

Clay County Schools

Florida Cyber Charter Academy At Clay



2016-17 Schoolwide Improvement Plan

Florida Cyber Charter Academy At Clay

9143 PHILLIPS HWY, Jacksonville, FL 32256

<http://flva.k12.com>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	27%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	30%

School Grades History

Year	2017-18
Grade	C

**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

N/A

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	27

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Florida Cyber Charter Academy At Clay

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Florida Cyber Charter Academy (FLCCA) is a high quality, virtual public charter school dedicated to providing an innovative educational environment in which all students have the opportunity to succeed. We value rigorous and real-world instruction as we ask one question of ourselves daily: Are our students learning? Our mission is to help students reach their full-potential by utilizing a highly effective curriculum and implementing classes that are student-centered, data-driven and engaging for all learners. FLCCA strives to celebrate diversity and build community while using cutting-edge technology to break down barriers and create productive citizens who are successful in their future endeavors. We are able to accomplish this through our community of students, families, teachers, administration and a governing board who are invested in pursuing academic excellence for all.

b. Provide the school's vision statement.

It is the Vision 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 every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue.

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.
- The 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 encouragement.
- In rich, engaging content that gets kids into learning so learning gets into them.
- That profitability yield 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.

2. School Environment

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

At the beginning of the school year, all teachers to make welcome calls to each of their students. During these calls teacher will ask a set of questions to gather critical information and to begin to build a strong relationship between the teacher and the student. Throughout the first few weeks of the

school year the teacher is communicating with both the student and the parents to continue to build that relationship and to develop an individual student learning plan. That learning plan captures both academic needs of the student as well as personal goals. The student's learning goals are established and personal goals are established and throughout the year they work on achieving on making progress on each goal.

The school also conducts regular school outings that the students attend and have the opportunity to meet the staff and teachers. These outings are both educational and social. They provide teachers the opportunity to meet face to face with students and parents to address concerns while at the same time provide the opportunity for students to meet each other and begin to develop a sense of school community. The teachers also send out monthly school newsletters to all students and conduct regular parent teacher conferences.

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

Florida Cyber Charter Academy at Osceola 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 student behavior issues, the Board will institute age appropriate policies and procedures regarding general and specific classes of proscribed 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.

c. 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 Cyber Charter Academy (FLCCA) 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 FLCCA 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 Cyber Charter Academy at Osceola County's teachers and administrators. The FLCCA 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 FLCCA will impose. The FLCCA 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. FLCCA 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 FLCCA 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.

d. 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 members include the guidance counselor, general education teachers, Fast Team member, ESE teacher and coordinator (if applicable), lead teacher and principal.

3. Early Warning Systems

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

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

Florida Cyber Charter Academy at Osceola 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 and/or Mathematics
- * Students with below 90 percent attendance

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.

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

1. 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	10	11	12	
Attendance below 90 percent	2	1	2	1	0	0	1	2	3	2	0	1	0	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	1	0	0	2	1	3	2	0	0	9
Level 1 on statewide assessment	0	0	0	0	9	7	13	12	11	5	3	0	0	60

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	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	4	0	0	0	0	0	4	

c. 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, teachers host small group and individual sessions to hone in on specific skills and standards. Data is collected weekly on these students and teachers meet with instructional coaches to disaggregate it and plan next instructional steps.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Florida Cyber Charter Academy at Osceola 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. FLCCA 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 FLCCA 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. FLCCA 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 FLCCA students and parents. In addition to face-to-face interaction, FLCCA at Osceola 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.

2. 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.

FLCCA 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 FLCCA has strived 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 FLCCA students and families.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Bowen, Jacqueline	Other
King, Farica	Principal
White, Bridget	Principal

b. Duties

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

Jacque Bowen (Executive Director) - supports leadership development, board relations, school/district-wide operations and systems management, budget management, oversight of all academic programs, and Chief School Academic Officer for FLCCA.

Farica King (Principal/Academic Administrator Middle/High) - directs and manages student academic programs for secondary students, facilitates problem-solving, professional development, assessment/curricular development, and supports staff in data-driven decision making designed to increase

student achievement at the secondary level

Bridget White (Academic Administrator/Elementary)- directs and manages student academic programs for elementary students, facilitates problem-solving, professional development, assessment/curricular development, and supports staff in data-driven decision making designed to increase student achievement at the elementary level

2. 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 Cyber Charter Academy at Osecola'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, USA Test Prep 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Nancy Chiles	Parent
Lisa Gnapp	Teacher
Farica King	Principal
Chris Calabucci	Business/Community
Deb Palmer	Business/Community
	Student
Kel Hansen	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

Throughout the 2015-2016 school year, the Central 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 2016-2017 School Improvement Plan.

b. Development of this school improvement plan

The Florida Cyber Charter Academy at Osceola's Central Board will collaborate in the development/ monitoring of the School Improvement Plan over the course of the 2016-2017 school year. The Southwest Board and SAC will be provided with current data and academic updates at each board meeting. 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.

c. Preparation of the school's annual budget and plan

The Florida Cyber Charter Academy at Osceola's Southwest Board is presented with a draft budget and provides comments and feedback. The 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.

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

n/a

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
King, Farica	Principal
White, Bridget	Principal
Young, Crystal	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Florida Cyber Charter Academy at Osceola'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 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/Rtl) 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:

Farica King, Principal; Bridget White, Academic Administrator; Keisha Wickham, Secondary Literacy Specialist; Mary Frances Krause, Elementary Literacy Specialist; Lisa Gnapp, Secondary Lead Teacher; Shauna Rogan, Elementary Lead Teacher; Grace Fritchey, Math/Social Studies Teacher; Crystal Young, Teacher.

D. Public and Collaborative Teaching

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

1. 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.

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

Recruitment:

FLCCA 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 FLCCA 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. Throughout the school year, teachers attend both monthly national teacher professional development and weekly school-led professional development.

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

3. 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 FLCCA 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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 Cyber Charter Academy's Central 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 and PLA/USA Test Prep assessments will be administered to students in grades K-12 three times per year.

As necessary 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 K-5 students participate in DIBELS assessment, while PLA/USA Test Prep or a comparable assessment will be used in grades K – 12. All benchmark assessments are aligned to the Florida Standards.

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.

b. Instructional Strategies

1. 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 Communities, 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

2. 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)

- Core Academic Instruction

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 FLCCA's learning platform.

b. College and Career Readiness

1. 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 FLCCA. FLCCA 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. Additionally, several CTE programs are being explored as our high school population is now growing in Osceola county.

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

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

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

FLCCA is currently working on integrating career and technical education into academic courses. One example is our application into the Verizon Design an App Challenge program. Our goal is to take 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.

4. 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.

FLCCA 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

n/a

B. 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.

n/a



C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We expect to grow the percentage of students who demonstrate a proficiency level of 3 or higher on the Mathematics Florida Standards Assessment from 43% to 46%.
- G2.** We expect to grow the percentage of students who demonstrate a proficiency level of 3 or higher on the ELA Florida Standards Assessment from 55% to 58%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. We expect to grow the percentage of students who demonstrate a proficiency level of 3 or higher on the Mathematics Florida Standards Assessment from 43% to 46%. 1a

G086084

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	43.0

Targeted Barriers to Achieving the Goal 3

- Student engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math on Demand; Homeroom Huddle; FAST team engagement plans

Plan to Monitor Progress Toward G1. 8

data reviews (grade level & individual)

Person Responsible

Farica King

Schedule

Biweekly, from 8/29/2016 to 5/30/2017

Evidence of Completion

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

G2. We expect to grow the percentage of students who demonstrate a proficiency level of 3 or higher on the ELA Florida Standards Assessment from 55% to 58%. 1a

G086085

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	58.0

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA on Demand, Homeroom Huddle, FAST team support

Plan to Monitor Progress Toward G2. 8

data reviews (grade level & individual)

Person Responsible

Farica King

Schedule

Biweekly, from 8/29/2016 to 5/30/2017

Evidence of Completion

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 grow the percentage of students who demonstrate a proficiency level of 3 or higher on the Mathematics Florida Standards Assessment from 43% to 46%. **1**

 G086084

G1.B1 Student engagement **2**

 B228741

G1.B1.S1 Teach Like A Champion Strategies/Professional Development **4**

 S241201

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 2016-2017 school year.

Person Responsible

Farica King

Schedule

Monthly, from 9/2/2016 to 5/26/2017

Evidence of Completion

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

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

Designated Focus Strategies

Person Responsible

Farica King

Schedule

Monthly, from 9/2/2016 to 5/26/2017

Evidence of Completion

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

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

Designated Focus Strategies

Person Responsible

Farica King

Schedule

Monthly, from 9/2/2016 to 5/26/2017

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 G1.B1.S1 7

Data will be utilized to monitor effectiveness and class observations.

Person Responsible

Farica King

Schedule

Monthly, from 9/2/2016 to 5/26/2017

Evidence of Completion

assessment data, classroom recordings, observation documents

G2. We expect to grow the percentage of students who demonstrate a proficiency level of 3 or higher on the ELA Florida Standards Assessment from 55% to 58%. 1

G086085

G2.B1 Lack of student engagement 2

B228742

G2.B1.S1 Teach Like A Champion Strategies/Professional Development 4

S241202

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 2016-2017 school year.

Person Responsible

Farica King

Schedule

Monthly, from 9/2/2016 to 5/26/2017

Evidence of Completion

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

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

Designated Focus Strategies

Person Responsible

Farica King

Schedule

Monthly, from 9/2/2016 to 5/26/2017

Evidence of Completion

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

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

Designated Focus Strategies

Person Responsible

Farica King

Schedule

Monthly, from 9/2/2016 to 5/26/2017

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.B1.S1 7

Data will be utilized to monitor effectiveness and class observations.

Person Responsible

Farica King











Schedule

Monthly, from 9/2/2016 to 5/26/2017

Evidence of Completion

assessment data, classroom recordings, observation documents

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1  M321329	Data will be utilized to monitor effectiveness and class observations.	King, Farica	9/2/2016	assessment data, classroom recordings, observation documents	5/26/2017 monthly
G1.B1.S1.MA1  M321330	Designated Focus Strategies	King, Farica	9/2/2016	observation/feedback forms, walkthrough data, training attendance logs, sharing of best Class Connect sessions implementing the designated strategies	5/26/2017 monthly
G1.B1.S1.MA1  M321331	Designated Focus Strategies	King, Farica	9/2/2016	observation/feedback forms, walkthrough data, training attendance logs, sharing of best Class Connect sessions implementing the designated strategies	5/26/2017 monthly
G1.B1.S1.A1  A312186	Professional development on Teach Like A Champion Strategies will be provided during the 2016-2017...	King, Farica	9/2/2016	Best Practice recorded sessions reviews, observations/feedback, and class data	5/26/2017 monthly
G2.B1.S1.MA1  M321333	Data will be utilized to monitor effectiveness and class observations.	King, Farica	9/2/2016	assessment data, classroom recordings, observation documents	5/26/2017 monthly
G2.B1.S1.MA1  M321334	Designated Focus Strategies	King, Farica	9/2/2016	observation/feedback forms, walkthrough data, training attendance logs, sharing of best Class Connect sessions implementing the designated strategies	5/26/2017 monthly
G2.B1.S1.MA1  M321335	Designated Focus Strategies	King, Farica	9/2/2016	observation/feedback forms, walkthrough data, training attendance logs, sharing of best Class Connect sessions implementing the designated strategies	5/26/2017 monthly
G2.B1.S1.A1  A312187	Professional development on Teach Like A Champion Strategies will be provided during the 2016-2017...	King, Farica	9/2/2016	Best Practice recorded sessions, observations/feedback, and class data	5/26/2017 monthly
G1.MA1  M321332	data reviews (grade level & individual)	King, Farica	8/29/2016	teacher data analysis, evidence of progress monitoring, classroom observations, instructional coaching & performance management	5/30/2017 biweekly
G2.MA1  M321336	data reviews (grade level & individual)	King, Farica	8/29/2016	teacher data analysis, evidence of progress monitoring, classroom observations, instructional coaching & performance management	5/30/2017 biweekly

V. Professional Development Opportunities

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

G1. We expect to grow the percentage of students who demonstrate a proficiency level of 3 or higher on the Mathematics Florida Standards Assessment from 43% to 46%.

G1.B1 Student engagement

G1.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 2016-2017 school year.

Facilitator

Farica King/Bridget White

Participants

K- 12 general education/ESE teachers

Schedule

Monthly, from 9/2/2016 to 5/26/2017

G2. We expect to grow the percentage of students who demonstrate a proficiency level of 3 or higher on the ELA Florida Standards Assessment from 55% to 58%.

G2.B1 Lack of student engagement

G2.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 2016-2017 school year.

Facilitator

Farica King/Bridget White

Participants

K-12 general education/ESE teachers

Schedule

Monthly, from 9/2/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional development on Teach Like A Champion Strategies will be provided during the 2016-2017 school year.	\$0.00
2	G2.B1.S1.A1	Professional development on Teach Like A Champion Strategies will be provided during the 2016-2017 school year.	\$0.00
Total:			\$0.00