

Orange County Public Schools

Ocvs Virtual Franchise



2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 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%)
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	

* 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

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-12</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>0%</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>70%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://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.

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	Position 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
Lohr, Renee	Teacher, K-12	<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 *Assist with tier 2 and 3 interventions through collaboration, training, and/or direct student contact
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.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> *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>
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
Lluvera, Nikishia	Assistant Principal	<p>Assistant Principal will:</p> <ul style="list-style-type: none"> *Facilitate implementation of MTSS process *Attend MTSS Team meetings to be active in the MTSS process *Conduct classroom walk-through observations to monitor the effectiveness of instruction

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.*

6

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.*

22

Total number of teacher positions allocated to the school

189

Total number of students enrolled at the school

8,284

Identify the number of instructional staff who left the school during the 2020-21 school year.

62

Identify the number of instructional staff who joined the school during the 2021-22 school year.

16

Demographic Data

Early Warning Systems

2021-22

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	186	166	167	149	133	151	167	160	180	185	202	194	2040
Attendance below 90 percent	0	1	0	0	0	0	1	2	2	0	2	3	3	14
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	3	5	8	3	21	21	19	47	30	157
Course failure in Math	0	0	0	0	7	5	10	8	21	28	26	48	51	204
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	6	11	7	16	22	25	17	106
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	13	11	17	28	18	29	18	137
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	3	5	12	8	16	26	17	43	37	167

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	1	2	0	0	0	0	0	4	0	0	0	1	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	1

Date this data was collected or last updated

Monday 8/23/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				86%	62%	61%	83%	60%	60%
ELA Learning Gains				68%	60%	59%	53%	57%	57%
ELA Lowest 25th Percentile				75%	55%	54%	33%	54%	52%
Math Achievement				68%	61%	62%	76%	60%	61%
Math Learning Gains				51%	60%	59%	55%	60%	58%
Math Lowest 25th Percentile				53%	54%	52%		55%	52%
Science Achievement				68%	56%	56%	75%	56%	57%
Social Studies Achievement				92%	74%	78%	87%	74%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	79%	52%	27%	54%	25%
Cohort Comparison		0%				
07	2021					
	2019	88%	48%	40%	52%	36%
Cohort Comparison		-79%				
08	2021					
	2019	86%	54%	32%	56%	30%
Cohort Comparison		-88%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	91%	52%	39%	55%	36%
Cohort Comparison		-86%				
10	2021					
	2019	81%	50%	31%	53%	28%
Cohort Comparison		-91%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	92%	43%	49%	55%	37%
Cohort Comparison		0%				
07	2021					
	2019	80%	49%	31%	54%	26%
Cohort Comparison		-92%				
08	2021					
	2019	0%	36%	-36%	46%	-46%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	62%	49%	13%	48%	14%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	67%	8%	67%	8%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	66%	16%	71%	11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	69%	25%	70%	24%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	63%	9%	61%	11%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	53%	0%	57%	-4%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

- K-8 iReady
- 9-12 EOC courses-PMAs

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64%	72%	65%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	53%	71%	47%
	English Language Learners	59%	69%	61%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51%	53%	53%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	40%	42%	39%
	English Language Learners	59%	75%	52%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49%	58%	58%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	33%	25%	29%
	English Language Learners	33%	20%	41%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31%	31%	32%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	8%	8%	14%
	English Language Learners	31%	0	24%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56%	54%	63%
	Economically Disadvantaged	0%	NA	NA
	Students With Disabilities	46%	21%	27%
	English Language Learners	52%	35%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20%	21%	31%
	Economically Disadvantaged	100%	NA	NA
	Students With Disabilities	0%	0%	7%
	English Language Learners	23%	25%	29%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56%	52%	51%
	Economically Disadvantaged	0%	100%	NA
	Students With Disabilities	46%	25%	50%
	English Language Learners	52%	38%	44%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19%	26%	32%
	Economically Disadvantaged	0%	100%	NA
	Students With Disabilities	25%	25%	31%
	English Language Learners	27%	15%	18%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32%	28%	34%
	Economically Disadvantaged	NA	NA	16%
	Students With Disabilities	6%	13%	7%
	English Language Learners	20%	15%	14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20%	25%	36%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	25%	27%	19%
	English Language Learners	20%	18%	26%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	NA	80%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	17%
	English Language Learners	NA	NA	78%

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34%	36%	46%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	0%	0%	33%
	English Language Learners	0%	0%	75%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27%	4%	19%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	20%	0%	0%
	English Language Learners	0%	0%	0%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	39%	49%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	0%	25%	17%
	English Language Learners	0%	50%	50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	4%	19%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	83%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	67%
	English Language Learners	NA	NA	40%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44%	39%	51%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	0%	50%	50%
	English Language Learners	50%	0%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10%	27%	11%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	0%	50%	0%
	English Language Learners	NA	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	NA	49%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	0
	English Language Learners	NA	NA	0

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	72%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	0
	English Language Learners	NA	NA	75%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	75%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	67%
	English Language Learners	NA	NA	100%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	NA	77%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	60
	English Language Learners	NA	NA	75%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	75%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	50%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	49%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	29%
	English Language Learners	NA	NA	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	NA	44%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	20%
	English Language Learners	NA	NA	50%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	67%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	100%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	100%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	89%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	100%
	English Language Learners	NA	NA	100%

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		NA	NA	NA
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA
			Number/% Proficiency	Fall	Winter
Mathematics	All Students		NA	NA	NA
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA
			Number/% Proficiency	Fall	Winter
Biology	All Students		NA	NA	0
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	0
	English Language Learners		NA	NA	NA
			Number/% Proficiency	Fall	Winter
US History	All Students		NA	NA	100%
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	23	37	36	19	28	20	34	56			
ELL	57	57	47	45	38	30	41	58			
ASN	89	77		83	58		94	70			
BLK	51	43	29	29	22	16	45	60	55		
HSP	63	57	52	45	30	25	42	73	50	83	20

2021 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 2019-20	C & C Accel 2019-20
MUL	79	65		74	31			82			
WHT	78	65	40	58	37	30	71	75	53	97	53
FRL										80	60
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	597
Total Components for the Federal Index	11
Percent Tested	66%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	70
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

During the pandemic, our students completed progress monitoring assessments at home, at times, with limited participation so while results are not completely accurate, we did see some trends emerging which was confirmed with FSA data. Math was our weakest area with ESE students performing lower than other subgroup areas.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2018-2019

1. Math Lowest 25 Learning Gains-51%
2. Math Learning Gains-53%

2020-2021

1. Math Lowest 25 Learning Gains-24%
2. Math Learning Gains-32%

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During the pandemic, our students completed progress monitoring assessments at home, at times, with limited participation so while results are not completely accurate, we did see some trends emerging which was confirmed with FSA data. Math was our weakest area with ESE students performing lower than other subgroup areas. Students' lack of participation in tutoring and interventions was evident last year and will be a huge focus during the 2021-2022 school year. Teachers will motivate students to attend live lessons, intervention, and tutoring. They will also provide daily instruction to address deficits and support with module assignments so students can walk away with completed lessons. The testing coordinator, teachers, and the instructional support team will monitor iReady and provide interventions where necessary.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA was our strong point during the 2018-2019 school year and math began to decline at this point. ELA learning gains increased from 53% in 2018 to 68% in 2019. ELA lowest 25 increased from 33% to 75%. In addition, White and FRL made the most gains in ELA last year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

During the 2020-2021 school year, OCVS placed a large focus on implementing close reading strategies. Additionally, OCVS conducted classroom visits and provided teachers with coaching and feedback. The school placed an intense focus on iReady and provided students with Reading interventions and tutoring.

What strategies will need to be implemented in order to accelerate learning?

- Increased live lessons
- More focus on MTSS process
- Additional tutoring sessions
- Working with students to complete assignments during live lessons.
- Hired additional reading and math coaches/interventionists to provide support
- More intense focus on iReady monitoring
- Classroom walk throughs
- Coaching/Mentoring
- Professional Development
- One on One support
- Educate families on things they can do at home

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers are afforded multiple professional development opportunities. Teachers are able to attend school-wide professional development and grade-level professional development to build their capacities as educators. Some of the professional development opportunities include but are not limited to: Multi-Tiered System of Supports (MTSS), Virtual Instruction Engagement Techniques, and Social and Emotional Learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services will be implemented to ensure the sustainability of improvement in the next year and beyond. Teachers and staff will be afforded opportunities for continued professional development. The school will focus on progress monitoring through the iReady platform. Additionally, small group intervention and one-on-one support will be available to students. Professional Learning Communities (PLCs) will collaborate to discuss standards-based instruction and intervention ideas. The school will keep families educated and involved to enhance growth.

Part III: Planning for Improvement**Areas of Focus:**

#1. Instructional Practice specifically relating to Math

Area of Focus	By June 2022, Orange County Virtual School will increase the percentage of students scoring on target in math lowest 25 percent by at least 20 percentage points.
Description and Rationale:	Based on the 2020-2021 assessment data, 24 % of students in the lowest 25 percent made learning gains. This represents a 29% decrease from the 2018-2019 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 2021-2022 school year, the percent of students in the lowest 25% making learning gains in Math will increase from 24% to 44%.
Monitoring:	The school will broaden the data analysis protocols used in PLC's to analyze instructional practices and make necessary adjustments to improve student outcomes. Progress monitoring will occur followed by data analysis and instructional planning. Classroom walkthrough will be conducted and feedback to monitor the effective use of instructional strategies.
Person responsible for monitoring outcome:	Amy Lerman (amy.lerman@ocps.net)
Evidence-based Strategy:	Through Professional 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 skills, 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's rationale for using teacher effectiveness is based on 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 Amy Lerman (amy.lerman@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 Amy Lerman (amy.lerman@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 Math

Area of Focus Description and Rationale: By June 2022, Orange County Virtual School will improve the percentage of students scoring a level 3 or above by at least 10 percent. Based on the 2020-2021 school data, 49 percent of students scored level 3 or above on FSA mathematics. This represents a 10 percent decrease from the 2018-2019 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 2021-2022 school year, the percent of students achieving Level 3 or above in Math will increase from 49% to 59%.

Monitoring: The school will broaden the data analysis protocols used in PLC's to analyze instructional practices and make necessary adjustments to improve student outcomes. Progress monitoring will occur followed by data analysis and instructional planning. Classroom walkthrough will be conducted and feedback to monitor the effective use of instructional strategies.

Person responsible for monitoring outcome: Amy Lerman (amy.lerman@ocps.net)

Evidence-based Strategy: Through Professional 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 skills, 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's rationale for using teacher effectiveness is based on 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 Amy Lerman (amy.lerman@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 Amy Lerman (amy.lerman@ocps.net)

#3. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Based on the Orange County Virtual School Panorama data, 40% of students felt a sense of belonging at the school. By June 2022, Orange County Virtual School will improve student sense of belonging by increasing the percentage students who feel accepted and included from 40% to 50% on the Panorama survey.

Measurable Outcome: By June 2022, Orange County Virtual School will improve student sense of belonging by increasing the percentage students who feel accepted and included from 40% to 50% on the Panorama survey.

Monitoring: 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 for monitoring outcome: Amy Lerman (amy.lerman@ocps.net)

The CASEL Core Competencies will be a continued focus during the 2021-2022 school year. Those competencies include:

- Evidence-based Strategy:**
1. Identifying emotions
 2. Accurate self-perception
 3. Recognizing strengths
 4. Self-confidence
 5. Self-efficacy

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

Action Steps to Implement

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

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

NA

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.

Orange County Virtual School will continue to focus on its Culturally Responsive school plan to build upon instruction and to provide differentiation and equitable access to education for students from all cultures. Strategies that 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. A huge focus will also be placed on building relationships. 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 is 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

In order to establish a positive school culture and climate, OCVS teachers and staff engage in ongoing, district-wide professional learning on leveraging social and emotional learning. Through a distributive leadership model, OCVS uses social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from OCVS, which includes a core group of teachers and administrators, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for school stakeholders, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine the next steps.

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: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
Total:			\$0.00