

Florida Virtual School

Florida Virtual High School



2017-18 Schoolwide Improvement Plan

Florida Virtual High 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)
High School 9-12	Yes	33%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	10
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	28
Appendix 1: Implementation Timeline	63
Appendix 2: Professional Development and Technical Assistance Outlines	68
Professional Development Opportunities	68
Technical Assistance Items	73
Appendix 3: Budget to Support Goals	73

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 High 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.

Mission: To deliver a high quality, technology-based education that provides the skills and knowledge students need for success.

b. Provide the school's vision statement.

Vision: To transform education worldwide – one student at a time.

2. School Environment

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

FLVS's core beliefs are:

- Every student is unique, so learning should be dynamic, flexible, and engaging.
- Studies should be integrated rather than isolated.
- Students, parents, community members, and schools share responsibility for learning.
- Students should have choices in how they learn and how they present what they know.
- Students should be provided guidance with school and career planning.
- Assessments should provide insights not only of student progress, but also of instruction and curriculum.

Homeroom teachers contact each student along with a parent during the week prior to school starting or during the first week of school to welcome each family to the new school year. The teacher introduces himself or herself and seeks to learn more about the student on a personal level. Lines of communication are established between the teacher and the student as well as between the teacher and the parent. In addition, each month the parent receives a call from the homeroom teacher who acts as a liaison for the student's teachers. The student's progress in each course is updated with the parent and the parent acknowledges that they have received this communication. The teachers teaching each course also conduct Discussion Based Assessments (DBAs) throughout the semester with each student to assess mastery of the course concepts.

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

The homeroom teacher (HR) complete Welcome Calls with all students and parents at the start of the school year to welcome the students and families to school. The HR teacher then calls the student and parents at a minimum of once a month to update them on the student's progress in all of their courses. If there are any concerns with students work, attendance, etc. the HR teacher will contact the family right away. All courses offer weekly live lesson sessions where students can receive live instruction on the lessons that they are currently working on in the course. Teachers and administration have open door policies where families can call, text, or email anytime they need assistance.

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.

During the Welcome Call teachers layout the expectations for attendance and submitting assignments regularly. Academic Integrity (AI) is key to the online learning environment so the importance of submitting original work is discussed with both the student and the parent. All assignments are subject to review through Turn It In, a site that compares the work submitted with work submitted by other students as well as information available on the web. Validity of work being submitted is also verified by the teacher while conducting Discussion Based Assessments (DBAs) with students throughout the course. If a teacher is suspicious that the student may not be completing and submitting original work, then the teacher creates a help ticket and the information is then reviewed by the AI department. An AI agent will make determine if the work is indeed a violation of school policy. If so, then the teacher will contact both the student and parent to discuss the issue and possible consequences.

Students are also held to high standards when utilizing chat boxes (used during live lessons), emailing, and other tools provided within by the school. If students are found to be using these tools inappropriately, families are contacted by a teacher or possibly an administrator to discuss how the infraction and expectations for future use. If the student again violates this policy, then the student will be submitted to an assistant principal for possible disciplinary action. Students and parents are expected to be civil in all communications with teachers and staff at the school, and not doing so may result in disciplinary action being taken.

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.

Students and parents have access access to teachers, school counselors, the school psychologist, support staff such as intervention teachers, RTI specialist, ESE specialist, and the 504 specialist, as well as school administrators.

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.

Attendance: Attendance at FLVS Full Time 6-12 is based upon students logging into the system on a daily basis. If a student does not logon to the system during a 14-day period, the student is referred to an assistant principal (AP) and is considered to be in the truancy process. The AP will attempt to contact both the student and the parent to discuss the absence from school. If after 15 days of non-attendance there has been no contact with the student or parent, an official letter is sent via email notifying the student and parent of a possible withdrawal along with state-related consequences such as the student not being able to obtain a valid driver license when not enrolled in school.

Course Failure: Teachers closely monitor students in both English-Language Arts (ELA) and mathematics courses. They will contact students that may be struggling with the course and offer assistance as well as other resources available. If the student continues to struggle, then the student may be referred to the Intervention teacher for that subject area. Intervention teachers work with students and families to provide support and additional instruction when needed.

Statewide Assessments: Students who do not achieve a passing score on the ELA assessment or the math assessment are placed into an Intensive Reading or Intensive Math course with a certified

teacher. Teachers work with these students on the skills needed for remediation in the subject area. These courses use an outside vendor for supplemental online instruction in the target area. Students remain in the course until he or she has demonstrated mastery and/or has passed the state level assessment.

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	25	12	7	0	0	0	0	44
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	81	38	86	0	0	0	0	205
Level 1 on statewide assessment	0	0	0	0	0	0	113	42	84	0	0	0	0	239

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	15	4	7	0	0	0	0	26

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

Intervention strategies include: one-on-one tutoring provided by course teacher, Peer Tutoring program, weekly live lesson opportunities, Intervention teacher for reading and math, Intensive Math courses, RTI, ESE and 504 services.

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

Florida Virtual School Full-Time promotes the belief that parents are the first teachers in a student's life. In order for students to be successful, parents are provided multiple means and opportunities to be actively involved in their child(ren)'s academic career. Schools must work with parents to engage students in meaningful participation in order to reach the district's goals for highest student achievement.

Parent involvement is an integral part of student success. FLVSFT 9-12 will involve 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 PIP. More than 50% of the members of the SAC are parent (non-employee) representatives. All parents are given the opportunity to review the plans and offer their input prior to approval. The district and school PIPs 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.

FLVS FT 9-12 has the unique ability to communicate with parents in a variety of ways. Meetings are held virtually and are recorded for the convenience of those who are unable to attend. This provides the flexibility for families to be involved. In addition, phone conferencing and video conferencing are available. Agendas, minutes and relevant information are readily available to all families as it is posted on the school website.

FLVSFT 9-12 offers a variety of programs, resources, and activities to support parents/learning coaches using all available technologies as well as face to face meetings. Parents and students can attend a variety of face-to-face events including local grassroots activities, beginning of the year and end of the year events, field trips.

FLVSFT 9-12 makes effective use of WebMail, LiveLessons, message boards, and telephone to distribute information to parents who are typically online each school day. Quarterly newsletters announce upcoming school events and are available online to all parents. Official communications from the school about compliance or discipline issues are also provided via hard copy mail. The school also develops and makes available, via Connexus, a state-supplement school handbook that details all policies and procedures specific to the schools. The school has access to bilingual staff members who can assist non-English speaking parents. As a virtual school, FLVSFT 9-12 is able to use technology and the working partnership between parents/learning coaches and the school staff to facilitate the full participation of parents who might otherwise face barriers to involvement. For example, parents with disabilities who might otherwise find it difficult to participate in their child's brick and mortar classroom, readily interact in the virtual school.

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.

As a state-wide entity, FLVS FT 6-12 School does not have a defined 'local community'. However, in an effort to support student achievement and staff development with needed resources we are continually building relationships within our state-wide virtual community. Parent involvement and community support is vitally important to the success of gaining resources. To gain parent and community input, we will host various flexible school events and invite community businesses and parents to attend.

FLVS FT 6-12 works closely with its parents through the use of the Parent and Family Engagement Plan and the Parent-School Compact. Parents were asked for feedback on both of these documents and were also invited to the Annual Title I meeting where the parental involvement documents were discussed and reviewed. The document includes Parent Workshops and other parent-centered events that will be held throughout the year.

In addition, FLVS FT 6-12 also works with its School Advisory Council (SAC) to build positive relationships and increase parental involvement. This group helps to plan our budget and develop our SIP. FLVS FT 6-12 also seeks business partnerships with local organizations that provide resources for our students, parents and faculty. including of MAWI Learning, Polk State College, All Pro Dads and Florida Shines.

FLVS has also partnered with Ucertify to deliver 21 CAPE courses, Study Forge for higher level math, and many other resources for students such as Learning.com, Cengage, ALEK, Think Through Math, iReady, Compass Learning and Driver's Ed.com.

The FLVS Foundation goals include a "Laptops for Learners" program which is a community-centered laptop loan program used to facilitate student success by providing laptops to underprivileged students. The foundation also works to provide expanded awards and scholarship opportunities in recognition of excellence.

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
Henson, Kenneth	Principal
Anderson, Curry	Assistant Principal
Fisher, Alison	Assistant Principal
Shick, Daniele	Assistant Principal
Simpson, Wil	Assistant Principal
Burns, Olivia	Assistant Principal
Smith, Jessica	Principal
Garvey, Nicole	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.

Kenneth Henson-Principal, 9-12

Oversees curriculum, APs, Literacy, Assessment, Interventions, and Advanced Placement courses for grades 9-12.

Jessica Smith-Principal, 6-8

Oversees curriculum, AP's, Literacy, Assessment, Interventions for grades 6-8.

Curry Aldridge -Assistant Principal, 9-12

Oversees teachers in math, science, and social studies

Alison Fisher-Assistant Principal, 9-12

Oversees Literacy, Student Activities, Graduation, and teachers in math, English, and Foreign Languages

Daniele Shick, 9-12

Oversees school counselors, registration, Dual Enrollment, and elective teachers.

Wilbern Simpson-Assistant Principal, 9-12

Oversees truancy, intervention, resource teachers, and intervention teachers

Olivia Burns-Assistant Principal, 6-8

Oversees 6th grade students, RTI Specialist and teachers in the following departments: resource, intervention, intensive, ESE and Gifted

Nicole Garvey-Assistant Principal, 6-8

Oversees 6th grade students and teachers in the following departments: Language Arts and Electives

Keith Mercer-Assistant Principal, 6-8

Oversees 8th grade students and teachers in the following departments Math, Science and Social Studies t

Jennifer Jabo-District Literacy Leader

Oversees Literacy in the school-Reading Plan, FAIR Testing, and coaches

Kimberly Seward-Assessment Manager

Oversees accountability and testing, ensuring all students attend proper state testing

Laura Walls-ESE Manager 6-12

Works with students and families with IEP and developing/updating when needed

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.

If the FLVS FT has reason to suspect that a student enrolled in the program may be a student with a disability in need of special education and/or related services, FLVS FT Student Support Team (SST) will initiate the Multi-tiered System of Support (MTSS) with the student. MTSS is a method of developing and implementing research based instruction and interventions based on a three tiered model. The MTSS model used by FLVSFT 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. Student Support Team (SST) is a general education, data driven, decision-making committee whose standing members consist of at least the principal/designee, RTI Specialist, a classroom teacher, and the referring teacher. Additionally, School Counselors, Master Teachers, Reading Coach, Special Education Teachers, and SLPs may be on the SST team if applicable. Contracted service personal including but not limited to Occupational Therapists, Physical Therapist, and Mental Health Counselor are invited to participate on the SST team if applicable to the specific student in review. In discussing an individual student's difficulties, the student's parent or guardian is an invited participant. Parents are provided a report or summary by the SST on the status of the student's response to scientifically research-based interventions, which would include repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. If the student completes all three tiers of MTSS, the SST (which includes the parent) will determine if the student should be referred for a Special Education Evaluation to determine if the student meets eligibility for special education services. Throughout the year, teachers and parents may detect that a student is having difficulties with learning and may believe there could be a need for special education assistance. If this is suspected, even after Tier 1 strategies have been used in the classroom, the teacher will complete a referral ticket to the RTI Specialist. The RTI Specialist will ensure that Tier 1 strategies were given in the classroom setting with fidelity and will then refer the student to the school's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the

student's learning history and profile. A Multi-tiered System of Support (MTSS) process is followed for any student that is not making progress in the grade level curriculum. Multi-tiered interventions are implemented and monitored weekly or bi-monthly depending on the needs of the individual student. The SST team will collect data and consult with a member of the special education team. If the recommended strategies and interventions do not have a positive impact, the SST team (along with the parent) will officially refer the student to the school's special education team. They may even consult with a member of the special education team. If after all the recommended strategies fail, the team (along with the parent) will officially refer the student to the school's special education team. Once the team receives the referral they will begin the process of determining if the student is in need of a special education evaluation, an IEP, and ultimately special education services. At any time in this process, parents may formally request that the school evaluate the student for suspected disabilities.

Coordination of programs and use of all funding sources (state, federal - FLVS does not receive local funding) is a joint responsibility of the district full time leadership and finance team, school principals, and the financial services team with which the school has contracted for some of these services. FLVS FT team will coordinate Title I, Part A and Title II, Part A funds to provide supplement professional development activities to teachers and staff in the K-8 and 9-12 schools. The professional development activities provided through Title I and Title II were collaborated upon during the needs assessment and are included in the Title I and Title II applications based on the decisions made after review of student and teacher data. An example of the training includes; Ruby Payne Math Strategies and Reading for Meaning. Additional services are provided to ensure students requiring intervention are provided through Title I, Part A and IDEA. FLVS FT schools will be carrying out the services and activities that are designed to improve the quality of the teaching force and ultimately student achievement. FLVS FT does not receive funds for Title I, Part C; Title I, Part D, Title III, or Title X.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ken Henson	Principal
Stephanie Fabela	Parent
Laura Pate	Teacher
Laura Baker	Teacher
Amanda Tabor	Education Support Employee
Abagale Mitsche	Student
Rebecca James	Parent
Susanne Holassie	Parent
	Parent
Celeste McWilliams	Parent
Kate Matovina	Parent
Sheri Bryan	Parent
Shari Brown	Parent
Patricia Sarver	Parent
Rebecca James	Parent
Jessica Duncan	Parent
Stephanie Reeves	Parent
Michelle Sherman	Parent
Elizabeth Camero	Parent
Allison Jones	Student
Matthew Kousiry	Parent
Michelle Roberts	Teacher
Clara Schlicher	Student

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

On August 31st, 2017 our SAC team met to review last year's achievement data and evaluate our progress on our 2016-2017 school improvement goals. Our SAC team concluded that we have met and or exceeded all of the our 2016-2017 SIP goals. The SAC team utilized the 2015-2016 school data points to write goals for the 2016-2017 school year.

b. Development of this school improvement plan

The SAC team utilized the 2016-2017 school data points to write the 2017-2018 SIP goals. The School Improvement Plan has been shared with all involved stakeholders for review and suggestions regarding making improvements in student learning goals and improvements.

Our SAC meetings are scheduled quarterly for the following dates:

August 31st - 7:00

October 19th - 7:00
March 16th - 7:00
May 24th - 7:00

Meetings will be held on Blackboard Collaborate online. Reminders will be sent via text, email and posted within student and staff portals.

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

Input for the school budget was gathered from SAC and factored into decisions for the 2017-18 school year.

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

Projected use of school improvement funds will be to provide assistance to our struggling learners and their parents through tools such as iReady for middle school intensive ready and math, HS intensive reading course, HS intensive course Ten Marks and focus on Growth Mindset.

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
Henson, Kenneth	Principal
Fisher, Alison	Assistant Principal
Hinson, Tammy	Teacher, K-12
Burns, Amsler	Teacher, K-12
Berry, Alice Kate	Teacher, K-12
Bobeck, Eileen	Teacher, K-12
Glaser, Jaclyn	Teacher, K-12
Fish, Amber	Teacher, K-12
Eisenhauer, Jennifer	Teacher, K-12
Meteiver, Amanda	Teacher, K-12
Orrico, Mary	Teacher, K-12

b. Duties

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

The focus for this year will be to determining how to best meet the needs of students through in-depth study and collaboration on the following topics:

- FAB 5 (phonemic awareness, phonics, vocabulary, fluency, comprehension) + Writing
- Instructional Literacy Strategies

- Assessment & Data – Summative vs. Formative
- Differentiating Instruction

The LLT meets once per month online in a virtual environment, with the Literacy team and then with administration.

The team's focus is on literacy strategies, infusing literacy in the content areas, and supporting low performing students.

The FLVS Literacy Leadership Team serves as a learning forum and liaison between the district literacy team and the individual school houses. Each school house has instructor and literacy coach representation. The team holds monthly meetings where all educators and coaches come together with the district literacy leadership.

During each meeting, a literacy learning strategy is presented by various members of the team. This year's project is Literacy in a Flash, a video library to benefit teachers and students in the area of literacy strategy. Featured monthly strategies are taken back to the schoolhouses by the educators, who show other teachers how it applies to their content area. The Literacy Coach is available for one-to-one work with teachers, helping them infuse Literacy into their Live Lessons. The coach creates weekly newsletter featuring Literacy Strategies and has monthly Literacy Professional Development sessions. The Literacy coach also has FAIR data meetings with teachers to assure Literacy Strategies are tailored to student needs.

Additionally, the LLT meetings serve as a time where connections are made between literacy representatives from varying content areas/school houses and where important literacy information is conveyed. The team is also instrumental in FLVS' Celebrate Literacy Week festivities, where all school houses are invited to showcase literacy skills through student and teacher learning sessions.

The goal of the Literacy Leadership Team is to provide a common forum for professionals to share literacy technique in efforts to help students reach literacy learning targets and foster a lifelong love of literacy for our FLVS students.

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.

Teachers engage in regular Professional Learning Communities (PLCs) to discuss teaching best practice, Lesson Studies, and peer review of Live Lessons. As a result of the PLCs teachers develop positive and safe working relationships that include collaborative planning. Collaborative instruction takes place on a weekly basis as all teachers in the same content area are delivering live lessons to all students taking a particular course, ie all English 1 teachers deliver weekly live lessons together to all students enrolled in English 1 at FLVS FT. Our teachers also provide each other with peer review on their Live Lessons that they lead as Live Lessons make up a large part of a teacher's final evaluation. Teachers are always accessible to each other through our email system, phone, and Skype for Business messenger system.

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

FLVS has a team of skilled recruiters that focus on year-round recruiting, outreach, and networking activities to build a pool of teacher candidates to meet our students' needs. Eligible teacher candidates must have a Florida DOE-issued teaching certificate and required endorsements as defined by state

standards and expectations at the time of application in order to be considered for an instructional position with FLVS. FLVS prides itself in hiring teachers that are considered highly qualified and in-field by state standards. In order to meet student demand, FLVS may employ certified instructional personnel in an out of field teaching assignment. This is done in full compliance with Florida Statute 1012.42.

FLVS provides a thorough training plan for newly hired teachers that provides a balance of in-person and virtual classroom-style components and application activities in which the new teacher is provided the opportunity to observe and be observed by a partnering Lead Teacher. Frequent feedback and discussion sessions are built into the training process to ensure the new teacher is receiving the information needed to be successful. Extending beyond the training period, FLVS teachers enjoy open-door communication with their Principals, Assistant Principals, and subject matter experts to build upon their knowledge and effectiveness as a teacher. Aligned with state evaluation requirements, the teacher evaluation plan provides a rigorous review of the teacher's performance and impact on student success. The teacher receives the support and development to improve in identified areas through partnership with their Principal/Assistance Principal, a library of in-house training/development materials, and external resources.

FLVS teachers enjoy a competitive salary and benefits package, extensive professional development, and opportunities for personal and professional growth. Some teacher candidates might come to FLVS to enjoy a virtual workplace, but many stay simply for the truly student-centered culture.

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

The FLVS FT 6-12 program utilizes a peer to peer mentoring plan. Teachers who have successfully completed a full year within the FLVS FT 6-12 program, are eligible to work as a mentor for a new hire. During a teacher's first year of teaching with FLVS we partner new teachers with a peer who teaches within the same course/content, so that not only can they provide strategies for a successful school year in the online environment, but course/content specific strategies as well.

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.

FLVS courses are aligned to the FDOE course descriptions incorporating FL Higher Standards into all courses and thoroughly training all teachers on these expectations. Course content is reviewed annually against current course descriptions and updates are made as needed. Each course includes a standards page which outlines where all the FL Higher Standards are met by segment, module and lesson. Standards pages are available to instructional leadership, instructors, students and parents. All courses are currently aligned with the FL Higher Standards from core courses to electives.

Instructors also provide live lesson instruction to students incorporating RTI strategies in response to learning gaps identified by formative assessment data. Live lesson content is directly aligned to standard complexity levels as designated by the FDOE and mastery expectations as designed in summative assessment.

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.

The assistant principal team completes monthly walkthroughs with their teachers to discuss student learning. We ensure that the students are successfully completing their work. The teachers work in their PLCs to identify areas of weakness for their students, and address necessary differentiation through one on one conversations, small group sessions, and large group live lessons. In addition to the differentiation from the teacher of the course, we have intervention teachers who provide added support to the students who are struggling with the content.

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:

FLVS courses are available to students 24 hours a day, 7 days per week, therefore allowing extended time for access to courses and allowance of students to review and participate to gain a greater understanding of the materials and concepts they are expected to learn

Strategy Rationale

Provide students with additional access to courses allows them the opportunity to dive deep into their learning, and ensure their understanding of concepts to in turn master the content and show performance gains

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Henson, Kenneth, khenson@flvs.net

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

Student assessment scores, state test scores, end of course exams, student course semester exams.

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.

Student learning needs are assessed during course placement. FLVS FT adheres to state guidelines for placement of students into Intensive Reading and Math courses. At the beginning of each year we identify the students in our lowest 25% to ensure they are receiving additional support to help them be successful. Using Title 1 Funds we purchase additional resources to allow us to support our lowest 25%

Each year we review our course catalog to ensure we are providing opportunities to meet state

graduation requirements, state diploma designations, and that are students are provided equal opportunity for those options.

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.

School Counselors are highly involved in the college and career planning to ensure that students are taking the right rigor of courses necessary for their future plans. Counselors help identify student interests, and coach them into elective options that may provide the opportunity for industry certifications, as well as diploma designations, and state scholarships (Bright Futures). Counselors work with teachers to ensure that students who should be placed into upper level courses. Our students have access to high school courses in middle school, CTE courses, Advanced Placement Courses, and Dual Enrollment opportunities are provided the opportunities are provided to all FLVS FT 6-12 students that are interested and prepared for those types of courses.

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

We provide students with course selections to participate in a Career and Technical Education track, which provides the opportunity to receive industry certifications in: Microsoft Office during the completion of the CCC course. Upon completion of the Foundations of Web/User Interface courses, students who qualify will have the opportunity to earn the Adobe Certified Associate (ACA) Web Communication using Adobe Dreamweaver certification.

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

FLVS FT 6-12 works in conjunction with the FLVS district curriculum team to provide opportunities for additional CTE courses that are offered in the FLVS FLEX program

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.

FLVS FT 6-12 is not listed on the High School Feedback Reports.

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.

During the Comprehensive Needs Assessment process and meetings both state data and course assessment data was reviewed. The data exhibited an overall trend of improved gains has been seen across grade levels. However, the data showed an increased need within the level 1 and 2's within the core testing areas. The 6-12 School has seen a positive trend in our level 3, 4 and 5's which has helped improve our overall achievement data as a school. To improve on our area of need the school will identify the level 1 and 2 students and focus on supporting their needs for the school year. The school is will also implement a tiered program using our student services and a new homeroom models.

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.

Student identification and student retention have been a challenge to identify students early in the school year.

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.** Based on the 2018 FSA data, the achievement gap between non-economically disadvantaged and economically disadvantaged students will decrease by 3% in English Language Arts.
- G2.** By increasing students' understanding of the ELA state standards, students in grades 6 - 10 will increase their overall pass rate by 2%.
- G3.** By the end of the 2017-18 school year, the number of proficient 8th grade students will increase from 61.8% to 65% in Math as determined by the FSA Mathematics achievement data.
- G4.** Based on the 2018 FSA data, the achievement gap between non-economically disadvantaged and economically disadvantaged students will decrease by 3% in Mathematics.

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. Based on the 2018 FSA data, the achievement gap between non-economically disadvantaged and economically disadvantaged students will decrease by 3% in English Language Arts. **1a**

 G098913

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	9.0

Targeted Barriers to Achieving the Goal **3**

- Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction.
- Consistency to identify non-economically disadvantaged and economically disadvantaged students in a timely manner
- Student extra supports are provided through the use of a multi tiered system. This system has to be defined and implemented across various departments.

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

- FSA portal, Live Lessons, Intervention Teachers
- Sample test questions that teachers can use with their students to model what will be on the test.
- Direct instruction through virtual office Live Lesson sessions with students and teachers for hands-on application and real-time feedback regarding the content.
- Intervention Teachers to assist struggling students with one on one interventions.
- Professional development, job embedded, to ensure that PLCs are participating in action research and lesson study effectively.
- Intensive Reading course for students who scored a Level 1 or 2 on the FSA ELA
- RTI Specialist leads classroom teachers in identifying students early and manages the implementation of an effective systematic processes for RTI services to be successful
- ESE Manager leads classroom teachers in identifying students early and manages the implementation of an effective systematic processes for ESE services to be successful

Plan to Monitor Progress Toward G1. **8**

Disadvantaged Students in grades 9-12 will improve their overall ELA FSA score

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

FSA ELA achievement data

Plan to Monitor Progress Toward G1. 8

Disadvantaged Students in grades 6-8 will improve their overall ELA FSA score

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

FSA ELA achievement data

G2. By increasing students' understanding of the ELA state standards, students in grades 6 - 10 will increase their overall pass rate by 2%. 1a

G098914

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	72.4

Targeted Barriers to Achieving the Goal 3

- Due to the transient nature of our students, it is difficult to compare year of year data.
- Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction.
- Student extra supports are provided through the use of a multi tiered system. This system has to be defined and implemented across various departments.
- Consistency to identify struggling ELA students in a timely manner

Resources Available to Help Reduce or Eliminate the Barriers 2

- FSA portal, Live Lessons, Intervention Teachers
- Sample test questions that teachers can use with their students to model what will be on the test.
- Direct instruction through virtual office Live Lesson sessions with students and teachers for hands-on application and real-time feedback regarding the content.
- Intervention Teachers to assist struggling students with one on one interventions.
- Professional development, job embedded, to ensure that PLCs are participating in action research and lesson study effectively.
- Intensive Reading course for students who scored a level 1 or 2 on the FSA ELA exam
- RTI Specialist leads classroom teachers in identifying students early and manages the implementation of an effective systematic processes for RTI services to be successful
- ESE Manager leads classroom teachers in identifying students early and manages the implementation of an effective systematic processes for ESE services to be successful

Plan to Monitor Progress Toward G2. 8

Students in grades 9-10 will improve their ELA FSA score

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

FSA ELA achievement data

Plan to Monitor Progress Toward G2. 8

Students in grades 6-8 will improve their ELA FSA score

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

FSA ELA achievement data

G3. By the end of the 2017-18 school year, the number of proficient 8th grade students will increase from 61.8% to 65% in Math as determined by the FSA Mathematics achievement data. 1a

G098915

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction.
- Consistency to identify level 1 students in a timely manner
- Student supports require a multiple service approach

Resources Available to Help Reduce or Eliminate the Barriers 2

- FSA portal, Live Lessons, Intervention Teachers
- Sample test questions that teachers can use with their students to model what will be on the test.
- Direct instruction through virtual office Live Lesson sessions with students and teachers for hands-on application and real-time feedback regarding the content.
- Intervention Teachers to assist struggling students with one on one interventions.
- Professional development, job embedded, to ensure that PLCs are participating in action research and lesson study effectively.
- Intensive Math course for students who scored a level 1 on FSA Math
- RTI Specialist leads classroom teachers in identifying students early and manages the implementation of an effective systematic processes for RTI services to be successful
- ESE Manager leads classroom teachers in identifying students early and manages the implementation of an effective systematic processes for ESE services to be successful

Plan to Monitor Progress Toward G3. 8

Level 1 8th grade students who are placed in an intensive math courses are provided with extra support will show an increase in academic achievement on the Math FSA.

Person Responsible

Olivia Burns

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

8th FSA Math data

G4. Based on the 2018 FSA data, the achievement gap between non-economically disadvantaged and economically disadvantaged students will decrease by 3% in Mathematics. 1a

G098916

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	7.0

Targeted Barriers to Achieving the Goal 3

- Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction.
- Consistency to identify non-economically disadvantaged and economically disadvantaged students in a timely manner
- Student extra supports are provided through the use of a multi tiered system. This system has to be defined and implemented across various departments.

Resources Available to Help Reduce or Eliminate the Barriers 2

- FSA portal, Live Lessons, Intervention Teachers
- Sample test questions that teachers can use with their students to model what will be on the test.
- Direct instruction through virtual office Live Lesson sessions with students and teachers for hands-on application and real-time feedback regarding the content.
- Intervention Teachers to assist struggling students with one on one interventions.
- Professional development, job embedded, to ensure that PLCs are participating in action research and lesson study effectively.
- Intensive Math course for students who do not pass the Algebra 1 EOC.
- RTI Specialist leads classroom teachers in identifying students early and manages the implementation of an effective systematic processes for RTI services to be successful
- ESE Manager leads classroom teachers in identifying students early and manages the implementation of an effective systematic processes for ESE services to be successful

Plan to Monitor Progress Toward G4. 8

Disadvantaged Students in grades 9-12 will improve their overall Math FSA score

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

FSA data (Grades 6-8)

Plan to Monitor Progress Toward G4. 8

Disadvantaged Students in grades 6-8 will improve their overall Math FSA score

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

FSA data (Grades 9-12)

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

 = Problem Solving Step  S123456 = Quick Key

G1. Based on the 2018 FSA data, the achievement gap between non-economically disadvantaged and economically disadvantaged students will decrease by 3% in English Language Arts. **1**

 G098913

G1.B1 Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction. **2**

 B266267

G1.B1.S1 Assistant principals will provide on-going coaching and feedback on live lessons, individualized instruction, and student classroom success. **4**

 S282198

Strategy Rationale

With coaching, teacher instruction will improve and will provide strongly aligned lessons to the Florida standards resulting in increased student achievement.

Action Step 1 **5**

On-going teacher coaching and feedback

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Ratings and comments based on teacher evaluation rubric for the 2016-17 school year

Action Step 2 **5**

On-going teacher coaching and feedback

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Ratings and comments based on teacher evaluation rubric for the 2017-18 school year

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

All coaching feedback documents will be saved in SharePoint folder. Evaluations will be completed in Pathways.

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

On-going reports on all teacher progress/ratings/comments; mid year evaluations, final evaluations

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

All coaching feedback documents will be saved in SharePoint folder. Evaluation will be completed in Pathways

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

On-going reports on all teacher progress/ratings/comments; mid-year evaluations, final evaluations

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

Feedback on teacher coaching by assistant principals will be provided by principal to ensure fidelity

Person Responsible

Kenneth Henson

Schedule

Quarterly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Review feedback, coaching, and ratings provided to teachers by APs to ensure that we are focusing on strengthening standards-based instruction which will lead to increase proficiency of students.

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

Feedback on teacher coaching by assistant principals will be provided by principal to ensure fidelity

Person Responsible

Jessica Smith


Schedule

Quarterly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Review feedback, coaching, and ratings provided to teachers by APs to ensure that we are focusing on strengthening standards-based instruction which will lead to increase proficiency of students.

G1.B2 Consistency to identify non-economically disadvantaged and economically disadvantaged students in a timely manner **2**

 B266268

G1.B2.S1 Student monitoring strategies focus on three areas for all students: attendance, percent complete and achievement. Classroom teachers and support staff shall be responsible for monitoring students needs and will identifying students who need additional support. Continuous monitoring based on various data sources allows for teachers to identify struggling students early. **4**

 S282199

Strategy Rationale

1. the monitoring of student attendance - student attendance is reviewed weekly by the classroom teacher and monthly by the assistant principal to determine students who exhibit attendance warning signs.
2. monitoring of student progress - students weekly progression plan is correlated to course work completion and monitored by the classroom teacher.
Teacher(s) are expected to contact the student and parent about concern(s) promptly
3. monitoring of student achievement- monthly reports shall be reviewed by the leadership team to determine needs for each course. A monthly walk-trough of classroom data is completed with each teacher to support their needs.

Action Step 1 **5**

If a student is identified as needing extra support students will be referred to RTI for further evaluation. (Grades 9-12)

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Student Support Services are provided to struggling students

Action Step 2 5

If a student is identified as needing extra support students will be referred to RTI for further evaluation. (Grades 6-8)

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Student Support Services are provided to struggling students

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Identified students are scheduled into further evaluation through MTSS.

Person Responsible

Wil Simpson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Students have been further evaluated for RTI services.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Identified students are scheduled into further evaluation through MTSS.

Person Responsible

Olivia Burns

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Students have been further evaluated for RTI services.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Economically Disadvantaged and Non Disadvantaged students who are identified as needing extra support in ELA will be scheduled into Intensive Reading and or be provided an extra level of support beyond the traditional classroom. (Grades 9-12)

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

An identified struggling student will be enrolled into Intensive Reading and or provided with an additional support beyond the traditional classroom.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Economically Disadvantaged and Non Disadvantaged students who are identified as needing extra support in ELA will be scheduled into Intensive Reading and or be provided an extra level of support beyond the traditional classroom. (Grades 6-8)

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

An identified struggling student will be enrolled into Intensive Reading and or provided with an additional support beyond the traditional classroom.

G1.B2.S2 Through yearly enrollment and student achievement data obtained throughout the school year. All students in grade 6-12 who scored a level 1 or 2 are placed into an Intensive Reading course and are provided extra support through MTSS. 4

 S282200

Strategy Rationale

All students in grades 6-12 who scored a level 1 or 2 are in need of extra support to improve their academic achievement in the subject area of ELA.

Action Step 1 5

Students provide previous testing results prior to enrollment or are archived from the previous school year

Person Responsible

Elizabeth Gagne

Schedule

Weekly, from 6/1/2017 to 6/5/2018

Evidence of Completion

Student test results are analyzed and students are placed into appropriate courses based on students needs

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Students are scheduled into Intensive Reading to support students needs (grades 9-12)

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Students who were identified as needing extra support and or scored a level 1 or 2 on the FSA ELA exam will have completed Intensive Reading by the end of the school year.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Students are scheduled into Intensive Reading to support students needs (grades 6-8)

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Students who were identified as needing extra support and or scored a level 1 or 2 on the FSA ELA exam will have completed Intensive Reading by the end of the school year.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Students will make adequate weekly progress in their English or Intensive Reading course (Grades 9-12)

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Course progress and completion in their scheduled ELA course

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Students will make adequate weekly progress in their English or Intensive Reading course (Grades 6-8)

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Course progress and completion in their scheduled ELA course

G1.B3 Student extra supports are provided through the use of a multi tiered system. This system has to be defined and implemented across various departments. **2**

 B266269

G1.B3.S1 An identified as needing additional services through MTSS will be evaluated and provided with accommodations as needed to improve students academic achievement. **4**

 S282201

Strategy Rationale

Students who are evaluated and identified as needing extra support will be provided with a systematic approach of services through MTSS improving their overall academic achievement.

Action Step 1 **5**

Students in grades 9-12 are placed into MTSS tier 3 if students are identified as a level 1 or 2 during enrollment

Person Responsible

Kenneth Henson

Schedule

Weekly, from 6/1/2017 to 6/5/2018

Evidence of Completion

ELA FSA scores of a level 1 or 2 will correlate to receiving extra support and placed in tier 3 of MTSS.

Action Step 2 **5**

Students in grades 9-12 are placed into MTSS tier 3 if students are identified as a level 1 or 2 during enrollment

Person Responsible

Jessica Smith

Schedule

Weekly, from 6/1/2017 to 6/5/2018

Evidence of Completion

ELA FSA scores of a level 1 or 2 will correlate to receiving extra support and placed in tier 3 of MTSS.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitoring of RTI services as being provided for providing extra support to identified students.
(grades 9-12)

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Students identified as needing MTSS have received tier 3 or higher services from the time they are identified as needing services.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitoring of RTI services as being provided for providing extra support to identified students.
(grades 6-8)

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Students identified as needing MTSS have received tier 3 or higher services from the time they are identified as needing services.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Intervention teachers will provide needed intervention services (grades 9-12)

Person Responsible

Wil Simpson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Intervention teachers will log their support services identifying the provided service

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Intervention teachers will provide needed intervention services (grades 6-8)

Person Responsible

Olivia Burns

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Intervention teachers will log their support services identifying the provided service

G2. By increasing students' understanding of the ELA state standards, students in grades 6 - 10 will increase their overall pass rate by 2%. 1

G098914

G2.B1 Due to the transient nature of our students, it is difficult to compare year of year data. 2

B266270

G2.B1.S1 Retention of student enrollment will increase by providing extra supports 4

S282202

Strategy Rationale

With early intervention students who receive extra support will remain enrolled with FLVS Full Time 6-12

Action Step 1 5

Ongoing evaluation of teacher classroom data and discussion of ongoing strategies for struggling students. (grades 9-12)

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Ratings and comments based on teacher evaluation rubric for the 2017-18 school year

Action Step 2 5

Ongoing evaluation of teacher classroom data and discussion of ongoing strategies for struggling students. (grades 9-12)

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Ratings and comments based on teacher evaluation rubric for the 2017-18 school year

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

All coaching feedback documents will be saved in SharePoint folder. Evaluations will be completed in Pathways.

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

On-going reports on all teacher progress/ratings/comments; mid year evaluations, final evaluations

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

All coaching feedback documents will be saved in SharePoint folder. Evaluations will be completed in Pathways.

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

On-going reports on all teacher progress/ratings/comments; mid year evaluations, final evaluations

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

Feedback on teacher coaching by assistant principals will be provided by principal to ensure fidelity

Person Responsible

Kenneth Henson

Schedule

Quarterly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Review feedback, coaching, and ratings provided to teachers by APs to ensure that we are focusing on strengthening standards-based instruction which will lead to increase proficiency of students.

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

Feedback on teacher coaching by assistant principals will be provided by principal to ensure fidelity

Person Responsible

Jessica Smith


Schedule

Quarterly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Review feedback, coaching, and ratings provided to teachers by APs to ensure that we are focusing on strengthening standards-based instruction which will lead to increase proficiency of students.

G2.B2 Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction. **2**

 B266271

G2.B2.S1 Assistant principals will provide on-going coaching and feedback on live lessons, individualized instruction, and student classroom success. **4**

 S282203

Strategy Rationale

With coaching, teacher instruction will improve and will provide strongly aligned lessons to the Florida standards resulting in increased student achievement.

Action Step 1 **5**

On-going teacher coaching and feedback

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Ratings and comments based on teacher evaluation rubric for the 2017-18 school year

Action Step 2 **5**

On-going teacher coaching and feedback

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Ratings and comments based on teacher evaluation rubric for the 2017-18 school year

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

All coaching feedback documents will be saved in SharePoint folder. Evaluations will be completed in Pathways.

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

On-going reports on all teacher progress/ratings/comments; mid year evaluations, final evaluations

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

All coaching feedback documents will be saved in SharePoint folder. Evaluations will be completed in Pathways.

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

On-going reports on all teacher progress/ratings/comments; mid year evaluations, final evaluations

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

Feedback on teacher coaching by assistant principals will be provided by principal to ensure fidelity

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Review feedback, coaching, and ratings provided to teachers by APs to ensure that we are focusing on strengthening standards-based instruction which will lead to increase proficiency of students.

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

Feedback on teacher coaching by assistant principals will be provided by principal to ensure fidelity

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018


Evidence of Completion

Review feedback, coaching, and ratings provided to teachers by APs to ensure that we are focusing on strengthening standards-based instruction which will lead to increase proficiency of students.

G2.B3 Student extra supports are provided through the use of a multi tiered system. This system has to be defined and implemented across various departments. **2**

 B266272

G2.B3.S1 An identified as needing additional services through MTSS will be evaluated and provided with accommodations as needed to improve students academic achievement. **4**

 S282204

Strategy Rationale

Students who are evaluated and identified as needing extra support will be provided with a systematic approach of services through MTSS improving their overall academic achievement.

Action Step 1 **5**

Students in grades 9-10 are placed into MTSS tier 3 if students are identified as a level 1 or 2 during enrollment

Person Responsible

Kenneth Henson

Schedule

Weekly, from 6/1/2017 to 6/5/2018

Evidence of Completion

ELA FSA scores of a level 1 or 2 will correlate to receiving extra support and placed in tier 3 of MTSS.

Action Step 2 **5**

Students in grades 6-8 are placed into MTSS tier 3 if students are identified as a level 1 or 2 during enrollment

Person Responsible

Jessica Smith

Schedule

Evidence of Completion

ELA FSA scores of a level 1 or 2 will correlate to receiving extra support and placed in tier 3 of MTSS.

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

Monitoring of RTI services as being provided for providing extra support to identified students.
(grades 9-12)

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Students identified as needing MTSS have received tier 3 or higher services from the time they are identified as needing services.

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

Monitoring of RTI services as being provided for providing extra support to identified students.
(grades 6-8)

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Students identified as needing MTSS have received tier 3 or higher services from the time they are identified as needing services.

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

Intervention teachers will provide needed intervention services (grades 9-10)

Person Responsible

Wil Simpson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Intervention teachers will log their support services identifying the provided service

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

Intervention teachers will provide needed intervention services (grades 6-8)

Person Responsible

Jessica Smith


Schedule

Monthly, from 8/7/2017 to 6/5/2018


Evidence of Completion

Intervention teachers will log their support services identifying the provided service

G3. By the end of the 2017-18 school year, the number of proficient 8th grade students will increase from 61.8% to 65% in Math as determined by the FSA Mathematics achievement data. 1

 G098915

G3.B1 Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction. 2

 B266274

G3.B1.S1 Assistant principals will provide on-going coaching and feedback on live lessons, individualized instruction, and student classroom success. 4

 S282205

Strategy Rationale

With coaching, teacher instruction will improve and will provide strongly aligned lessons to the Florida standards resulting in increased student achievement.

Action Step 1 5

On-going teacher coaching and feedback

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Ratings and comments based on teacher evaluation rubric for the 2017-18 school year

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

All coaching feedback documents will be saved in SharePoint folder. Evaluations will be completed in Pathways.

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

On-going reports on all teacher progress/ratings/comments; mid-year evaluations, final evaluations

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

All coaching feedback documents will be saved in SharePoint folder. Evaluations will be completed in Pathways.

Person Responsible

Jessica Smith

Schedule

On 6/5/2018

Evidence of Completion

On-going reports on all teacher progress/ratings/comments; mid year evaluations, final evaluations

G3.B2 Consistency to identify level 1 students in a timely manner **2**

 B266275

G3.B2.S1 Through yearly enrollment and student achievement data obtained throughout the school year. All students in grade 8 who scored a level 1 are placed into an intensive math course and are provided extra support through MTSS. **4**

 S282206

Strategy Rationale

All students in grade 8 who scored a level 1 are in need of extra support to improve their academic achievement in the subject area of Math.

Action Step 1 **5**

Students provide previous testing results prior to enrollment or are archived from the previous school year

Person Responsible

Elizabeth Gagne

Schedule

Weekly, from 6/1/2017 to 6/5/2018

Evidence of Completion

Student test results are analyzed and students are placed into appropriate courses based on students needs

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

Students are scheduled into appropriate courses to support each students needs

Person Responsible

Jessica Smith

Schedule

Weekly, from 6/1/2017 to 6/5/2018

Evidence of Completion

Student data is monitored by counselors and students are scheduled into needed courses

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

Level 1 8th grade students are monitored weekly for a positive progression in academic progress in their Intensive Math course

Person Responsible

Olivia Burns


Schedule

Weekly, from 8/7/2017 to 6/5/2018

Evidence of Completion

RTI teachers monitor student progress and offer additional support as needed based on students needs

G3.B2.S2 Student monitoring strategies focus on three areas for all students: attendance, percent complete and achievement. Classroom teachers and support staff shall be responsible for monitoring students needs and will identifying students who need additional support. Continuous monitoring based on various data sources allows for teachers to identify struggling students early. 4

 S282207

Strategy Rationale

1. the monitoring of student attendance - student attendance is reviewed weekly by the classroom teacher and monthly by the assistant principal to determine students who exhibit attendance warning signs.
2. monitoring of student progress - students weekly progression plan is correlated to course work completion and monitored by the classroom teacher.
Teacher(s) are expected to contact the student and parent about concern(s) promptly
3. monitoring of student achievement- monthly reports shall be reviewed by the leadership team to determine needs for each course. A monthly walk-trough of classroom data is completed with each teacher to support their needs.

Action Step 1 5

If an 8th grade student is identified as needing extra support students will be referred to RTI for further evaluation. (Grade 8)

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Student Support Services are provided to struggling 8th grade students

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Identified 8th grade students are scheduled into further evaluation through MTSS.

Person Responsible

Olivia Burns

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

8th Grade students have been further evaluated for RTI services.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

8th grade students who are identified as needing extra support in Math will be scheduled into Intensive Math and or be provided an extra level of support beyond the traditional classroom.

Person Responsible


Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

An identified 8th grade struggling student will be enrolled into Intensive Math and or provided with an additional support beyond the traditional classroom.

G3.B3 Student supports require a multiple service approach **2**

 B266276

G3.B3.S1 Once students have been identified as a level 1 they are then scheduled into intensive math and are placed into MTSS for further evaluation of needed services. **4**

 S282208

Strategy Rationale

Using achievement data early to provide intervention to struggling students allows for additional support to be provided to each student.

Action Step 1 **5**

Students are identified through yearly enrollment

Person Responsible

Elizabeth Gagne

Schedule

Evidence of Completion

Student achievement data must be obtained and on file before a student is scheduled into courses

Plan to Monitor Fidelity of Implementation of G3.B3.S1 **6**

Once students are identified students are referred to MTSS

Person Responsible

Jessica Smith

Schedule

Weekly, from 6/1/2017 to 6/5/2018

Evidence of Completion

Students are placed into MTSS

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Students are provided with various levels of support services based on students needs

Person Responsible

Olivia Burns


Schedule

On 6/5/2018

Evidence of Completion

Students will receive extra support through MTSS

G4. Based on the 2018 FSA data, the achievement gap between non-economically disadvantaged and economically disadvantaged students will decrease by 3% in Mathematics. **1**

 G098916

G4.B1 Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction. **2**

 B266277

G4.B1.S1 Assistant principals will provide on-going coaching and feedback on live lessons, individualized instruction, and student classroom success. **4**

 S282209

Strategy Rationale

With coaching, teacher instruction will improve and will provide strongly aligned lessons to the Florida standards resulting in increased student achievement.

Action Step 1 **5**

On-going teacher coaching and feedback

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Ratings and comments based on teacher evaluation rubric for the 2017-18 school year

Action Step 2 **5**

On-going teacher coaching feedback

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Ratings and comments based on teacher evaluation rubric for the 2017-18 school year

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

All coaching feedback documents will be saved in SharePoint folder. Evaluations will be completed in Pathways.

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

On-going reports on all teacher progress/ratings/comments; mid year evaluations, final evaluations

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

All coaching feedback documents will be saved in SharePoint folder. Evaluation will be completed in Pathways

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

On-going reports on all teacher progress/ratings/comments; mid-year evaluations, final evaluations

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Feedback on teacher coaching by assistant principals will be provided by principal to ensure fidelity

Person Responsible

Kenneth Henson

Schedule

Quarterly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Review feedback, coaching, and ratings provided to teachers by APs to ensure that we are focusing on strengthening standards-based instruction which will lead to increase proficiency of students.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Feedback on teacher coaching by assistant principals will be provided by principal to ensure fidelity

Person Responsible

Jessica Smith

Schedule

Quarterly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Review feedback, coaching, and ratings provided to teachers by APs to ensure that we are focusing on strengthening standards-based instruction which will lead to increase proficiency of students.

G4.B1.S2 Through yearly enrollment and student achievement data obtained throughout the school year. All students in grades 6-8 who scored a level 1 are placed into an intensive math course and given support through MTSS. All students in grades 9-12 who scored a level 1 or 2 are placed into an intensive math course and given support through MTSS. **4**

 S282210

Strategy Rationale

All students in grade 6-8 who scored a level 1 are in need of extra support to improve their academic achievement in the subject area of Math. All students in grades 9-12 who scored a level 1 or 2 are in need of extra support to improve their academic achievement in the subject area of Math.

Action Step 1 **5**

Students provide previous testing results prior to enrollment or are archived from the previous school year

Person Responsible

Elizabeth Gagne

Schedule

Weekly, from 6/1/2017 to 6/5/2018

Evidence of Completion

Student FSA results are analyzed and students are placed into appropriate courses based on students needs

Plan to Monitor Fidelity of Implementation of G4.B1.S2 **6**

Students are scheduled into Intensive Math course to support each students needs (grades 9-12)

Person Responsible

Kenneth Henson

Schedule

Weekly, from 6/1/2017 to 6/5/2018

Evidence of Completion

Student data is monitored by counselors and students are scheduled into needed courses

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Students are scheduled into Intensive Math course to support each students needs (grades 6-8)

Person Responsible

Jessica Smith

Schedule

Weekly, from 6/1/2017 to 6/5/2018

Evidence of Completion

Student data is monitored by counselors and students are scheduled into needed courses

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Level 1 and 2 students in grades 9-12 are monitored for a positive progression in academic achievement in their intensive math course.

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

RTI teachers monitor student progress and offer additional support as needed based on students needs

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Level 1 students in grades 6-8 are monitored for a positive progression in academic achievement in their intensive math course.

Person Responsible

Jessica Smith


Schedule

Monthly, from 8/7/2017 to 6/5/2018


Evidence of Completion

RTI teachers monitor student progress and offer additional support as needed based on students needs

G4.B2 Consistency to identify non-economically disadvantaged and economically disadvantaged students in a timely manner **2**

 B266278

G4.B2.S1 Student monitoring strategies focus on three areas for all students: attendance, percent complete and achievement. Classroom teachers and support staff shall be responsible for monitoring students needs and will identifying students who need additional support. Continuous monitoring based on various data sources allows for teachers to identify struggling students early. **4**

 S282211

Strategy Rationale

1. the monitoring of student attendance - student attendance is reviewed weekly by the classroom teacher and monthly by the assistant principal to determine students who exhibit attendance warning signs.
2. monitoring of student progress - students weekly progression plan is correlated to course work completion and monitored by the classroom teacher.
Teacher(s) are expected to contact the student and parent about concern(s) promptly
3. monitoring of student achievement- monthly reports shall be reviewed by the leadership team to determine needs for each course. A monthly walk-trough of classroom data is completed with each teacher to support their needs.

Action Step(s) Missing for Goal #4, Barrier #2, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G4.B2.S2 Through yearly enrollment and student achievement data obtained throughout the school year. All students in grade 6-8 who scored a level 1 are placed into an Intensive Reading course and are provided extra support through MTSS. All students in grade 9-12 who scored a level 1 or 2 are placed into an Intensive Reading course and are provided extra support through MTSS. **4**

 S282212

Strategy Rationale

Students in grades 6-12 who scored a level 1 or 2 are in need of extra support to improve their academic achievement in the subject area of ELA.

Action Step 1 **5**

Students provide previous testing results prior to enrollment or are archived from the previous school year

Person Responsible

Elizabeth Gagne

Schedule

Weekly, from 6/1/2017 to 6/5/2018

Evidence of Completion

Student test results are analyzed and students are placed into appropriate courses based on students needs

Plan to Monitor Fidelity of Implementation of G4.B2.S2 **6**

Students are scheduled into Intensive Math to support students needs (grades 9-12)

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Students who were identified as needing extra support and or scored a level 1 or 2 on the FSA Math exam will have completed Intensive Math by the end of the school year.

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Students are scheduled into Intensive Math to support students needs (grades 6-8)

Person Responsible

Jessica Smith

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Students who were identified as needing extra support and or scored a level 1 on the FSA Math exam will have completed Intensive Math by the end of the school year.

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Students will make adequate weekly progress in their Math or Intensive Math course (Grades 9-12)

Person Responsible

Kenneth Henson

Schedule

Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion

Course progress and completion in their scheduled Math course

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Students will make adequate weekly progress in their Math or Intensive Math course (Grades 6-8)

Person Responsible

Jessica Smith

Schedule



















Monthly, from 8/7/2017 to 6/5/2018

Evidence of Completion


















Course progress and completion in their scheduled Math course







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					
G2.B3.S1.A2 A380827	Students in grades 6-8 are placed into MTSS tier 3 if students are identified as a level 1 or 2...	Smith, Jessica	No Start Date	ELA FSA scores of a level 1 or 2 will correlate to receiving extra support and placed in tier 3 of MTSS.	No End Date one-time
G3.B3.S1.A1 A380831	Students are identified through yearly enrollment	Gagne, Elizabeth	6/1/2017	Student achievement data must be obtained and on file before a student is scheduled into courses	No End Date weekly
G1.MA1 M413310	Disadvantaged Students in grades 9-12 will improve their overall ELA FSA score	Henson, Kenneth	8/7/2017	FSA ELA achievement data	6/5/2018 monthly
G1.MA2 M413311	Disadvantaged Students in grades 6-8 will improve their overall ELA FSA score	Smith, Jessica	8/7/2017	FSA ELA achievement data	6/5/2018 monthly
G2.MA1 M413324	Students in grades 9-10 will improve their ELA FSA score	Henson, Kenneth	8/7/2017	FSA ELA achievement data	6/5/2018 monthly
G2.MA2 M413325	Students in grades 6-8 will improve their ELA FSA score	Smith, Jessica	8/7/2017	FSA ELA achievement data	6/5/2018 monthly
G3.MA1 M413334	Level 1 8th grade students who are placed in an intensive math courses are provided with extra...	Burns, Olivia	8/7/2017	8th FSA Math data	6/5/2018 monthly
G4.MA1 M413347	Disadvantaged Students in grades 9-12 will improve their overall Math FSA score	Henson, Kenneth	8/7/2017	FSA data (Grades 6-8)	6/5/2018 monthly
G4.MA2 M413348	Disadvantaged Students in grades 6-8 will improve their overall Math FSA score	Smith, Jessica	8/7/2017	FSA data (Grades 9-12)	6/5/2018 monthly
G1.B1.S1.MA1 M413294	Feedback on teacher coaching by assistant principals will be provided by principal to ensure...	Henson, Kenneth	8/7/2017	Review feedback, coaching, and ratings provided to teachers by APs to ensure that we are focusing on strengthening standards-based instruction which will lead to increase proficiency of students.	6/5/2018 quarterly
G1.B1.S1.MA4 M413295	Feedback on teacher coaching by assistant principals will be provided by principal to ensure...	Smith, Jessica	8/7/2017	Review feedback, coaching, and ratings provided to teachers by APs to ensure that we are focusing on strengthening standards-based instruction which will lead to increase proficiency of students.	6/5/2018 quarterly
G1.B1.S1.MA1 M413296	All coaching feedback documents will be saved in SharePoint folder. Evaluations will be completed...	Henson, Kenneth	8/7/2017	On-going reports on all teacher progress/ratings/comments; mid year evaluations, final evaluations	6/5/2018 monthly
G1.B1.S1.MA2 M413297	All coaching feedback documents will be saved in SharePoint folder. Evaluation will be completed...	Smith, Jessica	8/7/2017	On-going reports on all teacher progress/ratings/comments; mid-year evaluations, final evaluations	6/5/2018 monthly
G1.B1.S1.A1 A380815	On-going teacher coaching and feedback	Henson, Kenneth	8/7/2017	Ratings and comments based on teacher evaluation rubric for the 2016-17 school year	6/5/2018 monthly
G1.B1.S1.A2 A380816	On-going teacher coaching and feedback	Smith, Jessica	8/7/2017	Ratings and comments based on teacher evaluation rubric for the 2017-18 school year	6/5/2018 monthly
G1.B2.S1.MA1 M413298	Economically Disadvantaged and Non Disadvantaged students who are identified as needing extra...	Henson, Kenneth	8/7/2017	An identified struggling student will be enrolled into Intensive Reading and or provided with an additional support beyond the traditional classroom.	6/5/2018 monthly
G1.B2.S1.MA4 M413299	Economically Disadvantaged and Non Disadvantaged students who are identified as needing extra...	Smith, Jessica	8/7/2017	An identified struggling student will be enrolled into Intensive Reading and or provided with an additional support beyond the traditional classroom.	6/5/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1  M413300	Identified students are scheduled into further evaluation through MTSS.	Simpson, Wil	8/7/2017	Students have been further evaluated for RTI services.	6/5/2018 monthly
G1.B2.S1.MA2  M413301	Identified students are scheduled into further evaluation through MTSS.	Burns, Olivia	8/7/2017	Students have been further evaluated for RTI services.	6/5/2018 monthly
G1.B2.S1.A1  A380817	If a student is identified as needing extra support students will be referred to RTI for further...	Henson, Kenneth	8/7/2017	Student Support Services are provided to struggling students	6/5/2018 monthly
G1.B2.S1.A2  A380818	If a student is identified as needing extra support students will be referred to RTI for further...	Smith, Jessica	8/7/2017	Student Support Services are provided to struggling students	6/5/2018 monthly
G1.B3.S1.MA1  M413306	Intervention teachers will provide needed intervention services (grades 9-12)	Simpson, Wil	8/7/2017	Intervention teachers will log their support services identifying the provided service	6/5/2018 monthly
G1.B3.S1.MA3  M413307	Intervention teachers will provide needed intervention services (grades 6-8)	Burns, Olivia	8/7/2017	Intervention teachers will log their support services identifying the provided service	6/5/2018 monthly
G1.B3.S1.MA1  M413308	Monitoring of RTI services as being provided for providing extra support to identified students....	Henson, Kenneth	8/7/2017	Students identified as needing MTSS have received tier 3 or higher services from the time they are identified as needing services.	6/5/2018 monthly
G1.B3.S1.MA4  M413309	Monitoring of RTI services as being provided for providing extra support to identified students....	Smith, Jessica	8/7/2017	Students identified as needing MTSS have received tier 3 or higher services from the time they are identified as needing services.	6/5/2018 monthly
G1.B3.S1.A1  A380820	Students in grades 9-12 are placed into MTSS tier 3 if students are identified as a level 1 or 2...	Henson, Kenneth	6/1/2017	ELA FSA scores of a level 1 or 2 will correlate to receiving extra support and placed in tier 3 of MTSS.	6/5/2018 weekly
G1.B3.S1.A2  A380821	Students in grades 9-12 are placed into MTSS tier 3 if students are identified as a level 1 or 2...	Smith, Jessica	6/1/2017	ELA FSA scores of a level 1 or 2 will correlate to receiving extra support and placed in tier 3 of MTSS.	6/5/2018 weekly
G2.B1.S1.MA1  M413312	Feedback on teacher coaching by assistant principals will be provided by principal to ensure...	Henson, Kenneth	8/7/2017	Review feedback, coaching, and ratings provided to teachers by APs to ensure that we are focusing on strengthening standards-based instruction which will lead to increase proficiency of students.	6/5/2018 quarterly
G2.B1.S1.MA4  M413313	Feedback on teacher coaching by assistant principals will be provided by principal to ensure...	Smith, Jessica	8/7/2017	Review feedback, coaching, and ratings provided to teachers by APs to ensure that we are focusing on strengthening standards-based instruction which will lead to increase proficiency of students.	6/5/2018 quarterly
G2.B1.S1.MA1  M413314	All coaching feedback documents will be saved in SharePoint folder. Evaluations will be completed...	Henson, Kenneth	8/7/2017	On-going reports on all teacher progress/ratings/comments; mid year evaluations, final evaluations	6/5/2018 monthly
G2.B1.S1.MA2  M413315	All coaching feedback documents will be saved in SharePoint folder. Evaluations will be completed...	Smith, Jessica	8/7/2017	On-going reports on all teacher progress/ratings/comments; mid year evaluations, final evaluations	6/5/2018 monthly
G2.B1.S1.A1  A380822	Ongoing evaluation of teacher classroom data and discussion of ongoing strategies for struggling...	Henson, Kenneth	8/7/2017	Ratings and comments based on teacher evaluation rubric for the 2017-18 school year	6/5/2018 monthly
G2.B1.S1.A2  A380823	Ongoing evaluation of teacher classroom data and discussion of ongoing strategies for struggling...	Smith, Jessica	8/7/2017	Ratings and comments based on teacher evaluation rubric for the 2017-18 school year	6/5/2018 monthly
G2.B2.S1.MA1  M413316	Feedback on teacher coaching by assistant principals will be provided by principal to ensure...	Henson, Kenneth	8/7/2017	Review feedback, coaching, and ratings provided to teachers by APs to ensure that we are focusing on strengthening standards-based instruction which will lead to increase proficiency of students.	6/5/2018 monthly
G2.B2.S1.MA4  M413317	Feedback on teacher coaching by assistant principals will be provided by principal to ensure...	Smith, Jessica	8/7/2017	Review feedback, coaching, and ratings provided to teachers by APs to ensure that we are focusing on strengthening	6/5/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				standards-based instruction which will lead to increase proficiency of students.	
G2.B2.S1.MA1 M413318	All coaching feedback documents will be saved in SharePoint folder. Evaluations will be completed...	Henson, Kenneth	8/7/2017	On-going reports on all teacher progress/ratings/comments; mid year evaluations, final evaluations	6/5/2018 monthly
G2.B2.S1.MA2 M413319	All coaching feedback documents will be saved in SharePoint folder. Evaluations will be completed...	Smith, Jessica	8/7/2017	On-going reports on all teacher progress/ratings/comments; mid year evaluations, final evaluations	6/5/2018 monthly
G2.B2.S1.A1 A380824	On-going teacher coaching and feedback	Henson, Kenneth	8/7/2017	Ratings and comments based on teacher evaluation rubric for the 2017-18 school year	6/5/2018 monthly
G2.B2.S1.A2 A380825	On-going teacher coaching and feedback	Smith, Jessica	8/7/2017	Ratings and comments based on teacher evaluation rubric for the 2017-18 school year	6/5/2018 monthly
G2.B3.S1.MA1 M413320	Intervention teachers will provide needed intervention services (grades 9-10)	Simpson, Wil	8/7/2017	Intervention teachers will log their support services identifying the provided service	6/5/2018 monthly
G2.B3.S1.MA4 M413321	Intervention teachers will provide needed intervention services (grades 6-8)	Smith, Jessica	8/7/2017	Intervention teachers will log their support services identifying the provided service	6/5/2018 monthly
G2.B3.S1.MA1 M413322	Monitoring of RTI services as being provided for providing extra support to identified students....	Henson, Kenneth	8/7/2017	Students identified as needing MTSS have received tier 3 or higher services from the time they are identified as needing services.	6/5/2018 monthly
G2.B3.S1.MA2 M413323	Monitoring of RTI services as being provided for providing extra support to identified students....	Smith, Jessica	8/7/2017	Students identified as needing MTSS have received tier 3 or higher services from the time they are identified as needing services.	6/5/2018 monthly
G2.B3.S1.A1 A380826	Students in grades 9-10 are placed into MTSS tier 3 if students are identified as a level 1 or 2...	Henson, Kenneth	6/1/2017	ELA FSA scores of a level 1 or 2 will correlate to receiving extra support and placed in tier 3 of MTSS.	6/5/2018 weekly
G3.B1.S1.MA1 M413326	All coaching feedback documents will be saved in SharePoint folder. Evaluations will be completed...	Smith, Jessica	8/7/2017	On-going reports on all teacher progress/ratings/comments; mid year evaluations, final evaluations	6/5/2018 one-time
G3.B1.S1.MA1 M413327	All coaching feedback documents will be saved in SharePoint folder. Evaluations will be completed...	Smith, Jessica	8/7/2017	On-going reports on all teacher progress/ratings/comments; mid-year evaluations, final evaluations	6/5/2018 monthly
G3.B1.S1.A1 A380828	On-going teacher coaching and feedback	Smith, Jessica	8/7/2017	Ratings and comments based on teacher evaluation rubric for the 2017-18 school year	6/5/2018 monthly
G3.B2.S1.MA1 M413328	Level 1 8th grade students are monitored weekly for a positive progression in academic progress in...	Burns, Olivia	8/7/2017	RTI teachers monitor student progress and offer additional support as needed based on students needs	6/5/2018 weekly
G3.B2.S1.MA1 M413329	Students are scheduled into appropriate courses to support each students needs	Smith, Jessica	6/1/2017	Student data is monitored by counselors and students are scheduled into needed courses	6/5/2018 weekly
G3.B2.S1.A1 A380829	Students provide previous testing results prior to enrollment or are archived from the previous...	Gagne, Elizabeth	6/1/2017	Student test results are analyzed and students are placed into appropriate courses based on students needs	6/5/2018 weekly
G3.B3.S1.MA1 M413332	Students are provided with various levels of support services based on students needs	Burns, Olivia	8/7/2017	Students will receive extra support through MTSS	6/5/2018 one-time
G3.B3.S1.MA1 M413333	Once students are identified students are referred to MTSS	Smith, Jessica	6/1/2017	Students are placed into MTSS	6/5/2018 weekly
G4.B1.S1.MA1 M413335	Feedback on teacher coaching by assistant principals will be provided by principal to ensure...	Henson, Kenneth	8/7/2017	Review feedback, coaching, and ratings provided to teachers by APs to ensure that we are focusing on strengthening standards-based instruction which will lead to increase proficiency of students.	6/5/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA4  M413336	Feedback on teacher coaching by assistant principals will be provided by principal to ensure...	Smith, Jessica	8/7/2017	Review feedback, coaching, and ratings provided to teachers by APs to ensure that we are focusing on strengthening standards-based instruction which will lead to increase proficiency of students.	6/5/2018 quarterly
G4.B1.S1.MA1  M413337	All coaching feedback documents will be saved in SharePoint folder. Evaluations will be completed...	Henson, Kenneth	8/7/2017	On-going reports on all teacher progress/ratings/comments; mid year evaluations, final evaluations	6/5/2018 monthly
G4.B1.S1.MA3  M413338	All coaching feedback documents will be saved in SharePoint folder. Evaluation will be completed...	Smith, Jessica	8/7/2017	On-going reports on all teacher progress/ratings/comments; mid-year evaluations, final evaluations	6/5/2018 monthly
G4.B1.S1.A1  A380832	On-going teacher coaching and feedback	Henson, Kenneth	8/7/2017	Ratings and comments based on teacher evaluation rubric for the 2017-18 school year	6/5/2018 monthly
G4.B1.S1.A2  A380833	On-going teacher coaching feedback	Smith, Jessica	8/7/2017	Ratings and comments based on teacher evaluation rubric for the 2017-18 school year	6/5/2018 monthly
G1.B2.S2.MA1  M413302	Students will make adequate weekly progress in their English or Intensive Reading course (Grades...	Henson, Kenneth	8/7/2017	Course progress and completion in their scheduled ELA course	6/5/2018 monthly
G1.B2.S2.MA3  M413303	Students will make adequate weekly progress in their English or Intensive Reading course (Grades...	Smith, Jessica	8/7/2017	Course progress and completion in their scheduled ELA course	6/5/2018 monthly
G1.B2.S2.MA1  M413304	Students are scheduled into Intensive Reading to support students needs (grades 9-12)	Henson, Kenneth	8/7/2017	Students who were identified as needing extra support and or scored a level 1 or 2 on the FSA ELA exam will have completed Intensive Reading by the end of the school year.	6/5/2018 monthly
G1.B2.S2.MA4  M413305	Students are scheduled into Intensive Reading to support students needs (grades 6-8)	Smith, Jessica	8/7/2017	Students who were identified as needing extra support and or scored a level 1 or 2 on the FSA ELA exam will have completed Intensive Reading by the end of the school year.	6/5/2018 monthly
G1.B2.S2.A1  A380819	Students provide previous testing results prior to enrollment or are archived from the previous...	Gagne, Elizabeth	6/1/2017	Student test results are analyzed and students are placed into appropriate courses based on students needs	6/5/2018 weekly
G3.B2.S2.MA1  M413330	8th grade students who are identified as needing extra support in Math will be scheduled into...		8/7/2017	An identified 8th grade struggling student will be enrolled into Intensive Math and or provided with an additional support beyond the traditional classroom.	6/5/2018 monthly
G3.B2.S2.MA1  M413331	Identified 8th grade students are scheduled into further evaluation through MTSS.	Burns, Olivia	8/7/2017	8th Grade students have been further evaluated for RTI services.	6/5/2018 monthly
G3.B2.S2.A1  A380830	If an 8th grade student is identified as needing extra support students will be referred to RTI for...	Smith, Jessica	8/7/2017	Student Support Services are provided to struggling 8th grade students	6/5/2018 monthly
G4.B1.S2.MA1  M413339	Level 1 and 2 students in grades 9-12 are monitored for a positive progression in academic...	Henson, Kenneth	8/7/2017	RTI teachers monitor student progress and offer additional support as needed based on students needs	6/5/2018 monthly
G4.B1.S2.MA4  M413340	Level 1 students in grades 6-8 are monitored for a positive progression in academic achievement in...	Smith, Jessica	8/7/2017	RTI teachers monitor student progress and offer additional support as needed based on students needs	6/5/2018 monthly
G4.B1.S2.MA1  M413341	Students are scheduled into Intensive Math course to support each students needs (grades 9-12)	Henson, Kenneth	6/1/2017	Student data is monitored by counselors and students are scheduled into needed courses	6/5/2018 weekly
G4.B1.S2.MA2  M413342	Students are scheduled into Intensive Math course to support each students needs (grades 6-8)	Smith, Jessica	6/1/2017	Student data is monitored by counselors and students are scheduled into needed courses	6/5/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S2.A1  A380834	Students provide previous testing results prior to enrollment or are archived from the previous...	Gagne, Elizabeth	6/1/2017	Student FSA results are analyzed and students are placed into appropriate courses based on students needs	6/5/2018 weekly
G4.B2.S2.MA1  M413343	Students will make adequate weekly progress in their Math or Intensive Math course (Grades 9-12)	Henson, Kenneth	8/7/2017	Course progress and completion in their scheduled Math course	6/5/2018 monthly
G4.B2.S2.MA4  M413344	Students will make adequate weekly progress in their Math or Intensive Math course (Grades 6-8)	Smith, Jessica	8/7/2017	Course progress and completion in their scheduled Math course	6/5/2018 monthly
G4.B2.S2.MA1  M413345	Students are scheduled into Intensive Math to support students needs (grades 9-12)	Henson, Kenneth	8/7/2017	Students who were identified as needing extra support and or scored a level 1 or 2 on the FSA Math exam will have completed Intensive Math by the end of the school year.	6/5/2018 monthly
G4.B2.S2.MA2  M413346	Students are scheduled into Intensive Math to support students needs (grades 6-8)	Smith, Jessica	8/7/2017	Students who were identified as needing extra support and or scored a level 1 on the FSA Math exam will have completed Intensive Math by the end of the school year.	6/5/2018 monthly
G4.B2.S2.A1  A380835	Students provide previous testing results prior to enrollment or are archived from the previous...	Gagne, Elizabeth	6/1/2017	Student test results are analyzed and students are placed into appropriate courses based on students needs	6/5/2018 weekly

V. Professional Development Opportunities

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

G1. Based on the 2018 FSA data, the achievement gap between non-economically disadvantaged and economically disadvantaged students will decrease by 3% in English Language Arts.

G1.B1 Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction.

G1.B1.S1 Assistant principals will provide on-going coaching and feedback on live lessons, individualized instruction, and student classroom success.

PD Opportunity 1

On-going teacher coaching and feedback

Facilitator

All assistant principals (Aldridge, Fisher, Shick, Simpson)

Participants

All teachers

Schedule

Monthly, from 8/7/2017 to 6/5/2018

PD Opportunity 2

On-going teacher coaching and feedback

Facilitator

All assistant principals (Mercer, Garvey, Burns)

Participants

All teachers

Schedule

Monthly, from 8/7/2017 to 6/5/2018

G2. By increasing students' understanding of the ELA state standards, students in grades 6 - 10 will increase their overall pass rate by 2%.

G2.B1 Due to the transient nature of our students, it is difficult to compare year of year data.

G2.B1.S1 Retention of student enrollment will increase by providing extra supports

PD Opportunity 1

Ongoing evaluation of teacher classroom data and discussion of ongoing strategies for struggling students. (grades 9-12)

Facilitator

All assistant principals (Aldridge, Fisher, Shick, Simpson)

Participants

All teachers

Schedule

Monthly, from 8/7/2017 to 6/5/2018

PD Opportunity 2

Ongoing evaluation of teacher classroom data and discussion of ongoing strategies for struggling students. (grades 9-12)

Facilitator

All assistant principals (Mercer, Garvey, Burns)

Participants

All teachers

Schedule

Monthly, from 8/7/2017 to 6/5/2018

G2.B2 Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction.

G2.B2.S1 Assistant principals will provide on-going coaching and feedback on live lessons, individualized instruction, and student classroom success.

PD Opportunity 1

On-going teacher coaching and feedback

Facilitator

All assistant principals (Aldridge, Fisher, Shick, Simpson)

Participants

All teachers

Schedule

Monthly, from 8/7/2017 to 6/5/2018

PD Opportunity 2

On-going teacher coaching and feedback

Facilitator

All assistant principals (Mercer, Garvey, Burns)

Participants

All teachers

Schedule

Monthly, from 8/7/2017 to 6/5/2018

G3. By the end of the 2017-18 school year, the number of proficient 8th grade students will increase from 61.8% to 65% in Math as determined by the FSA Mathematics achievement data.

G3.B1 Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction.

G3.B1.S1 Assistant principals will provide on-going coaching and feedback on live lessons, individualized instruction, and student classroom success.

PD Opportunity 1

On-going teacher coaching and feedback

Facilitator

All assistant principals (Mercer, Garvey, Burns)

Participants

All teachers

Schedule

Monthly, from 8/7/2017 to 6/5/2018

G4. Based on the 2018 FSA data, the achievement gap between non-economically disadvantaged and economically disadvantaged students will decrease by 3% in Mathematics.

G4.B1 Instructional staff requires additional support, resources, tools and training with standards-based instruction to support their classroom instruction.

G4.B1.S1 Assistant principals will provide on-going coaching and feedback on live lessons, individualized instruction, and student classroom success.

PD Opportunity 1

On-going teacher coaching and feedback

Facilitator

All assistant principals (Aldridge, Fisher, Shick, Simpson)

Participants

All teachers

Schedule

Monthly, from 8/7/2017 to 6/5/2018

PD Opportunity 2

On-going teacher coaching feedback

Facilitator

All assistant principals (Mercer, Garvey, Burns)

Participants

All teachers

Schedule

Monthly, from 8/7/2017 to 6/5/2018

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	On-going teacher coaching and feedback				\$0.00
2	G1.B1.S1.A2	On-going teacher coaching and feedback				\$0.00
3	G1.B2.S1.A1	If a student is identified as needing extra support students will be referred to RTI for further evaluation. (Grades 9-12)				\$0.00
4	G1.B2.S1.A2	If a student is identified as needing extra support students will be referred to RTI for further evaluation. (Grades 6-8)				\$0.00
5	G1.B2.S2.A1	Students provide previous testing results prior to enrollment or are archived from the previous school year				\$0.00
6	G1.B3.S1.A1	Students in grades 9-12 are placed into MTSS tier 3 if students are identified as a level 1 or 2 during enrollment				\$0.00
7	G1.B3.S1.A2	Students in grades 9-12 are placed into MTSS tier 3 if students are identified as a level 1 or 2 during enrollment				\$0.00
8	G2.B1.S1.A1	Ongoing evaluation of teacher classroom data and discussion of ongoing strategies for struggling students. (grades 9-12)				\$0.00
9	G2.B1.S1.A2	Ongoing evaluation of teacher classroom data and discussion of ongoing strategies for struggling students. (grades 9-12)				\$0.00
10	G2.B2.S1.A1	On-going teacher coaching and feedback				\$0.00
11	G2.B2.S1.A2	On-going teacher coaching and feedback				\$0.00
12	G2.B3.S1.A1	Students in grades 9-10 are placed into MTSS tier 3 if students are identified as a level 1 or 2 during enrollment				\$0.00
13	G2.B3.S1.A2	Students in grades 6-8 are placed into MTSS tier 3 if students are identified as a level 1 or 2 during enrollment				\$0.00
14	G3.B1.S1.A1	On-going teacher coaching and feedback				\$0.00
15	G3.B2.S1.A1	Students provide previous testing results prior to enrollment or are archived from the previous school year				\$0.00
16	G3.B2.S2.A1	If an 8th grade student is identified as needing extra support students will be referred to RTI for further evaluation. (Grade 8)				\$0.00
17	G3.B3.S1.A1	Students are identified through yearly enrollment				\$0.00
18	G4.B1.S1.A1	On-going teacher coaching and feedback				\$2,080.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0400 - Florida Virtual High School	Title II		\$2,080.00
			Notes: Registration for 6-12 teachers, principals and instructional leaders attending conferences, workshops, trainings to assist in increasing student achievement in writing, math, or other curricular areas			

FL Virtual - 0400 - Florida Virtual High School - 2017-18 SIP
Florida Virtual High School

19	G4.B1.S1.A2	On-going teacher coaching feedback				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400		0400 - Florida Virtual High School	Title II		\$3,000.00
			Notes: Travel for 9-12 principals and instructional leaders to attend conferences and workshops designed to assist in increasing student achievement in writing, math or other curricular			
20	G4.B1.S2.A1	Students provide previous testing results prior to enrollment or are archived from the previous school year				\$0.00
21	G4.B2.S2.A1	Students provide previous testing results prior to enrollment or are archived from the previous school year				\$0.00
Total:						\$5,080.00