

Florida Cyber Charter Academy At Osceola



2017-18 Schoolwide Improvement Plan

Florida Cyber Charter Academy At Osceola

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<https://flcca.k12.com/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	10%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	50%

School Grades History

Year	2016-17	2015-16	2013-14	2012-13
Grade	C	I	F	-

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Osceola County School Board on 11/14/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Florida Cyber Charter Academy At Osceola

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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 Cyber Charter 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 equip every student with the academic and nonacademic foundations needed for any post-secondary 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 stakeholders.
- in outstanding teacher encouragement.
- in rich, engaging content that gets kids into learning so learning gets into them.
- 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 make welcome calls to each of their students. During these calls teachers ask a set of questions to gather critical information and to begin to build a strong relationship with their students. Throughout the first few weeks of the school year, teachers communicate with both the student and the parents to continue to build that relationship and to develop an individual student learning plan. The learning plan captures both the academic needs of the student as well as personal goals.

The school also conducts regular school outings that the students for the opportunity to meet the staff, teachers, and classmates. These outings are both educational and social in nature. They provide teachers with the opportunity to meet face to face with students and parents to address academic progress, while at the same time providing the opportunity for students to meet each other and begin to develop a sense of school community. As a way to keep families abreast of school events and activities, teachers send out monthly school newsletters to all students and conduct regular parent teacher conferences in person, over the phone, and via Blackboard Connect.

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 fostering a respectful and safe environment for all of its members. The school embraces a commitment wherein students and their families feel a sense of community and in an environment safe to takes risks and be oneself. Teacher and administrators serve as role models encouraging high expectations for self, behavior and learning. A focus on a student's social and emotional being as well as their academic success is a driver in school decisions and actions. A student handbook provides families with clear expectations grounded in positive behavioral supports.

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 FLCCA is committed to minimizing all distractions and barriers to student achievement. The goal of Florida Cyber Charter Academy(FLCCA) is to provide the best possible educational experience for each student. The instructional program, including partnerships between parents and teachers, clubs, outings, and competitions help to increase student success. Coupled with these educational opportunities is the need for students to assume personal responsibility for their behavior. Staff, students, families, and the school community collectively share responsibility for developing FLCCA into a school that exemplifies high standards and excellence in everything we do.

When responding to instances of misconduct, the school employs a full range of disciplinary actions, including, counseling, mediation, suspension, and expulsion. Students who's offenses also constitute violations of criminal law will be reported to appropriate law enforcement officials. The FLCCA Student Code of Conduct shall apply to all school supplied equipment and materials, and in all school sponsored environments. 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 is committed to disciplining 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 partnership with Osceola County and in accordance with the law. Osceola County district charter will be advised of all situations where students are suspended. All recommendations for

expulsions will be recommended to Osceola district officials and the District School Board of Osceola County for action. All students have the right to due process.

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.

To meet the social-emotional needs of all of our students, our Family-Academic Support Team (FAST) will offer guidance and support for all students based on teacher referrals. These teams will respond to the individual needs of students and provide counseling, mentoring and resilience resources to ensure that all barriers are removed from students ability to learn and fully participate in all school programs. Child Study team includes the guidance counselor, teacher, family resource coordinator, FAST team member, ESE teacher and special programs coordinator (if applicable).

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 called The Family Academic Support Team, or FAST. FAST empowers students to overcome challenges—be they academic, social, emotional, medical, or otherwise—to succeed in school and beyond. This holistic approach includes early intervention, support services, and linking families to school and community based resources.

FAST members and teachers work with families to provide the extra help needed to enable students to remain motivated and on track. Data drives decisions and is analyzed throughout the referral process to monitor individual student progress and program efficacy. If a student is referred to FAST for additional support, they will enter into a tiered system of assistance until satisfactory progress is made and the referral is closed. This process meets the school's intent of "every child...every class ...every day" and is a critical component of our educational model.

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 Language Arts and/or Mathematics
- * Students with attendance below 90 percent

If a student falls into one or more of these categories, the student is 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0

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 issues (defined as 3+ consecutive days absent) are referred to our Family Academic Support Team (FAST) by their homeroom teachers. The teachers will first follow a pre-referral process that includes three attempts to reach out to the student and Learning Coach (LC). After those three attempts, the homeroom teacher submits a FAST Referral. Those referred students are assigned to a member of the FAST Team known as a Family Academic Support Liaison (FASL), who develops a Back on Track Plan (BOT Plan) to hold parents and students accountable for improved attendance. The FAST team member monitors the student's success through the BOT plan by monitoring assignments turned in on time vs. late, daily attendance, and daily log in.

The BOT plan involves various aspects including:

- Collaboration between LC, student, FASL, Teacher, and possibly the FRC (Family Resource Counselor, or Social Worker), FEC (Family Engagement Coordinator), or FCL (Family Compliance Liaison, or Truancy Specialist)
- Students will share with the FAST Team Members their goals- whether they are academic goals, future career aspirations, family goals, etc.; those goals will be referenced in the BOT plan.
- Students and LC will participate in creating SMART goals (Specific, Measurable, Attainable, Relevant, and Timely), with the FASL.
- Students and LC will collaborate and finalize the BOT plan and understand how creating SMART goals will help them reach their future goals for success.
- FASL's will also utilize engagement strategies such as "walking" the student to class (entering the class the student is expected to attend)- If the student does not participate or engage, the FASL will contact the family to understand barriers to attendance and amend the BOT plan. "Power Hours" are hosted with students who are actively working on BOT Plans.
- If students and LC's do not follow the BOT plan guidelines, Family Engagement Points will be assigned and the family will be moved through the FAST Tiers of escalation until administrative action is taken - up to and including recommendation for possible withdrawal.

Multiple on-line sessions are offered to families who seek additional support:

- Daily LC Lounge sessions with the FAST team to provide support for LC's who need help.
- Orientation sessions for students to attend when they need extra support.
- An LC Support group is also on Facebook for LC's to seek extra help

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Florida Cyber Charter Academy at Osceola strives daily to build positive relationships with families in an effort to increase parent involvement, in order to meet the school's vision and mission for each student. 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, and synchronous sessions using BlackBoard Collaborate, as well as in-person meetings to discuss their child's progress. Teachers initiate regular conferences and conversations with parents about their child's progress. Parents are encouraged to contact teachers, specialists, administrators, and other FLCCA 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 @ Osceola promotes social media connections via Facebook for connections between and among students, parents and teachers. 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 businesses in an effort to build relationships that foster face-to-face opportunities for students and social outings for both students and parents.

Organizations

that FLCCA has worked to establish partnership with include: 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

1. School Leadership Team

a. Membership

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

Name	Title
Buck, Warren	Other
White, Bridget	Administrative Support
Harrison, Heather	Assistant Principal
Kimmel, Samantha	Attendance/Social Work
Moore, Marcus	Principal
Sheffield, Samantha	Assistant Principal

b. Duties

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

Warren Buck (Head of Schools) - supports leadership development, board relations, school and district wide operations, systems management, budget management, oversight of all academic programs, and managing relationships with K12 Inc.

Bridget White (Director of Assessment and Accountability) - directs all assessment for the school, including internal and state mandated tests; manages district relationships to ensure accountability measures are in place and enforced.

Marcus Moore (Director of Academics)

This role is responsible for developing and implementing educational policies and programs schoolwide, developing and implementing programs to ensure data is being used to drive academic decisions and is effectively analyzed to drive instructional practices across grade levels and content areas, developing and supervising the school's academic plan, and ensuring teaching staff utilizes the K12 curriculum, effective assessments, and targeted instruction to meet the individual needs of each student.

Samantha Sheffield (Assistant Academic Administrator)

This role is responsible for conducting staff observations and evaluations of teachers, assisting in implementing and monitoring student engagement practices, participating in regular academic and school leadership team meetings, ensuring that the school is meeting the needs of students, and implementing the school's academic plan.

Heather Harrison (Assistant Academic Administrator)

This role is responsible for conducting staff observations and evaluations of teachers, assisting in implementing and monitoring student engagement practices, participating in regular academic and school leadership team meetings, ensuring that the school is meeting the needs of students, and implementing the school's academic plan.

Samantha Kimmel (Family Engagement Coordinator)

This role is responsible for managing online strong start process for new Learning Coaches and students, facilitating online strong start orientation sessions, tracking student attendance, invitation and communication to student team for attendance at strong start orientation session attendance, overseeing weekly help sessions to support new families, serves as a liaison between family and teachers to ensure that all school personnel understand how to contact and communicate with family

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.

FLCCA at Osceola'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, assistant principals present student level data collected from a wide variety of sources (weekly teacher-created direct instruction assessments, interim assessments, 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Larry Williams	Business/Community
Chris Calabucci	Business/Community
Louis McDonald	Parent
Natalie Ford	Parent
Warren Buck	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Throughout the 2016-2017 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 2017-2018 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 2017-2018 school year. The Central 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 Central 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, Central 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.

Not applicable

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
Moore, Marcus	Principal
Harrison, Heather	Assistant Principal
Sheffield, Samantha	Assistant Principal
Hamel, Heather	Teacher, K-12
Adams, Lisa	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 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) 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
- Participate in classroom demonstrations and modeling of research-based literacy strategies, inquirybased research and integrated curriculum
- Leads/supports Professional Learning Communities (PLCs), Study Groups, and Lesson Studies

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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. 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 were 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.

During the 2017-18 school year, new teacher mentoring committee was launched at FLCCA. We are calling this initiative Strong Start for New Teachers. The plan outlines a timeline and checklist of activities that the teacher and their assigned mentor need to work through in order to ensure that teachers know how to navigate the online platforms. The committee plan involves new teachers meeting with leaders and building skills that were established during their online Virtual New Teacher Training (VNTT) offered by K12 academic experts as described in the professional development area of this plan.

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.

Students in kindergarten are administered the Star360 diagnostic at the beginning of the school year. Students in grades 1-12 are administered the iReady diagnostic at the beginning, middle and end of

the school year. This data is used to identify target learning areas and to plan targeted instruction for students.

Additionally, Students in grades K-1 are administered the DIBELS assessment three times a year. Students in grades 2-8 are administered the iReady standards mastery interim assessment in reading and math three times a year. Students in grades K-1 are administered the DIBELS assessment three times a year. Students in grades 9-12 are administered the USA Test Prep assessment in reading and math three times a year. Data collected from each of these interim assessments is used to prioritize reteaching and differentiated supports for students. All interim assessments are given every six weeks. These common assessments are aligned to the Florida State Standards in math and reading.

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.

FLCCA 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. In addition, students who do not respond to the core instructional program are provided an additional intensive intervention, specifically Achieve 3000 or iReady, with frequent progress monitoring. Achieve 3000 is used to for intensive reading support across the content areas. iReady is also used for intensive math support. Targeted instruction and interventions take place throughout the school year.

Tier 1

Academic instruction is designed to differentiate support for all students. Differentiated groups are determined by universal screening data and progress monitoring data for application of skills, reteaching, and additional practice. Highly qualified classroom teachers are required to implement research-based practices for all learners, including students with needs above or below grade-level curriculum. Tier 1 Instruction occurs daily in the general education classroom. Universal screening pre/post assessments are used to plan instruction:

Grade Level Universal Screener
Kindergarten Flkrs
1-8 iReady diagnostic
9-12 iReady diagnostic

Progress monitoring is conducted every quarter via interim assessments.

Grade Level Interim Assessment
Kindergarten & Grade 1 Dibels
2-8 iReady
3-5 Study Island (Science only)
9-12 USA Test Prep

Tier 2

Instruction is scaffolded to provide additional research-based instruction beyond the core curriculum. The duration, intensity, and frequency of instruction are increased during this tier based on progress monitoring data. Tier 2 is intended to remediate deficiencies and provide the support needed to be

successful in Tier 1. Small group targeted instruction/intervention and supplemental supports are provided in addition to and aligned with Tier 1 academic instruction and supports. Ongoing progress monitoring is used to determine growth and make targeted instructional decisions.

Grade Frequency

K-8 4-5 Weeks

9-12 4-5 Weeks

Students who need reinforcement of skills or additional extension instruction in addition to Tier 1 instruction, receive additional support according to the research-based program implementation.

Grade Level Number of days per week Duration Resources

K-8 (Tier II) 2 30 minutes- small group iReady

9-12 (Tier II) 2 30 minutes- small group USA Test Prep

Tier 3

Instruction involves research-based, intensive, targeted interventions for students with needs that are not adequately addressed in Tiers 1 and 2. For students with the greatest learning challenges, this requires explicit, intensive and specifically designed lessons. Frequent progress monitoring provides data that drives customized strategies to assure that the needs of these students are met. At this tier, the most intense (increased time, narrowed focus, reduced group size) instruction/intervention is provided based on individual student needs in addition to and aligned with Tier 1 and 2 academic instruction and supports.

In addition to Tier 1 Instruction, students receive an additional per area of need for 30 minutes daily.

Grade Level Number of days per week Duration Resources

K-8 4 30 minutes- small group/one:one Achieve 3000/Learn Zillion/Reading Works

9-12 4 30 minutes- small group/one:one Achieve 3000/ Learn Zillion/Reading Works

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

Students that are identified as performing in the bottom quartile of students on our iReady diagnostic are scheduled into additional help sessions with a specialist, where they work on specific skills and standards that are preventing student achievement.

Strategy Rationale

Working in small groups with a dedicated specialist is a research based intervention that has proven to be successful across grade levels and content areas. Further, we support our interventionists with Mark 12 and Achieve 3000 materials to increase the effectiveness of these sessions.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sheffield, Samantha , sasheffield@k12.com

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

Data from Achieve 3000 and specialist materials are evaluated weekly to determine if mastery is being achieved. Interventionists participate in PLC with regular content teachers to discuss data and strategies. Students are also monitored through course assessments and teacher observation.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Learning Coaches, FAST members, counselors, 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 sessions 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.

FLCCA offers core and elective courses in a variety of areas such as foreign languages, journalism, art history and digital art imaging. Courses that are geared towards helping students achieve their college and career goals through career research and decision-making. World Language and Honors courses are offered at upper grade levels and are beneficial to college-bound students. Additionally, clubs hosted by teachers for student interests such as robotics, coding, technology, and

engineering are available. Students can sign up for clubs in their area of interest by visiting <http://www.k12.com/k12-student-clubs.html>

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 tracking the number of Florida high school graduates who enrolled for the first time in public post-secondary 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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.** If FLCCA teaches science teachers to use close reading strategies in their classroom to help students access science content, then performance on the Science FSA will improve.
- G2.** If FLCCA provides and monitors rigorous profession development around close reading and text dependent questioning, then student achievement on the FSA ELA test will improve in 2017-18.
- G3.** If FLCCA provides and monitors rigorous professional development around using student data to adjust instruction and grouping, then student achievement in math will improve among all levels of students

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. If FLCCA teaches science teachers to use close reading strategies in their classroom to help students access science content, then performance on the Science FSA will improve. 1a

G097503

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- The lack of reading strategies being used across content areas inhibits students from understanding the science content as it is presented.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Study Island
- Achieve 3000
- iReady
- StudyJams
- Flocabulary

Plan to Monitor Progress Toward G1. 8

Data dives with teachers to look at exit tickets, weekly quizzes and unit exams to monitor student achievement progress.

Person Responsible

Heather Harrison


Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Standard by standard analysis of tested topics to monitor student growth.

G2. If FLCCA provides and monitors rigorous profession development around close reading and text dependent questioning, then student achievement on the FSA ELA test will improve in 2017-18. **1a**

 G097504

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Gains	61.0
ELA/Reading Lowest 25% Gains	68.0

Targeted Barriers to Achieving the Goal **3**

- Lack of student engagement
- 54% of our students in grades 1-12, scored below grade level in reading on the fall diagnostic assessment. This is a challenge to us because it means that more than half of our students are currently reading below grade level.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Study Island
- Mark 12
- Achieve 3000
- iReady
- Reading Reconsidered by Doug Lemov
- Reading for Meaning by Harvey Silver
- Collaborative Analysis of Student Learning by Amy Colton

Plan to Monitor Progress Toward G2. **8**

Administration will lead data dives to identify students who are struggling with standards mastery on interval assessments. Students who are struggling will be referred to the FAST team for review

Person Responsible

Marcus Moore


Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Interim assessments administered through iReady

G3. If FLCCA provides and monitors rigorous professional development around using student data to adjust instruction and grouping, then student achievement in math will improve among all levels of students **1a**

 G097505

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	30.0
Math Gains	48.0
Math Lowest 25% Gains	85.0

Targeted Barriers to Achieving the Goal **3**

- Use data more efficiently to adjust instruction for struggling students
- 68% of FLCCA students in grades 1-12, scored below grade level in reading on the fall diagnostic assessment. This is a challenge to us because it means that more than half of our students are currently performing below grade level in mathematics.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- DDI PD, TotalVue Data Systems, Data Coordinator

Plan to Monitor Progress Toward G3. **8**

Student Performance Data Evaluation

Person Responsible

Marcus Moore

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Exit tickets, weekly quizzes, unit assessment, and remediation checks will be evaluated to determine successes/weaknesses/next steps.

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. If FLCCA teaches science teachers to use close reading strategies in their classroom to help students access science content, then performance on the Science FSA will improve. **1**

 G097503

G1.B1 The lack of reading strategies being used across content areas inhibits students from understanding the science content as it is presented. **2**

 B262099

G1.B1.S1 Every teacher will be able to apply close reading strategies, using text dependent questioning and rereading strategies to guide reading, writing and discussing scientific principles in all science classrooms in 2017-18. **4**

 S277609

Strategy Rationale

By ensuring that our students are carefully reading and implementing comprehension strategies when encountering science content, we know that they will learn the content better.

Action Step 1 **5**

Professional development for science teachers on how close reading strategies can be implemented in the science classroom.

Person Responsible

Heather Harrison

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observation data will be collected in science teacher classrooms to monitor implementation of strategy.

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

Lesson plans will be monitored weekly by administrators to ensure teachers are planning instructional strategies in alignment with the professional development plan.

Person Responsible

Heather Harrison

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teachers will submit lesson plans with examples of close reading strategies to Ms. Harrison for review and feedback.

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

Increased student growth in the target learning areas as reflected in exit tickets, quizzes, and unit assessments.

Person Responsible

Heather Harrison

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Reports will be accessed that give a standard by standard breakdown of student achievement to teachers to plan re-teaching and remediation.

G2. If FLCCA provides and monitors rigorous profession development around close reading and text dependent questioning, then student achievement on the FSA ELA test will improve in 2017-18. 1

G097504

G2.B1 • Lack of student engagement 2

B262100

G2.B1.S1 Weekly FAST meetings with all teachers 4

S277610

Strategy Rationale

We have hired a larger student support team to reach out to students who struggle with attendance and with classroom performance to intervene before the gaps grow too large.

Action Step 1 5

The FAST team will hold weekly meetings with all teachers.

Person Responsible

Samantha Kimmel

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

Blackboard Connect sessions will be held to monitor and analyze larger data trends.

Person Responsible

Samantha Kimmel

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Student attendance reviews, Class Connect participation review, Grade Audits,

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

Grades, attendance, and assessment data will be reviewed regularly to ensure impact.

Person Responsible

Marcus Moore

Schedule

Biweekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

assessment data, classroom recordings, observation documents

G2.B2 54% of our students in grades 1-12, scored below grade level in reading on the fall diagnostic assessment. This is a challenge to us because it means that more than half of our students are currently reading below grade level. 2

 B262101

G2.B2.S1 Every teacher will be able to apply close reading strategies, using text dependent questioning and rereading strategies to guide reading, writing and discussion, with 100% implementation by Spring 2017-18. 4

 S277611

Strategy Rationale

By focusing on text dependent questions, our students will be exposed to the methodologies and rigor that they will encounter on the FSA, better preparing them to be successful.

Action Step 1 5

Teachers will participate in weekly virtual PLC meetings and professional development sessions in support of each strategy, facilitated by administrators. Professional development will be held weekly in a synchronous environment and three times a year in face to face professional development held in Orlando.

Person Responsible

Heather Harrison

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Content will be developed based on data that is being collected. Follow up classroom observations will be conducted to monitor implementation and effectiveness.

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

Principals will meet weekly with teachers during their grade level PLCs to facilitate the planning and implementation of each strategy. Every PLC is recorded.

Survey data will be collected throughout the year, allowing teachers to reflect on the implementation of each strategy.

Observation data will be used to provide feedback to teachers on the implementation of each strategy.

Teachers will reflect on their students' performance each week with an administrator, using a standards tracker.

Student work will be shared during weekly PLC meetings, for grade level teachers to discuss misconceptions, provide insight into strategies used and develop targeted lessons for students.

Person Responsible

Heather Harrison

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observation data will be used to provide feedback to teachers on the implementation of each strategy. Survey data will be collected throughout the year, allowing teachers to reflect on the implementation of each strategy.

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

Student performance data will be collected through exit tickets, weekly quizzes, interim and unit assessments. Teachers will conduct data dives with the data in PLC and in coaching meetings each week.

Person Responsible

Bridget White

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student mastery of standards will increase over time in response to implementation of strategies.

G2.B2.S2 Every teacher will be able to apply reading for meaning strategies, using reading for meaning graphic organizers and statements to guide reading, writing and discussion, with 100% implementation by Spring 2017-18. 4

S277612

Strategy Rationale

To support our lower readers, we will instruct them in a variety of supportive techniques that will empower them to handle text above their level.

Action Step 1 5

Teachers will participate in weekly virtual PLC meetings and professional development sessions in support of each strategy, facilitated by administrators. Professional development will be held weekly in a synchronous environment and three times a year in face to face professional development held in Orlando

Teachers will reflect on their application of each strategy, during PLC meetings and during one-on-one meetings with the administrator.

Person Responsible

Samantha Sheffield

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC meetings will be recorded, meeting notes and action steps will be maintained and classroom observations will be conducted to ensure that reading for meaning strategies are being used successfully.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Principals will meet weekly with teachers during their grade level PLCs to facilitate the planning and implementation of each strategy. Every PLC is recorded.

Survey data will be collected throughout the year, allowing teachers to reflect on the implementation of each strategy.

Observation data will be used to provide feedback to teachers on the implementation of each strategy.

Teachers will reflect on their students' performance each week with an administrator, using a standards tracker.

Student work will be shared during weekly PLC meetings, for grade level teachers to discuss misconceptions, provide insight into strategies used and develop targeted lessons for students.

Person Responsible

Samantha Sheffield

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observation data will be collected for evaluation, and classroom assessment data carefully monitored to evaluate success of implementation.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Observation data will be used to provide feedback to teachers on the implementation of each strategy.

Survey data will be collected throughout the year, allowing teachers to reflect on the implementation of each strategy.

Person Responsible

Marcus Moore

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

The academic team will review observation, survey, and achievement data in a weekly review to ensure that this strategy is impacting student learning.

G2.B2.S3 Every teacher will relentlessly pursue, discover, and apply responsive equitable approaches for learning, using the collaborative inquiry framework, with 100% implementation by Spring 2017-18 4

 S277613

Strategy Rationale

Students will be taught to unpack deeper meaning in texts by being exposed to structured group work opportunities.

Action Step 1 5

Teachers will participate in weekly virtual PLC meetings and professional development sessions in support of each strategy, facilitated by administrators. Professional development will be held weekly in a synchronous environment and three times a year in face to face professional development held in Orlando

Teachers will reflect on their application of each strategy, during PLC meetings and during one-on-one meetings with the administrator.

Person Responsible

Marcus Moore

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teachers will complete exit surveys to rate the effectiveness of the PD, and administration will conduct classroom observations to monitor for effective implementation of the new skills.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Principals will meet weekly with teachers during their grade level PLCs to facilitate the planning and implementation of each strategy. Every PLC is recorded.

Survey data will be collected throughout the year, allowing teachers to reflect on the implementation of each strategy.

Observation data will be used to provide feedback to teachers on the implementation of each strategy.

Teachers will reflect on their students' performance each week with an administrator, using a standards tracker.

Student work will be shared during weekly PLC meetings, for grade level teachers to discuss misconceptions, provide insight into strategies used and develop targeted lessons for students.

Person Responsible

Heather Harrison

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observation and survey data will be evaluated to monitor teacher implementation, and that data will also be cross-walked with student achievement data to ensure it is having the desired impacts in the classroom.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Weekly evaluation of exit ticket, quiz, unit test, and interim assessment data to monitor progress of students in the lowest 25%.

Person Responsible

Samantha Sheffield

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student achievement reports will be pulled to look at the achievement measures listed above.

G3. If FLCCA provides and monitors rigorous professional development around using student data to adjust instruction and grouping, then student achievement in math will improve among all levels of students **1**

 G097505

G3.B1 Use data more efficiently to adjust instruction for struggling students **2**

 B262102

G3.B1.S1 Data Driven Instruction Professional Development that focuses on what to do with the data that the teacher has collected **4**

 S277614

Strategy Rationale

Teachers will receive PD on daily, weekly, and unit practices that they can use to drive re-teaching planning and execution in their classroom

Action Step 1 **5**

Teachers will receive coaching on data practices throughout the year and they will work with their content teams to identify best re-teaching strategies for un-mastered skills.

Person Responsible

Marcus Moore

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

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

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

Daily data dives and weekly quiz breakdowns that identify the areas that students are struggling in, and comes up with action plans for altering instruction and creating remediation small groups. Math specialists will collaborate with teachers to streamline this process.

Person Responsible

Marcus Moore

Schedule

Biweekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Data practices will be reviewed in each weekly coaching meeting and teachers will be expected to produce an analysis of data from the week.

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

Student Performance Data Evaluation

Person Responsible

Marcus Moore


Schedule

Biweekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Exit tickets, weekly quizzes, unit assessment, and remediation checks will be evaluated to determine successes/weaknesses/next steps.

G3.B2 68% of FLCCA students in grades 1-12, scored below grade level in reading on the fall diagnostic assessment. This is a challenge to us because it means that more than half of our students are currently performing below grade level in mathematics. 2

 B262103

G3.B2.S1 Every teacher will relentlessly pursue, discover, and apply responsive equitable approaches for learning, using the collaborative inquiry framework, with 100% implementation by Spring 2017-18. 4

 S277615

Strategy Rationale

By focusing on this strategy we will engage students in the processes behind the math, not just the solutions to problems. This level of cognitive complexity is more reflective of what students will encounter on the FSA.

Action Step 1 5

Teachers will reflect on their application of each strategy, during PLC meetings and during one-on-one meetings with the administrator.

Person Responsible

Heather Harrison

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC sessions will be recorded alongside teacher observation data to determine effectiveness of practices.

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

Student work will be shared during weekly PLC meetings, for grade level teachers to discuss misconceptions, provide insight into strategies used and develop targeted lessons for students.

Person Responsible

Heather Harrison

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teachers will evaluate student work to identify error patterns within the work so that they can determine where student understanding broke down in a particular problem.

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

We will evaluate student achievement data on a weekly basis to monitor where improvements are occurring and where additional work is needed.

Person Responsible

Marcus Moore

Schedule









Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Reports that include exit tickets, quizzes and unit assessments for standards mastery will be accessed weekly.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M403282	Data dives with teachers to look at exit tickets, weekly quizzes and unit exams to monitor student...	Harrison, Heather	8/14/2017	Standard by standard analysis of tested topics to monitor student growth.	6/1/2018 weekly
G2.MA1 M403291	Administration will lead data dives to identify students who are struggling with standards mastery...	Moore, Marcus	9/5/2017	Interim assessments administered through iReady	6/1/2018 monthly
G3.MA1 M403296	Student Performance Data Evaluation	Moore, Marcus	8/28/2017	Exit tickets, weekly quizzes, unit assessment, and remediation checks will be evaluated to determine successes/weaknesses/next steps.	6/1/2018 weekly
G1.B1.S1.MA1 M403280	Increased student growth in the target learning areas as reflected in exit tickets, quizzes, and...	Harrison, Heather	8/14/2017	Reports will be accessed that give a standard by standard breakdown of student achievement to teachers to plan re-teaching and remediation.	6/1/2018 weekly
G1.B1.S1.MA1 M403281	Lesson plans will be monitored weekly by administrators to ensure teachers are planning...	Harrison, Heather	8/14/2017	Teachers will submit lesson plans with examples of close reading strategies to Ms. Harrison for review and feedback.	6/1/2018 weekly
G1.B1.S1.A1 A374097	Professional development for science teachers on how close reading strategies can be implemented...	Harrison, Heather	8/14/2017	Observation data will be collected in science teacher classrooms to monitor implementation of strategy.	6/1/2018 weekly
G2.B1.S1.MA1 M403283	Grades, attendance, and assessment data will be reviewed regularly to ensure impact.	Moore, Marcus	9/5/2017	assessment data, classroom recordings, observation documents	6/1/2018 biweekly
G2.B1.S1.MA1 M403284	Blackboard Connect sessions will be held to monitor and analyze larger data trends.	Kimmel, Samantha	9/5/2017	Student attendance reviews, Class Connect participation review, Grade Audits,	6/1/2018 monthly
G2.B1.S1.A1 A374098	The FAST team will hold weekly meetings with all teachers.	Kimmel, Samantha	8/14/2017	Best Practice recorded sessions, observations/feedback, and class data	6/1/2018 weekly
G2.B2.S1.MA1 M403285	Student performance data will be collected through exit tickets, weekly quizzes, interim and unit...	White, Bridget	8/14/2017	Student mastery of standards will increase over time in response to implementation of strategies.	6/1/2018 weekly
G2.B2.S1.MA1 M403286	Principals will meet weekly with teachers during their grade level PLCs to facilitate the planning...	Harrison, Heather	8/14/2017	Observation data will be used to provide feedback to teachers on the implementation of each strategy. Survey data will be collected throughout the year, allowing teachers to reflect on the implementation of each strategy.	6/1/2018 weekly
G2.B2.S1.A1 A374099	Teachers will participate in weekly virtual PLC meetings and professional development sessions in...	Harrison, Heather	8/14/2017	Content will be developed based on data that is being collected. Follow up classroom observations will be conducted to monitor implementation and effectiveness.	6/1/2018 weekly
G3.B1.S1.MA1 M403292	Student Performance Data Evaluation	Moore, Marcus	8/28/2017	Exit tickets, weekly quizzes, unit assessment, and remediation checks will be evaluated to determine successes/weaknesses/next steps.	6/1/2018 biweekly
G3.B1.S1.MA1 M403293	Daily data dives and weekly quiz breakdowns that identify the areas that students are struggling...	Moore, Marcus	8/28/2017	Data practices will be reviewed in each weekly coaching meeting and teachers will be expected to produce an analysis of data from the week.	6/1/2018 biweekly
G3.B1.S1.A1 A374102	Teachers will receive coaching on data practices throughout the year and they will work with their...	Moore, Marcus	8/28/2017	Best Practice recorded sessions reviews, observations/feedback, and class data	6/1/2018 weekly
G3.B2.S1.MA1 M403294	We will evaluate student achievement data on a weekly basis to monitor where improvements are...	Moore, Marcus	8/14/2017	Reports that include exit tickets, quizzes and unit assessments for standards mastery will be accessed weekly.	6/1/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1  M403295	Student work will be shared during weekly PLC meetings, for grade level teachers to discuss...	Harrison, Heather	8/14/2017	Teachers will evaluate student work to identify error patterns within the work so that they can determine where student understanding broke down in a particular problem.	6/1/2018 weekly
G3.B2.S1.A1  A374103	Teachers will reflect on their application of each strategy, during PLC meetings and during...	Harrison, Heather	8/14/2017	PLC sessions will be recorded alongside teacher observation data to determine effectiveness of practices.	6/1/2018 weekly
G2.B2.S2.MA1  M403287	Observation data will be used to provide feedback to teachers on the implementation of each...	Moore, Marcus	8/14/2017	The academic team will review observation, survey, and achievement data in a weekly review to ensure that this strategy is impacting student learning.	6/1/2018 weekly
G2.B2.S2.MA1  M403288	Principals will meet weekly with teachers during their grade level PLCs to facilitate the planning...	Sheffield, Samantha	8/14/2017	Observation data will be collected for evaluation, and classroom assessment data carefully monitored to evaluate success of implementation.	6/1/2018 weekly
G2.B2.S2.A1  A374100	Teachers will participate in weekly virtual PLC meetings and professional development sessions in...	Sheffield, Samantha	8/14/2017	PLC meetings will be recorded, meeting notes and action steps will be maintained and classroom observations will be conducted to ensure that reading for meaning strategies are being used successfully.	6/1/2018 weekly
G2.B2.S3.MA1  M403289	Weekly evaluation of exit ticket, quiz, unit test, and interim assessment data to monitor progress...	Sheffield, Samantha	8/14/2017	Student achievement reports will be pulled to look at the achievement measures listed above.	6/1/2018 weekly
G2.B2.S3.MA1  M403290	Principals will meet weekly with teachers during their grade level PLCs to facilitate the planning...	Harrison, Heather	8/14/2017	Observation and survey data will be evaluated to monitor teacher implementation, and that data will also be cross-walked with student achievement data to ensure it is having the desired impacts in the classroom.	6/1/2018 weekly
G2.B2.S3.A1  A374101	Teachers will participate in weekly virtual PLC meetings and professional development sessions in...	Moore, Marcus	8/14/2017	Teachers will complete exit surveys to rate the effectiveness of the PD, and administration will conduct classroom observations to monitor for effective implementation of the new skills.	6/1/2018 weekly

V. Professional Development Opportunities

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

G1. If FLCCA teaches science teachers to use close reading strategies in their classroom to help students access science content, then performance on the Science FSA will improve.

G1.B1 The lack of reading strategies being used across content areas inhibits students from understanding the science content as it is presented.

G1.B1.S1 Every teacher will be able to apply close reading strategies, using text dependent questioning and rereading strategies to guide reading, writing and discussing scientific principles in all science classrooms in 2017-18.

PD Opportunity 1

Professional development for science teachers on how close reading strategies can be implemented in the science classroom.

Facilitator

Heather Harrison

Participants

5-12 Science teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

G2. If FLCCA provides and monitors rigorous profession development around close reading and text dependent questioning, then student achievement on the FSA ELA test will improve in 2017-18.

G2.B2 54% of our students in grades 1-12, scored below grade level in reading on the fall diagnostic assessment. This is a challenge to us because it means that more than half of our students are currently reading below grade level.

G2.B2.S1 Every teacher will be able to apply close reading strategies, using text dependent questioning and rereading strategies to guide reading, writing and discussion, with 100% implementation by Spring 2017-18.

PD Opportunity 1

Teachers will participate in weekly virtual PLC meetings and professional development sessions in support of each strategy, facilitated by administrators. Professional development will be held weekly in a synchronous environment and three times a year in face to face professional development held in Orlando.

Facilitator

Heather Harrison

Participants

K-12 teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

G2.B2.S2 Every teacher will be able to apply reading for meaning strategies, using reading for meaning graphic organizers and statements to guide reading, writing and discussion, with 100% implementation by Spring 2017-18.

PD Opportunity 1

Teachers will participate in weekly virtual PLC meetings and professional development sessions in support of each strategy, facilitated by administrators. Professional development will be held weekly in a synchronous environment and three times a year in face to face professional development held in Orlando Teachers will reflect on their application of each strategy, during PLC meetings and during one-on-one meetings with the administrator.

Facilitator

Samantha Sheffield

Participants

K-12 teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

G2.B2.S3 Every teacher will relentlessly pursue, discover, and apply responsive equitable approaches for learning, using the collaborative inquiry framework, with 100% implementation by Spring 2017-18

PD Opportunity 1

Teachers will participate in weekly virtual PLC meetings and professional development sessions in support of each strategy, facilitated by administrators. Professional development will be held weekly in a synchronous environment and three times a year in face to face professional development held in Orlando Teachers will reflect on their application of each strategy, during PLC meetings and during one-on-one meetings with the administrator.

Facilitator

Marcus Moore

Participants

K-12 Teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

G3. If FLCCA provides and monitors rigorous professional development around using student data to adjust instruction and grouping, then student achievement in math will improve among all levels of students

G3.B1 Use data more efficiently to adjust instruction for struggling students

G3.B1.S1 Data Driven Instruction Professional Development that focuses on what to do with the data that the teacher has collected

PD Opportunity 1

Teachers will receive coaching on data practices throughout the year and they will work with their content teams to identify best re-teaching strategies for un-mastered skills.

Facilitator

Marcus Moore

Participants

K-12 Math Teachers

Schedule

Weekly, from 8/28/2017 to 6/1/2018

G3.B2 68% of FLCCA students in grades 1-12, scored below grade level in reading on the fall diagnostic assessment. This is a challenge to us because it means that more than half of our students are currently performing below grade level in mathematics.

G3.B2.S1 Every teacher will relentlessly pursue, discover, and apply responsive equitable approaches for learning, using the collaborative inquiry framework, with 100% implementation by Spring 2017-18.

PD Opportunity 1

Teachers will reflect on their application of each strategy, during PLC meetings and during one-on-one meetings with the administrator.

Facilitator

Heather Harrison

Participants

K-12 Math Teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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 for science teachers on how close reading strategies can be implemented in the science classroom.	\$0.00
2	G2.B1.S1.A1	The FAST team will hold weekly meetings with all teachers.	\$0.00
3	G2.B2.S1.A1	Teachers will participate in weekly virtual PLC meetings and professional development sessions in support of each strategy, facilitated by administrators. Professional development will be held weekly in a synchronous environment and three times a year in face to face professional development held in Orlando.	\$0.00
4	G2.B2.S2.A1	Teachers will participate in weekly virtual PLC meetings and professional development sessions in support of each strategy, facilitated by administrators. Professional development will be held weekly in a synchronous environment and three times a year in face to face professional development held in Orlando Teachers will reflect on their application of each strategy, during PLC meetings and during one-on-one meetings with the administrator.	\$0.00
5	G2.B2.S3.A1	Teachers will participate in weekly virtual PLC meetings and professional development sessions in support of each strategy, facilitated by administrators. Professional development will be held weekly in a synchronous environment and three times a year in face to face professional development held in Orlando Teachers will reflect on their application of each strategy, during PLC meetings and during one-on-one meetings with the administrator.	\$0.00
6	G3.B1.S1.A1	Teachers will receive coaching on data practices throughout the year and they will work with their content teams to identify best re-teaching strategies for un-mastered skills.	\$0.00
7	G3.B2.S1.A1	Teachers will reflect on their application of each strategy, during PLC meetings and during one-on-one meetings with the administrator.	\$0.00
Total:			\$0.00