

Florida Virtual School

Flvs Full Time 9 12



2015-16 School Improvement Plan

Flvs Full Time 9 12

2145 METROCENTER BLVD, Orlando, FL 32835

www.flvs.net

School Demographics

School Type

High

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

31%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

38%

School Grades History

Year
Grade

2014-15
A*

2013-14
B

2012-13
B

2011-12
I

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the FL Virtual County School Board on 12/8/2015.

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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 expect 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.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Not required

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Not Required

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:

Name	Title
Santana, Katie	Principal
Gagne, Elizabeth	Assistant Principal
Fisher, Alison	Assistant Principal
Aldridge, Curry	Assistant Principal
King, Teresa	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, Dual Enrollment, and Math teachers

Alison Fisher-Assistant Principal

Oversees Literacy, Student Activities, Graduation, students O- Z, and all English Teachers

Curry Aldridge -Assistant Principal

Oversees Title 1, School Improvement, Students A - Gi, and History and Science Teachers

Teresa King -Assistant Principal

Oversees Math and Elective Teachers and Students GI-N

Jennifer Jabo-District Literacy Leader

Oversees Literacy in the school-Reading Plan, FAIR Testing, and coaches

Kimberly Seward-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 the Multi-tiered System of Support (MTSS) with the student. MTSS is a method of developing and implementing research based instruction and interventions based on a three tiered model. The MTSS 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 personnel 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 MTSS, 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 Mutli-tiered System of Support (MTSS) 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:**

Name	Stakeholder Group
	Parent
Katie Santana	Principal
Elisa "Katriina" Kujala	Teacher
Vanessa Paz	Student
Sara Leftwich	Parent
Debbie Cerny	Parent
Donna Messina	Parent
Monica Szymkowska	Student
Patsy Collins-Parsons	Parent
Christen Mitchell	Parent
Christine Lobetti	Parent
Mallory Smith	Student
Corrine Torres	Teacher
Brooke Bess	Teacher

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 2015-2016 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. We have not received state data as of yet, so this section is pending that information.

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. Because we do not have last year's data, we only have minimal EOC data to share at this point and we will share/plan more with SAC when we have last year's results.

Our SAC meetings are scheduled quarterly for the following dates:

Oct 29 at 5:00

Feb 25 at 5:00

April 28 at 5:00

June 9 at 5:00

Meetings will be help on Blackboard Collaborate online and email reminders will be sent to members and we will advertise via an announcement on our school portal.

Preparation of the school's annual budget and plan

Input for the school budget was gathered from SAC and factored into decisions for the 2015-16 school year.

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 and their parents through tools such as Think Through Math, newly released Intensive Reading course, Shmoop and a focus on Growth Mindset.

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:**

Name	Title
	Instructional Coach
Hinson, Tammy	Instructional Coach
Berry, Alice Kate	Teacher, K-12
lynn, melhorn	Teacher, K-12
post, rae	Teacher, K-12
werner, paul	Teacher, K-12
burns, amsler	Teacher, K-12
bollinger, kari	Teacher, K-12
Jabo, Jennifer	Instructional Coach
Rubio, Bressy	Other

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

The LLT meets once per month online in a virtual environment, led by Dr. Alison Fisher, AP.

The team's focus is on literacy strategies, infusing literacy in the content areas, and supporting low performing students.

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:

FLVS courses are available to students 24 hours a day, 7 days per week, therefore allowing extended time for access to courses and allowance of students to review and participate to gain a greater understanding of the materials and concepts they are expected to learn

Strategy Rationale

Provide students with additional access to courses allows them the opportunity to dive deep into their learning, and ensure their understanding of concepts to in turn master the content and show performance gains

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Aldridge, Curry, caldridge@flvs.net

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

Student assessment scores, state test scores, end of course exams, student course semester exams.

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 all 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.

Needs Assessment**Problem Identification****Data to Support Problem Identification****Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase use of standards-based instruction which will lead to an increase in student achievement.
- G2.** Teachers and administrators will collaborate and reflect through PLCs to plan and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement.

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 use of standards-based instruction which will lead to an increase in student achievement. 1a

G074741

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Math - All Students	77.0

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.
- Professional development, job embedded, to ensure that PLCs are participating in action research and lesson study effectively.

Targeted Barriers to Achieving the Goal 3

- Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction.

Plan to Monitor Progress Toward G1. 8

Data from Pathways will be reviewed to determine areas of growth opportunities for teachers to ensure student success. Student data including DBAs, course exams, and other student artifacts will also be used to determine effectiveness.

Person Responsible

Katie Santana

Schedule

Monthly, from 10/1/2014 to 6/30/2015

Evidence of Completion

Reports in Pathways, FSA data, EOC data, successful course completions

G2. Teachers and administrators will collaborate and reflect through PLCs to plan and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. 1a

 G074742

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Math - All Students	77.0

Resources Available to Support the Goal 2

- Assistant principals will meet monthly with PLCs to provide guidance and monitoring
- Structured PLC meeting format provided for teachers to guide PLC sessions and reviewed by AP after each session
- Student data will be reviewed by PLCs with administrative guidance to ensure continuous improvement
- Direct instruction on content in virtual offices through Live Lessons, planned and delivered by PLC teachers collaboratively

Targeted Barriers to Achieving the Goal 3

- Teachers are at different levels of proficiency in the operation of PLCs and best practices to ensure student achievement

Plan to Monitor Progress Toward G2. 8

Review PLC work, provide feedback to APs regarding their monitoring of PLCs

Person Responsible

Katie Santana

Schedule

Monthly, from 9/26/2015 to 6/30/2016

Evidence of Completion

Student test results and teacher evaluation data

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 use of standards-based instruction which will lead to an increase in student achievement. **1**

 **G074741**

G1.B1 Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction. **2**

 **B195176**

G1.B1.S1 Assistant principals will provide on-going coaching and feedback during live lessons. **4**

 **S206788**

Strategy Rationale

With coaching, teacher instruction will improve and will provide strongly aligned lessons to the Florida standards resulting in increased student achievement.

Action Step 1 **5**

on-going teacher coaching and feedback

Person Responsible

Katie Santana

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

ratings and comments based on teacher evaluation rubric for the 2015-16 school year

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

All coaching feedback will be saved in Pathways

Person Responsible

Katie Santana

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

On-going reports on all teacher progress/ratings/comments; mid year evaluations, final evaluations

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Feedback on teacher coaching by assistant principals will be provided by principal to ensure fidelity

Person Responsible

Katie Santana

Schedule

Quarterly, from 11/2/2015 to 6/30/2016

Evidence of Completion

Mrs. Santana will review feedback, coaching, and ratings provided to teachers by APs to ensure that we are focusing on strengthening standards-based instruction which will lead to increase proficiency of students.


G2. Teachers and administrators will collaborate and reflect through PLCs to plan and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement.

1

 G074742

G2.B1 Teachers are at different levels of proficiency in the operation of PLCs and best practices to ensure student achievement

2

 B195177

G2.B1.S1 Administrators will actively participate in the training, guidance, and monitoring of PLC sessions to ensure fidelity to best practices.

4

 S206789

Strategy Rationale

Administrator guidance and coaching will support teacher growth in PLC work and will transfer to increased student achievement.

Action Step 1

5

Assist, coach, guide, monitor PLC sessions

Person Responsible

Katie Santana

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

PLC session minutes, products/artifacts produced by PLCs, consistency in live lessons, student data

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

6

Monitor work of APs with PLCs

Person Responsible

Katie Santana

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Principal Santana meets with APs twice weekly and will monitor their work with PLCs. Further evidence will include live lessons, student data, and other artifacts.

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

Teacher ratings in Pathways as well as student achievement data

Person Responsible

Katie Santana

Schedule

Monthly, from 10/1/2015 to 6/30/2016

Evidence of Completion

Teacher ratings in Pathways will indicate effectiveness of PLC learning and job embedded PD. Student achievement data such as FSA data, EOCs, AP exam scores, and successful course completion will increase based on the efforts made by all stakeholders on this goal.

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	on-going teacher coaching and feedback	Santana, Katie	9/1/2014	ratings and comments based on teacher evaluation rubric for the 2015-16 school year	5/29/2015 quarterly
G2.B1.S1.A1	Assist, coach, guide, monitor PLC sessions	Santana, Katie	9/1/2015	PLC session minutes, products/artifacts produced by PLCs, consistency in live lessons, student data	6/30/2016 monthly
G1.MA1	Data from Pathways will be reviewed to determine areas of growth opportunities for teachers to ensure student success. Student data including DBAs, course exams, and other student artifacts will also be used to determine effectiveness.	Santana, Katie	10/1/2014	Reports in Pathways, FSA data, EOC data, successful course completions	6/30/2015 monthly
G1.B1.S1.MA1	Feedback on teacher coaching by assistant principals will be provided by principal to ensure fidelity	Santana, Katie	11/2/2015	Mrs. Santana will review feedback, coaching, and ratings provided to teachers by APs to ensure that we are focusing on strengthening standards-based instruction which will lead to increase proficiency of students.	6/30/2016 quarterly
G1.B1.S1.MA1	All coaching feedback will be saved in Pathways	Santana, Katie	9/1/2014	On-going reports on all teacher progress/ratings/comments; mid year evaluations, final evaluations	5/29/2015 monthly
G2.MA1	Review PLC work, provide feedback to APs regarding their monitoring of PLCs	Santana, Katie	9/26/2015	Student test results and teacher evaluation data	6/30/2016 monthly
G2.B1.S1.MA1	Teacher ratings in Pathways as well as student achievement data	Santana, Katie	10/1/2015	Teacher ratings in Pathways will indicate effectiveness of PLC learning and job embedded PD. Student achievement data such as FSA data, EOCs, AP exam scores, and successful course completion will increase based on the efforts made by all stakeholders on this goal.	6/30/2016 monthly
G2.B1.S1.MA1	Monitor work of APs with PLCs	Santana, Katie	9/1/2015	Principal Santana meets with APs twice weekly and will monitor their work with PLCs. Further evidence will include live	6/30/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				lessons, student data, and other artifacts.	

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 Opportunities

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

G1. Increase use of standards-based instruction which will lead to an increase in student achievement.

G1.B1 Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction.

G1.B1.S1 Assistant principals will provide on-going coaching and feedback during live lessons.

PD Opportunity 1

on-going teacher coaching and feedback

Facilitator

All assistant principals (Aldridge, Fisher, Gagne, King)

Participants

All teachers

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

G2. Teachers and administrators will collaborate and reflect through PLCs to plan and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement.

G2.B1 Teachers are at different levels of proficiency in the operation of PLCs and best practices to ensure student achievement

G2.B1.S1 Administrators will actively participate in the training, guidance, and monitoring of PLC sessions to ensure fidelity to best practices.

PD Opportunity 1

Assist, coach, guide, monitor PLC sessions

Facilitator

All assistant principals and principal

Participants

All teachers

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	on-going teacher coaching and feedback				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0400 - Flvs Full Time 9 12	Title II		\$2,500.00
			<i>Notes: 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</i>			
2	G2.B1.S1.A1	Assist, coach, guide, monitor PLC sessions				\$9,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0400 - Flvs Full Time 9 12	Title II		\$9,700.00
Total:						\$12,200.00