

Orange County Public Schools

Ocvs Virtual Franchise



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2021-22 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	2021-22: I (%) 2018-19: A (68%) 2017-18: A (65%)
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	ATSI
* 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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4000 SILVER STAR RD, Orlando, FL 32808

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	69%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	I		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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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
Sohel, Manal	Other	<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>
Walsh, Anne	Other	<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

Name	Position Title	Job Duties and Responsibilities
		2 and 3 *Implement instructional interventions with fidelity
Alexander, Ervin	Other	*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
Lohr, Renee	Other	*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
Llivera, Nikishia	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

Demographic Information

Principal start date

Tuesday 8/10/2010, Brandi Gurley

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

31

Total number of teacher positions allocated to the school

239

Total number of students enrolled at the school

1,303

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

14

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	12	27	42	42	42	42	39	66	69	58	58	74	93	664
Attendance below 90 percent	0	1	1	1	1	3	8	2	4	2	2	2	2	29
One or more suspensions	0	0	0	0	0	0	0	1	0	2	0	0	0	3
Course failure in ELA	0	0	0	0	0	1	1	1	1	3	0	0	0	7
Course failure in Math	0	0	0	0	0	0	0	0	1	3	2	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	6	7	7	10	13	10	7	10	0	71
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	22	16	24	17	17	19	24	29	3	173
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	6	6	6	7	8	7	7	7	0	55

Using current year data, complete the table below with the number of students identified as being "retained.":

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	
Students retained two or more times	0	0	0	1	0	0	0	0	0	1	1	0	0	3

Date this data was collected or last updated

Thursday 7/28/2022

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	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	
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	

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

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	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		
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		

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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		57%	55%				86%	62%	61%
ELA Learning Gains							68%	60%	59%
ELA Lowest 25th Percentile							75%	55%	54%
Math Achievement		41%	42%				68%	61%	62%
Math Learning Gains							51%	60%	59%
Math Lowest 25th Percentile							53%	54%	52%
Science Achievement		57%	54%				68%	56%	56%
Social Studies Achievement		63%	59%				92%	74%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	79%	52%	27%	54%	25%
Cohort Comparison		0%				
07	2022					
	2019	88%	48%	40%	52%	36%
Cohort Comparison		-79%				
08	2022					
	2019	86%	54%	32%	56%	30%
Cohort Comparison		-88%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
06	2022					
	2019	92%	43%	49%	55%	37%
Cohort Comparison		0%				
07	2022					
	2019	80%	49%	31%	54%	26%
Cohort Comparison		-92%				
08	2022					
	2019	0%	36%	-36%	46%	-46%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	62%	49%	13%	48%	14%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	67%	8%	67%	8%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	66%	16%	71%	11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	69%	25%	70%	24%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	63%	9%	61%	11%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	53%	0%	57%	-4%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	29	29	18	26	42	42	26	43		86	21
ELL	67	65	71	43	35	25	45	70		94	40
ASN	81	60	57	72	42		68	90	70		
BLK	60	56	41	36	45	45	57	70	56	90	28
HSP	65	56	42	44	45	39	54	74	36	89	46
MUL	73	65		59	43		80				
WHT	75	61	38	64	55	50	76	81	59	95	51
FRL										91	41
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
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

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
FRL	88	53		65	47		55	100			

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	581
Total Components for the Federal Index	11
Percent Tested	77%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	68
Asian Students Subgroup Below 41% in the Current Year?	NO
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	54
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	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	64
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	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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.

What data components, based off progress monitoring and 2022 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%

2021-2022

1. Math Lowest 25 Learning Gains-43%
2. Math Learning Gains-48%

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. Students' lack of participation in tutoring and interventions was evident last year and will be a huge focus during the 2022-2023 school year. Teachers will motivate students to attend live lessons, face to face school visits for instruction, 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 2022 state assessments, showed the most improvement?

Based off progress monitoring and 2022 state assessments, students in grade 3,6, and 8 made significant gains on the FSA Math assessment compared to the 2021 assessment:

2021-2022 Gains

3rd Grade +10

6th Grade +17

8th Grade +16

In ELA, students in grades 5,6, and 7 made the most gains on the 2022 ELA FSA assessment compared to the 2021 ELA assessment :

2021-2022 Gains

5th Grade +7

6th Grade +9

7th Grade +6

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

In addition to live lessons, and one on one tutoring, multi-tiered support was also provided to our students by our teachers, coaches, and support staff. ELL study halls along with ESE and Gifted services were provided to meet the diverse learning needs of all our students.

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
- Collaborative Professional Learning Communities

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, ESE Strategies, ELL Strategies and Life Skills.

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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2021-2022 assessment data, 43% of students in the lowest 25 percent made learning gains. This represents a 19% increase from the 2020-2021 school year. Our lowest 25 percent continues to be a focus for the 2022-2023 school year. Our 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:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June of 2023, the percentage of students in the lowest 25% making learning gains in Math will increase from 43% to 53%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Orange County Virtual School will collectively use progress monitoring data throughout the school year to reflect on instructional practices, increase collaboration, and make necessary adjustments to improve student outcomes.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Through Professional Learning Communities, teachers will collaborate and take collective responsibility on student learning outcomes. 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:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

Using FSA, EOC and progress monitoring data it has been determined that this is an area of focus. OCVS will use iReady, IXL, Khan Academy, 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 [no one identified]

Kindergarten through 12th grade students will be administered the F.A.S.T progress monitoring 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 [no one identified]

Intervention and B.E.S.T team will work closely with instructional staff during PLCs to provide supplemental resources and monitoring procedures to ensure expectations are being met with fidelity. Tier 2 and Tier 3 students will utilize I-Ready math, IXL, Khan Academy with fidelity and will be presented additional lessons to target deficit areas.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to ELA**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2021-2022 assessment data, 45% of students in the lowest 25 percent made learning gains. This represents a 3% increase from the 2020-2021 school year. Our lowest 25 percent continues to be a focus for the 2022-2023 school year. Our progress monitoring data show achievement gaps among some sub-groups. Additional strategies are needed to increase student proficiency and close achievement gaps in ELA.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June of 2023, the percentage of students in the lowest 25% making learning gains in ELA will increase from 45% to 50%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Orange County Virtual School will collectively use progress monitoring data throughout the school year to reflect on instructional practices, increase collaboration, and make necessary adjustments to improve student outcomes.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Through Professional Learning Communities, teachers will collaborate and take collective responsibility on student learning outcomes. 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. To support the adoption and implementation of the B.E.S.T standards, our B.E.S.T. Elementary/ Secondary Problem Solvers Team will collaborate with our professional learning communities on standard progression and support with targeted skill instruction to increase student learning.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

Based on classroom observations and student data it has been determined that this is an area of focus. OCVS will use progress monitoring data, 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. 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Kindergarten through 12th grade students will be administered the F.A.S.T progress monitoring 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 [no one identified]

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 [no one identified]

Intervention and our school-based B.E.S.T team will work closely with instructional staff during PLCs to provide supplemental resources and monitoring procedures to ensure expectations are being met with fidelity. Tier 2 and Tier 3 students will utilize I-Ready reading and Khan Academy with fidelity and will be presented additional lessons to target deficit areas.

Person Responsible [no one identified]

#3. Positive Culture and Environment specifically relating to Student Engagement

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the Spring 2022 Panorama Survey, 85% of elementary students and 51% of secondary students felt a sense of belonging at Orange County Virtual School. By June 2023, Orange County Virtual School will improve students sense of belonging by increasing the percentage of students who feel accepted and included in elementary and secondary by 10%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, Orange County Virtual School will improve students' sense of belonging by increasing the percentage of students who feel accepted and included from 51% to 61% on the Panorama survey.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will receive professional development on implementing life skills lessons to support building relationships and combating anxiety to help remove barriers to feeling a sense of belonging.

Person responsible for monitoring outcome:

[no one identified]

Students will be polled on the same Panorama survey questions once a semester to monitor progress to drive our PD and Life skill discussions towards meeting our goal. The strategies below will be implemented to ensure our students feel they are valued members of our school community.

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Teacher designates a visible Life skills section on announcement page.
2. Teacher provides a Life skills lesson a minimum of once per week.
3. Additional progress monitoring will be incorporated to drive Life skills discussions built around the five-panorama survey questions regarding students' sense of belonging.

Q1. How well do people at your school understand you as a person?

Q2. How much do you matter to others at this school?

Q3. How connected do you feel to the adults at your school?

Q4. How much respect do students in your school show you?

Q5. Overall, how much do you feel like you belong at your school?

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for this goal is for students to feel they are valued members of our school community.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teacher designates a visible Life skills section on announcement page.
2. Teacher provides a Life skills lesson a minimum of once per week.
3. Additional progress monitoring will be incorporated to drive Life skills discussions built around the five-panorama survey questions regarding students' sense of belonging.

Person Responsible [no one identified]

#4. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

NA

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.