Florida Virtual School

Flvs Full Time K 8

2015-16 School Improvement Plan

Flvs Full Time K 8

2145 METROCENTER BLVD, Orlando, FL 32835

www.flvs.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	51%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	41%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	I*	B	C	C

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

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

Florida Virtual School Full-Time K-8 (FLVS FT K-8) aims to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.

Provide the school's vision statement

Our vision is for teachers, students, and parents to be empowered to create a safe, engaging, positive, and supportive student-centered environment. In this collaborative setting they are respected, motivated, and challenged through authentic learning embedded in a relevant and rigorous curriculum. Positive communication will be used to foster efficacy and interest in life-long learning.

School Environment

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

FLVS FT K-8 builds relationships between teachers and students, and learns about the students' cultures, through frequent communication. Teachers establish a phone conference schedule with their learning coaches and students at the start of each school year. During these conferences, all stakeholders discuss student strengths, skill deficiencies, and academic performance. These discussions are used to build a personalized learning experience for each student. Positive relationships are also built during weekly LiveLesson sessions. This online classroom experience allows students to showcase their talents, build relationships with the teachers and other students, and develop academic skills.

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

Since students at FLVS FT K-8 are working from their homes, our teachers and staff build relationships to help students feel safe and respected in our online classroom environment. Teachers individually acknowledge student accomplishments in LiveLessons and during phone conferences, and provide individual support when students are struggling. The teachers and staff have an open-door policy and encourage students to contact them by phone and WebMail whenever they need assistance. All students complete a course in Educational Technology that includes a unit on Internet safety that is written towards the grade level of the student.

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

FLVS FT K-8 students attend and participate in LiveLessons (online classroom environment). Teachers establish and enforce online classroom rules and procedures which are discussed throughout the school year. Students who violate the FLVS FT K-8 Code of Conduct are at risk for disciplinary action which is outlined in our school handbook.

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

FLVS FT K-8 ensures the social-emotional needs of all students are being met by providing brief individual counseling to students who have been identified as being a "student in distress" or who have been referred as a student concern by their teacher. Students who have been identified, are monitored throughout the year by the school counselor or teacher with regular phone calls to the student and caretaker. In the 2015-16 school year, small group counseling will also be provided to our students in grades K-8. The school counselor will provide teachers and parents with a needs assessment to determine the topics that will best serve the current student population. Teachers will identify students that they feel would benefit from this service and refer them to the school counselor via the small group session form the school counselor has created. Many student cases are also reviewed by our Special Education Department as a proactive way to determine if a student may need additional services. All staff members are trained annually on how to recognize and respond to students in distress.

The FLVS FT K-8 counseling department has a message board with monthly topics devoted to the development of a student's social-emotional self-growth along with academic topics. In the 2015-16 school year, meetings with caretakers will also be held on topics relevant to the social-emotional and academic growth of their student.

All students at FLVS FT K-8 are given the opportunity to attend educational field trips that are held regularly throughout the state. These field trips are for academic extension outside of Connexus and for social activity. Students are also invited to participate in virtual clubs and activities that will also aid in the development of the student's social being. Finally, for students who are transitioning from elementary to middle, and from middle to high, transition meetings are held to help ease the transition prior to the end of school year.

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

Florida Virtual School Full-Time K-8 has an early warning system in place. Students are monitored daily for their lesson and assessment completion and their required attendance hours. Teachers, students, and learning coaches receive an alert when a student has not completed a lesson within 15 days, an assessment within 20 days, or entered attendance within 7 days. Students who are attending but are not meeting the minimum required attendance hours also receive an alert that is visible by their teachers and learning coaches. When any of these alerts are received, the FLVS FT K-8 teachers contact the students and learning coaches to provide support and develop an improvement plan.

An early warning system alert is also available to students who have been suspended. When a violation of the Code of Conduct occurs, an administrator will contact the learning coach to discuss the incident and update the student's discipline data view. That data view will populate an alert on the homepages of both the student and the learning coach.

A student who is failing ELA and/or Mathematics receives a performance alert that the student, learning coach, and teacher can view. When this alert appears, the teachers will work with the student and learning coach to create an improvement plan focused on academic gaps and improvements in core content.

Level 1 students are also identified in Connexus through the Intervention Indicator warning system. This system alerts teachers to students who have scored non-proficient on state assessments and those students who are also at risk for scoring a Level 1.

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
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	7	7	8	7	8	9	10	26	23	105
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	14	6	14	26	58	27	80	93	29	347
Level 1 on statewide assessment	0	0	0	40	0	43	0	33	34	150

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	1	1	2	2	3	1	1	7	1	19

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

Students who are identified as having two or more early warning indicators are monitored weekly by the homeroom teacher, content teachers, and administration. A Student Success Plan (academic improvement plan) is developed and discussed with the learning coach and student. The teachers monitor attendance, lesson completion, and mastery of essential skills and standards. The student may also proceed through the Response to Intervention process with tiered levels of intervention if it is determined the student has skill gaps in content area.

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/191057.

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

FLVS FT K-8 will be working on building relationships with the local community through our school events. We plan to host school events and invite community businesses to attend.

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
Trombino, Marcie	Principal

Duties

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

The FLVS FT K-8 School Leadership Team consists of the following members:
Marcie Trombino, Lead Principal K-8
April Greeson, Elementary School Principal
Chantel White, Elementary Assistant Principal
Christina Seamster, Elementary Assistant Principal
Tiffani Donnelly, Elementary Assistant Principal
Harriet Zaret, Middle School Principal
Mollie McBroom, Middle School Assistant Principal
Hadar Goldberg, Middle School Assistant Principal
Jamie Worrell, Manager of Special Education
Lindsey Wahlbrink, Assistant Manager of Special Education
The School Leadership Team (SLT) meets bi-weekly to discuss school operations and student performance data. Each SLT member is empowered to share best practices and possible solutions to better the school. The team members also attend the various teacher and staff PLCs to provide support in reviewing student data and offer guidance on the PLC SMART goal.
The Principals also participate in Connections Academy PLCs with another principals across the country. These PLCs allow the principals to focus on school improvement goals with other instructional leaders to gain different perspectives on common goals.

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

FLVS FT uses the Problem Solving/ Response to Intervention (PS/RtI) method of developing and implementing research based instruction and interventions based on a three tiered model. The RtI model used by FLVS FT 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. FLVS FT PS/RtI procedures are outlined below:
1. Students in grades K-8 will take the LEAP pretest in ELA and/or Math within the first 30 days of enrollment. Prior to enrollment, the leadership team also reviews academic data which includes state test scores, curriculum based measurements and assessments, and the student's report card. This data combined with LEAP test results will be analyzed, and students who score below grade level readiness will be referred to the Student Support Team (SST) for determination of need for Tier 2 intervention services.
2. The Student Support Team will gather assessment data and information provided from other relevant records for problem analysis to determine whether a student is in need of a RtI Tier 2 plan. If deemed necessary, a performance goal is determined and evidenced-based intervention(s) will be developed to address the area(s) of concern. Students who meet benchmark standards will remain at Tier 1.

3. Tier 1 instruction includes weekly monitoring of academic performance and Live Lesson attendance. Additionally, in Tier 1, students receive a monthly Curriculum Based Assessment (CBA) and/or Curriculum Based Measurement (CBM) phone call to better monitor independent levels of academic performance. When conducting a CBM phone call, teachers use monitoring probes derived from EasyCBM® that provide normative data. Performance of Tier 1 students is reviewed at least once each semester.

4. Tier 2 of FLVS FT RtI consists of supplemental instruction/interventions used in addition to Tier 1 Core instruction and LiveLesson participation, and managed by the SST. With parent involvement, the SST meets to develop an intervention plan and obtain consent for screening, if necessary. Designated personnel will implement the intervention(s) and collect progress monitoring data to measure response and effectiveness.

Teachers monitor daily academic progress for students in Tier 2 and weekly Live Lesson attendance is mandatory. CBA/CBM phone calls are made at least twice per month; however, the progress monitoring schedule is dependent upon the needs of the student. If adequate progress is not being made, the SST makes a determination to modify the current intervention plan, or progress to a more intensive plan. Tier 2 supplemental programs include, but are not limited to: Reading Eggs (K-2), Headsprout® (K-3), Raz-Kids® (K-5), Math-Whizz® (3-8), SuccessMaker® (K-8), Skills Tutor® (K-8), and Study Island (3-8). During the SST Tier 2 meeting, the student's Learning Coach (LC) will be given an explanation and/or training tutorial of the specific intervention program selected by the team. Students must work at least two hours per week in the supplemental program -in addition to core academic instruction and attendance requirement. Additionally, the LC will sign an acknowledgement form accepting primary responsibility for ensuring the student is logging in to the designated intervention program and completing assignments and activities, as well as ensuring the student is attending the teacher's weekly Live Lessons.

5. Tier 3 is comprised of intensive interventions in addition to the Core academic curriculum and supplemental program(s). Parents and SST meet and review progress monitoring data from Tier 1 and Tier 2. Targeted intensive interventions for academic concerns are developed and implemented. Progress monitoring occurs on a more frequent basis. Students, in Tier 3, have a mandatory weekly Live Lesson attendance policy. Additionally, students in Tier 3 receive at least 3 CBA/CBM phone calls a month. Teachers monitor academic progress daily for students in Tier 3. If adequate progress is not being made, the team makes a decision whether to modify tier 3 intervention; ask for additional evaluations; or consider special education services. During the SST tier 3 meeting, the student's learning coach (LC) will be given an explanation and/or training tutorial of the specified intervention program the team decides upon. Additionally, the LC will sign an acknowledgement form acknowledging that the LC is primarily responsible for ensuring the student is logging into the designated intervention program at least 4 hours a week and completing designated assignments/ activities as well as ensuring the student is attending the teacher's weekly Live Lessons.

Coordination of programs and use of all funding sources 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.

FLVS FT 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 school. 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 a Mathematics at Work Workshop from Solution Tree. Additional services are provided to ensure students requiring intervention are provided through Title I, Part A and IDEA. FLVS FT schools will be carrying out the services and activities that are designed to improve the quality of the teaching force and ultimately student achievement. FLVS FT 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
Marcie Trombino	Principal
Jeff McLean	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

FLVS FT K-8 is analyzing the FSA ELA and Math results to reflect on our current action plans. We received FCAT 2.0 Science and Civics EOC results. Preliminary Science analysis shows that 61% of our 5th graders scored proficient (up from 57.2%) and 68.5% of our 8th graders scored proficient (up from 65.9%). 78% of our students scored proficient on the Civics EOC while the state average was 65%.

Development of this school improvement plan

2015-16 SAC Committee Members:
Parent Members
Rachel McCall - Parent Co-Chair
Deedra Keleher - Secretary
Keith Douglas
Alejandra Rodriguez
Louis Ferreira
Loleta Harlan
Nicole Vigliotti
Christina Duenas
Mary-Jo Halliday
Karon Thomas
Susan Roberts
Linda Dula
Varghese Regy
Vanessa Rios
Stella Becker
Staff Members
Jeff McLean - Staff Co-Chair
Marcie Trombino
Christina Seamster
Laura Zapalski
Jennifer Page
Christina Stradley-SPED Rep.
Mindy Moore
Jhanique Green
Ashley Goldstein
Kim Day
Rachelle Enrique-Sosa
Christine Mejia
Student Members
Laiba Mahammad
Elijah Ramirez
Brooke Boone

The primary role of SAC is to monitor the implementation of the School Improvement Plan. The membership is representative of the school; the principal, teachers, parents, and students are members. We will meet monthly to hear subcommittee reports and make decisions as to whether SIP plan is showing effective student growth through data from ongoing progress monitoring. Modifications that need to be made will be implemented by the school and monitored by the SAC for progress and effectiveness. Progress data and changes to action steps that are discussed will be noted in the minutes. SAC information and documentation will be shared on FLVS FT's Connexus Message Board, and posted on the FLVS FT website. The SAC will follow these guidelines to ensure student improvement in all goal areas as projected by the SIP.

Preparation of the school's annual budget and plan

The school leader works with FLVS, Connections Academy, and SAC to finalize the school budget. School improvement is discussed at school leadership team meetings, staff meetings, and monthly SAC meetings.

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

NA

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
McBroom, Molly	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is to promote school-wide literacy through literacy-based field trips, book clubs, the Book Ambassador program, Read Across America Day, author visits, Digital Learning Day, and Celebrate Literacy Week. The LLT will provide and support teachers through content area literacy professional development in their subject area/grade levels and in PLC Smart goal data analysis.
The LLT consists of the following members:
Rachelle Enrique Sosa, K-8 Literacy Coach
Julie Kendrick, Elementary Teacher
Christine Mejia, Elementary Teacher
Mica Butler, Elementary Teacher
Carrie Fox, Elementary Teacher
Heidi Nelson-Buffa, Elementary Teacher
Stephanie Agins, Elementary Teacher
Kristin Mickley, Middle School Teacher
Kristy Muir, Middle School Teacher
Katherine Queen, Middle School Teacher
Barbara Mulkey, Middle School Teacher

Lourdes Suarez, SPED Teacher
Alanna Shaw, Gifted Education Teacheerr
JoLynn Warner - SPED Teacher
A Reading Leadership Team is a collaborative system that encourages a literate climate to support effective teaching and learning.
1. Positive impact on student learning.
2. Transfer teacher learning into the classroom.
3. Catalyst for school-wide literacy change.
Reading/Literacy Leadership Team is a management tool for:
- Simultaneously supporting learning and teaching for our K-8 school.
- Enhancing a literacy environment.
- Building a literacy culture through collegiality and collaboration.
K-5 action items:
- Develop and implement a grade level focused book club involving all teachers/students
- Provide Learning Coach support with literacy-related activities and resources in a quarterly newsletter (message boards)
- Present specific content literacy strategies monthly in department meetings through the sharing of Best Practices (ie. Core 6, Janet Allen's Tools for Teaching Content Literacy) as a means to provide effective interventions and support the RtI process
- Plan and co-lead K-5 School-wide Literacy Events (Celebrate Literacy Week (January,) Read Across America (March), Poetry Month(April))
Action Items for 6-8
- Plan and co-lead 6-8 School-wide Literacy Events (Celebrate Literacy Week (January,) Read Across America (March), Holocaust Remembrance (May)) along with monthly book club live lessons.
- Present specific content literacy strategies monthly in department meetings through the sharing of Best Practices (ie. Core 6, Janet Allen's Tools for Teaching Content Literacy) as a means to provide effective interventions and support the RtI process
- Support writing across the curriculum as a school-wide initiative to incorporate writing strategies in all content areas.
- Provide Learning Coach support with literacy-related activities and resources in a quarterly newsletter (message boards)

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

We encourage collaboration throughout the FLVS FT K-8 school environment. We hosted a face-to-face preplanning series of meetings and trainings the first week for all teachers. During this time, teachers met with their grade level and content area PLCs and established their norms and SMART goals. We also hosted social events for our teachers in the evening to build positive relationships since they work remotely throughout the state.
During the school year, FLVS FT K-8 teachers meet weekly in their PLCs and discuss student achievement data, school-year cycle tasks, and other grade level or content area concerns. They work as a team in these meetings to find solutions that will best meet our students' needs. The school will also host several face-to-face events during the year to bring staff together to work on SIP goals and for sustaining working relationships.

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

The job description will specify the certification requirements of the position. Positions are posted on and candidates are directed to apply online. Online applications are captured in the online applicant tracking

database. The applications and resumes are accessible online to the School Recruiter from the Human Resources department and the school based administrator(s) designated as Hiring Manager. The certification of the candidate is verified through the interview process. The highly qualified status of the candidate is verified during the interview process. The Hiring Manager at the school level will work with stakeholders in the Human Resources department to ensure that we are recruiting teachers who are highly qualified and certified-in-field.

Once hired, school based staff work to ensure staff satisfaction through ongoing support. A pulse survey is launched in the fall to determine the current "pulse" of the school. Results are analyzed and used to make appropriate changes. A formal, anonymous staff satisfaction survey is launched in the spring by a third party vendor. Data is analyzed by school level administrators along with the School Leadership Team, to ensure staff satisfaction in various areas. Retention rates are also reviewed on an annual basis.

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

Our mentoring program provides the new educator with the support needed to apply newly acquired professional knowledge, skills, dispositions and behaviors to improve his or her practice. This is accomplished by assigning, a mentor teacher and conducting monthly learning communities.
FLVS FT Leadership Team identifies highly qualified teacher role models to serve as mentors for teachers new to our school. Each new hire is matched with an experienced, competent mentor. Mentors support the new teachers in acclimating to our school in the following manner: The mentor is the first call for help/questions, and works with the new teacher to assist in presenting at least one competency in a new teacher learning community. On an ongoing, as needed, basis, the mentor works with the new teacher for: Effective communication techniques with students, Learning Coaches, and all other stakeholders, clear, accurate and timely communication and contact; Use of data to proactively monitor trends in student performance, participation, and attendance, assessing needs and planning instruction; Pre planning, including responsibilities, attendance, assessment results, overdue lessons, etc.; Record keeping and logging, modeling best practices and professionalism, establishing online learning communities, and making sure the new teacher grasps a solid knowledge of students to personalize programs for each child to achieve maximum success.
To bridge theory into practice, our monthly learning community meetings focus on accomplished teacher practices/competencies. Each new educator/mentor team presents accomplished practices/ competences at a different monthly meeting. Individual learning opportunities and teacher goals are addressed through the program, and new teachers demonstrate effective practice though administrative observation and documentation of goals.

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

The curriculum team at FLVS FT K-8 constantly reviews the curriculum and courses to make sure they align to the Florida Standards. Each Florida standard and benchmark is aligned to individual lessons within the courses. Gaps are also identified and teachers provide lessons on these standards during LiveLesson instruction. This alignment is available to all teachers and housed in Connexus, our educational management system.

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***

Using data to provide and differentiate instruction is the core of the instructional model at FLVS FT
K-8. We understand that students do not learn at the same rate or at the same time. Therefore, our
teachers use student achievement data to differentiate instruction for their students. Each teacher
reviews the essential skills and standards for their courses and/or grade levels by using the
Assessment Objective Performance Report (AOPr). The AOPr helps teacher identify which students
may need targeted instructional in a skill so the teachers to plan appropriately.
All K-8 teachers provide both whole group and small group targeted LiveLessons weekly. Each
LiveLesson ends with a short assessment to determine if the students mastered the given objective.
Students who do not show mastery are then invited to follow-up LiveLessons to continue practicing
the skill.
FLVS FT also utilizes the Response to Intervention (RtI) framework to help all students be successful.
The RtI model used by FLVS FT 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. FLVS FT PS/RtI procedures are outlined below:
1. Students in grades K-8 will take the LEAP pretest in ELA and/or Math. The LEAP test results will
be analyzed and students who score below grade level readiness will be referred to the Student
Support Team (SST) for determination of need for Tier 2 intervention services.
2. The Student Support Team will gather assessment data and information provided from other
relevant records for problem analysis to determine whether a student is in need of a PS/RtI Tier 2
plan. If deemed necessary, a performance goal is determined and evidenced-based intervention(s)
will be developed to address the area(s) of concern. Students who meet benchmark standards will
remain at Tier 1.
3. Tier 1 instruction includes weekly monitoring of academic performance and Live Lesson
attendance. Additionally, in Tier 1, students receive a monthly Curriculum Based Assessment (CBA)
and/or Curriculum Based Measurement (CBM) phone call to better monitor independent levels of
academic performance. When conducting a CBM phone call, teachers use monitoring probes derived
from EasyCBM® that provide normative data. Performance of Tier 1 students be reviewed at least
monthly.
4. Tier 2 of FLVS FT PS/RtI consists of supplemental instruction/interventions used in addition to Tier
1 Core instruction, and managed by the SST. With parent involvement, the SST meets to develop an
intervention plan and obtains consent for screening, if necessary. Designated personnel will
implement the intervention(s) and collect progress monitoring data to measure response and
effectiveness.
Teachers monitor daily academic progress for students in Tier 2 and weekly Live Lesson attendance
is mandatory. CBA/CBM phone calls are made at least twice per month; however, the progress
monitoring schedule is dependent upon the needs of the student. If adequate progress is not being
made, the SST makes a determination to modify the current intervention plan, or progress to a more
intensive plan. Tier 2 supplemental programs include, but are not limited to: Reading Eggs (K-2),
Headsprout® (K-3), Raz-Kids® (K-5), Math-Whizz® (3-8), SuccessMaker® (K-8), Skills Tutor® (K-8),
and Study Island (3-8). During the SST Tier 2 meeting, the student's Learning Coach (LC) will be
given an explanation and/or training tutorial of the specific intervention program selected by the team.
Students must work at least two hours per week in the supplemental program -in addition to core
academic instruction and attendance requirement. Additionally, the LC will sign an acknowledgement
form accepting primary responsibility for ensuring the student is logging in to the designated
intervention program and completing assignments and activities, as well as ensuring the student is
attending the teacher's weekly Live Lessons.
5. Tier 3 is comprised of intensive interventions in addition to the Core academic curriculum and
supplemental program(s). Parents and SST meet and review progress monitoring data from Tier 1
and Tier 2. Targeted intensive interventions for academic concerns are developed and implemented.

Progress monitoring occurs on a more frequent basis. Students, in Tier 3, have a mandatory Live Lesson attendance policy. Additionally, students in Tier 3 receive at least 3 CBA/CBM phone calls a month. Teachers monitor academic progress daily for students in Tier 3. If adequate progress is not being made, the team makes a decision whether to modify tier 3 intervention; ask for additional evaluations; or consider special education services. During the SST tier 3 meeting, the student's learning coach (LC) will be given an explanation and/or training tutorial of the specified intervention program the team decides upon. Additionally, the LC will sign an acknowledgement form acknowledging that the LC is primarily responsible for ensuring the student is logging into the designated intervention program at least 4 hours a week and completing designated assignments/ activities as well as ensuring the student is attending the teacher's weekly Live Lessons.

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:

Students have access to online content by logging into Connexus to access their lessons and assessments any time of the day.

Strategy Rationale

Students are able to complete their assigned coursework when they are able to devote time to their academic studies.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Trombino, Marcie , mtrombino@connectionseducation.com

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

Teachers and staff can monitor the completion dates and times of each student completed lesson and assessment within Connexus.

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

At FLVS FT, our goal is for preschool to be transitioned from one grade level to another by providing a rigorous, developmentally-appropriate curriculum in an engaging virtual environment. Students complete the LEAP (Longitudinal Evaluation of Academic Progress) assessment three times during the school year in order to gather baseline data, as well as to identify strengths and weaknesses in math and reading. Virtual classroom walk-throughs or Welcome Sessions are held by all teachers in order to familiarize parents with school requirements, grade-level standards and objectives, and to assist with establishing consistent learning routines.
The fifth and eight grade teachers host Transition LiveLessons each spring in partnership with the

sixth and ninth grade teachers. These sessions provide information on students moving to middle and high school, and explain academic and school requirements at those new levels.

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

Middle school students at FLVS FT K-8 take a Career Research and Decision Making course where they learn how to set goals and develop an understanding about making informed career decisions. Throughout the course, they participate in several self-assessment activities to help them become more aware of their unique interests, values, and skills. Career clusters are highlighted to provide students with an understanding of the education and training necessary for desired careers. Students also set goals to make informed career decisions. After completing this course, students have skills in communication, teamwork, problem solving, and time management for workplace success.

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

FLVS FT K-8 students are able to participate in and complete career and technical education courses through FLVS Part Time.

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

N/A

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

N/A

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase the percentage of students earning a Level 3 or higher on FSA ELA from 75% to 83%.

G2.   Increase the percentage of students scoring at Level 3 or higher on FSA Mathematics to 67%.

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 earning a Level 3 or higher on FSA ELA from 75% to 83%. `1a`

`🔍 G074743`

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	83.0

Resources Available to Support the Goal `2`

- K-8 Literacy Team
- Rti/SST Team
- Student Achievement Data (LEAP, FSA, CBA, CBM, Gradebook)

Targeted Barriers to Achieving the Goal `3`

- Teacher support with interventions
- State testing scores have not yet been released and school is in progress

Plan to Monitor Progress Toward G1. `8`

Frequent student achievement data pulls and analysis

Person Responsible
Marcie Trombino

Schedule
Weekly, from 8/24/2015 to 6/15/2016

Evidence of Completion
All stakeholders will pull student achievement data to be reviewed. Data includes Status Reports, LEAP, CBMs, CBAs, and AOPr (assessment objective performance reports). Data will be used to conduct discussions with teachers regarding escalation, SISPs, and interventions. Documentation of the data pulls are located in school-wide IAs and discussed during leadership meetings.

G2. Increase the percentage of students scoring at Level 3 or higher on FSA Mathematics to 67%. `1a`

`G074744`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	67.0

Resources Available to Support the Goal `2`

- SISPs (Successmaker Math, Dreambox), Study Island, Skills Tutor, Targeted/Small Group LiveLessons, LEAP, CBAs, CBMs, FSA Scores, Gradebook

Targeted Barriers to Achieving the Goal `3`

- Providing specific interventions to students

Plan to Monitor Progress Toward G2. `8`

Student Personalized Learning Plan

Person Responsible
Marcie Trombino

Schedule
Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion
Data view exports with progress monitoring documented

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 earning a Level 3 or higher on FSA ELA from 75% to 83%. `1`

🔑 G074743

G1.B1 Teacher support with interventions `2`

🔑 B195178

G1.B1.S1 Provide interventions and differentiated instruction for 100% of students identified as needing academic interventions `4`

🔑 S206790

Strategy Rationale

Utilize RTI process and procedure to provide support and assistance for K-8 students struggling in ELA

Action Step 1 `5`

Provide training to teachers on interpreting LEAP Benchmark score, identifying students for intervention, and how to begin supporting them

Person Responsible

Marcie Trombino

Schedule

Quarterly, from 8/10/2015 to 6/15/2016

Evidence of Completion

PD and Training attendance records, recordings of sessions, documentation of teacher artifacts in Connexus

Action Step 2 `5`

Students are reviewed for Academic interventions and supports

Person Responsible

Marcie Trombino

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Documentation in the student personalized learning plan

Action Step 3 `5`

Teachers implement Intervention and Support Process.

Person Responsible

Marcie Trombino

Schedule

Weekly, from 9/7/2015 to 6/9/2016

Evidence of Completion

Student personalized learning plan, student phone conference logs, RtI data view

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

Leadership team will monitor student data weekly and support/guide teachers as needed

Person Responsible

Marcie Trombino

Schedule

Weekly, from 9/7/2015 to 6/9/2016

Evidence of Completion

School status reports to show students with interventions, leadership meeting notes, individual student logs

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

Teacher training and accountability

Person Responsible

Marcie Trombino

Schedule

Biweekly, from 8/6/2015 to 6/15/2016

Evidence of Completion

Documentation of manager/report meetings in private Issue Awares, School Status Reports to document student data and teacher tasks, Documentation of attendance at training.

G2. Increase the percentage of students scoring at Level 3 or higher on FSA Mathematics to 67%. `1`

🔍 G074744

G2.B3 Providing specific interventions to students `2`

🔍 B195182

G2.B3.S1 Provide interventions and differentiated instruction for 100% of students identified as needing academic interventions `4`

🔍 S206793

Strategy Rationale

Utilize RTI process and procedure to provide support and assistance for K-8 students struggling in Math

Action Step 1 `5`

Provide training to teachers on interpreting LEAP Benchmark score, identifying students for intervention, and how to begin supporting them.

Person Responsible

Marcie Trombino

Schedule

Triannually, from 8/6/2015 to 6/17/2016

Evidence of Completion

Teacher attendance

Action Step 2 `5`

Teachers implement Intervention and Support Process.

Person Responsible

Marcie Trombino

Schedule

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

Evidence of Completion

Student Personalized Learning Plan, Student Log, RTI Data View

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Data chats during leadership team meetings

Person Responsible

Marcie Trombino

Schedule

Triannually, from 8/6/2015 to 6/17/2016

Evidence of Completion

Leadership team meeting notes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

LEAP data will be used to identify interventions for students

Person Responsible

Marcie Trombino

Schedule

Monthly, from 8/24/2015 to 6/17/2016

Evidence of Completion

LEAP results, academic indicators, progress monitoring updates

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	Provide training to teachers on interpreting LEAP Benchmark score, identifying students for intervention, and how to begin supporting them	Trombino, Marcie	8/10/2015	PD and Training attendance records, recordings of sessions, documentation of teacher artifacts in Connexus	6/15/2016 quarterly
G2.B3.S1.A1	Provide training to teachers on interpreting LEAP Benchmark score, identifying students for intervention, and how to begin supporting them.	Trombino, Marcie	8/6/2015	Teacher attendance	6/17/2016 triannually
G1.B1.S1.A2	Students are reviewed for Academic interventions and supports	Trombino, Marcie	8/24/2015	Documentation in the student personalized learning plan	6/9/2016 weekly
G2.B3.S1.A2	Teachers implement Intervention and Support Process.	Trombino, Marcie	9/30/2015	Student Personalized Learning Plan, Student Log, RTI Data View	6/9/2016 monthly
G1.B1.S1.A3	Teachers implement Intervention and Support Process.	Trombino, Marcie	9/7/2015	Student personalized learning plan, student phone conference logs, RtI data view	6/9/2016 weekly
G1.MA1	Frequent student achievement data pulls and analysis	Trombino, Marcie	8/24/2015	All stakeholders will pull student achievement data to be reviewed. Data includes Status Reports, LEAP, CBMs, CBAs, and AOPr (assessment objective performance reports). Data will be used to conduct discussions with teachers regarding escalation, SISPs, and interventions. Documentation of the data pulls are located in school-wide IAs and discussed during leadership meetings.	6/15/2016 weekly
G1.B1.S1.MA1	Teacher training and accountability	Trombino, Marcie	8/6/2015	Documentation of manager/report meetings in private Issue Awares, School Status Reports to document student data and teacher tasks, Documentation of attendance at training.	6/15/2016 biweekly
G1.B1.S1.MA1	Leadership team will monitor student data weekly and support/guide teachers as needed	Trombino, Marcie	9/7/2015	School status reports to show students with interventions, leadership meeting notes, individual student logs	6/9/2016 weekly
G2.MA1	Student Personalized Learning Plan	Trombino, Marcie	8/24/2015	Data view exports with progress monitoring documented	6/9/2016 monthly
G2.B3.S1.MA1	LEAP data will be used to identify interventions for students	Trombino, Marcie	8/24/2015	LEAP results, academic indicators, progress monitoring updates	6/17/2016 monthly
G2.B3.S1.MA1	Data chats during leadership team meetings	Trombino, Marcie	8/6/2015	Leadership team meeting notes	6/17/2016 triannually

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 the percentage of students earning a Level 3 or higher on FSA ELA from 75% to 83%.

G1.B1 Teacher support with interventions

G1.B1.S1 Provide interventions and differentiated instruction for 100% of students identified as needing academic interventions

PD Opportunity 1

Provide training to teachers on interpreting LEAP Benchmark score, identifying students for intervention, and how to begin supporting them

Facilitator

FLVS FT K-8 Trainer

Participants

Principals, Assistant Principals, Teachers, Counselors

Schedule

Quarterly, from 8/10/2015 to 6/15/2016

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	**Provide training to teachers on interpreting LEAP Benchmark score, identifying students for intervention, and how to begin supporting them**			**$5,383.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0300 - Flvs Full Time K 8	Title II		$5,383.00
			Notes: PD-Professional and Technical Services: Registration and fees for K8 Teachers and Principal to attend professional development trainings, conferences, workshops to assist in increasing student achievement in core curricular such as math.			
2	G1.B1.S1.A2	**Students are reviewed for Academic interventions and supports**			**$0.00**
3	G1.B1.S1.A3	**Teachers implement Intervention and Support Process.**			**$0.00**
4	G2.B3.S1.A1	**Provide training to teachers on interpreting LEAP Benchmark score, identifying students for intervention, and how to begin supporting them.**			**$0.00**
5	G2.B3.S1.A2	**Teachers implement Intervention and Support Process.**			**$0.00**
					Total:	**$5,383.00**