/1/2017

Evidence of Completion

Evidence of implementation of formative assessments will be noted in both formal and informal observations.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The leadership team will meet monthly to create action plans to support teachers needing additional assistance implementing formative assessments in their live lessons.

Person Responsible

Brandi Gurley

Schedule

Monthly, from 8/8/2016 to 6/1/2017

Evidence of Completion

Evidence of this will be maintained in coaching logs, and leadership team meeting agendas and minutes.

G2. By June 2017, OCVS will increase the completion rate of courses by 15% (as compared to data from SY 2015-16) by utilizing monitoring strategies. (Division Priority: Narrowing achievement gaps/ Supportive Environment) **1**

 G084368

G2.B1 Students have poor time management and organizational skills. **2**

 B224151

G2.B1.S1 Students will participate in "work days" to provide additional support in meeting deadlines and utilizing pacing charts. Teachers will aid students in getting organized during these sessions as well. **4**

 S236542

Strategy Rationale

Some students need explicit instruction with organizational techniques that are customized to their needs.

Action Step 1 **5**

Identify full and part time students that are falling behind pace and invite them to a Blackboard and/ or face-to-face session. During this time, core content will be covered, pacing techniques, and mindset thinking will be taught.

Person Responsible

Shana VitalHorne

Schedule

Biweekly, from 8/8/2016 to 6/1/2017

Evidence of Completion

Evidence of this will be course monitoring concern logs that will note action steps and updates.

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

Administration will conduct classroom walk-throughs, look for explicit organizational skills development activities, and student action plans.

Person Responsible

Brandi Gurley

Schedule

Monthly, from 8/8/2016 to 6/1/2017

Evidence of Completion

Evidence will be noted in live lesson attendance lists and informal/formal classroom walk-throughs.

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

The administration will monitor full-time and part-time students to determine weeks behind and determine which teachers need additional support and coaching.

Person Responsible

Shana VitalHorne

Schedule

Monthly, from 8/8/2016 to 6/1/2017

Evidence of Completion

Evidence of this tasks will include classroom data chats.

G2.B2 Teachers are not aware of monitoring tools that are available within the VSA. **2**

 B224152

G2.B2.S1 Provide in-house professional development to teachers regarding monitoring strategies that are working within OCVS classrooms **4**

 S236543

Strategy Rationale

By building capacity about monitoring within the instructional staff, students will continuously maintain a pace to complete coursework on or before their scheduled completion date.

Action Step 1 **5**

Create a professional development calendar that will provide opportunities for teachers to collaborate and learn best practices for monitoring virtual education students and aid them in completing courses successfully on or before their scheduled completion date.

Person Responsible

Shana VitalHorne

Schedule

Monthly, from 8/8/2016 to 6/1/2017

Evidence of Completion

Professional development calendar

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Student pace will be monitored on VSA and discussed in data meetings

Person Responsible

Brandi Gurley

Schedule

Monthly, from 8/8/2016 to 6/1/2017

Evidence of Completion

Stats from data meetings

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The leadership team will compare the 2016-2017 completions quarterly to the 2015-2016 to determine if improvements are being made.

Person Responsible

Brandi Gurley

Schedule

Quarterly, from 8/8/2016 to 6/1/2017




Evidence of Completion

Quarterly monitoring data spreadsheets

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.MA1 M311193	Core curriculum and intensive programs will be analyzed in addition to district and state...	Banks, Alexandria	8/8/2016	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.	6/1/2017 monthly
G2.MA1 M311198	Teachers Blackboard lessons and face-to-face interaction along with completion data results will be...	Gurley, Brandi	8/8/2016	Data results that include student pace, grades and formative/summative assessments will be monitored by multiple parties including the teacher, academic dean, and instructional coaches.	6/1/2017 monthly
G1.B1.S1.MA1 M311188	Student data will be monitored to determine if strategies being implemented are effective. Lesson...	Gurley, Brandi	8/8/2016	During monthly data meetings, formative and summative student data will be discussed to determine whether or not a student needs additional support.	6/1/2017 monthly
G1.B1.S1.MA1 M311189	Teachers will be observed using differentiated instruction during face-to-face workdays and through...	Gurley, Brandi	8/8/2016	Observation notes from the teacher's lessons should reflect the implementation of strategies discussed in the PLC.	6/1/2017 monthly
G1.B1.S1.A1 A305189	Teachers will attend monthly statewide and district PLC meetings specific to the implementation of...	Gurley, Brandi	8/8/2016	After monthly meetings, teachers will be required to upload agendas and minutes from their PLC meetings to SharePoint.	6/1/2017 monthly
G1.B1.S1.A2 A305190	The leadership team will conduct observations and provide teachers actionable feedback on standards...	Gurley, Brandi	8/8/2016	iObservation data, feedback to teachers, and lesson plan reviews	6/1/2017 monthly
G1.B1.S1.A3 A305191	The instructional coach and teacher mentors will provide modeling and side-by-side coaching for...	Banks, Alexandria	8/8/2016	Coaching logs	6/1/2017 weekly
G2.B1.S1.MA1 M311194	The administration will monitor full-time and part-time students to determine weeks behind and...	VitalHorne, Shana	8/8/2016	Evidence of this tasks will include classroom data chats.	6/1/2017 monthly
G2.B1.S1.MA1 M311195	Administration will conduct classroom walk-throughs, look for explicit organizational skills...	Gurley, Brandi	8/8/2016	Evidence will be noted in live lesson attendance lists and informal/formal classroom walk-throughs.	6/1/2017 monthly
G2.B1.S1.A1 A305194	Identify full and part time students that are falling behind pace and invite them to a Blackboard...	VitalHorne, Shana	8/8/2016	Evidence of this will be course monitoring concern logs that will note action steps and updates.	6/1/2017 biweekly
G2.B2.S1.MA1 M311196	The leadership team will compare the 2016-2017 completions quarterly to the 2015-2016 to determine...	Gurley, Brandi	8/8/2016	Quarterly monitoring data spreadsheets	6/1/2017 quarterly
G2.B2.S1.MA1 M311197	Student pace will be monitored on VSA and discussed in data meetings	Gurley, Brandi	8/8/2016	Stats from data meetings	6/1/2017 monthly
G2.B2.S1.A1 A305195	Create a professional development calendar that will provide opportunities for teachers to...	VitalHorne, Shana	8/8/2016	Professional development calendar	6/1/2017 monthly
G1.B1.S2.MA1 M311190	The leadership team will meet monthly to create action plans to support teachers needing additional...	Gurley, Brandi	8/8/2016	Evidence of this will be maintained in coaching logs, and leadership team meeting agendas and minutes.	6/1/2017 monthly
G1.B1.S2.MA1 M311191	Administration will conduct informal observations and look for the implementation of formative...	Gurley, Brandi	8/8/2016	Evidence of implementation of formative assessments will noted in both formal and informal observations.	6/1/2017 monthly

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Ocv's Virtual Franchise

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1  M311192	Administration will conduct informal observations and specifically look for the implementation of...	Gurley, Brandi	8/8/2016	Evidence of implementation of formative assessments will be noted in both formal and informal observations.	6/1/2017 monthly
G1.B1.S2.A1  A305192	Teachers will utilize formative assessments to determine the effectiveness of live sessions (both...	VitalHorne, Shana	8/8/2016	This will be noted in weekly and monthly classroom observations and checks for understanding.	6/1/2017 weekly
G1.B1.S2.A2  A305193	Teachers will utilize formative assessments to determine the effectiveness of live sessions (both...	VitalHorne, Shana	8/8/2016	This will be noted in weekly and monthly classroom observations and checks for understanding.	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. By June 2017, OCVS will increase the number of students achieving a level three or above on all state mandated mathematical assessments, to include the Algebra I EOC , Algebra II EOC, Geometry EOC, and FSA math, by 20%. (Division Priority: Ambitious Instruction/ Narrowing Achievement Gaps)

G1.B1 The virtual education learning management system (LMS) inhibits the ability to deliver supplemental academic instruction and intervention services on a consistent basis.

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 these standards.

Facilitator

Instructional coaches and the leadership team

Participants

All instructional staff

Schedule

Monthly, from 8/8/2016 to 6/1/2017

G2. By June 2017, OCVS will increase the completion rate of courses by 15% (as compared to data from SY 2015-16) by utilizing monitoring strategies. (Division Priority: Narrowing achievement gaps/ Supportive Environment)

G2.B2 Teachers are not aware of monitoring tools that are available within the VSA.

G2.B2.S1 Provide in-house professional development to teachers regarding monitoring strategies that are working within OCVS classrooms

PD Opportunity 1

Create a professional development calendar that will provide opportunities for teachers to collaborate and learn best practices for monitoring virtual education students and aid them in completing courses successfully on or before their scheduled completion date.

Facilitator

The Leadership team

Participants

OCVS Teachers

Schedule

Monthly, from 8/8/2016 to 6/1/2017

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	Teachers will attend monthly statewide and district PLC meetings specific to the implementation of standards- based instruction and supplemental curriculum that support these standards.	\$0.00
2	G1.B1.S1.A2	The leadership team will conduct observations and provide teachers actionable feedback on standards based instruction.	\$0.00
3	G1.B1.S1.A3	The instructional coach and teacher mentors will provide modeling and side-by-side coaching for struggling teachers.	\$0.00
4	G1.B1.S2.A1	Teachers will utilize formative assessments to determine the effectiveness of live sessions (both face-to-face and virtually).	\$0.00
5	G1.B1.S2.A2	Teachers will utilize formative assessments to determine the effectiveness of live sessions (both face to face and virtually).	\$0.00
6	G2.B1.S1.A1	Identify full and part time students that are falling behind pace and invite them to a Blackboard and/ or face-to-face session. During this time, core content will be covered, pacing techniques, and mindset thinking will be taught.	\$0.00
7	G2.B2.S1.A1	Create a professional development calendar that will provide opportunities for teachers to collaborate and learn best practices for monitoring virtual education students and aid them in completing courses successfully on or before their scheduled completion date.	\$0.00
Total:			\$0.00