



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Orange County Virtual Franchise

434 N TAMPA AVE

Orlando, FL 32805

407-317-3327

[www.ocvs.ocps.net](http://www.ocvs.ocps.net)

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 36%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 55%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

**School**

Orange County Virtual Franchise

**Principal**

Brandi Gurley

**School Advisory Council chair**

Elena Geiser Hogan

**Names and position titles of the School-Based Leadership Team (SBLT)**

Name	Title
Brandi Gurley	Principal
Shana Vital Horne	Academic Dean
Hope Sims	Guidance Director
Elena Geiser Hogan	Literacy Coach/ Test Coordinator
Theresa Gindlesperger	Reading Coach

#### District-Level Information

**District**

Orange

**Superintendent**

Dr. Barbara M Jenkins

**Date of school board approval of SIP**

1/28/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Membership of the SAC**

- Brandi Gurley- Principal
- Elena Geiser Hogan- Chairman
- Yaa Rivera- Vice Chair
- Theresa Gindlesperger- Secretary
- Kevin Booker- Member
- Shana Vital Horne- Member
- Juan Rodriguez- Member

**Involvement of the SAC in the development of the SIP**

Members of the SAC will discuss ways to implement the SIP as determined by goals set by the state, district and administration.

The SAC will assist with the barriers, growth points, and other parent involvement topics while this plan

is modified throughout the 2013-2014 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.

Review schools safety plans, policies and procedures (safe learning and working environment)

Review performance data (benchmarks assessments, FAIR, curriculum based common assessments)

Review school needs assessment survey

### **Activities of the SAC for the upcoming school year**

Review of schools safety plan, policies and procedures. (Safe learning and working environment)

Review of school performance data (FAIR and curriculum based common assessments)

Recruitment activities for SAC membership and participation

Review and recommendations for professional development opportunities for school staff

Monthly meetings, varying face to face and virtual settings.

-We will discuss Bylaws, SIP, Updates, Upcoming events (i.e. Mentoring program)

### **Projected use of school improvement funds, including the amount allocated to each project**

N/A

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

## **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Administrators**

#### **# of administrators**

1

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**

<b>Brandi Gurley</b>		
Principal	Years as Administrator: 6	Years at Current School: 4
<b>Credentials</b>	M.A., B.S., Ed.S. Guidance Counseling k-12 Elementary Education k-6 Educational Leadership	
<b>Performance Record</b>	Olympia High School-A (2003-2006) Winter Park High School –A (2006-2008) District (2008-2010) Orange County Virtual School (2010-present)	

**Instructional Coaches**

<b># of instructional coaches</b>	1
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b>Instructional Coach Information:</b>	

<b>Theresa Gindlesperger</b>		
Full-time / District-based	Years as Coach: 4	Years at Current School: 2
<b>Areas</b>	Reading/Literacy, RtI/MTSS	
<b>Credentials</b>	B.S. English Language Arts 6-12 M.Ed. Educational Leadership k-12 English 6-12 ESOL k-12 Educational Media Specialist prek-12 Health k-12 Physical Education k-12 Reading Endorsement k-12	
<b>Performance Record</b>	Oakshire Elementary (2008-2009)- A Lowest 25% Making learning gains in reading 68% Liberty Middle School (2009-2010)-A- Lowest 25% Making learning gains in reading 67% Liberty Middle School (2010-2011)- C- Lowest 25% Making learning gains in reading 67% District Office (2011-2012) Orange County Virtual School (2012-2013)	

**Classroom Teachers**

<b># of classroom teachers</b>	14
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**# receiving effective rating or higher**

14, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

14, 100%

**# ESOL endorsed**

3, 21%

**# reading endorsed**

3, 21%

**# with advanced degrees**

9, 64%

**# National Board Certified**

2, 14%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

1, 7%

**# with 6-14 years of experience**

12, 86%

**# with 15 or more years of experience**

1, 7%

**Education Paraprofessionals**

**# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

In order to recruit and retain highly qualified teachers, Orange County Virtual School has potential candidates that are identified through the districts Employment Services Department. Applicants are

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

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

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

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

Ongoing professional development opportunities (school- based, district, web based workshop/ trainings)

Mentoring from highly qualified and effective 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

#### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The MTSS team members meet to monitor student progress 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.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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 Reading Coach or Specialist 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 some 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 PLC's.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Data from Pre-Assessments, Benchmark tests and FAIR are analyzed by the appropriate team member and additional support is provided in various forms including, but not limited to face to face tutoring, virtual group (or individual) tutoring sessions via Elluminate, detailed feedback and additional practice opportunities.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Benchmark testing, FAIR, pre-assessments within core curriculum courses, as well as FCAT results are all used as data sources that are analyzed to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing and engagement. Attendance is monitored based upon a pre-determined pace chart which students are expected to follow in each course through our learning management system (Virtual Instruction). Orange County Virtual School utilizes the district's Instructional Management System, data warehouse (EDW), along with Performance Matters to assist us with the detailed analysis of district, school, classroom and student level data. These analyses assist with the tracking of student progress, management of diagnostic, formative and summative assessment data, along with the response of students to implemented interventions.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Our data will be discussed at SAC meeting in order to involve all stakeholders in the SIP and continuous school improvement process. Additionally, the leadership team will hold monthly meetings and incorporate the necessary professional development to support all staff understanding of MTSS and build capacity in data-based problem solving.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 0

n/a

**Strategy Purpose(s)**

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**How is data collected and analyzed to determine the effectiveness of this strategy?**

n/a

**Who is responsible for monitoring implementation of this strategy?**

n/a

### Literacy Leadership Team (LLT)

**Names and position titles of the members of the school-based LLT**

Name	Title
Brandi Gurley	Principal
Theresa Gindlesperger	Reading Coach
Elena Geiser Hogan	Reading Coach/Testing Coordinator
Shana Vital Horne	Academic Dean
Renee Lohr	Math Lead Teacher
Team Leaders	K-5

**How the school-based LLT functions**

This team works within monthly Professional Learning Community meetings to guide the discussion of student performance, strategies for incorporating best practices for virtual instruction, and the use of literacy tools within the Orange County Virtual School curriculum.

**Major initiatives of the LLT**

- Improve student completion rate for online courses.
- Increase the number of students who score at proficient levels, as measured by the FCAT or End of Course exams.
- 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.

### Every Teacher Contributes to Reading Instruction

**How the school ensures every teacher contributes to the reading improvement of every student**

As a fully online program, the entire curriculum is available via internet which requires students to read each lesson in each subject area carefully. Discussion Based Assessments (DBAs) between the teacher

and student are scheduled regularly at pre-determined check points within the curriculum so teachers can discuss the content with the students and determine student's comprehension. Comprehension in each of the reading areas is most important. Teachers do this by ensuring they have the skills to read text accurately and fluently; making sure they have sufficient background knowledge and vocabulary to make sense of the content; providing skills in using reading strategies that improve understanding along with checks along the way when understanding is not taking place; having the ability to think and reason about the information and concepts in the text; and motivation and encouragement to understand and learn from text.

The teachers consistently implement high quality initial classroom instruction and follow-up small-group instruction that is well differentiated according to student needs, while using student performance data to guide instruction and determine instructional resources. Finally teachers and reading coaches utilize a data driven curriculum to determine students' weaknesses and strengths for ongoing progress monitoring. Resources are provided during interventions for struggling readers. These interventions are met daily for our Tier 2 and our Tier 3 learners.

### **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

n/a

### **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

In addition to the curriculum, OCVS offers clubs and activities which allow students the opportunity to make the connection and build relationships between curriculum and future endeavors including but not limited to science fair, volunteering in the community, talent show presentations, health and wellness activities etc.

#### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

The counselor communicates with each student one on one regarding their future goals in alignment with their course selection.

#### **Strategies for improving student readiness for the public postsecondary level**

We offer Advanced Placement courses, and Dual Enrollment opportunities for students.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	83%	Yes	75%
American Indian				
Asian				
Black/African American				
Hispanic	66%	77%	Yes	69%
White	79%	81%	Yes	81%
English language learners				
Students with disabilities				
Economically disadvantaged	75%	82%	Yes	78%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	26%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	34%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	34	82%	83%
Students in lowest 25% making learning gains (FCAT 2.0)		<i>[data excluded for privacy reasons]</i>	77%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		0%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		81%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	<i>[data excluded for privacy reasons]</i>		39%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	72%	Yes	74%
American Indian				
Asian				
Black/African American				
Hispanic	57%	45%	No	61%
White	78%	73%	No	80%
English language learners				
Students with disabilities				
Economically disadvantaged	75%	0%	No	78%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		<i>[data excluded for privacy reasons]</i>	0%
Middle school performance on high school EOC and industry certifications		<i>[data excluded for privacy reasons]</i>	0%

**High School Mathematics**



**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	72%	Yes	74%
American Indian				
Asian				
Black/African American				
Hispanic	57%	45%	No	61%
White	78%	73%	No	80%
English language learners				
Students with disabilities				
Economically disadvantaged	75%	0%	No	78%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	19	55%	56%
Students in lowest 25% making learning gains (EOC)	19	55%	56%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	41%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	72%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	0%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		55%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

### High School Science

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

### Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		84%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

### Area 5: Science, Technology, Engineering, and Mathematics (STEM)

#### All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		1
Participation in STEM-related experiences provided for students	0	0%	10%

#### High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

**Area 7: Social Studies**

**U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Civics End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	1	1%	1%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	25	100%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

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

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the percentage of parents/families that participate in 3 or more school-wide events	50	45%	50%

**Area 10: Additional Targets**

**Additional targets for the school**

n/a

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
n/a	0	0%	0%

## Goals Summary

- G1.** Instructional and administrative staff members will increase their knowledge, understanding and implementation of rigorous and relevant instruction and instructional practices, leading to an increase in student achievement and performance.
- G2.** Instructional and administrative staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are effectively progress monitored and provided with timely intervention and support.

## Goals Detail

**G1.** Instructional and administrative staff members will increase their knowledge, understanding and implementation of rigorous and relevant instruction and instructional practices, leading to an increase in student achievement and performance.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, Postsecondary Readiness)

### Resources Available to Support the Goal

- Students practice writing within each of their courses. They are especially responsible for writing as a means of communication in the virtual environment because they will often have assignments that involve collaboration with other students as well as require email (written) communications. Within many assessments there are also short response questions which require students to support their ideas with textual evidence. Through these practice students overall writing skills are consistently assessed across all curricula.
- Common Core State Standards (CCSS), NGSSS, Progress monitoring and assessment data, Marzano Instructional Framework, "Using Rigor and Relevance to Create Effective Instruction" -International Center for Leadership in Education, Webb's "Depth of Knowledge" and Revised Bloom's Taxonomy" questions stems, Hess' Cognitive Rigor Matrix.

### Targeted Barriers to Achieving the Goal

- Lack of rigorous, standards-based instructional strategies and practices in all contact areas.

### Plan to Monitor Progress Toward the Goal

Elluminate sessions can and should be recorded by teachers so administration can monitor for progress towards meeting goals set within this SIP.

### Person or Persons Responsible

All full time teachers should hold at least 1 virtual classroom meeting per month.

### Target Dates or Schedule:

TBD by each individual teacher at least 1 time per month.

### Evidence of Completion:

Sessions will be recorded and therefore able to be viewed and monitored by administration.

**G2.** Instructional and administrative staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are effectively progress monitored and provided with timely intervention and support.

**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, Postsecondary Readiness)

**Resources Available to Support the Goal**

- Common Core State Standards, NGSSS, Progress monitoring and assessment data, Instructional Staff and the Instructional Leadership Team (Principal, Academic Dean, Reading Coach), Research based intervention resources and materials, School psychologist and Staffing Specialist, MTSS 10-day cycle.

**Targeted Barriers to Achieving the Goal**

- Teachers' limited knowledge of and experience in differentiating instruction for students.

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Instructional and administrative staff members will increase their knowledge, understanding and implementation of rigorous and relevant instruction and instructional practices, leading to an increase in student achievement and performance.

**G1.B3** Lack of rigorous, standards-based instructional strategies and practices in all contact areas.

**G1.B3.S1** Provide professional development to teachers on rigorous lesson planning and instructional practices to increase the level of student engagement and achievement.

### Action Step 1

Provide professional development to instructional staff on the Rigor and Relevance Framework, Hess' Cognitive Rigor Framework, and the Marzano Instructional Framework.

#### Person or Persons Responsible

Instructional Leadership Team (Principal, Academic Dean, Reading Coach).

#### Target Dates or Schedule

September-April

#### Evidence of Completion

Professional development agendas and sign-in sheets exit slips, teacher reflections and/or surveys, training resources.

#### Facilitator:

#### Participants:

## Action Step 2

Provide opportunities for instructional staff to observe their peers and instructional coaches modeling and implementing rigorous instructional lessons and activities, and be observed implementing rigorous lessons.

### Person or Persons Responsible

Instructional Leadership Team (Principal, Academic Dean, Reading Coach).

### Target Dates or Schedule

September- April

### Evidence of Completion

Coaching logs, teacher reflections, coaching observation forms (feedback).

### Facilitator:

### Participants:

## Plan to Monitor Fidelity of Implementation of G1.B3.S1

Conduct classroom walk throughs and informal/formal observations.

### Person or Persons Responsible

Instructional Leadership Team (Principal, Academic Dean, Reading Coach).

### Target Dates or Schedule

September-May

### Evidence of Completion

Teacher observation data and results, coaching observation forms.

## Plan to Monitor Effectiveness of G1.B3.S1

Administer benchmark assessments, mini-assessments, common assessments, FAIR and curriculum-based assessments.

### Person or Persons Responsible

Instructional Leadership Team (Principal, Academic Dean, Reading Coach).

### Target Dates or Schedule

September- April

### Evidence of Completion

Assessment data derived from the various sources of assessments administered to students.

**G2.** Instructional and administrative staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are effectively progress monitored and provided with timely intervention and support.

**G2.B2** Teachers' limited knowledge of and experience in differentiating instruction for students.

**G2.B2.S1** Provide professional development to teachers on differentiated instructional strategies.

**Action Step 1**

Provide professional development to instructional staff on differentiated instructional practices and research-based programs.

**Person or Persons Responsible**

Instructional Leadership Team (Principal, Academic Dean, Reading Coach).

**Target Dates or Schedule**

September- April

**Evidence of Completion**

Professional development agendas and sign-in sheets, exit slips, teacher reflections and/or training resources.

**Action Step 2**

Assist teachers in identifying, targeting and progress monitoring students for differentiation based on data and data analysis.

**Person or Persons Responsible**

Instructional Leadership Team (Principal, Academic Dean, Reading Coach).

**Target Dates or Schedule**

Septmeber- April

**Evidence of Completion**

Data meeting agendas and sign-in sheets, data matrices MTSS meeting agendas and notes.

**Facilitator:**

**Participants:**

### **Action Step 3**

Support teachers in creating rigorous and differentiated small-group activities and lessons that target specific needs of students.

#### **Person or Persons Responsible**

Instructional Leadership Team (Principal, Academic Dean, Reading Coach).

#### **Target Dates or Schedule**

September- April

#### **Evidence of Completion**

PLC meeting agendas and notes, coaching logs, formal/informal teacher observation data and results.

#### **Facilitator:**

#### **Participants:**

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

Conduct classroom walk throughs and informal/formal observations.

#### **Person or Persons Responsible**

Instructional Leadership Team (Principal, Academic Dean, Reading Coach).

#### **Target Dates or Schedule**

September-May

#### **Evidence of Completion**

Teacher observations data and results , coaching logs, coaching observation forms.

### **Plan to Monitor Effectiveness of G2.B2.S1**

Administer benchmark assessments, mini-assessments, common assessments, FAIR and curriculum-based assessments.

#### **Person or Persons Responsible**

Instructional Leadership Team (Principal, Academic Dean, Reading Coach).

#### **Target Dates or Schedule**

September-April

#### **Evidence of Completion**

Assessment data derived from the various sources of assessments administered to students.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Instructional and administrative staff members will increase their knowledge, understanding and implementation of rigorous and relevant instruction and instructional practices, leading to an increase in student achievement and performance.

**G1.B3** Lack of rigorous, standards-based instructional strategies and practices in all contact areas.

**G1.B3.S1** Provide professional development to teachers on rigorous lesson planning and instructional practices to increase the level of student engagement and achievement.

### PD Opportunity 1

Provide professional development to instructional staff on the Rigor and Relevance Framework, Hess' Cognitive Rigor Framework, and the Marzano Instructional Framework.

#### Facilitator

#### Participants

#### Target Dates or Schedule

September-April

#### Evidence of Completion

Professional development agendas and sign-in sheets exit slips, teacher reflections and/or surveys, training resources.

## PD Opportunity 2

Provide opportunities for instructional staff to observe their peers and instructional coaches modeling and implementing rigorous instructional lessons and activities, and be observed implementing rigorous lessons.

### Facilitator

### Participants

### Target Dates or Schedule

September- April

### Evidence of Completion

Coaching logs, teacher reflections, coaching observation forms (feedback).

**G2.** Instructional and administrative staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are effectively progress monitored and provided with timely intervention and support.

**G2.B2** Teachers' limited knowledge of and experience in differentiating instruction for students.

**G2.B2.S1** Provide professional development to teachers on differentiated instructional strategies.

## PD Opportunity 1

Assist teachers in identifying, targeting and progress monitoring students for differentiation based on data and data analysis.

### Facilitator

### Participants

### Target Dates or Schedule

Septmeber- April

### Evidence of Completion

Data meeting agendas and sign-in sheets, data matrices MTSS meeting agendas and notes.

## **PD Opportunity 2**

Support teachers in creating rigorous and differentiated small-group activities and lessons that target specific needs of students.

### **Facilitator**

### **Participants**

### **Target Dates or Schedule**

September- April

### **Evidence of Completion**

PLC meeting agendas and notes, coaching logs, formal/informal teacher observation data and results.



## Appendix 2: Budget to Support School Improvement Goals