

Orange County Public Schools

Ocvs Virtual Franchise



2020-21 Schoolwide Improvement Plan

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Ocvs Virtual Franchise

4000 SILVER STAR RD, Orlando, FL 32808

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

Demographics

Principal: Brandi Gurley

Start Date for this Principal: 8/10/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: A (65%) 2016-17: A (64%) 2015-16: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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SIP Authority

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Gurley, Brandi	Principal	<p>Principal will:</p> <ul style="list-style-type: none"> *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
Lerman, Amy	Assistant Principal	<p>Assistant Principal will:</p> <ul style="list-style-type: none"> *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
Lohr, Renee	Other	<p>The Classroom Teacher will:</p> <ul style="list-style-type: none"> *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
Walsh, Anne	Instructional Coach	<p>The Instructional Coach will:</p> <ul style="list-style-type: none"> *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

Name	Title	Job Duties and Responsibilities
		<p>*Assist with tier 2 and 3 interventions through collaboration, training, and/or direct student contact</p>
Marshall, Vanessa	Other	<p>The Classroom Teacher will:</p> <ul style="list-style-type: none"> *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
Phillips, Renee	Other	<p>The Classroom Teacher will:</p> <ul style="list-style-type: none"> *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
Sparks, Tonja	Dean	<p>Dean:</p> <ul style="list-style-type: none"> *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 <p>Each school-based leadership team member will analyze the data and help create and implement necessary action plans for students to show learning gains.</p>

Name	Title	Job Duties and Responsibilities
Bender, Luvbov	School Counselor	<p>Guidance Counselors:</p> <p>*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.</p> <p>*Assist MTSS team with interventions</p> <p>*Conduct social-developmental history interviews and share with the MTSS team</p> <p>Each school-based leadership team member will analyze the data and help create and implement necessary action plans for students to show learning gains.</p>

Demographic Information

Principal start date

Tuesday 8/10/2010, Brandi Gurley

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

<p>2020-21 Status (per MSID File)</p>	<p>Active</p>
<p>School Type and Grades Served (per MSID File)</p>	<p>Combination School KG-12</p>
<p>Primary Service Type (per MSID File)</p>	<p>K-12 General Education</p>
<p>2019-20 Title I School</p>	<p>No</p>
<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p>	<p>0%</p>
<p>2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students</p>

	Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: A (65%) 2016-17: A (64%) 2015-16: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	2	0	2	0	1	1	19	29	22	30	34	27	167
Attendance below 90 percent	0	1	0	1	0	1	0	1	1	0	0	0	0	5
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in Math	0	0	0	0	0	0	0	0	1	2	0	0	1	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	1	4	0	0	5

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 6/25/2020

Prior Year - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	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
Course failure in ELA or Math	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	3	4	2	3	2	0	14

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	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
Course failure in ELA or Math	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	3	4	2	3	2	0	14

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	86%	62%	61%	81%	67%	57%
ELA Learning Gains	68%	60%	59%	59%	62%	57%
ELA Lowest 25th Percentile	75%	55%	54%	62%	53%	51%
Math Achievement	68%	61%	62%	64%	62%	58%
Math Learning Gains	51%	60%	59%	39%	59%	56%
Math Lowest 25th Percentile	53%	54%	52%	42%	52%	50%
Science Achievement	68%	56%	56%	78%	55%	53%
Social Studies Achievement	92%	74%	78%	92%	81%	75%

EWS Indicators as Input Earlier in the Survey															
Indicator	Grade Level (prior year reported)													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018	0%	55%	-55%	57%	-57%
Cohort Comparison						
04	2019					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	0%	54%	-54%	56%	-56%
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	79%	52%	27%	54%	25%
	2018	0%	48%	-48%	52%	-52%
Same Grade Comparison		79%				
Cohort Comparison		79%				
07	2019	88%	48%	40%	52%	36%
	2018	86%	48%	38%	51%	35%
Same Grade Comparison		2%				
Cohort Comparison		88%				
08	2019	86%	54%	32%	56%	30%
	2018	88%	55%	33%	58%	30%
Same Grade Comparison		-2%				
Cohort Comparison		0%				
09	2019	91%	52%	39%	55%	36%
	2018	73%	50%	23%	53%	20%
Same Grade Comparison		18%				
Cohort Comparison		3%				
10	2019	81%	50%	31%	53%	28%
	2018	58%	49%	9%	53%	5%
Same Grade Comparison		23%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018	0%	61%	-61%	62%	-62%
Cohort Comparison						
04	2019					
	2018	0%	62%	-62%	62%	-62%
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	92%	43%	49%	55%	37%
	2018	0%	35%	-35%	52%	-52%
Same Grade Comparison		92%				
Cohort Comparison		92%				
07	2019	80%	49%	31%	54%	26%
	2018	0%	51%	-51%	54%	-54%
Same Grade Comparison		80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		80%				
08	2019	0%	36%	-36%	46%	-46%
	2018	0%	32%	-32%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018	0%	53%	-53%	55%	-55%
Cohort Comparison						
08	2019	62%	49%	13%	48%	14%
	2018	0%	49%	-49%	50%	-50%
Same Grade Comparison		62%				
Cohort Comparison		62%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	67%	8%	67%	8%
2018	72%	62%	10%	65%	7%
Compare		3%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	82%	66%	16%	71%	11%
2018	92%	66%	26%	71%	21%
Compare		-10%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	69%	25%	70%	24%
2018	75%	65%	10%	68%	7%
Compare		19%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	63%	9%	61%	11%
2018	75%	61%	14%	62%	13%
Compare		-3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	53%	0%	57%	-4%
2018	0%	65%	-65%	56%	-56%
Compare		53%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	76	63		40	31						
HSP	96	75		77	63		80	90			
WHT	81	62		69	48		65	94		88	64
FRL	88	53		65	47		55	100			

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	67	50									
HSP	100	75		91	73					94	40
WHT	75	46		65	45			73		100	33
FRL	75	42		84	50					93	43

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	65	50		47	38						
HSP	78	75		72	38					91	40
WHT	88	59		67	38		87	91		94	40
FRL	70	50		50	50		50			91	50

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	753
Total Components for the Federal Index	11

ESSA Federal Index	
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	80
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math learning gains showed the lowest performance of 51% of students assessed making learning gains.

The drop in math scores included a decline in Geometry scores.

Many middle school students taking Geometry did not complete iReady or Math Nation lessons which focused on targeted Geometry areas with fidelity. Students will also be invited to participate in Geometry Boot Camps to support them in their test preparation as well as focusing on areas of weakness. A plan will be put in place to support struggling students and to address this trend.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math showed the biggest decline last year (76%-68%) with an 8 point drop. This drop in math scores included a decline in Geometry scores.

Many middle school students taking Geometry did not complete iReady or Math Nation lessons which focused on targeted Geometry areas with fidelity. Students will also be invited to participate in Geometry Boot Camps to support them in their test preparation as well as focusing on areas of weakness. A plan will be put in place to support struggling students and to address this trend.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Orange County Virtual School had the biggest gap in Geometry. Many middle school students taking Geometry did not complete iReady or Math Nation lessons which focused on targeted Geometry areas with fidelity.

All math teachers will be required to host live lessons, face-to-face work days, and engage students in iReady, Math Nation, or Khan Academy. Students will also be invited to participate in Geometry Boot Camps to support them in their test preparation as well as focusing on areas of weakness. A plan will be put in place to support struggling students and to address this trend.

Which data component showed the most improvement? What new actions did your school take in this area?

English Language Arts Lowest 25 Percent Learning Gains showed the biggest gain during the 2018-2019 school year (42 points). Students participated in i-Ready, received teacher support in areas where they demonstrated gaps, focused on close reading of complex texts in all curriculum areas, and took part in targeted face-to-face and live lessons.

Orange County Virtual School teachers utilized a cross-curricular approach with engaging students in the process of close reading. All subject areas hosted live lessons and face-to-face lessons engaging students in the reading of complex texts which helped to improve literacy schoolwide.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

We would like to have a decrease in students scoring a level 1 on math assessments (FSA Math, Algebra 1, Geometry).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math
2. Math Learning Gains
3. Lowest 25% Math Learning Gains
4. Middle School Acceleration
5. Career and College Acceleration

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: By June 2021, Orange County Virtual School will increase learning gains in math. Based on the 2019 school data, there was a 4% decrease in math learning gains among some sub groups for the 2018-2019 school year. This represents a 4% decrease from the 2017-2018 school year. School progress monitoring data show achievement gaps among some sub-groups. Additional strategies are needed to increase student proficiency and close achievement gaps in math.

Measurable Outcome: For the 2020-2021 school year, the percent of students at Orange County Virtual School making math learning gains will increase 4%.

Person responsible for monitoring outcome: Brandi Gurley (brandi.gurley@ocps.net)

Evidence-based Strategy: Through the Planned Learning Communities, teachers will learn how to help their students identify concepts and procedures. Evidence -based strategies used will be a wide number of discrete skill, techniques and strategies that have been demonstrated to be effective such as explicit systematic instruction, visual representation, and effective classroom practices. In addition, teachers will be provided with Professional Development to gain the necessary skills to support student growth. Orange County Virtual School rationale for using teacher effectiveness is based in research from the National Council of Teachers of Mathematics.

Rationale for Evidence-based Strategy: Using FSA Data it has been determined that this is an area of focus. OCVS will use iReady, teacher observations and other necessary tools to support increased student learning. The leadership team will conduct observations and provide teachers with actionable feedback on standards based instruction. In addition, student data will be monitored to determine if strategies being implemented are effective. During monthly data meetings, formative and summative student data will be discussed to determine whether or not students need additional support. Leadership team members will meet weekly to discuss findings and trends that they have observed within their classroom walkthroughs and PLC meetings.

Action Steps to Implement

1. Teachers will attend schoolwide, statewide, and district PLC meetings specific to the implementation of standards-based instruction and supplemental curriculum that support these standards.
Person Responsible Brandi Gurley (brandi.gurley@ocps.net)
2. Professional development will be presented on supplemental resources and monitoring procedures to ensure expectations are being met with fidelity. Tier 2 and Tier 3 students will utilize I-Ready math with fidelity and will be presented additional lessons to target deficit areas.
Person Responsible Brandi Gurley (brandi.gurley@ocps.net)
3. Kindergarten through 8th grade students will be administered the i-Ready math diagnostic assessment three times per year to determine whether intervention strategies are decreasing gaps in learning. Interventions will be put in place to fill identified gaps.
Person Responsible Brandi Gurley (brandi.gurley@ocps.net)

4. Orange County Virtual School will continue to focus on their Culturally Responsive school plan to build upon instruction and to provide differentiation and equitable access to education for students from all cultures. Strategies which will be of focus include using peer teaching and collaborative activities during face- to-face and live lessons. Teachers will continue to learn about their students as this is extremely important in the virtual environment. Open communication will be used to uncover students' learning styles. During the Welcome Orientation/Call process, teachers will spend time asking students about their hobbies and interests. Teachers will include parents by involving parents with a monthly call. This a great opportunity for teachers to provide involve parents in the virtual environment as their students may be trying the online environment for the first time.

Person Responsible Brandi Gurley (brandi.gurley@ocps.net)

5. Teachers will receive professional development on Social Emotional Learning so they understand the importance of it and the benefits it will provide students which include improving students' academic performance and lifelong learning. In addition, it may provide students with better psychosocial adjustment, improved attitudes, and academic and behavioral results.

Person Responsible Brandi Gurley (brandi.gurley@ocps.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: By June 2021, Orange County Virtual School will increase the learning gains in English Language Arts.
 Rationale:
 Based on the 2018-2019 ELA Assessment data, 68% of our students achieved learning gains. While this was a 15% increase, school progress monitoring data shows achievement gaps among subgroups. Additional strategies are needed to increase student proficiency and close achievement gaps in English Language Arts. In order to see an increase in academic achievement of English Language Arts (ELA) Learning Gains, Orange County Virtual School will focus on ELA instructional strategies. This focus will include having students utilize literacy strategies to write with evidence in response to complex texts across all content areas. The collaborative structure provided within Professional Learning Community (PLC) meetings and professional development will assist with building instructional capacity and improving student learning.

Measurable Outcome: For the 2020-2021 school year, the percent of students at Orange County Virtual School making ELA gains will increase 3% (from 68% to 71%).

Person responsible for monitoring outcome: Brandi Gurley (brandi.gurley@ocps.net)

Evidence-based Strategy: Orange County Virtual School will be using a district collaborative effort through Close Reading practices and strategies that research has proven to be effective in increasing student comprehension. In addition, teachers will be providing face- to- face and virtual lessons to support students with utilizing multiple literacy strategies including close reading of complex texts and utilizing literacy strategies to write with evidence in response to complex texts in all content areas.

Rationale for Evidence-based Strategy: The rationale for this goal is for students to be able read complex texts independently, however, data indicates that some students may not be able to achieve this immediately. Close Reading or scaffolding instruction is a model in which the teacher supports students and gradually responsibility to the student. Pearson and Gallagher (1983).

Action Steps to Implement

1. Teachers will attend school wide, statewide, and district PLC meetings specific to the implementation of standards-based instruction and supplemental curriculum that support these standards. In addition teachers will incorporate writing across content areas as a focus for the 2020-2021 school year.

Person Responsible Brandi Gurley (brandi.gurley@ocps.net)

2. Professional development will be presented on supplemental resources and monitoring procedures to ensure expectations are being met with fidelity. Tier 2 and Tier 3 students will utilize I-Ready with fidelity and will be presented additional lessons to target deficit areas.

Person Responsible Brandi Gurley (brandi.gurley@ocps.net)

3. Kindergarten through 8th grade students will be administered the i-Ready diagnostic assessment three times per year to determine whether intervention strategies are decreasing gaps in learning.

Person Responsible Brandi Gurley (brandi.gurley@ocps.net)

4. Orange County Virtual School will continue to focus on their Culturally Responsive school plan to build upon instruction and to provide differentiation and equitable access to education for students from all cultures. Strategies which will be of focus include using peer teaching and collaborative activities during face to face and live lessons. Teachers will continue to learn about their students as this is extremely important in the virtual environment. Open communication will be used to uncover students' learning styles. During the Welcome Orientation/Call process, teachers will spend time asking students about their hobbies and interests. Teachers will include parents by involving parents with a monthly call. This a great opportunity for teachers to provide involve parents in the virtual environment as their students may be trying the online environment for the first time.

Person Responsible Brandi Gurley (brandi.gurley@ocps.net)

5. Professional development on utilizing literacy strategies to write with evidence in response to complex texts will be provided monthly to ensure teachers are able to support students in this area.

Person Responsible Brandi Gurley (brandi.gurley@ocps.net)

6. Teachers will receive professional development on Social Emotional Learning so they understand the importance of it and the benefits it will provide students which include improving students' academic performance and lifelong learning. In addition, it may provide students with better psychosocial adjustment, improved attitudes, and academic and behavioral results.

Person Responsible Brandi Gurley (brandi.gurley@ocps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

By June 2021, Orange County Virtual School will improve student social awareness by increasing the percentage students who consider the perspectives of others and empathize with them from 74% to 80%.

Area of Focus

Description and Rationale:

Social and Emotional Learning is paramount this year due to the nature of the learning environment during the pandemic. Students social and emotional learning is critical because students must have their social and emotional needs met in order to reach their full academic potential. We need to identify the students social and emotional needs in order to mitigate the learning environment conditions caused to provide appropriate support systems for students who are struggling. In addition, we will provide professional development to our of our OCVS teachers, to support them with Social and Emotional Learning instructional strategies.

Measurable Outcome:

By June 2021, Orange County Virtual School will increase the percentage students who consider the perspectives of others and empathize with them from 74% to 80%.

Person responsible for monitoring outcome:

Brandi Gurley (brandi.gurley@ocps.net)

Evidence-based Strategy:

The CASEL Core Competencies will be implemented for the 2020-2021 school year. Those competencies include:

- 1. Identifying emotions
- 2. Accurate self-perception
- 3. Recognizing strengths
- 4. Self-confidence
- 5. Self-efficacy

Rationale for Evidence-based Strategy:

Rationale for Evidence- based Strategy:
The rationale for this goal is for students improve their CASEL Core Competencies and primarily focusing on Social Awareness.

Action Steps to Implement

1. Teachers will receive professional development on Social Emotional Learning so they understand the importance of it and the benefits it will provide students which include improving students' academic performance and lifelong learning. In addition, it may provide students with better psychosocial adjustment, improved attitudes, and academic and behavioral results.

Person Responsible

Brandi Gurley (brandi.gurley@ocps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The OCVS SELL team and administrators will be working on providing activities so support teachers with providing activities and using instructional strategies to increase the percentage students who consider the perspectives of others.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Orange County Virtual School will continue to focus on their Culturally Responsive school plan to build upon instruction and to provide differentiation and equitable access to education for students from all cultures. Strategies which will be of focus include using peer teaching and collaborative activities during face to face and live lessons. Teachers will continue to learn about their students as this is extremely important in the virtual environment. Open communication will be used to uncover students' learning styles. During the Welcome Orientation/Call process, teachers will spend time asking students about their hobbies and interests. Teachers will include parents by involving parents with a monthly call. This a great opportunity for teachers to provide involve parents in the virtual environment as their students may be trying the online environment for the first time.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00