

Orange County Public Schools

Ocvs Virtual Instruction Program



2021-22 Schoolwide Improvement Plan

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Ocvs Virtual Instruction Program

4000 SILVER STAR RD, Orlando, FL 32808

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

Demographics

Principal: Brandi Gurley

Start Date for this Principal: 10/8/2021

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)	21%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
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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Ocv's Virtual Instruction Program

4000 SILVER STAR RD, Orlando, FL 32808

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	%

School Grades History

Year Grade	2012-13	2011-12
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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
Johns, Corey	Assistant Principal	Assistant Principal will: *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
Lerman, Amy	Assistant Principal	Assistant Principal will: *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
Gurley, Brandi	Principal	Principal will: *Facilitate implementation of MTSS process *Provide or coordinate valuable and continuous professional development *Analyze student data to determine achievements and opportunities for growth *Attend MTSS Team meetings to be active in the MTSS process *Conduct classroom walk-through observations to monitor the effectiveness of instruction
Hawkins, Marsela	Instructional Coach	<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

Demographic Information

Principal start date

Friday 10/8/2021, 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.*

1

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.*

2

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

82

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

0

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

0

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	10	9	6	5	4	5	6	4	5	4	7	3	68
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	1	0	1
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	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	0	1	1	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	1	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	1	2	2	0	1	0	7
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	0	0	1	0	0	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	1	0	0	0	0	0	0	0	0	0	1
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

Friday 10/8/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	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	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 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					62%	61%		60%	60%
ELA Learning Gains					60%	59%		57%	57%
ELA Lowest 25th Percentile					55%	54%		54%	52%
Math Achievement					61%	62%		60%	61%
Math Learning Gains					60%	59%		60%	58%
Math Lowest 25th Percentile					54%	52%		55%	52%
Science Achievement					56%	56%		56%	57%
Social Studies Achievement					74%	78%		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	0%	55%	-55%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	57%	-57%	58%	-58%
Cohort Comparison						
05	2021					
	2019	70%	54%	16%	56%	14%
Cohort Comparison						
06	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	0%	52%	-52%	54%	-54%
Cohort Comparison		-70%				
07	2021					
	2019	0%	48%	-48%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019	0%	50%	-50%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	62%	-62%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	63%	-63%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	30%	57%	-27%	60%	-30%
Cohort Comparison		0%				
06	2021					
	2019	0%	43%	-43%	55%	-55%
Cohort Comparison		-30%				
07	2021					
	2019	0%	49%	-49%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	36%	-36%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	54%	-14%	53%	-13%
Cohort Comparison						
08	2021					
	2019	0%	49%	-49%	48%	-48%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-40%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	66%	-66%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	63%	-63%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	53%	-53%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring data is not available at this time by the vendor.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

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

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

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
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

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

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	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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?

Based on 2021 school data, 46 students across all grade levels were administered the FSA ELA Assessment. Of the 46 students, two grade levels had a cell size greater than or equal to 10 (3rd Grade - 10 students, and 4th grade - 11 students). Based on data, 100% of 3rd-grade students scored Level 3 or above on the FSA ELA Assessment. In 4th grade, 55% of students scored below level 3 on the FSA ELA Assessment. School-wide FSA ELA trend data indicate 50% of Black students scored below Level 3, 34% of Hispanic students scored below Level 3, and 23% of White students scored below Level 3.

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

Based on 2021 assessment data, ELA component is the greatest need for improvement. Based on school-wide data, 70% of students scored Level 3 or above, while 10% scored Level 1 and 20% scored Level 2.

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, students struggled to complete live lessons. Additionally, students struggled with support in their learning. The following new actions will be taken to address this need for

improvement:

- 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

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

Based on the 2021 ELA assessment data, 3rd grade students showed the most improvement. Based on data, 100% of students who were administered the FSA, ELA assessment scored at or above Level 3.

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. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Based on 2021 Panorama Data, 70% of families responded favorably regarding their perceptions of the overall social and learning climate at the school.
Measurable Outcome:	By June 2022, Orange County Virtual Instruction Program will improve the percent of families responding favorably to the Panorama Survey for School Climate from 70% to 80%.
Monitoring:	The school will monitor the focus on social-emotional learning through the student character lab data and Panorama surveys. Data will be collected from classroom walkthroughs and feedback from teacher conferences and small group teacher-led PLC's.
Person responsible for monitoring outcome:	Amy Lerman (amy.lerman@ocps.net)
Evidence-based Strategy:	The CASEL Core Competencies will be a continued focus during the 2021-2022 school year. Those competencies include: <ol style="list-style-type: none"> 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 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 Amy Lerman (amy.lerman@ocps.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on 2021 school data, 30% of students, school-wide, scored Level 1 or 2 on the FSA ELA Assessment, while 70% of students scored Level 3 or above on the assessment. School-wide data indicated that 50% of Black students scored below Level 3 on the FSA, ELA Assessment, 34% of Hispanic students scored below Level 3, and 23% of White students scored below level 3. Additional support is needed to increase the percent of students scoring Level 3 or above on the FSA, ELA Assessment.

Measurable Outcome: For the 2021-2022 school, the percent of students scoring at or above Level 3 on the FSA, ELA Assessment will increase from 70% to 75%.

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 walk-through 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.

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

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)

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 with additional lessons to target deficit areas.

Person Responsible Amy Lerman (amy.lerman@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: Culture & Environment: Social Emotional Learning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00