

Pasco County Schools

Florida Virtual Academy At Pasco



2015-16 School Improvement Plan

Florida Virtual Academy At Pasco

9143 PHILLIPS HIGHWAY SUITE 590, Jacksonville, FL 32256

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	12%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	11%

School Grades History

Year	2014-15	2013-14
Grade	I*	D

**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 is pending approval by the Pasco County School Board.

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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is the mission of Florida Virtual Academies to provide a high-quality, online, public charter school that will build a community of students, families, educators and a governing board dedicated to providing a high-quality learning environment that will be accountable for developing each student's full potential by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning. We will produce exemplary levels of student achievement, equipping all students with the academic and nonacademic foundations needed for any post-secondary opportunity they wish to pursue.

Provide the school's vision statement

We believe...

- In individualized learning through mass customization instead of mass production of education.
- In decades of scientific research regarding how brains really work and how learning happens.
- That Big Ideas + Consecutive Down Payments + Practice = Mastery.
- That mastery of concepts and skills should be for all kinds of children—not just the "best and brightest."
- In giving parents meaningful ways to be involved in their children's education if they choose.
- In being directly accountable and responsive to all of our customers.
- In outstanding teacher engagement.
- In rich, engaging content that gets kids into learning so learning gets into them.
- That profitability yields invention, responsiveness, and responsibility.
- In using 21st-century tools to prepare 21st-century students.
- In books and digital media—because a mix of teaching tools maximizes learning.
- That children should be introduced to humankind's legacies which create our common culture as humans.
- That raw, unyielding passion is our most important quality.

School Environment

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

Prior to the first day of class, all teachers reach out and conduct welcome calls to each of their students in order to build strong relationships and ensure that the parent and student are well-equipped to learn in our online environment. Immediate support and "Strong Start" onboarding is provided so all students are prepared and understand the tools that will be used in the learning process. Parent support is also provided to ensure that parents understand the expected collaborative role that they will provide in this instructional model. Throughout the first month of the school year, the teacher communicates with both the student and parents to continue to nurture this important relationship and to develop an Individualized Learning Plan (ILP) for each student that encompasses a strong understanding of each students' academic, social, and emotional needs. This plan determines the best course of action for each student's instructional needs. Progress on the ILP is assessed quarterly in alignment with the quarterly progress reports.

Florida Virtual Academies will provide student participation opportunities that are designed to meet the students' academic, recreational, and social interests. Activities may include, but will not be limited to: virtual clubs, service projects, and scholastic activities, such as spelling bees or science

fairs. An adult sponsor, approved by the school administrator, will supervise each school-related club/organization. Students are encouraged to participate in organizations endorsed by the school, which are formed to share common interests or are an integral part of the educational program of the school.

The teachers also send out monthly school newsletters to all students and conduct regular parent teacher conferences.

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

Florida Virtual Academy at Pasco County is committed to a respectful and safe environment for all. Students will be expected to conduct themselves at all times in an orderly, courteous, dignified and respectful manner, with appropriate consequences for misconduct. Although the online nature of the vast majority of student contact minimizes the occasion for most traditional student behavior issues, the Board has adopted age appropriate policies and procedures regarding general and specific classes of conduct, descriptions of the different types and range of disciplinary responses and consequences, and procedures for assuring protection of students' due process rights. Among other things, school policies will conform to state laws concerning bullying (including cyberbullying), weapons, harassment, alcohol, illegal substances, and other dangerous behaviors. The policies and procedures will be communicated to students and parents through a Parent-Student Handbook.

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

In a virtual setting, student engagement is the key to success and the school is committed to minimizing all distractions and barriers to that end. The goal of Florida Virtual Academy (FLVA) is to provide the best possible educational experience for each student. The instructional program, partnership of parents and teachers, clubs, outings, and competitions help to increase student success. Coupled with the advantages of these educational opportunities is the need for students to assume personal responsibility for their behavior. Students share with the school community responsibility for developing FLVA into a school that exemplifies high standards and excellence. When responding to instances of misconduct, the school will use a full range of disciplinary actions, including, among other things, counseling, mediation, suspension, and expulsion. Students whose offenses also constitute violations of criminal law will be reported to appropriate law enforcement officials, with other serious misconduct reported at the discretion of Florida Virtual Academy at Pasco County's teachers and administrators. The FLVA Student Code of Conduct shall apply to all school supplied equipment and materials and in all school sponsored environments, home and community and at any school location.

While special education students will be expected to adhere to the same standards of conduct for all students, review and processing of discipline and behavioral concerns involving special education students will adhere to the specific procedures and substantive protections provided under the IDEA 2004 amendments, and/or Section 504 of the Rehabilitation Act of 1973.

STUDENT INFRACTIONS AND CONSEQUENCES

Disciplinary procedures shall be consistent with applicable requirements of the Florida Statute and IDEA. Student offenses dictate the severity of the consequence FLVA will impose. The FLVA Student Code of Conduct comprehensively addresses student behavior in the online environment as well as in face to face settings where a student may be participating in testing or attending an outing. The code addresses acceptable use of technology, bullying, plagiarism, appropriate language, dress, weapons, tobacco/drug use etc. FLVA has the right to discipline any student who engages in conduct that threatens the health, safety, or welfare of self and others, or disrupts the learning environment. The appropriate consequence, up to expulsion, will be determined at the sole discretion of FLVA in accordance with the law. The sponsoring district will be advised of all situations where students are

suspended. All recommendations for expulsions will be taken before the district board for action. A student has the right to certain discipline procedures as outlined in final section of this code.

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

In an effort to meet the social-emotional needs of all of our students, our child study teams will offer guidance and support for all students based on teacher referrals. These teams will respond to the individual needs of the student and provide counseling, mentoring and resilience resources to ensure that all barriers are removed from the students ability to learn and fully participate in all school programs. Child Study team includes the guidance counselor, teacher, Fast Team member, ESE teacher and coordinator (if applicable), lead teacher and principal.

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 Academies at Pasco has implemented an early warning system with the following indicators:

- * Students that score a Level 1 or 2 on the statewide, standardized assessments in English Language Arts/Reading and/or Mathematics
- * Students that fail English Language Arts and/or Mathematics
- * Students with attendance below 90 percent

If a student falls into one or more of these categories, then they are referred to our Family Academic Support Team (FAST) for additional support and tutoring to ensure that they are academically successful.

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	9	
Attendance below 90 percent	2	1	2	1	2	2	2	2	3	3	20
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	0	0	1	0	0	1	4	11	12	30
Level 1 on statewide assessment	0	0	0	6	8	1	3	1	4	1	24
Level 2 on statewide assessment	0	0	0	3	3	2	3	0	3	1	15

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

Indicator	Grade Level									Total
	1	3	4	5	6	7	8	9		
Students exhibiting two or more indicators	1	3	4	3	4	2	5	3		25

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

Students who exhibit attendance below 90%, are referred to our Family Academic Support Team (FAST). Those students are assigned to a member of the FAST team, who develops with the student and parent a Back on Track Plan that holds parents accountable for improved attendance. Students will also participate in the "Walk to Class" initiative that is led by their assigned member of the FAST team. The "Walk to Class" initiative involves the FAST team member virtually walking the student to their Class Connect session and holding them accountable for attending the session. The FAST team member will call the student in the morning and assist with logging on if needed, and from there each day will wait for the student to log in. If a student does not attend, then the FAST team member will call the home immediately to speak with the Learning Coach. Follow up to ensure the student is attending and making adequate progress is monitored daily, then weekly as assignments are completed and there is evidence of student accountability and responsibility with regular attendance. For those students who demonstrate academic needs, intervention strategies are in place to ensure academic gains are obtained. Targeted small groups are scheduled throughout the week based on the data from daily formative assessments, summative assessments and common Interim Assessments. A progress monitoring plan is designed and implemented for students who fail to meet grade-level performance expectations. A diagnostic assessment is used to determine the student reading deficiency and based on academic need, strategies for appropriate instruction and intervention and then determined. In addition to the K12 core curriculum for Language Arts and Literature, FLVA uses the following comprehensive, research-based reading programs:

Achieve3000

- Elementary: Each day during the 90 minute reading block, teachers will implement the program through whole group and small group instruction. All students are expected to complete 2 activities per week with a score of 75% or higher.
- MS/HS: Reading teacher identified the lowest 25% of students in Grades 6-12, and meets with them one time per week.

MARK12

- MARK12 Reading is a three-stage course for students in the third to fifth grades who are reading two or more grades below grade level. The course gives students the opportunity to master missed concepts in a way that accelerates them through the remediation process by incorporating adaptive lessons and online assessments. Mark12 rebuilds the reading foundation while providing students with self-confidence building literacy experiences. Students work independently, with a teacher in live class connect sessions and with a Learning Coach to develop oral reading, comprehension, phonics, spelling, and fluency skills. The program also provides opportunities to practice grammar, usage, mechanics, and composition. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success.

In addition to the K12 core curriculum for Math, targeted instruction is provided by a Math Coach who meets with students based on need in both individual and small group settings. ALEKS is used for those students who demonstrate a need beyond the core curriculum and Math Coach.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Florida Virtual Academy at Pasco will strive daily to build positive relationships with families in an effort to increase parent involvement, to articulate the school's mission and vision, and keep parents informed of their child's progress. FLVA provides an extensive support system to both parents and students. Parents serve a critical role in the education process and are partners to teachers in promoting accountability for their students and the entire FLVA community. At the simplest level, students, teachers, and parents interact face-to-face at outings and other events, such as back-to-school events, educational expos, science and art fairs, and school showcases. Parents are encouraged to attend school outings, field trips, and other outside learning opportunities with their child.

Parents conference with teachers on a regular basis via phone, email, synchronous sessions using platforms such as BlackBoard Collaborate, and in-person to discuss their child's progress. Teachers initiate regular conferences and conversations with parents about their child's progress and also about parent's needs and concerns regarding the operation of the school. Parents are free to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the school community. FLVA will survey parents online annually to determine their satisfaction with their overall experience. Elements of the survey will include the curriculum, instruction, Online School, administration, support, quality of materials, student progress, student attitude towards learning, communication, and interaction with other FLVA students and parents. In addition to face-to-face interaction, FLVA at Pasco allows access to a monitored, private, virtual social community which enables students, parents and teachers to communicate and connect online. Parents benefit from exchanging ideas and information with others using the K12 program and gain a sense of connectedness within the boundaries of a contained but global community.

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

FLVA reaches out to local community organizations and business in an effort to build relationships for face-to-face opportunities for students and social outings for both students and parents. Organizations that FLVA strives to establish partnership with are: local libraries, Boys and Girls Club, local museums, sports teams, etc. These organizations will provide opportunities for extended learning options for FLVA students and families.

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
White, Bridget	Principal
King, Farica	Other
Castro, Julia	Teacher, K-12
Ewing, Nicole	Teacher, K-12

Duties

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

Members of the Florida Virtual Academy at Pasco's school-based leadership team practice shared decision making and serve as instructional leaders in a wide variety of ways that impact school-wide instructional practices and initiatives. The school-based leadership team analyzes current data, including relevant demographic information, school-wide and grade level achievement data, progress monitoring data, as well as disaggregated data to make recommendations for school improvement. Lead teachers, instructional coaches, and administrators all lead their respective teams to problem-solve within all three tiers of support, follow up on individual student progress, and identify professional development needs in order for interventions to be successful. Additionally, the leadership team provides coaching/mentoring support to strengthen the core curriculum.

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

Florida Virtual Academy at Pasco's leadership team members work collaboratively to focus on systemic data-driven decision making and ensure MTSS infrastructures are coordinated throughout the school. The leadership team, as well as instructional staff, review data weekly to problem-solve at the school site level. Leadership team members and instructional staff examine the effectiveness of the MTSS infrastructure and share relevant grade band data to determine allocation of resources for the highest impact. Data is also utilized to identify areas for professional development, explicitly designed to further strengthen core instruction.

During grade band meetings, lead teachers present student level data collected from a wide variety of sources (weekly teacher-created direct instruction assessments, Achieve 3000 data, i-Ready data, course pass rates, attendance data, etc.). The team reviews all assessment data, addresses the effectiveness of core instruction, plans for and responds to student learning, and problem-solves to develop plans for students in need of Tier II and Tier III support/intervention.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Florida Virtual Academy's Southwest Board members comprise the SAC for FLVA at Pasco	Business/Community
Bridget White	Principal
Heather Hall	Education Support Employee
Farica King	Education Support Employee

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

Throughout the 2014-2015 school year, the Southwest Board was provided with current data and academic program updates at each board meeting as related to the School Improvement Plan. Input from the governing board was used to make revisions and provide guidance for the development of the 2015-2016 School Improvement Plan.

Development of this school improvement plan

The Florida Virtual Academy at Pasco's Southwest Board will collaborate in the development/ monitoring of the School Improvement Plan over the course of the 2015-2016 school year. The Southwest Board will be provided with current data and academic updates at each board meeting. Board members will participate in review of this information and assist with guidance in making updates to the SIP throughout the school year in an effort to accurately reflect current strategy practices, strategy fidelity checks, strategy data checks, student evaluation data, professional development practices, and budget updates.

Preparation of the school's annual budget and plan

The Florida Virtual Academy at Pasco's Southwest Board is presented with a draft budget and provides comments and feedback. The Southwest Board treasurer then works with staff to make necessary changes and improvements to the budget. Subsequently, Southwest Board members review and approve the final budget once changes/improvements have been made.

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

Not applicable

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

Not applicable

Literacy Leadership Team (LLT)

Membership:

Name	Title
White, Bridget	Principal
King, Farica	Other
Castro, Julia	Teacher, K-12
Ewing, Nicole	Teacher, K-12
Young, Crystal	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Florida Virtual Academy at Pasco's Literacy Leadership Team supports the literacy goals and objectives for the School Improvement Plan (SIP) and the school's professional learning goals through Professional Learning Communities (PLCs), school-wide literacy initiatives, collaborative problem solving and the MTSS/Response to Instruction/Intervention process. The Literacy Leadership Team endeavors to build a culture of academic rigor and literacy achievement through ongoing professional learning for teachers, administrators, and community stakeholders.

The Literacy Leadership Team:

- Engages in regular, ongoing, literacy professional learning
- Supports the implementation of the Florida Standards for English Language Arts and

Literacy in History/Social Studies, Science, and other subjects across the curriculum

- Supports the work of the school's Multi-Tiered System of Support/Response to Instruction/Intervention (MTSS/RtI) process
- Participates in Professional Learning Communities
- Utilizes data to analyze the effectiveness of instruction and redesign instruction and resources to meet student's instructional and intervention needs
- Monitors and supports the implementation of the Comprehensive Core Reading Programs (CCRP), Comprehensive Intensive Reading Programs (CIRP), and scientifically based reading instruction and strategies with fidelity
- Participates in ongoing literacy dialogues with school stakeholders
- Develops and supports initiatives that promote College and Career Readiness literacy
- Supports classroom/school-based action research
- Support or participate in classroom demonstrations and modeling of research-based literacy strategies, inquiry-based research and integrated curriculum;
- Supports the development of model/demonstration classrooms
- Mentors and support other teachers
- Leads/supports Professional Learning Communities (PLCs), Study Groups, and Lesson Studies
- Facilitates and leads literacy professional learning for the school

Literacy Leadership Team Members:

Bridget White, Principal

Farica King, Special Programs Manager

Julia Castro, Elementary Lead Teacher

Nicole Ewing, Secondary Lead Teacher

Crystal Young, Secondary Instructor

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

Positive working relationships between teachers are encouraged through collaborative planning and instruction. Grade band teams function as professional learning communities and are provided with time to plan, reflect, and respond to student learning. Lead teachers, administrators, and instructional coaches ensure their teams have the necessary foundational tools for effective collaboration and are provided with embedded professional development designed to build capacity for reflective planning and collective inquiry.

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

Recruitment:

FLVA utilizes a strong recruitment tool to ensure teacher compatibility to the virtual learning environment. Instructional and other staff will be recruited with advertisements via online job recruitment sites such as <http://www.indeed.com>, and in local media throughout Florida. School administrators will also attend job fairs and set up recruiting sites to inform teachers about the School and conduct interview. Another effective method of recruitment is by referral from current teachers. The number and types of teachers recruited will depend on student enrollment and needs from year to year.

Candidates applying for a teaching position must complete a teacher assessment/profile. Candidates that score in the Green (highest) to yellow (middle level) on the assessment profile will be advanced to complete a technology test and submit a recorded virtual teaching session evaluated by experienced virtual teachers. Successful candidates go through both a phone interview and a face to face interview with the FLVA leadership team.

Four weeks before the first day of school, all teachers complete both a Virtual National Teacher Training (VNTT) and a face-to-face school based training. VNTT is conducted by the Academic Services division of K12 Inc. This training includes both synchronous and asynchronous courses. K12training.com is where the training is housed. VNTT Curriculum includes the following courses:

1. Class Connects Basics
2. Courses and Curriculum for K8
3. Courses and Curriculum for HS
4. Orientation to Training and VNTT
5. Relationships and Communication
6. Virtual Instruction

In addition to ongoing training assignments through K12training.com; teachers at FLVA attend professional development. Each school year, teachers attend both monthly teacher professional development and weekly professional development. These are held both face-to-face and in virtual platforms (BlackBoard Collaborate).

Starting the 2015-2016 school year, all new teachers will be assigned an experienced virtual teacher as a mentor.

Teacher Retention:

- After one year of employment, all teachers receive up to \$5,000 tuition reimbursement annually. Teachers may use this reimbursement to pursue advanced degrees and/or additional certification.
- Merit-based supplements
- Teachers become a part of a national community within K12 with access to curriculum developers, researchers, and a full team of academic specialists.
- Many opportunities for advancement within the school

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

Lead Teachers are initially assigned to all first year teachers to assist them in readiness with curriculum, live teaching strategies, and any student related need. Lead Teachers and Mentors will be assigned to teachers by grade level and/or content. Weekly meetings are held with all staff. Lead teachers and/or teacher mentors follow up regularly with new teachers to ensure they are supported during their first year teaching in the virtual environment. Mentors and/or Lead Teachers will be responsible for modeling lessons, conducting observations, and developing individual professional development plans. In addition, Instructional Coaches are assigned to all FLVA teachers and will meet with teachers on a two week rotating schedule. One week will be an observation by the Instructional Coach with written and/or recorded feedback. The following week will be a meeting to discuss how to increase student engagement and the virtual teaching strategies that directly impact student achievement and increased student data.

Additional resources available to teachers are:

- Live Teacher Help Desk (available M-F during working hours)
- K12 Training Website- teachers can access for training, updated documents, best practices
- Skillsoft- Microsoft Office training, leadership training, time management training, organization training, conflict resolution training
- Monthly Academic Services Newsletter- highlighting best practices

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 K12 curriculum is a part of the core curriculum provided to students for all subjects. K12 has documented for the board how their courses are aligned to the Florida Standards (including the Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS)), Florida Next Generation Sunshine State Standards (NGSSS) and the Next Generation Science Standards (NGSS). The Board understands that there is a transition ongoing from the Florida Next Generation Sunshine State Standards (NGSSS) for Language Arts and Mathematics to the Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS). We also recognize that the NGSSS for science, social studies, physical education, world languages, fine arts, and health education are still in effect. Since FLDOE has adopted the title "Florida Standards" to collectively reference the MAFS, LAFS, and the NGSSS, for the purposes of this application, the Board will do the same. Florida Virtual Academy's Southwest Board also requires the use of formative pre- and post-assessments for students in grades 3 and above. These formative assessments, aligned with the Florida Standards, along with prior year FSA scores, will be utilized throughout the school year as the basis for targeted interventions that will meet each student's individualized needs. The Florida Kindergarten Readiness Screening (FLKRS) will be administered within the required time frame each fall.

To ensure all grade levels have a formative pre- and post- assessment, formative tests will be based on the best assessments currently available for a specific grade level. All Students are administered the DIBELS (Elementary school only) and iReady diagnostic assessment three times per year (Beg, Middle, End). Achieve3000 monitors Lexile levels monthly through an adaptive process that is recorded and available for comparison. The aforementioned are utilized to progress monitor all students throughout the school year to ensure instruction is meeting the literacy needs of all students and closing the gap in reading. Additionally, Interim Assessments are given every 6-8 weeks in all grade levels. These common assessments are aligned to the Florida Language Arts Standards (LAFS) and the Florida Mathematics Standards (MAFS). This data is used to drive instruction and to remediate with both spiral standard review and small group targeted instruction.

Information from all assessments will provide administration and teachers with an understanding of strengths and weaknesses of the student population. To achieve high standards of learning, a culture of data driven instruction will be cultivated to empower teachers to make data-informed decisions about their students' instructional needs.

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

Our school uses data to provide and differentiate instruction to meet the diverse needs of students by first analyzing student assessment data and then appropriating the necessary curriculum and instruction to meet those needs. Each grade level reviews common assessments and performance tasks to determine the needs of the students. All teachers have homogeneous reading and math groups in addition to both individual and small group conferencing to meet the needs of students. All students are provided a 90-minute uninterrupted reading block (grades K-5) within their integrated literacy block as well as a 60-minute Math and a 60-minute STEAM block. In addition, students who do not respond to the core instructional program are provided an additional intensive intervention with frequent progress monitoring.

All teachers meet weekly to review student data for full transparency across grade levels to assist in differentiated instructional groupings. Teachers also collaborate with peers to reflect and modify instruction as needed to assist any students having difficulty attaining proficiency. Professional Learning Committees, along with grade level teams, meet each week to discuss student data, trends and collaborate on effective instructional strategies. Teachers meet on a weekly basis to plan and ensure that lesson objectives are aligned to the Florida Standards. Administrators and Instructional coaches meet with teachers to reflect on lessons that were taught to discuss how well the lesson aligned to the standards.

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: 1,800

A STEAM program is offered to all Elementary grade students designed to provide opportunities for students to apply their knowledge in science, technology, art and math.

Strategy Rationale

Students engage in project-based collaborative activities using technology to deepen their understanding of the standards.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

White, Bridget, bwhite@k12.com

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

Pretest and post-test are used to measure the level of placement and the mastery of the level content. Students are monitored through course assessments and teacher observation.

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

Parents and teachers employ strategies that support the transition from one grade level to the next. One way this is accomplished is through the use of readiness checklists. Readiness documents are informed of ways of working to ensure that both teachers and parents are equipped with the necessary tools to support students' success across grade levels. A part of a family's introduction to our school, we invite parents and teachers to an orientation session where they learn the school's policies, culture, scheduling/routines, and familiarize themselves with FLVA's learning platform.

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

College and career readiness is a focus of FLVA. Secondary students at FLVA will have opportunities to participate in Advanced Placement (AP) courses. FLVA is also in the beginning stages of working with Jacksonville University to establish a dual enrollment program offering students an opportunity to earn college credits in high school.

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

While FLVA does offer access and support to growing career, science, and technical fields, FLVA does not specifically offer industry certification programs at this time.

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

FLVA is currently working on integrating career and technical education into academic courses. One example is our Verizon Design an App Challenge. We are taking selected students through a nationwide competition and application process whereby students compete with other students to initiate a plan to design an APP that might support a small business. If selected, the students partner with the small business and receive support from the Massachusetts Institute of Technology (MIT) who will offer ongoing training to selected students.

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

FLVA is currently making efforts to document the number of Florida high school graduates who enrolled for the first time in public postsecondary education in the state during the previous summer, fall, or spring term. The number of students whose scores on the common placement test indicated the need for developmental education will be used as a primary indicator.

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:

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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.** We expect to increase the percentage of students who demonstrate proficiency on the Science FCAT 2.0 assessment from 40% to 45%.
- G2.** We expect to increase the percentage of students who demonstrate proficiency on the English/ Language Arts (Reading) Florida Standards Assessment from 43% to 48%.
- G3.** We expect to increase the percentage of students who demonstrate proficiency on the Mathematics Florida Standards Assessment from 41% to 46%.

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. We expect to increase the percentage of students who demonstrate proficiency on the Science FCAT 2.0 assessment from 40% to 45%. 1a

G075054

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal 2

- CPALMS used as a supplemental resource for teachers to aid in instruction

Targeted Barriers to Achieving the Goal 3

- Curriculum not fully aligned to the NGSSS for Science.

Plan to Monitor Progress Toward G1. 8

Student Achievement Data in Science

Person Responsible

Bridget White

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Interim Assessment results, DDI reports, observations of instruction

G2. We expect to increase the percentage of students who demonstrate proficiency on the English/ Language Arts (Reading) Florida Standards Assessment from 43% to 48%. 1a

G075055

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	48.0
ELA/Reading Lowest 25% Gains	53.0
FAA Writing Proficiency	48.0

Resources Available to Support the Goal 2

- FLVA at Pasco Literacy Leadership Team
- iReady
- Achieve 3000
- Mark12

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge regarding new ELA standards and the Florida Standards Assessment
- Lack of student engagement

Plan to Monitor Progress Toward G2. 8

weekly data reviews (grade level & individual)

Person Responsible

Bridget White

Schedule

Weekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Data will be reviewed weekly to monitor student learning gains and will be utilized to drive instruction. iReady & FSA results will be used to help identify students in need of additional reading support and guide instructional decisions. Achieve 3000 level set testing and iReady assessments will be administered three times per year. DIBELS data for grades K-5 will be used for progress monitoring and for placement in iReady. Exit tickets, formative assessments, and data trackers will also be utilized to monitor student progress.

G3. We expect to increase the percentage of students who demonstrate proficiency on the Mathematics Florida Standards Assessment from 41% to 46%. 1a

G075056

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	46.0
Math Lowest 25% Gains	78.0

Resources Available to Support the Goal 2

- Math on Demand
- Professional Development

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement
- Lack of teacher knowledge regarding new Mathematics standards and the Florida Standards Assessment.

Plan to Monitor Progress Toward G3. 8

weekly data reviews (grade level & individual)

Person Responsible

Bridget White

Schedule

Weekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

weekly teacher data analysis, evidence of progress monitoring, classroom observations, instructional coaching & performance management

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. We expect to increase the percentage of students who demonstrate proficiency on the Science FCAT 2.0 assessment from 40% to 45%. **1**

 G075054

G1.B1 Curriculum not fully aligned to the NGSSS for Science. **2**

 B195972

G1.B1.S1 Supplemental resources are being used to fill in these gaps. **4**

 S207671

Strategy Rationale

Curriculum has been analyzed to determine gaps in the K12 core curriculum for Science.

Action Step 1 **5**

Lead teachers, teachers and Instructional Coaches will obtain supplemental resources to teach to the standards that are not covered in the core curriculum.

Person Responsible

Bridget White

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Principal will observe and evaluate each teacher Science lessons.

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

Observations and Evaluations by Lead teacher, Instructional Coaches and Principal.

Person Responsible

Bridget White

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Recorded lessons, curriculum maps, 6 week plans, interim assessments

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

Observations and Evaluations completed by Principal. Evidence listed in 6 week plan.

Person Responsible

Bridget White

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data gathered from observations and local assessments.

G2. We expect to increase the percentage of students who demonstrate proficiency on the English/Language Arts (Reading) Florida Standards Assessment from 43% to 48%. 1

G075055

G2.B1 Lack of teacher knowledge regarding new ELA standards and the Florida Standards Assessment 2

B195973

G2.B1.S1 Provide rigorous professional development to enhance instructional personnel knowledge base regarding the Florida Standards Assessment and the Florida ELA standards. 4

S207672

Strategy Rationale

Last year, teachers became more familiar with the new Florida Standards, but they were not effectively utilizing them, nor fully utilizing the data to guide their teaching.

Action Step 1 5

Teachers will participate in professional development activities focused on the LAFS and the FSA; Focus will be on understanding/unpacking the LAFS, utilizing the LAFS to guide instruction, and ways to effectively assess student performance.

Person Responsible

Bridget White

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion

curriculum maps, alignment documents, professional development attendance logs, professional development agendas, monthly standards mastery reports

Action Step 2 5

Teachers will participate in Achieve 3000 training to ensure this instructional resource is being used with fidelity.

Person Responsible

Bridget White

Schedule

Semiannually, from 10/1/2015 to 6/10/2016

Evidence of Completion

Observations, data collection, reports teacher pull for Lexile scores and level set participation.

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

Through data meetings with teachers, we will closely monitor student progress and standard mastery.

Person Responsible

Bridget White

Schedule

Weekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

curriculum maps, DDI, weekly instructional plans

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

i-Ready Assessments and Achieve 3000 data reports will be utilized to formally monitor growth and drive instruction.

Person Responsible

Bridget White

Schedule

Weekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Data will be reviewed weekly to monitor student learning gains. Data will be used to drive instruction.

G2.B2 Lack of student engagement 2

B195974

G2.B2.S1 Teach Like A Champion Strategies/Professional Development 4

S207673

Strategy Rationale

Teach Like A Champion helps teachers utilize strategies in the classroom to actively engage students in the lesson.

Action Step 1 5

Professional development on Teach Like A Champion Strategies will be provided during the 2015-2016 school year.

Person Responsible

Bridget White

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Best Practice recorded sessions, observations/feedback, and class data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Designated Focus Strategies

Person Responsible

Bridget White

Schedule

Weekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

observation/feedback forms, walkthrough data, training attendance logs, sharing of best Class Connect sessions implementing the designated strategies

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Data will be utilized to monitor effectiveness and class observations.

Person Responsible

Bridget White

Schedule

Weekly, from 9/28/2015 to 5/27/2016


Evidence of Completion

assessment data, classroom recordings, observation documents

G3. We expect to increase the percentage of students who demonstrate proficiency on the Mathematics Florida Standards Assessment from 41% to 46%. 1

 G075056

G3.B1 Lack of student engagement 2

 B195975

G3.B1.S1 Teach Like A Champion Strategies/Professional Development 4

 S207674

Strategy Rationale

Teach Like A Champion helps teachers utilize strategies in the classroom to actively engage students in the lesson.

Action Step 1 5

Professional development on Teach Like A Champion Strategies will be provided during the 2015-2016 school year.

Person Responsible

Bridget White

Schedule

Weekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Best Practice recorded sessions, observations/feedback, and class data

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

Designated Focus Strategies

Person Responsible

Bridget White

Schedule

Weekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

observation/feedback forms, walkthrough data, training attendance logs, sharing of best Class Connect sessions implementing the designated strategies

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

Data will be utilized to monitor effectiveness and class observations.

Person Responsible

Bridget White

Schedule

Weekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

assessment data, classroom recordings, observation documents

G3.B1.S2 Math on Demand 4

S207675

Strategy Rationale

Math on Demand is designed for students to be able to pop into a classroom during a block of time of the day to get immediate help on a math question or skill.

Action Step 1 5

"Math on Demand" time is designated as daily time for students to be able to pop into a classroom during a block of time of the day to get immediate help on a math question or skill. Based on Standards and Interim Assessment results.

Person Responsible

Bridget White

Schedule

Daily, from 9/28/2015 to 5/27/2016

Evidence of Completion

weekly teacher data analysis, evidence of progress monitoring, classroom observations, instructional coaching & performance management

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Data Driven Instruction; utilize formative assessment to monitor student strengths, weaknesses, and growth

Person Responsible

Bridget White

Schedule

Weekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

weekly teacher data analysis, evidence of progress monitoring, classroom observations

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

DDI (student achievement data in math)

Person Responsible

Bridget White

Schedule

Biweekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

weekly teacher data analysis, evidence of progress monitoring, classroom observations, instructional coaching & performance management

G3.B2 Lack of teacher knowledge regarding new Mathematics standards and the Florida Standards Assessment. 2

 B195976

G3.B2.S1 Provide rigorous professional development to enhance instructional personnel knowledge base regarding the Florida Standards Assessment and the Florida MAFS. 4

 S207676

Strategy Rationale

This will enable teachers to analyze data and to plan instruction based on student need.

Action Step 1 5

Teachers will participate in professional development activities focused on the MAFS and the FSA; Focus will be on understanding/unpacking the MAFS, utilizing the MAFS to guide instruction, and ways to effectively assess student performance.

Person Responsible

Bridget White

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Analyze curriculum maps, observe classroom instruction, analyze data to determine if students are learning.

Action Step 2 5

Teachers will participate in iReady training to ensure this instructional resource is being used with fidelity.

Person Responsible

Bridget White

Schedule

Semiannually, from 10/1/2015 to 6/10/2016

Evidence of Completion

Observations, data collection, reports teachers pull for analysis

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Principal will monitor action plans created by lead teacher based on individual data meetings.

Person Responsible

Bridget White

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Interim Assessment data analysis, curriculum maps, recorded classes for observational and evaluative purposes.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Data meetings with Lead Teacher and Instructional Coach

Person Responsible

Bridget White

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Interim assessment data, State assessment data, local assessment data.

Appendix 1: Implementation Timeline

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

Pasco - 4325 - Florida Virtual Academy At Pasco - 2015-16 SIP
Florida Virtual Academy At Pasco

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	Lead teachers, teachers and Instructional Coaches will obtain supplemental resources to teach to the standards that are not covered in the core curriculum.	White, Bridget	8/24/2015	Principal will observe and evaluate each teacher Science lessons.	6/10/2016 monthly
G2.B1.S1.A1	Teachers will participate in professional development activities focused on the LAFS and the FSA; Focus will be on understanding/unpacking the LAFS, utilizing the LAFS to guide instruction, and ways to effectively assess student performance.	White, Bridget	9/28/2015	curriculum maps, alignment documents, professional development attendance logs, professional development agendas, monthly standards mastery reports	5/27/2016 monthly
G2.B2.S1.A1	Professional development on Teach Like A Champion Strategies will be provided during the 2015-2016 school year.	White, Bridget	9/28/2015	Best Practice recorded sessions, observations/feedback, and class data	5/27/2016 monthly
G3.B1.S1.A1	Professional development on Teach Like A Champion Strategies will be provided during the 2015-2016 school year.	White, Bridget	9/28/2015	Best Practice recorded sessions, observations/feedback, and class data	5/27/2016 weekly
G3.B1.S2.A1	"Math on Demand" time is designated as daily time for students to be able to pop into a classroom during a block of time of the day to get immediate help on a math question or skill. Based on Standards and Interim Assessment results.	White, Bridget	9/28/2015	weekly teacher data analysis, evidence of progress monitoring, classroom observations, instructional coaching & performance management	5/27/2016 daily
G3.B2.S1.A1	Teachers will participate in professional development activities focused on the MAFS and the FSA; Focus will be on understanding/unpacking the MAFS, utilizing the MAFS to guide instruction, and ways to effectively assess student performance.	White, Bridget	8/24/2015	Analyze curriculum maps, observe classroom instruction, analyze data to determine if students are learning.	6/10/2016 monthly
G2.B1.S1.A2	Teachers will participate in Achieve 3000 training to ensure this instructional resource is being used with fidelity.	White, Bridget	10/1/2015	Observations, data collection, reports teacher pull for Lexile scores and level set participation.	6/10/2016 semiannually
G3.B2.S1.A2	Teachers will participate in iReady training to ensure this instructional resource is being used with fidelity.	White, Bridget	10/1/2015	Observations, data collection, reports teachers pull for analysis	6/10/2016 semiannually
G1.MA1	Student Achievement Data in Science	White, Bridget	8/24/2015	Interim Assessment results, DDI reports, observations of instruction	6/10/2016 quarterly
G1.B1.S1.MA1	Observations and Evaluations completed by Principal. Evidence listed in 6 week plan.	White, Bridget	8/24/2015	Data gathered from observations and local assessments.	6/10/2016 quarterly
G1.B1.S1.MA1	Observations and Evaluations by Lead teacher, Instructional Coaches and Principal.	White, Bridget	8/24/2015	Recorded lessons, curriculum maps, 6 week plans, interim assessments	6/10/2016 quarterly
G2.MA1	weekly data reviews (grade level & individual)	White, Bridget	9/28/2015	Data will be reviewed weekly to monitor student learning gains and will be utilized to drive instruction. iReady & FSA results will be used to help identify students in need of additional reading support and guide instructional decisions. Achieve 3000 level set testing and iReady assessments will be administered three times per year. DIBELS data for grades K-5 will be used for progress monitoring and for placement in iReady. Exit tickets, formative assessments, and data trackers will also be utilized to monitor student progress.	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	i-Ready Assessments and Achieve 3000 data reports will be utilized to formally monitor growth and drive instruction.	White, Bridget	9/28/2015	Data will be reviewed weekly to monitor student learning gains. Data will be used to drive instruction.	5/27/2016 weekly
G2.B1.S1.MA1	Through data meetings with teachers, we will closely monitor student progress and standard mastery.	White, Bridget	9/28/2015	curriculum maps, DDI, weekly instructional plans	5/27/2016 weekly
G2.B2.S1.MA1	Data will be utilized to monitor effectiveness and class observations.	White, Bridget	9/28/2015	assessment data, classroom recordings, observation documents	5/27/2016 weekly
G2.B2.S1.MA1	Designated Focus Strategies	White, Bridget	9/28/2015	observation/feedback forms, walkthrough data, training attendance logs, sharing of best Class Connect sessions implementing the designated strategies	5/27/2016 weekly
G3.MA1	weekly data reviews (grade level & individual)	White, Bridget	9/28/2015	weekly teacher data analysis, evidence of progress monitoring, classroom observations, instructional coaching & performance management	5/27/2016 weekly
G3.B1.S1.MA1	Data will be utilized to monitor effectiveness and class observations.	White, Bridget	9/28/2015	assessment data, classroom recordings, observation documents	5/27/2016 weekly
G3.B1.S1.MA1	Designated Focus Strategies	White, Bridget	9/28/2015	observation/feedback forms, walkthrough data, training attendance logs, sharing of best Class Connect sessions implementing the designated strategies	5/27/2016 weekly
G3.B2.S1.MA1	Data meetings with Lead Teacher and Instructional Coach	White, Bridget	8/24/2015	Interim assessment data, State assessment data, local assessment data.	6/10/2016 monthly
G3.B2.S1.MA1	Principal will monitor action plans created by lead teacher based on individual data meetings.	White, Bridget	8/24/2015	Interim Assessment data analysis, curriculum maps, recorded classes for observational and evaluative purposes.	6/10/2016 monthly
G3.B1.S2.MA1	DDI (student achievement data in math)	White, Bridget	9/28/2015	weekly teacher data analysis, evidence of progress monitoring, classroom observations, instructional coaching & performance management	5/27/2016 biweekly
G3.B1.S2.MA1	Data Driven Instruction; utilize formative assessment to monitor student strengths, weaknesses, and growth	White, Bridget	9/28/2015	weekly teacher data analysis, evidence of progress monitoring, classroom observations	5/27/2016 weekly

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.

G2. We expect to increase the percentage of students who demonstrate proficiency on the English/Language Arts (Reading) Florida Standards Assessment from 43% to 48%.

G2.B1 Lack of teacher knowledge regarding new ELA standards and the Florida Standards Assessment

G2.B1.S1 Provide rigorous professional development to enhance instructional personnel knowledge base regarding the Florida Standards Assessment and the Florida ELA standards.

PD Opportunity 1

Teachers will participate in professional development activities focused on the LAFS and the FSA; Focus will be on understanding/unpacking the LAFS, utilizing the LAFS to guide instruction, and ways to effectively assess student performance.

Facilitator

Literacy Coaches & Lead Teachers

Participants

FLVA staff

Schedule

Monthly, from 9/28/2015 to 5/27/2016

PD Opportunity 2

Teachers will participate in Achieve 3000 training to ensure this instructional resource is being used with fidelity.

Facilitator

Achieve 3000

Participants

All FLVA Instructional Staff

Schedule

Semiannually, from 10/1/2015 to 6/10/2016

G2.B2 Lack of student engagement

G2.B2.S1 Teach Like A Champion Strategies/Professional Development

PD Opportunity 1

Professional development on Teach Like A Champion Strategies will be provided during the 2015-2016 school year.

Facilitator

Instructional Coaches; Lead Teachers

Participants

Teachers

Schedule

Monthly, from 9/28/2015 to 5/27/2016

G3. We expect to increase the percentage of students who demonstrate proficiency on the Mathematics Florida Standards Assessment from 41% to 46%.

G3.B1 Lack of student engagement

G3.B1.S1 Teach Like A Champion Strategies/Professional Development

PD Opportunity 1

Professional development on Teach Like A Champion Strategies will be provided during the 2015-2016 school year.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 9/28/2015 to 5/27/2016

G3.B2 Lack of teacher knowledge regarding new Mathematics standards and the Florida Standards Assessment.

G3.B2.S1 Provide rigorous professional development to enhance instructional personnel knowledge base regarding the Florida Standards Assessment and the Florida MAFS.

PD Opportunity 1

Teachers will participate in professional development activities focused on the MAFS and the FSA; Focus will be on understanding/unpacking the MAFS, utilizing the MAFS to guide instruction, and ways to effectively assess student performance.

Facilitator

Principal and Lead Teachers

Participants

All Instructional Staff

Schedule

Monthly, from 8/24/2015 to 6/10/2016

PD Opportunity 2

Teachers will participate in iReady training to ensure this instructional resource is being used with fidelity.

Facilitator

iReady (CAIN)

Participants

All FLVA Instructional Staff

Schedule

Semiannually, from 10/1/2015 to 6/10/2016

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	Lead teachers, teachers and Instructional Coaches will obtain supplemental resources to teach to the standards that are not covered in the core curriculum.				\$0.00
2	G2.B1.S1.A1	Teachers will participate in professional development activities focused on the LAFS and the FSA; Focus will be on understanding/unpacking the LAFS, utilizing the LAFS to guide instruction, and ways to effectively assess student performance.				\$4,874.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4325 - Florida Virtual Academy At Pasco	Other		\$4,874.00
<i>Notes: Notes</i>						
3	G2.B1.S1.A2	Teachers will participate in Achieve 3000 training to ensure this instructional resource is being used with fidelity.				\$0.00
4	G2.B2.S1.A1	Professional development on Teach Like A Champion Strategies will be provided during the 2015-2016 school year.				\$1,218.50
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4325 - Florida Virtual Academy At Pasco	Other		\$1,218.50
<i>Notes: Notes</i>						
5	G3.B1.S1.A1	Professional development on Teach Like A Champion Strategies will be provided during the 2015-2016 school year.				\$1,218.50
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4325 - Florida Virtual Academy At Pasco	General Fund		\$1,218.50
6	G3.B1.S2.A1	"Math on Demand" time is designated as daily time for students to be able to pop into a classroom during a block of time of the day to get immediate help on a math question or skill. Based on Standards and Interim Assessment results.				\$2,437.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4325 - Florida Virtual Academy At Pasco	Other		\$2,437.00
<i>Notes: Notes</i>						

Budget Data

7	G3.B2.S1.A1	Teachers will participate in professional development activities focused on the MAFS and the FSA; Focus will be on understanding/unpacking the MAFS, utilizing the MAFS to guide instruction, and ways to effectively assess student performance.				\$0.00
8	G3.B2.S1.A2	Teachers will participate in iReady training to ensure this instructional resource is being used with fidelity.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4325 - Florida Virtual Academy At Pasco	General Fund		\$1,000.00
					Total:	\$10,748.00