

Florida Virtual School

Florida Virtual Elementary School



2017-18 Schoolwide Improvement Plan

Florida Virtual Elementary School

5422 CARRIER DR., Orlando, FL 32819

www.flvsft.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)
Elementary School KG-5	Yes	42%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	B

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the FL Virtual County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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 Virtual Elementary School

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.

FLVS Full Time K-5's mission is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.

b. Provide the school's vision statement.

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

2. School Environment

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

FLVS Full Time K-5 builds relationships between teachers and students, and learns about the students' cultures, through frequent communication. Teachers establish a phone conference schedule with their learning coaches and students at the start of each school year. During these conferences, all stakeholders discuss student strengths, skill deficiencies, and academic performance. These discussions are used to build a personalized learning experience for each student. Positive relationships are also built during weekly LiveLesson sessions. This online classroom experience allows students to showcase their talents, build relationships with the teachers and other students, and develop academic skills.

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

Since students at FLVS Full Time K-5 are working from their homes, our teachers and staff build relationships to help students feel safe and respected in our online classroom environment. Teachers individually acknowledge student accomplishments in LiveLessons and during phone conferences, and provide individual support when students are struggling. The teachers and staff have an open-door policy and encourage students to contact them by phone and WebMail whenever they need assistance. All students complete a course in Educational Technology that includes a unit on Internet safety that is written towards the grade level of the student.

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.

FLVS Full Time K-5 students attend and participate in LiveLessons (our online classroom environment). Teachers establish and enforce online classroom rules and procedures which are discussed throughout the school year. Students who violate the school's Code of Conduct are at risk for disciplinary action which is outlined in our school handbook.

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.

FLVS Full Time K-5 ensures the social-emotional needs of all students are being met by providing brief individual counseling to students who have been identified as being a “student in distress” or who have been referred as a student concern by their teacher. Students who have been identified, are monitored throughout the year by a school administrator and/or teacher with regular phone calls to the student and caretaker. Many student cases are also reviewed by our Special Education Department as a proactive way to determine if a student may need additional services. All staff members are trained annually on how to recognize and respond to students in distress.

All students at FLVS Full Time K-5 are given the opportunity to attend educational field trips that are held regularly throughout the state. These field trips are for academic extension outside of Connexus and for social activity. Students are also invited to participate in virtual clubs and activities that will also aid in the development of the student’s social being. Finally, for students who are transitioning from elementary to middle school, a LiveLesson is held to help ease the transition prior to the end of school year.

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.

FLVS Full-Time K-5 has an early warning system in place. Students are monitored daily for their lesson and assessment completion and their required attendance hours. Teachers, students, and learning coaches receive an alert when a student has not completed a lesson within 15 days, an assessment within 20 days, or entered attendance within 7 days. Students who are attending but are not meeting the minimum required attendance hours also receive an alert that is visible by their teachers and learning coaches. When any of these alerts are received, the FLVS Full Time K-5 teachers contact the students and learning coaches to provide support and develop a Student Success Plan.

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

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

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

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	2	1	1	2	5	0	0	0	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	21	4	13	22	21	12	0	0	0	0	0	0	0	93
Level 1 on statewide assessment	0	0	0	170	96	265	0	0	0	0	0	0	0	531

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	6	22	9	6	9	7	0	0	0	0	0	0	0	59

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

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

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?

Yes

1. PFEP Link

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

2. Description

Parent and family involvement is a centerpiece of the FLVS FT K-8 school model and is integral to improving student academic achievement. Parent and family involvement is also underscored in the Learning Coach Agreement which every caretaker must sign when enrolling their student. Each FLVS FT student has a Learning Coach- a parent or other responsible adult designated by the parents-who works with him or her in person, under the guidance of a Florida-certified professional teacher. Whether a parent's role is a Learning Coach, or as someone providing oversight to the Learning Coach, all parents and guardians are intimately familiar with their child's progress on a day-to-day basis. In grades K-5, the Learning Coaches are directly involved with students' day-to-day learning. In grades 6-12, Learning Coaches play an important oversight role, but students begin to work with their teachers more independently, taking on increasing responsibility for their learning. FLVS FT K-8 believes in involving parents in all aspects of its Title I programs. These programs will be planned and operated with meaningful consultation with parents of participating children, including

the school-parent compact. The SAC has the responsibility of evaluating the various district and school level plans, including the SIP and the PIPs. More than 50% of the members of the SAC are parent (non-employee) representatives. All parents are given the opportunity to review the plan and offer their input prior to approval. The PIP was sent to all parents via webmail (with a read receipt, read required specification) and placed on the school website. Parents were also provided with the Parent Satisfaction Survey at the end of the school year requesting their input regarding curriculum, parent involvement activities, school communication, and student achievement. Results were shared with parents and also the School Advisory Council (SAC) to obtain suggestions for change. During the SAC, the PIP was discussed with input from parents on how the parental involvement funds would be used

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.

FLVS Full Time K-5 will be working on building relationships with the local community through our school events and field trips.

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
Trombino, Marcie	Principal

b. Duties

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

The FLVS Full Time K-5 School Leadership Team consists of the following members:
 Marcie Trombino, School Leader
 Harriet Zaret, Principal
 Mindy Moore, Assistant Principal
 Mollie McBroom, Assistant Principal
 Jamie Worrell, Manager of Special Education
 Lindsey Wahlbrink, Assistant Manager of Special Education

The School Leadership Team (SLT) meets weekly to discuss school operations and student performance data. Each SLT member is empowered to share best practices and possible solutions to better the school. The team members also attend the various PLCs to provide support in reviewing student data and offer guidance on the PLC SMART goal.

The Assistant Principals and Principals also participate in Connections Academy Communities of Practice with another leaders across the country. These CoPs allow the principals to focus on school improvement goals with other instructional leaders to gain different perspectives on common goals.

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.

FLVS Full Time K-5 uses the Problem Solving/ Response to Intervention (PS/RtI) method of developing and implementing research based instruction and interventions based on a three tiered model. The RtI model used by FLVS Full Time K-5 integrates core instruction (Tier 1), supplemental instruction/interventions (Tier 2), and intensive interventions (Tier 3). At each tier level, progress monitoring is implemented and reported to serve as written documentation of activities, meetings, and responsible personnel. FLVS Full Time K-5 PS/RtI procedures are outlined below:

1. Students in grades K-5 will take the LEAP pretest in ELA and Math, and the DIBELS assessment within the first 30 days of enrollment. Prior to enrollment, the leadership team also reviews academic data which includes state test scores, curriculum based measurements and assessments, and the student's prior report card(s). This data combined with LEAP/DIBELS results will be analyzed, and interventions in the student's greatest area of need will be assigned. Student progress will be monitored and students who continue to score below grade level readiness will be referred to the Student Support Team (SST) for determination of need for Tier 2 intervention services.
2. The Student Support Team will gather assessment data and information provided from other relevant records for problem analysis to determine whether a student is in need of a RtI Tier 2 plan. If deemed necessary, a performance goal is determined and evidenced-based intervention(s) will be developed to address the area(s) of concern. Students who meet benchmark standards will remain at Tier 1.
3. Tier 1 instruction includes weekly monitoring of academic performance within the curriculum and optional Live Lesson attendance. Additionally, in Tier 1, students receive a monthly Curriculum Based Assessment (CBA) and/or Curriculum Based Measurement (CBM) phone call to better monitor independent levels of academic performance. CBA phone calls will be developed based on CPALMS and recently completed lessons within the curriculum. When conducting a CBM phone call, teachers use monitoring probes derived from DIBELS or EasyCBM® that provide normative data. Performance of Tier 1 students is reviewed at least once each semester.
4. Tier 2 of FLVS Full Time RtI consists of supplemental instruction/interventions used in addition to Tier 1 Core instruction and LiveLesson participation, and managed by the SST. With parent involvement, the SST meets to develop an intervention plan and obtain consent for screening, if necessary. Designated personnel will implement the intervention(s) and collect progress monitoring data to measure response and effectiveness.

Teachers monitor daily academic progress for students in Tier 2 and weekly Live Lesson attendance is mandatory. Progress monitoring occurs at least twice a month. If adequate progress is not being made, the SST makes a determination to modify the current intervention plan, or progress to a more intensive plan. Tier 2 supplemental programs include, but are not limited to: Reading Eggs, Headsprout®, Raz-Kids®, Math-Whizz®, Successmaker Reading, Khan Academy, and Imagine Math. During the SST Tier 2 meeting, the student's Learning Coach (LC) will be given an explanation and/or training tutorial of the specific intervention program selected by the team. Students must work for a designated amount of time determined by the SST team per week in the supplemental program - in addition to core academic instruction and attendance requirement. Additionally, the LC will sign an acknowledgement form accepting primary responsibility for ensuring the student is logging in to the designated intervention program and completing assignments and activities, as well as ensuring the student is attending the teacher's weekly Live Lessons.

5. Tier 3 is comprised of intensive interventions in addition to the Core academic curriculum and supplemental program(s). Parents and the SST meet and review progress monitoring data from Tier 1 and Tier 2. Targeted intensive interventions for academic concerns are developed and

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

Coordination of programs and use of all funding sources is a joint responsibility of the district full time leadership and finance team, school principals, and the financial services team with which the school has contracted for some of these services.

FLVS Full Time K-5 team will coordinate Title I, Part A and Title II, Part A funds to provide supplement professional development activities to teachers and staff in the K-5 school. The professional development activities provided through Title I and Title II were collaborated upon during the needs assessment and are included in the Title I and Title II applications based on the decisions made after review of student and teacher data. Additional services are provided to ensure students requiring intervention are provided through Title I, Part A and IDEA. FLVS Full Time schools will be carrying out the services and activities that are designed to improve the quality of the teaching force and ultimately student achievement. FLVS Full Time K-5 does not receive funds for Title I, Part C; Title I, Part D, Title III, or Title X.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Marcie Trombino	Principal
Laura Zapalski	Teacher

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

Parent Co-Chair - Keelyn Hardy
 Secretary - Michelle Ollivierre

FLVS Full Time K-5 analyzed the results of the FSA ELA and Math, and Statewide Science to determine areas of strength and growth.

FSA Math: Our students in grades 3-5 continue to score below state proficiency levels.
 Grade 3 increased 5% from last school year; a 4% increase from 2015.
 Grade 4 proficiency rates remained steady at 44%; a 4% decrease from 2015.
 Grade 5 decreased 3% to 30% proficient; a 16% decline from 2015.

FSA ELA: Our students in grades 3-5 continue to exceed state proficiency levels.
 Grade 3 increased 8% from last school year; a 7% increase from 2015.

Grade 4 remained steady at 62% proficient; a 6% decline from 2015.
Grade 5 decreased 2%; a 10% decline from 2015.

Statewide Science: Our students in grade 5 fell below the state proficiency level 2%, scoring at 49% proficient. This is a 11% decrease from 2015.

The SAC committee discussed reasons why these decreases were seen. The team felt that a continued increase in enrollments, which leads to a higher percentage of new families to our school, has an impact on student achievement levels on state assessments. The school also experienced a concern with teacher retention during the 2016-17 school year.

b. Development of this school improvement plan

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

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

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

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

NA

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
McBroom, Molly	Assistant Principal

b. Duties

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

The major initiative of the Literacy Leadership Team (LLT) is to promote school-wide literacy through field trips, book clubs, Read Across America Day, Literacy Rocks, and Celebrate Literacy Week. The LLT will support teachers through content area literacy professional development in their subject

area/grade levels and in PLC Smart goal data analysis.

A Literacy Leadership Team is a collaborative system that encourages a literate climate to support effective teaching and learning.

1. Positive impact on student learning.
2. Transfer teacher learning into the classroom.
3. Catalyst for school-wide literacy change.

Literacy Leadership Team is a management tool for:

- Simultaneously supporting learning and teaching for our K-5 school.
- Enhancing a cross-curricular literacy environment.
- Building a literacy culture through collegiality and collaboration.

K-5 action items:

- Develop and implement a grade level focused book club involving all teachers/students
- Provide Learning Coach support with literacy-related activities and resources in a quarterly newsletter
- Each month present specific content literacy strategies focused on text-based evidence writing in school trainings and grade-level meetings as a means to provide effective interventions and support the RtI process
- Plan and co-lead K-5 School-wide Literacy Events (Celebrate Literacy Week (January,) Read Across America (March), Poetry Contest (March/April), Literacy Rocks (May))

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.

We encourage collaboration throughout the FLVS Full Time K-5 school environment. We hosted a series of meetings and trainings the first two weeks for all teachers. During this time, teachers met with their grade level PLCs and established their norms and SMART goals.

During the school year, FLVS Full Time K-5 teachers meet weekly in their PLCs and discuss student achievement data, school-year cycle tasks, and other grade level or content area concerns. They work as a team in these meetings to find solutions that will best meet our students' needs. The school will also host several face-to-face events during the year to bring staff together to work on SIP goals and for sustaining working relationships.

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

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

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

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

Our mentoring program provides the new educator with the support needed to apply newly acquired professional knowledge, skills, dispositions and behaviors to improve his or her practice. This is accomplished by assigning a mentor teacher and conducting weekly new teacher meetings.

FLVS Full Time K-5 Leadership Team identifies highly qualified teacher role models to serve as mentors for teachers new to our school. Each new hire is matched with an experienced, competent mentor. Mentors support the new teachers in acclimating to our school in the following manner. The mentor is the first call for help/questions, and works with the new teacher to assist in presenting at least one competency in a new teacher learning community.

On an ongoing, as needed, basis, the mentor works with the new teacher for:

1. Effective communication techniques with students, Learning Coaches, and all other stakeholders
2. Clear, accurate and timely communication and contact
3. Use of data to proactively monitor trends in student performance, participation, and attendance
4. Assessing needs and planning instruction
5. Record keeping and logging
6. Modeling best practices and professionalism, establishing online learning communities, and making sure the new teacher grasps a solid knowledge of students to personalize programs for each child to achieve maximum success.

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 curriculum team at FLVS Full Time K-5 constantly reviews the curriculum and courses to make sure they align to the Florida Standards. Each Florida standard and benchmark is aligned to individual lessons within the courses. Gaps are also identified and teachers provide lessons on these standards during LiveLesson instruction. This alignment is available to all teachers and housed in Connexus, our educational management system.

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.

Using data to provide and differentiate instruction is the core of the instructional model at FLVS Full Time K-5. We understand that students do not learn at the same rate or at the same time. Therefore, our teachers use student achievement data to differentiate instruction for their students. Each teacher reviews the essential skills and standards for their courses and/or grade levels by using the Assessment Objective Performance Report (AOPr). The AOPr helps teacher identify which students may need targeted instructional in a skill so the teachers to plan appropriately.

All K-5 teachers provide both whole group and small group targeted LiveLessons weekly. Each LiveLesson ends with a short assessment to determine if the students mastered the given objective. Students who do not show mastery are then invited to follow-up LiveLessons to continue practicing the skill.

FLVS FT also utilizes the Response to Intervention (Rtl) framework to help all students be successful. The Rtl model used by FLVS FT integrates core instruction (Tier 1), supplemental instruction/interventions (Tier 2), and intensive interventions (Tier 3). At each tier level, progress monitoring is implemented and reported to serve as written documentation of activities, meetings, and responsible personnel. FLVS FT PS/Rtl procedures are outlined below:

1. Students in grades K-5 will take the LEAP pretest in ELA and/or Math; DIBELS is administered to grades K-2. The assessment results are analyzed and students who score below grade level readiness will be referred to the Student Support Team (SST) for determination of need for Tier 2 intervention services.

2. The Student Support Team will gather assessment data and information provided from other relevant records for problem analysis to determine whether a student is in need of a PS/Rtl Tier 2 plan. If deemed necessary, a performance goal is determined and evidenced-based intervention(s) will be developed to address the area(s) of concern. Students who meet benchmark standards will remain at Tier 1.

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

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

Teachers monitor daily academic progress for students in Tier 2 and weekly Live Lesson attendance is expected. Progress monitoring is completed at least twice per month. If adequate progress is not being made, the SST makes a determination to modify the current intervention plan, or progress to a more intensive plan. Tier 2 supplemental programs include, but are not limited to: Reading Eggs (K-2), Headsprout® (K-3), Raz-Kids® (K-5), Math-Whizz® (3-5), SuccessMaker® (K-5), Skills Tutor® (K-5), Think Through Math (K-5) and Study Island (3-5). During the SST Tier 2 meeting, the student's Learning Coach (LC) will be given an explanation and/or training tutorial of the specific intervention

program selected by the team. Students must work at least two hours per week in the supplemental program -in addition to core academic instruction and attendance requirement. Additionally, the LC will sign an acknowledgement form accepting primary responsibility for ensuring the student is logging in to the designated intervention program and completing assignments and activities, as well as ensuring the student is attending the teacher's weekly Live Lessons.

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

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:

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Trombino, Marcie , mtrombino@flvsft.connectionsacademy.org

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

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

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.

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

The fifth grade teachers host Transition LiveLessons each spring in partnership with the middle school. These sessions provide information on students moving to middle school and explain academic and school requirements at those new levels.

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.

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

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

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.

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.** Increase the percentage of students earning a Level 3 or higher on FSA ELA from 63% to 67%.
- G2.** Increase the percentage of students scoring at Level 3 or higher on FSA Mathematics to 42%.

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. Increase the percentage of students earning a Level 3 or higher on FSA ELA from 63% to 67%. 1a

G098534

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	67.0

Targeted Barriers to Achieving the Goal 3

- Teaching students to explain their thinking in written form (text evidence)

Resources Available to Help Reduce or Eliminate the Barriers 2

- K-5 Literacy Team
- Rti/SST Team
- Student Achievement Data (LEAP, FSA, CBA, CBM, Gradebook)

Plan to Monitor Progress Toward G1. 8

Discussion of LiveLesson observations during leadership team meetings

Person Responsible

Marcie Trombino

Schedule

Monthly, from 9/30/2016 to 5/31/2018

Evidence of Completion

Leadership team meeting notes

Plan to Monitor Progress Toward G1. 8

Data analysis of the Assessment Objective Performance Report

Person Responsible

Marcie Trombino

Schedule

Monthly, from 9/30/2017 to 5/31/2018

Evidence of Completion

Data exports from Connexus to monitor student progress on text-based questions

G2. Increase the percentage of students scoring at Level 3 or higher on FSA Mathematics to 42%. 1a

G098535

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	42.0

Targeted Barriers to Achieving the Goal 3

- Verifying fidelity of math performance assessments

Resources Available to Help Reduce or Eliminate the Barriers 2

- SISPs, Targeted/Small Group LiveLessons, LEAP, CBAs, CBMs, FSA Scores, Gradebook (AOPr)
- Math Interventionist

Plan to Monitor Progress Toward G2. 8

Instructional staff will review student achievement data

Person Responsible

Marcie Trombino

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Data exports collected in IAs: leadership team, PLCs, SIP Action Plans; Homeroom review between teachers and APs

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the percentage of students earning a Level 3 or higher on FSA ELA from 63% to 67%. **1**

 G098534

G1.B5 Teaching students to explain their thinking in written form (text evidence) **2**

 B265059

G1.B5.S1 ELA LiveLessons **4**

 S280976

Strategy Rationale

Students will attend instructional sessions focused on text-based evidence.

Action Step 1 **5**

Teachers will host whole group, small group, and targeting instructional sessions to teach the concept of text-based evidence. They will also provide opportunities for practice both within and outside of the session.

Person Responsible

Marcie Trombino

Schedule

On 5/4/2018

Evidence of Completion

LiveLesson observations; Student Logs

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Instructional data exports and LiveLesson observations

Person Responsible

Marcie Trombino

Schedule

Monthly, from 9/5/2017 to 5/4/2018

Evidence of Completion

Formal and information observations; Student log exports; AOPR data

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Student assessment results to verify mastery of this standard

Person Responsible

Marcie Trombino

Schedule

Monthly, from 9/5/2017 to 5/31/2018

Evidence of Completion

AOPr, LiveLesson exit tickets, Gradebook, LEAP mid-year results, CBA logs

G2. Increase the percentage of students scoring at Level 3 or higher on FSA Mathematics to 42%. 1

G098535

G2.B1 Verifying fidelity of math performance assessments 2

B265060

G2.B1.S1 Curriculum Based Assessments 4

S280977

Strategy Rationale

Students must be able to explain their thinking and how they found their answer.

Action Step 1 5

All students will complete one CBA in Mathematics monthly. CBA questions will be focused on a recent completed assessment to verify student understanding and mastery of the objectives.

Person Responsible

Marcie Trombino

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Student Logs, Accountability Radar Export

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

Instructional data meeting with the leadership team

Person Responsible

Marcie Trombino

Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Percentage of CBAs completed; Student Logs; Academic Data (Gradebook, AOPr, LEAP, CBA scores)

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

Teachers will contact students by phone or through individual LiveLesson session to complete instructional calls (CBA).

Person Responsible

Marcie Trombino

Schedule

Monthly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Student logs; Percentage of CBAs completed and contacts met; Gradebook (CBA Scores)

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

Student proficiency as seen on the FSA Mathematics assessment will increase for each grade level (3, 4, and 5).

Person Responsible

Marcie Trombino

Schedule

Annually, from 9/5/2017 to 5/31/2018

Evidence of Completion

FSA Scores

G2.B1.S2 Intensive Math Course 4

S280978

Strategy Rationale

To provide weekly small group direct instruction to students who are not meeting grade level expectations.

Action Step 1 5

Students will be placed in the Intensive Math course if they scored a Level 2 on FSA Math in 1617 and/or all academic data shows that the student is performing below grade level expectations. Placement in Intensive Math is fluid; students may exit out of the course upon meeting academic qualifications. Students will attend weekly small group instruction and may receive additional support through a SISP (ex. Imagine Math, Math Whizz).

Person Responsible

Marcie Trombino

Schedule

Weekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Section Assignment Report; Individual student PIP IA; Student logs

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Individual student PIP IAs will be created to document attendance and instructional progress.

Person Responsible

Marcie Trombino

Schedule

Weekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Student PIP IAs

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Students will be provided with an exit ticket to demonstrate understanding and application of the skill following instruction. Teachers will provide further opportunities for targeted lessons based on student data.

Person Responsible

Marcie Trombino

Schedule

Weekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Spreadsheet of student scores during LiveLessons; Student PIP IAs; Student Logs.

G2.B1.S3 Implementation of a Math Interventionist to provide targeted instruction to Level 1 students.

4

S280979

Strategy Rationale

Providing weekly instruction based on a student's greatest area of need.

Action Step 1 5

Students who scored a Level 1 on FSA Math in 1617 will be placed in an Intensive Math course with an Intervention Teacher. This teacher will provide weekly targeted LiveLessons based on the students' greatest area of need. The GAN groups are fluid based on student progress.

Person Responsible

Marcie Trombino

Schedule

Weekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Section assignment export; Student PIP IAs; Student Logs.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Student progress will be updated weekly in the PIP IA. Intervention teachers will include notes about attendance and academic progress.

Person Responsible

Marcie Trombino

Schedule

Weekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Student PIP IAs; Student Logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Students will be provided with an exit ticket to demonstrate understanding and application of the skill following instruction. Teachers will provide further opportunities for targeted lessons based on student data. Teachers will monitor student progress and move students to groups based on their GAN throughout the school year.

Person Responsible

Marcie Trombino

Schedule

Weekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Spreadsheet of student scores in LiveLesson; Student Logs; Student PIP IAs

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.B5.S1.MA1 M410663	Instructional data exports and LiveLesson observations	Trombino, Marcie	9/5/2017	Formal and information observations; Student log exports; AOPR data	5/4/2018 monthly
G1.B5.S1.A1 A378794	Teachers will host whole group, small group, and targeting instructional sessions to teach the...	Trombino, Marcie	9/5/2017	LiveLesson observations; Student Logs	5/4/2018 one-time
G1.MA1 M410664	Discussion of LiveLesson observations during leadership team meetings	Trombino, Marcie	9/30/2016	Leadership team meeting notes	5/31/2018 monthly
G1.MA2 M410665	Data analysis of the Assessment Objective Performance Report	Trombino, Marcie	9/30/2017	Data exports from Connexus to monitor student progress on text-based questions	5/31/2018 monthly
G1.B5.S1.MA1 M410662	Student assessment results to verify mastery of this standard	Trombino, Marcie	9/5/2017	AOPr, LiveLesson exit tickets, Gradebook, LEAP mid-year results, CBA logs	5/31/2018 monthly
G2.B1.S1.MA1 M410666	Student proficiency as seen on the FSA Mathematics assessment will increase for each grade level...	Trombino, Marcie	9/5/2017	FSA Scores	5/31/2018 annually
G2.B1.S1.MA1 M410667	Instructional data meeting with the leadership team	Trombino, Marcie	9/5/2017	Percentage of CBAs completed; Student Logs; Academic Data (Gradebook, AOPr, LEAP, CBA scores)	5/31/2018 weekly
G2.B1.S1.MA3 M410668	Teachers will contact students by phone or through individual LiveLesson session to complete...	Trombino, Marcie	9/5/2017	Student logs; Percentage of CBAs completed and contacts met; Gradebook (CBA Scores)	5/31/2018 monthly
G2.B1.S1.A1 A378795	All students will complete one CBA in Mathematics monthly. CBA questions will be focused on a...	Trombino, Marcie	9/4/2017	Student Logs, Accountability Radar Export	5/31/2018 monthly
G2.B1.S2.MA1 M410669	Students will be provided with an exit ticket to demonstrate understanding and application of the...	Trombino, Marcie	10/2/2017	Spreadsheet of student scores during LiveLessons; Student PIP IAs; Student Logs.	5/31/2018 weekly
G2.B1.S2.MA1 M410670	Individual student PIP IAs will be created to document attendance and instructional progress.	Trombino, Marcie	10/2/2017	Student PIP IAs	5/31/2018 weekly
G2.B1.S2.A1 A378796	Students will be placed in the Intensive Math course if they scored a Level 2 on FSA Math in 1617...	Trombino, Marcie	10/2/2017	Section Assignment Report; Individual student PIP IA; Student logs	5/31/2018 weekly
G2.B1.S3.MA1 M410671	Students will be provided with an exit ticket to demonstrate understanding and application of the...	Trombino, Marcie	10/2/2017	Spreadsheet of student scores in LiveLesson; Student Logs; Student PIP IAs	5/31/2018 weekly
G2.B1.S3.MA1 M410672	Student progress will be updated weekly in the PIP IA. Intervention teachers will include notes...	Trombino, Marcie	10/2/2017	Student PIP IAs; Student Logs	5/31/2018 weekly
G2.B1.S3.A1 A378797	Students who scored a Level 1 on FSA Math in 1617 will be placed in an Intensive Math course with...	Trombino, Marcie	10/2/2017	Section assignment export; Student PIP IAs; Student Logs.	5/31/2018 weekly
G2.MA1 M410676	Instructional staff will review student achievement data	Trombino, Marcie	8/21/2017	Data exports collected in IAs: leadership team, PLCs, SIP Action Plans; Homeroom review between teachers and APs	6/8/2018 monthly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B5.S1.A1	Teachers will host whole group, small group, and targeting instructional sessions to teach the concept of text-based evidence. They will also provide opportunities for practice both within and outside of the session.	\$0.00
2	G2.B1.S1.A1	All students will complete one CBA in Mathematics monthly. CBA questions will be focused on a recent completed assessment to verify student understanding and mastery of the objectives.	\$0.00
3	G2.B1.S2.A1	Students will be placed in the Intensive Math course if they scored a Level 2 on FSA Math in 1617 and/or all academic data shows that the student is performing below grade level expectations. Placement in Intensive Math is fluid; students may exit out of the course upon meeting academic qualifications. Students will attend weekly small group instruction and may receive additional support through a SISP (ex. Imagine Math, Math Whizz).	\$0.00
4	G2.B1.S3.A1	Students who scored a Level 1 on FSA Math in 1617 will be placed in an Intensive Math course with an Intervention Teacher. This teacher will provide weekly targeted LiveLessons based on the students' greatest area of need. The GAN groups are fluid based on student progress.	\$0.00
Total:			\$0.00