Ocvs Virtual Franchise School

2023-24

Schoolwide Improvement Plan (SIP)

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Ocvs Virtual Franchise

4000 SILVER STAR RD, Orlando, FL 32808

https://ocvs.ocps.net/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Gurley, Brandi	Principal	*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	*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
Lerman, Amy	Assistant Principal	*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
Lluvera, Nikishia	Assistant Principal	*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
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

Name	Position Title	Job Duties and Responsibilities
		*Implement interventions designed by the MTSS team for students in Tier 2 and 3 *Implement instructional interventions with fidelity

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Leadership and school staff will share input in developing the School Improvement Plan.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP will be monitored at the beginning, middle, and end of the school year to ensure student achievement.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	69%
2022-23 Economically Disadvantaged (FRL) Rate	0%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: I 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	1	2	1	2	6	3	15
One or more suspensions	0	0	0	0	0	0	0	3	0	3
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	9	8	11	15	15	58
Level 1 on statewide Math assessment	0	0	0	0	16	21	18	15	20	90
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	1	2	9	0	0	0	0	13

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	0	0	0	0	0	1	0	1

Using the table above, complete the table below with the number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	1	1	1	1	3	8	2	4	29
One or more suspensions	0	0	0	0	0	0	0	1	0	3
Course failure in ELA	0	0	0	0	0	1	1	1	1	7
Course failure in Math	0	0	0	0	0	0	0	0	1	6
Level 1 on statewide ELA assessment	0	0	0	1	6	7	7	10	13	71
Level 1 on statewide Math assessment	0	0	0	2	22	16	24	17	17	173
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	6	6	6	7	8	55

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	1	1	1	1	3	8	2	4	21
One or more suspensions	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	1	1	1	1	4
Course failure in Math	0	0	0	0	0	0	0	0	1	1
Level 1 on statewide ELA assessment	0	0	0	1	6	7	7	10	13	44
Level 1 on statewide Math assessment	0	0	0	2	22	16	24	17	17	98
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	6	6	6	7	8	34

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	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

(Grade Level columns: K 1 2 3 4 5 6 7 8)

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	63	56	53	59	57	55	68		
ELA Learning Gains				58			59		
ELA Lowest 25th Percentile				42			45		
Math Achievement*	48	59	55	41	41	42	49		
Math Learning Gains				48			32		
Math Lowest 25th Percentile				43			24		
Science Achievement*	60	56	52	48	57	54	56		
Social Studies Achievement*	70	68	68	53	63	59	71		
Middle School Acceleration	38	74	70	52	52	51	53		
Graduation Rate	94	82	74	91	52	50	90		
College and Career Acceleration	40	46	53	46	71	70	50		
ELP Progress		55	55		73	70			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	8
Percent Tested	92
Graduation Rate	94

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	581
Total Components for the Federal Index	11
Percent Tested	77
Graduation Rate	91

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	54			
AMI				
ASN	78			
BLK	50			
HSP	58			
MUL	72			
PAC				
WHT	66			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	64			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	1	
ELL	56			
AMI				
ASN	68			
BLK	53			
HSP	54			
MUL	64			
PAC				
WHT	64			
FRL	66			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	63			48			60	70	38	94	40	
SWD	35			24			43	45		22	6	
ELL	66			43			50	58			4	
AMI												
ASN	76			79			93	62			4	
BLK	49			34			44	68		23	7	
HSP	62			47			55	64	25	45	8	
MUL	69			55			73	92			4	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	71			58			70	77	48	42	8	
FRL										37	2	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	59	58	42	41	48	43	48	53	52	91	46	
SWD	29	29	18	26	42	42	26	43		86	21	
ELL	67	65	71	43	35	25	45	70		94	40	
AMI												
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					
PAC												
WHT	75	61	38	64	55	50	76	81	59	95	51	
FRL										91	41	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	68	59	45	49	32	24	56	71	53	90	50	
SWD	23	37	36	19	28	20	34	56				
ELL	57	57	47	45	38	30	41	58				
AMI												
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				
PAC												
WHT	78	65	40	58	37	30	71	75	53	97	53	
FRL										80	60	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	59%	49%	10%	50%	9%
05	2023 - Spring	62%	54%	8%	54%	8%
07	2023 - Spring	66%	45%	21%	47%	19%
08	2023 - Spring	60%	46%	14%	47%	13%
09	2023 - Spring	60%	46%	14%	48%	12%
04	2023 - Spring	69%	60%	9%	58%	11%
06	2023 - Spring	63%	44%	19%	47%	16%
03	2023 - Spring	53%	52%	1%	50%	3%

| MATH | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	52%	53%	-1%	54%	-2%
07	2023 - Spring	63%	38%	25%	48%	15%
03	2023 - Spring	46%	59%	-13%	59%	-13%
04	2023 - Spring	34%	62%	-28%	61%	-27%
08	2023 - Spring	67%	58%	9%	55%	12%
05	2023 - Spring	38%	55%	-17%	55%	-17%

| SCIENCE | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	55%	50%	5%	44%	11%
05	2023 - Spring	54%	59%	-5%	51%	3%

| ALGEBRA | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	47%	1%	50%	-2%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	45%	-6%	48%	-9%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	63%	7%	63%	7%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	61%	12%	66%	7%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	62%	8%	63%	7%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on the results of the 2022-2023 Florida Assessment of Student Thinking (FAST), ELA and Math proficiency continues to be a focus for Orange County Virtual School. Although, grades 3-10 in ELA shows 62% proficiency, grades 3,5,6, and 8 showed a drop compared to the 2021-2022 school year. Additionally, FAST Math for grades 3-8 shows 56% proficiency, which is a 15% increase from the 2021-2022 school year, however, grades 4 and 6 showed a drop compared to the 2021-2022 school year. Our FAST Math data combined with Algebra and Geometry showed 51% proficiency. Testing participation has increased but it still continues to be a focus for Orange County Virtual School. The factors that contribute to the low performance is student participation in weekly live lessons, tutoring and interventions. A greater emphasis is needed on increasing student participation on assessments, live lessons, tutoring, and interventions.

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

The data component that showed the greatest decline from the prior year was ELA proficiency in grades 3,5,6,and 8, which showed a 10-19 percent decline compared to the 2021-2022 school year. In Math,

grades 4 and 6 showed an 8-16 percent decline compared to the 2021-2022 school year. The contributing factor to this decline was a lack of participation, and differentiation in the standards based instruction to meet the needs of individual students.

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

Foundational Math is still an area of concern. In grades 3rd-5th, our students scored lower than the district and state, and our average student score was not a passing score. The factors that contribute to this gap is the need for collaboration on standards-based instruction and targeted interventions.

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

Grade 8th FAST Math showed the most improvment, making a 20 percent gain. EOC Biology made a 13 percent gain. The implementation of the supplemental programs such as IXL, Khan Academy along with on-going bootcamps, tutoring, and homeroom support were provided. Our coaches worked closely with our teachers and students to provided an extra layer of support. Additionally, PLCs implemented the ATTACK form to increase data based discussions and colloboration on best practices.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One potential area of concern is an increase in the number of students that exhibit an early warning indicator for Level 1 on the statewide ELA assessment. There is an increase in the total number of students compared to last year's EWS data.

Additionally, there is an increase in the number of students in fifth and eight grade that exhibit an early warning indicator for Level 1 on the statewide Math assessment. The total number of students compared to last year's EWS data dropped but this continues to be an area of focus due to a shift in our enrollment.

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

1) Increase school-wide percentage of proficiency in ELA.
2) Increase school-wide percentage of proficiency in Math.
3) Increase student sense of belonging at Orange County Virtual School.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The rationale for this area of focus is to increase the number of students achieving proficiency in ELA. For the 2023-2024 school year, ELA will continue to be a school-wide focus.Teachers will continue to provide standards based instruction aligned to the B.E.S.T standards to ensure mastery, collaborate with their Professional Learning Communities(PLCs), and use the progress monitoring FAST assessments throughout the year to monitor and track proficiency.

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

By June of 2024, the percentage of students in ELA will increase proficiency from 62% to 67% on the statewide progress monitoring assessment.

Orange County Virtual 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.

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

Orange County Virtual School will monitor student outcomes through the Fall, Winter, and Spring progress monitoring assessments (FAST), and supplemental programs which include: Exact Path, Imagine Learning, Read180, Reading Plus and IXL. Additionally, our teachers and intervention team will track progress monitoring data and collaborate with their PLCs to make data driven decisions to increase student achievement. Classroom walkthroughs will be conducted with actionable feedback to monitor the effective use of instructional strategies.

Person responsible for monitoring outcome:
Manal Sohel (manal.sohel@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Tracking the progress monitoring assessments will give teachers a baseline score and allow Professional Learning Communities (PLCs) to collaborate on standards-based instruction and evidence-based strategies to increase 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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Monitoring proficiency through the progress monitoring assessments will allow teachers, reading coaches, and intervention team to track progress and determine the specific areas of need by benchmark or skill. Additionally, teachers and support team can use this data to plan for targeted live lessons, tutoring, study halls, small group or one-on-one tutoring. The leadership team will conduct observations and provide teachers with
actionable feedback on standards-based instruction. Leadership team members will meet weekly to discuss findings and trends that they have observed within their classroom walkthroughs and PLC meetings.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Professional development will be presented on supplemental resources and monitoring procedures to ensure expectations are being met with fidelity.

Person Responsible: Nikishia Lluvera (nikishia.lluvera@ocps.net)

By When: September- October 2023

Administrators will conduct teacher observations on standards based instruction and provide specific actionable feedback.

Person Responsible: Amy Lerman (amy.lerman@ocps.net)

By When: Ongoing throughout the school year.

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: Amy Lerman (amy.lerman@ocps.net)

By When: Ongoing throughout the school year.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For the 2023-2024 school year, Math will continue to be a school-wide focus as we implement the Benchmarks for Excellent Student Thinking (B.E.S.T.) standards and use the progress monitoring FAST assessments throughout the year to track proficiency.

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

By June of 2024, the percentage of students in Math will increase proficiency from 51% to 56% on the statewide progress monitoring assessment.

Orange County Virtual 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.

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

Orange County Virtual School will monitor proficiency through the Fall, Winter, and Spring progress monitoring assessments (FAST), and supplemental programs which include: SuccessMaker, IXL, and Khan Academy. Additionally, our teachers and intervention team will track progress monitoring data and collaborate with their PLCs to make data driven decisions to increase student achievement. Classroom walkthroughs will be conducted with actionable feedback to monitor the effective use of instructional strategies.

Person responsible for monitoring outcome:

Manal Sohel (manal.sohel@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Tracking the progress monitoring assessments will give teachers a baseline score and allow Professional Learning Communities (PLCs) to collaborate on standards-based instruction and evidence-based strategies to increase 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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Monitoring proficiency through the progress monitoring assessments will allow teachers, math coaches, and intervention team to track progress and determine the specific areas of need by benchmark or skill. Additionally, teachers and support team can use this data to plan for targeted live lessons, tutoring, study halls, small group or one-on-one tutoring. The leadership team will conduct observations and provide teachers with
actionable feedback on standards-based instruction. Leadership team members will meet weekly to discuss findings and trends that they have observed within their classroom walkthroughs
and PLC meetings.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Professional development will be presented on supplemental resources and monitoring procedures to ensure expectations are being met with fidelity.

Person Responsible: Nikishia Lluvera (nikishia.lluvera@ocps.net)

By When: September-October 2023

Administrators will conduct teacher observations on standards based instruction and provide specific actionable feedback.

Person Responsible: Amy Lerman (amy.lerman@ocps.net)

By When: Ongoing throughout the school year.

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: Amy Lerman (amy.lerman@ocps.net)

By When: Ongoing throughout the school year.

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Due to the nature of our virtual environment along with Spring 2023 Panorama Student Survey data, continuing to focus our efforts at further fostering a sense of belonging with our secondary students, especially for those in high school, if justified. On the sense of belonging indicator, elementary students in 4th and 5th grade remained at 83% favorable (among the highest percentile tier) while middle school students in grades 6-8 reported 58% favorable and high school students in grades 9-12 even lower at 48%. The disparity felt between how well our elementary and secondary full-time students feel they are valued members of our school community is something we seek to rectify.

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

By June of 2024, OCVS will increase student sense of belonging by five percentage points on the Spring Panorama Student Survey as follows:

- Elementary will increase from 83% to 88%.
- Middle will increase from 58% to 63%.
- High will increase from 48% to 53%.

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

This area of focus will be monitored through classroom walkthroughs, and student attendance on school-wide initiatives and events.

Person responsible for monitoring outcome:

Manal Sohel (manal.sohel@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Spring 2023 Panorama Survey data summary will be shared and PLC data chats/brainstorming sessions will take place during October staff meeting.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale of this goal is to establish a positive school culture and climate where all students feel a sense of belonging and acceptance.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

-Clubs and activities will be offered to elementary, middle and high school students during Open House.
-On campus activities for Seniors will take place quarterly with Senior Advisor.
-Senior Officer positions will be offered.
- Honor Roll celebrations will take place each semester.
-Teachers will conduct Welcome Calls and Monthly Calls to communicate with students and families.
-Students will attend orientation at the beginning of the semester.
-Charger Connection will be sent to families once a month with school information and student spotlight.
- On campus and virtual work days will be offered.
-Resiliency Days and district prevention initiatives (i.e. Red Ribbon Week) will be celebrated.

Person Responsible: Nikishia Lluvera (nikishia.lluvera@ocps.net)

By When: Ongoing throughout the school year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The basis for the areas of focus in the action plan was generated with input from students, parents, teachers, and support staff. The School Advisory Committee meets quarterly to review the previous year's School Improvement Plan, the school-wide assessment results, and the improvement goals for the upcoming year. The SAC reviews the broad outline of the year's SIP, and then addresses the details presented by the administration and the school's leadership team. The Orange County Virtual School SAC consists of the principal, parents, teachers, community members, and student representatives to provide a broad spectrum of input to the focus on school improvement. Additionally, the SAC monitors the progress of the SIP and school goals. The SAC promotes future meetings throughout the year on the school website at: ocvs.ocps.net; the school newsletter mailed out monthly, and through social media platforms.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No