Flvs Full Time 9 12

2014-15 School Improvement Plan

Flvs Full Time 9 12

2145 METROCENTER BLVD, Orlando, FL 32835

www.flvs.net

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
High	Yes	36%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	37%

School Grades History

Year	**2013-14**	**2012-13**	**2011-12**	**2010-11**
Grade	B	B		

School Board Approval

This plan was approved by the FL Virtual County School Board on 12/9/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission: To deliver a high quality, technology-based education that provides the skills and knowledge students need for success.

Provide the school's vision statement

Vision: To transform education worldwide – one student at a time.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

FLVS's core beliefs are:
? Every student is unique, so learning should be dynamic, flexible, and engaging.
? Studies should be integrated rather than isolated.
? Students, parents, community members, and schools share responsibility for learning.
? Students should have choices in how they learn and how they present what they know.
? Students should be provided guidance with school and career planning.
? Assessments should provide insights not only of student progress, but also of instruction and curriculum.
To operationalize our beliefs, home room teachers call all students and parents during the first week of school in order to introduce themselves and learn more about the students and parents. Lines of communication are established between the teacher and student as well as the teacher and parent. Each month, the parent receives a call from the home room teacher who acts as a liaison for the student's teachers. On a regular basis, teachers conduct Discussion Based Assessments with each student to assess mastery of the course concepts.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Homeroom teacher (HR) complete Welcome Calls with all students and parents at the start of the school year to welcome the students and families to school. The HR teacher then calls the student and parents at a minimum of once a month to update them on the student's progress in all of their courses. If there are any concerns with students work, attendance, etc. the HR teacher will contact the family right away. All courses offer weekly live lesson sessions where students can receive live instruction on the lessons that they are currently working on in the course. Teachers and administration have open door policies where families can call, text, or email anytime they need assistance.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

During the Welcome Call teachers layout the expectations for attendance and school work with families. We expected all students to complete their own work and practice Academic Integrity with the work they are submitting. Validity of work being submitted is verified by the teacher while

conducting Discussion Based Assessments (DBAs) with students throughout the course. Students are also held to high standards utilizing chat boxes, emailing, and other tools providing within the school to discuss school issues with other students. If students are found to be using these tools inappropriately families are contacted by teachers or administration to discuss how it was being used inappropriately and what to do in order to continue to have the privilege to use the tools provided by the school to interact with peers.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students and parents are provided with open access to teachers, administration, guidance and other support staff such as Reading Coaches, ESE Specialist, and ELL assistance.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/195052.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

As a state-wide entity, FLVS has no 'local community'. However, in an effort to provide students with dual enrollment opportunities, FLVS has partnered with Polk State College. FLVS has also partnered with Ucertify to deliver 21 CAPE courses, Study Forge for higher level math, and many other resources for students such as Learning.com, Cengage, ALEK, and Driver's Ed.com.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Santana, Katie	Principal
Gagne, Elizabeth	Assistant Principal
Fisher, Alison	Assistant Principal
King, Ryan	Assistant Principal
Berry, Lisa	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Katie Santana-Principal
Oversees curriculum, APs, Literacy, Assessment, Interventions, and Advanced Placement courses
Elizabeth Gagne-Assistant Principal
Oversees all counselors, registration, and High School Math teachers
Alison Fisher-Assistant Principal
Oversees Title 1, School Improvement, Literacy, students P-Z, and all English Teachers
Ryan King-Assistant Principal
Oversees Student Activities, Graduation, CTE, Students H-O, History Teachers, and Elective Teachers
Lisa Berry-Assistant Principal
Oversees Dual Enrollment, Math, Science, and Foreign Language Teachers
Christina Naso-District Literacy Leader
Oversees Literacy in the school-Reading Plan, FAIR Testing, and coaches
Max Arb-Assessment Manager
Oversees enrollment techs and ensuring all students attend proper state testing
Nikki Callaghan-ESE Manager
Works with students and families with IEP and developing/updating when needed

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

If the FLVSFT has reason to suspect that a student enrolled in the program may be a student with a disability in need of special education and related services, FLVSFT Student Support Team (SST) will initiate Response to Intervention (RtI) with the student. RtI is a method of developing and implementing research based instruction and interventions based on a three tiered model. The RtI model used by FLVSFT integrates core instruction (Tier 1), supplemental instruction/interventions (Tier 2), and intensive interventions (Tier 3). At each tier level, progress monitoring is implemented and reported to serve as written documentation of activities, meetings, and responsible personnel. Student Support Team (SST) is a general education, data driven, decision-making committee whose standing members consist of at least the principal/designee, a classroom teacher, and the referring teacher. Additionally, School Counselors, Master Teachers, Reading Coach, Special Education Teachers, and SLPs may be on the SST team if applicable. Contracted service personal including but not limited to School Psychologist, Occupational Therapists, Physical Therapist, and Mental Health Counselor are invited to participate on the SST team if applicable to the specific student in review. In discussing an individual student's difficulties, the student's parent or guardian is an invited participant. Parents are provided a report or summary by the SST on the status of the student's response to scientifically research-based interventions, which would include repeated assessments of

achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. If the student completes all three tiers of RtI, the SST (which includes the parent) will determine if the student should be referred for a Special Education Evaluation to determine if the student meets eligibility for special education services. Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and may believe there could be a need for special education assistance. If this is suspected, the teacher will first help the Learning Coach implement a series of program modifications. If those documented strategies fail, he or she will then refer the student to the school's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. A Response to Intervention (RTI) process is followed for any student that is not making progress in the grade level curriculum. Multi-tiered interventions are implemented and monitored weekly or bi-monthly depending on the needs of the individual student. The SST team will collect data and consult with a member of the special education team. If the recommended strategies and interventions do not have a positive impact, the SST team (along with the parent) will officially refer the student to the school's special education team. They may even consult with a member of the special education team. If after all the recommended strategies fail, the team (along with the parent) will officially refer the student to the school's special education team. Once the team receives the referral they will begin the process of determining if the student is in need of a special education evaluation, an IEP, and ultimately special education services. At any time in this process, parents may formally request that the school evaluate the student for suspected disabilities.

Coordination of programs and use of all funding sources (state, federal FLVS does not receive local funding) is a joint responsibility of the district full time leadership and finance team, school principals, and the financial services team with which the school has contracted for some of these services. FLVSFT team will coordinate Title I, Part A and Title II, Part A funds to provide supplement professional development activities to teachers and staff in the K-8 and 9-12 schools. The professional development activities provided through Title I and Title II were collaborated upon during the needs assessment and are included in the Title I and Title II applications based on the decisions made after review of student and teacher data. An example of the training includes; Ruby Payne Math Strategies and Reading for Meaning. Additional services are provided to ensure students requiring intervention are provided through Title I, Part A and IDEA. FLVSFT schools will be carrying out the services and activities that are designed to improve the quality of the teaching force and ultimately student achievement. FLVSFT does not receive funds for Title I, Part C; Title I, Part D, Title III, or Title X.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Angiela Zola	Parent
Kerry Byrne	Parent
Rose Rodriguez	Teacher
Suzanne Morse	Teacher
Cindy Knoblauch	Education Support Employee
Alison Fisher	Principal
Katie Santana	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC team will review last year's goals, results, and utilize those data points to write goals for the 2014-2015 school year. The School Improvement Plan will be shared with all involved stakeholders for review and suggestions regarding making improvements in student learning goals and improvements.

Development of this school improvement plan

The SAC team will utilize the data gathered from comparing last year's goals to last year's results to create a new plan for this school year. Once the new plan is created it will be shared with all stakeholders.

Preparation of the school's annual budget and plan

Title I Parent Involvement: $4830.00

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Projected use of school improvement funds will be to provide assistance to our struggling learners through tools such as Prepworks and Study Island.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Dale, Kelly	Instructional Coach
Fisher, Alison	Assistant Principal
Edmond, Orkisha	Instructional Coach
Hinson, Tammy	Instructional Coach
Hunt, Patricia	Instructional Coach
Naso, Cristina	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The focus for this year will be to determining how to best meet the needs of students through in-depth study and collaboration on the following topics:
• FAB 5 (phonemic awareness, phonics, vocabulary, fluency, comprehension) + Writing
• Instructional Literacy Strategies
• Assessment & Data – Summative vs. Formative
• Differentiating Instruction

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers engage in regular Professional Learning Communities (PLCs) to discuss teaching best practice, Lesson Studies, and peer review of Live Lessons. As a result of the PLCs teachers develop positive and safe working relationships that include collaborative planning and collaborative instruction takes place on a weekly basis as all teachers in the same content area are delivering direct instruction to all students taking a particular course, ie all English 1 teachers deliver weekly live lessons together to all students enrolled in English 1 at FLVS FT. Our teachers also provide each other with peer review on their Live Lessons that they lead as Live Lessons make up a large part of a teacher's final evaluation. Teachers are always accessible to each other through our email system, phone, and Microsoft Lync messenger system.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Florida Virtual School has a team of skilled recruiters that focus on year-round recruiting, outreach, and networking activities to build a pool of teacher candidates to meet our students' needs. Eligible teacher candidates must have a Florida DOE-issued teaching certificate and required endorsements as defined by state standards and expectations at the time of application in order to be considered for an instructional position with FLVS. FLVS prides itself in hiring teachers that are considered highly qualified and in-field by state standards. In order to meet student demand, FLVS may employ certified instructional personnel in an out of field teaching assignment. This is done in full compliance with Florida Statute 1012.42.
FLVS provides a thorough training plan for newly hired teachers that provides a balance of in-person and virtual classroom-style components and application activities in which the new teacher is provided the opportunity to observe and be observed by a partnering Lead Teacher. Frequent feedback and discussion sessions are built into the training process to ensure the new teacher is receiving the information needed to be successful. Extending beyond the training period, FLVS teachers enjoy open-door communication with their Principals, Assistant Principals, and subject matter experts to build upon their knowledge and effectiveness as a teacher. Aligned with state evaluation requirements, the teacher evaluation plan provides a rigorous review of the teacher's performance and impact on student success. The teacher receives the support and development to improve in identified areas through partnership with their Principal/Assistance Principal, a library of in-house training/development materials, and external resources.
FLVS teachers enjoy a competitive salary and benefits package, extensive professional development, and opportunities for personal and professional growth. Some teacher candidates might come to FLVS to enjoy a virtual workplace, but many stay simply for the truly student-centered culture.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The FLVS FT 9 - 12 program utilizes a peer to peer mentoring plan. Teachers who have successfully completed a full year within the FLVS FT 9 - 12 program, are eligible to work as a mentor for a new hire. During a teacher's first year of teaching with FLVS we partner new teachers with a peer who teaches within the same course/content, so that not only can they provide strategies for a successful school year in the online environment, but course/content specific strategies as well.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

FLVS courses are aligned to the FDOE course descriptions incorporating FL Higher Standards into all courses and thoroughly training all teachers on these expectations. Course content is reviewed annually against current course descriptions and updates are made as needed. Each course includes a standards page which outlines where all the FL Higher Standards are met by segment, module and lesson. Standards pages are available to instructional leadership, instructors, students and parents. All courses are currently aligned with the FL Higher Standards from core courses to electives. Instructors also provide live lesson instruction to students incorporating RTI strategies in response to learning gaps identified by formative assessment data. Live lesson content is directly aligned to standard complexity levels as designated by the FDOE and mastery expectations as designed in summative assessment.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The assistant principal team completes monthly walkthroughs with their teachers to discuss student learning. We ensure that the students are successfully completing their work. The teachers work in their PLCs to identify areas of weakness for their students, and address necessary differentiation through one on one conversations, small group sessions, and large group live lessons. In addition to the differentiation from the teacher of the course, we have intervention teachers who provide added support to the students who are struggling with the content.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day
Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Student learning needs are assessed during course placement. FLVSFT adheres to state guidelines for placement of students into Intensive Reading and Math courses. At the beginning of each year we

identify the students in our lowest 25% to ensure they are receiving additional support to help them be successful. Using Title 1 Funds we purchase additional resources to allow us to support our lowest 25%

Each year we review our course catalog to ensure we are providing opportunities to meet state graduation requirements, state diploma designations, and that are students are provided equal opportunity for those options.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Guidance Counselors are highly involved in the college and career planning to ensure that students are taking the right rigor of courses necessary for their future plans. Counselors help identify student interests, and coach them into elective options that may provide the opportunity for industry certifications, as well as diploma designations, and state scholarships(Bright Futures). Counselors work with teachers to ensure that students who should be placed into upper level courses. Our students have access to CTE courses, Advanced Placement Courses, and Dual Enrollment opportunities are provided the opportunities are provided to all FLVSFT students that are interested and prepared for those types of courses.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

We provide students with course selections to participate in a Career and Technical Education track, which provides the opportunity to receive industry certifications in: Microsoft Office during the completion of the CCC course. Upon completion of the Foundations of Web/User Interface courses, students who qualify will have the opportunity to earn the Adobe Certified Associate (ACA) Web Communication using Adobe Dreamweaver certification.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

FLVSFT works in conjunction with the FLVS district curriculum team to provide opportunities for additional CTE courses that are offered in the FLVS Part Time program

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

FLVS FT is not listed on the High School Feedback Reports.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Increase the percentage of students scoring at or above proficient for the FSA ELA Writing Component by 3 percentage points over 2014 FCAT 2.0 Writing. We will utilize direct instruction in Live Lessons, early interventions through Intervention Teachers, and professional development to work through the barriers of a new test and new testing format.

G2. Meet or exceed the 2015 AMO target for the combined percentage of students earning Level 3 and higher on the Algebra I, Geometry and Algebra II EOC.

G3. Meet or exceed the 2015 AMO target for the percentage of students earning Level 3 and higher on the FSA ELA Reading.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase the percentage of students scoring at or above proficient for the FSA ELA Writing Component by 3 percentage points over 2014 FCAT 2.0 Writing. We will utilize direct instruction in Live Lessons, early interventions through Intervention Teachers, and professional development to work through the barriers of a new test and new testing format. `1a`

🔑 G048597

Targets Supported `1b`

Indicator	Annual Target
FAA Writing Proficiency	62.0

Resources Available to Support the Goal `2`

- FSA portal, Live Lessons, Intervention Teachers
- Sample test questions that teachers can use with their students to model what will be on the test.
- Direct instruction through virtual office Live Lesson sessions with students and teachers for hands-on application and real-time feedback regarding the content.
- Intervention Teachers to assist struggling students with one on one interventions.

Targeted Barriers to Achieving the Goal `3`

- The Writing Assessment is new for the 14-15SY.

Plan to Monitor Progress Toward G1. `8`

We will use writing test results from the 14-15 school year to establish a baseline

Person Responsible

Alison Fisher

Schedule

On 6/30/2015

Evidence of Completion

G2. Meet or exceed the 2015 AMO target for the combined percentage of students earning Level 3 and higher on the Algebra I, Geometry and Algebra II EOC. 1a

🔍 G048590

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0
AMO Math - African American	68.0
AMO Math - ED	69.0
AMO Math - Hispanic	81.0
AMO Math - White	74.0

Resources Available to Support the Goal 2

- SHoomp, Think Through Math, Live Lessons, and Intervention Teachers

- Online progress monitoring tool with remediation activities for students that are aligned with the standards

- Math practices activities to allow students to apply new strategies learned and extended practice

- Direct instruction on content in virtual offices through Live Lessons

- Intervention teachers applying one on one interventions to students struggling in particular areas.

Targeted Barriers to Achieving the Goal 3

- New test and new testing format for 14-15 school year

Plan to Monitor Progress Toward G2. 8

Gathering baseline data from the AMO assessment in 14-15 school year and increasing Level 3 on EOC exams.

Person Responsible
Katie Santana

Schedule
On 6/30/2015

Evidence of Completion
Student test results and crosswalk from DOE of comparative data from previous tests

G3. Meet or exceed the 2015 AMO target for the percentage of students earning Level 3 and higher on the FSA ELA Reading. 1a

Targets Supported 1b

🔍 G048576

Indicator	Annual Target
AMO Reading - All Students	72.0
AMO Reading - African American	69.0
AMO Reading - ED	65.0
AMO Reading - Hispanic	74.0
AMO Reading - SWD	36.0
AMO Reading - White	72.0

Resources Available to Support the Goal 2

- Intensive Reading, Study Island, Aims Web

- Intensive Reading course for all students scoring a Level 1 or 2 on previous year's FCAT or students entering school with no scores.

- Houses content of Intensive Reading course with assessments and diagnostic tools for students and tracking their progress.

- Aims Web progress monitoring system to replace FAIR

Targeted Barriers to Achieving the Goal 3

- Issues with FAIR testing and compatibility and new format and content to test.

Plan to Monitor Progress Toward G3. 8

Using scores for the 14-15 school year as a baseline since it is a new assessment.

Person Responsible

Alison Fisher

Schedule

On 6/30/2015

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase the percentage of students scoring at or above proficient for the FSA ELA Writing Component by 3 percentage points over 2014 FCAT 2.0 Writing. We will utilize direct instruction in Live Lessons, early interventions through Intervention Teachers, and professional development to work through the barriers of a new test and new testing format. 1

🔑 G048597

G1.B1 The Writing Assessment is new for the 14-15SY. 2

🔑 B128422

G1.B1.S1 Provide support to teachers and students to ensure understanding of new Writing Test format, question style, and examples 4

🔑 S144458

Strategy Rationale

Assist in easing the transition to the new testing format, provide preparation for students to perform to their ability.

Action Step 1 5

Teacher/student test talks

Person Responsible

Alison Fisher

Schedule

On 4/30/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Review participation and information shared

Person Responsible

Katie Santana

Schedule

On 4/30/2015

Evidence of Completion

Attendance at session(s), participant list, recording shared

G2. Meet or exceed the 2015 AMO target for the combined percentage of students earning Level 3 and higher on the Algebra I, Geometry and Algebra II EOC. `1`

🔑 G048590

G2.B1 New test and new testing format for 14-15 school year `2`

🔑 B129121

G2.B1.S1 Provide resources and training to teachers, parents and students to familiarize with new tests `4`

🔑 S144457

Strategy Rationale

Ensure that all stakeholders have an understanding of the test format, procedures, requirements for graduation, etc.

Action Step 1 `5`

FLVSFT 9-12 Will provide test talks to provide overviews of the EOC tests and requirements

Person Responsible

Katie Santana

Schedule

On 6/30/2015

Evidence of Completion

Recording of session(s), feedback from attendees

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Overview of test results as well as feedback from test talk participants

Person Responsible

Katie Santana

Schedule

On 6/30/2015

Evidence of Completion

Recording of the session, feedback, survey responses

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Overview of test results

Person Responsible

Katie Santana

Schedule

On 6/30/2015

Evidence of Completion

Student test results

G3. Meet or exceed the 2015 AMO target for the percentage of students earning Level 3 and higher on the FSA ELA Reading. 1

🔑 G048576

G3.B1 Issues with FAIR testing and compatibility and new format and content to test. 2

🔑 B121214

G3.B1.S1 Work to ensure that students have proper benchmark access for teachers to review and determine progress toward test readiness 4

🔑 S144466

Strategy Rationale

Ensure that students are prepared for the new FSA reading test

Action Step 1 5

FLVSFT will provide students with access to Reading preparation program

Person Responsible

Alison Fisher

Schedule

On 6/30/2015

Evidence of Completion

Student participation and growth data from program used

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Student participation rosters and growth from cycle to cycle will be reviewed

Person Responsible

Orkisha Edmond

Schedule

On 6/30/2015

Evidence of Completion

Teacher rosters for student participation and student performance data during each cycle will be reviewed and compared to determine student progress

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

End of cycle reviews to determine effectiveness of program and curriculum

Person Responsible

Katie Santana

Schedule

On 6/30/2015

Evidence of Completion

2014-2015 Test results will be reviewed, as well as crosswalk to compare performance from 13-14 as provided by the DOE will be reviewed.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teacher/student test talks	Fisher, Alison	11/3/2014		4/30/2015 one-time
G2.B1.S1.A1	FLVSFT 9-12 Will provide test talks to provide overviews of the EOC tests and requirements	Santana, Katie	11/3/2014	Recording of session(s), feedback from attendees	6/30/2015 one-time
G3.B1.S1.A1	FLVSFT will provide students with access to Reading preparation program	Fisher, Alison	11/3/2014	Student participation and growth data from program used	6/30/2015 one-time
G1.MA1	We will use writing test results from the 14-15 school year to establish a baseline	Fisher, Alison	8/18/2014		6/30/2015 one-time
G1.B1.S1.MA1	Review participation and information shared	Santana, Katie	11/3/2014	Attendance at session(s), participant list, recording shared	4/30/2015 one-time
G2.MA1	Gathering baseline data from the AMO assessment in 14-15 school year and increasing Level 3 on EOC exams.	Santana, Katie	8/18/2014	Student test results and crosswalk from DOE of comparative data from previous tests	6/30/2015 one-time
G2.B1.S1.MA1	Overview of test results	Santana, Katie	11/3/2014	Student test results	6/30/2015 one-time
G2.B1.S1.MA1	Overview of test results as well as feedback from test talk participants	Santana, Katie	11/3/2014	Recording of the session, feedback, survey responses	6/30/2015 one-time
G3.MA1	Using scores for the 14-15 school year as a baseline since it is a new assessment.	Fisher, Alison	8/18/2014		6/30/2015 one-time
G3.B1.S1.MA1	End of cycle reviews to determine effectiveness of program and curriculum	Santana, Katie	11/3/2014	2014-2015 Test results will be reviewed, as well as crosswalk to compare performance from 13-14 as provided by the DOE will be reviewed.	6/30/2015 one-time
G3.B1.S1.MA1	Student participation rosters and growth from cycle to cycle will be reviewed	Edmond, Orkisha	11/3/2014	Teacher rosters for student participation and student performance data during each cycle will be reviewed and compared to determine student progress	6/30/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase the percentage of students scoring at or above proficient for the FSA ELA Writing Component by 3 percentage points over 2014 FCAT 2.0 Writing. We will utilize direct instruction in Live Lessons, early interventions through Intervention Teachers, and professional development to work through the barriers of a new test and new testing format.

G1.B1 The Writing Assessment is new for the 14-15SY.

G1.B1.S1 Provide support to teachers and students to ensure understanding of new Writing Test format, question style, and examples

PD Opportunity 1

Teacher/student test talks

Facilitator

Max Arb/Ali Fisher/FLVS English Curriculum team

Participants

Teachers and Students

Schedule

On 4/30/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Increase the percentage of students scoring at or above proficient for the FSA ELA Writing Component by 3 percentage points over 2014 FCAT 2.0 Writing. We will utilize direct instruction in Live Lessons, early interventions through Intervention Teachers, and professional development to work through the barriers of a new test and new testing format.	2,500
Goal 2: Meet or exceed the 2015 AMO target for the combined percentage of students earning Level 3 and higher on the Algebra I, Geometry and Algebra II EOC.	2,500
Goal 3: Meet or exceed the 2015 AMO target for the percentage of students earning Level 3 and higher on the FSA ELA Reading.	5,374
Grand Total	**10,374**

Goal 1: Increase the percentage of students scoring at or above proficient for the FSA ELA Writing Component by 3 percentage points over 2014 FCAT 2.0 Writing. We will utilize direct instruction in Live Lessons, early interventions through Intervention Teachers, and professional development to work through the barriers of a new test and new testing format.		
Description	**Source**	**Total**
B1.S1.A1 - Registration for 9-12 teachers, principals and instructional leaders attending conferences, workshops, trainings to assist in increasing student achievement in writing, math, or other curricular areas	Title II	2,500
Total Goal 1		**2,500**

Goal 2: Meet or exceed the 2015 AMO target for the combined percentage of students earning Level 3 and higher on the Algebra I, Geometry and Algebra II EOC.		
Description	**Source**	**Total**
B1.S1.A1 - Travel for 9-12 teachers, principals and instructional leaders to attend conferences and workshops designed to assist in increasing student achievement in writing, math or other curricular	Title II	2,500
Total Goal 2		**2,500**

Goal 3: Meet or exceed the 2015 AMO target for the percentage of students earning Level 3 and higher on the FSA ELA Reading.		
Description	**Source**	**Total**
B1.S1.A1 - Online Registration 9-12 Teacher and School Leadership team online professional development to assist in the collection, analyzing, aggregating and accessing student data. "Getting Data Wise" Harvard online PD	Title II	5,374
Total Goal 3		**5,374**