

Florida Virtual School

# Florida Virtual Middle School



## 2018-19 Schoolwide Improvement Plan

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>6</b>
<b>Planning for Improvement</b>	<b>9</b>
<b>Title I Requirements</b>	<b>13</b>
<b>Budget to Support Goals</b>	<b>15</b>

## Florida Virtual Middle School

5422 CARRIER DR., Orlando, FL 32819

www.flvsft.com

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	34%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

### School Grades History

Year

Grade

### School Board Approval

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

### SIP Authority

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>.

### 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. 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

#### Provide the school's vision statement.

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

### School Leadership Team

#### Membership

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

Name	Title
Mercer, Ronald	Assistant Principal
Smith, Jessica	Principal
Chase, Madeline	Assistant Principal
Garvey, Nicole	Assistant Principal

#### Duties

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

Jessica Smith (principal):  
manages Literacy coach, Family Engagement Specialist, School counselors, and Assistant principals  
oversees School-wide academic/curriculum matters

Ronald Mercer (assistant principal):  
manages Master Schedule and FOCUS  
manages Testing Liaison, Social Sciences instructors, Science instructors, and Math instructors  
oversees 8th grade students  
Curriculum liaison for SS/Math/Science  
High School Liaison (transition purposes)  
AAA Liaison- school wide data collection disbursement

Nicole Garvey (assistant principal):  
manages Professional Learning-school wide PD  
Literacy Liaison  
Title II liaison (PD support offered through T2)  
VSA/Educator Support  
QAI Liaison  
oversees 7th grade students  
manages Electives instructors  
Curriculum liaison for Electives/LA  
Stellar Student/Thank a Teacher

Enrollment Liaison  
oversees Blackboard, School Committees, and PLCs

Madeline Chase (assistant principal):  
oversees SIP  
FES/Title I admin support/liaison  
manages ESE/RTI/MTSS-programs/initiatives/instructors  
oversees Truancy  
ELL Liaison  
Faculty Meeting tracking  
Intensive Instruction and fidelity  
Intensive curriculum  
6th grade Academy AP  
oversees 6th grade students  
MA room set up/Project Wisdom  
Elementary Liaison (5th grade transition)  
manages Resource Instructors- support systems  
oversees Clubs- sponsors

## Early Warning Systems

### Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	4	11	22	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	0	0	0	80	75	92	0	0	0	0	247

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 9/4/2018

### Year 2016-17 - As Reported

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Year 2016-17 - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Our 8th grade pre-algebra FSA scores was the lowest performing data component in the 2017-2018 school year. The proficiency percentage had a 23% decrease. This is not a trend, but rather a reflection in a change for our school. In the 2016-2017 school year, we had 512 8th grade students in pre-algebra, but in the 2017-2018 school year, that overall number dropped down to 375. This significant drop was because we placed the vast majority of our 8th grade students in Algebra I (students who had a level 3 and above in the 7th grade math FSA). The number of students in Algebra I in the 2016-2017 school year was only 169, compared to 2017-2018 there were 290 students in Algebra I. This focus on acceleration and proper placement of our 8th grade math students is a trend.

**Which data component showed the greatest decline from prior year?**

The 8th grade pre-algebra scores decreased by 23% from the 2016-2017 school year to the 2017-2018 school year. Additionally, our 8th grade Civics EOC scores decreased by 4% and our 8th grade ELA FSA scores decreased by 2%.

**Which data component had the biggest gap when compared to the state average?**

Our school had three areas that had a 22% gap compared to the state. In 6th grade ELA FSA, 7th grade ELA FSA, & 8th grade Civics EOC in the 2017-2018 school year, our school performed 22% better than the state average.

**Which data component showed the most improvement? Is this a trend?**

Our 2017-2018 8th grade Geometry EOC data showed the most improvement. There was a 15% increase in proficiency from the 2016-2017 school year. It is difficult to access whether this is a trend considering we only have one prior school year to compare it to. Additionally, our 6th grade ELA FSA scores showed a major improvement from 2016-2017 to 2017-2018 school years- an increase by 8% in proficiency.

**Describe the actions or changes that led to the improvement in this area.**

For our Geometry course, this was the 2nd year of our school being open and our faculty and students had a better understanding of the curriculum and areas of needs. Prior to the 2017-2018 school year, we carefully placed the students into the Geometry course. Additionally, these students were in a team of teachers that worked closely to support our higher level learners.

Our RTI/MTSS team worked closely with the 6th grade language arts and intensive reading teachers to monitor the progress of our 6th grade students. We also identified early the 6th graders coming into our school who might need additional intervention and support.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	0%	53%	0%	0%	52%
ELA Learning Gains	0%	0%	54%	0%	0%	53%
ELA Lowest 25th Percentile	0%	0%	47%	0%	0%	45%
Math Achievement	0%	0%	58%	0%	0%	55%
Math Learning Gains	0%	0%	57%	0%	0%	55%
Math Lowest 25th Percentile	0%	0%	51%	0%	0%	47%
Science Achievement	0%	0%	52%	0%	0%	50%
Social Studies Achievement	0%	0%	72%	0%	0%	67%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	0 ( )	0 ( )	0 ( )	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	4 (0)	11 (0)	22 (0)	37 (0)

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Level 1 on statewide assessment	80 (0)	75 (0)	92 (0)	247 (0)

#### Grade Level Data

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018					
	2017					
Cohort Comparison						
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018					
	2017					
Cohort Comparison						
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018					
	2017					
Cohort Comparison						



BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

### Areas of Focus:

Activity #1	
<b>Title</b>	By the end of the 2018-19 school year, the number of proficient (level 3 or above) 6th grade students will increase 3 percentage points and 8th grade students will increase 5 percentage points in Math as determined by FSA.
<b>Rationale</b>	FLVS Full Time Middle School will focus on improving our overall math proficiency for grades 6 and 8.
<b>Intended Outcome</b>	We will see an increase in our Math FSA achievement scores to raise overall performance by 3 percent for 6th grade and 5 percent for 8th grade
<b>Point Person</b>	Ronald Mercer (rmercerc@flvs.net)
<b>Action Step</b>	
<b>Description</b>	Our leadership team will provide instructional staff with additional support, resources, tools and training on standards-based curriculum to support classroom instruction. Assistant principals and grade level lead teachers will provide ongoing coaching and feedback on live lessons, individualized instruction, and student classroom success. With coaching, teacher instruction will improve and will provide strongly aligned lessons to the Florida standards resulting in increased student achievement.
	Instructional staff will monitor student achievement through support strategies focusing on three areas for all students: attendance, percent complete and proficiency. Classroom teachers, administrators and support staff shall be responsible for monitoring student needs and will identifying students who need additional support. Continuous monitoring based on various data sources allows for teachers to identify struggling students early.
	- 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.
	- 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.
	- monitoring of student achievement- monthly reports shall be reviewed by the leadership team to determine needs for each course. A monthly walk-through of classroom data is completed with each teacher to support their needs.
<b>Person Responsible</b>	As a school we will consistently identify students performing below grade level using a variety of data sources. All students who are performing below grade level will receive MTSS support services. All students who are performing below grade level will receive targeted math interventions and will receive prescriptive support resources through our supplemental resources.
	Ronald Mercer (rmercerc@flvs.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	To monitor the effectiveness of our action plan we will utilize: Ready data

Student classroom achievement data  
Standards based touch point assessments  
Classroom walkthrough data (instructional monitoring tool)

**Person  
Responsible** Ronald Mercer (rmerc@flvs.net)

Activity #2	
<b>Title</b>	By the end of the 2018-19 school year, the number of 6th, 7th, and 8th grade students will meet or exceed the state average for percent of students on Level 3 and above ELA on FSA.
<b>Rationale</b>	Improving our overall ELA proficiency will ultimately correlate to an increase in student learning across content areas. Proficiency in reading comprehension has been linked to improving achievement in all subject areas.
<b>Intended Outcome</b>	We will see an increase in our FSA ELA achievement scores overall for grades 6-8.
<b>Point Person</b>	Nicole Garvey (garvey@flvs.net)
<b>Action Step</b>	
<b>Description</b>	Our leadership team will provide instructional staff with additional support, resources, tools and training on standards-based curriculum to support classroom instruction. Assistant principals and grade level lead teachers will provide ongoing coaching and feedback on live lessons, individualized instruction, and student classroom success. With coaching, teacher instruction will improve and will provide strongly aligned lessons to the Florida standards resulting in increased student achievement.
	Instructional staff will monitor student achievement through support strategies focusing on three areas for all students: attendance, percent complete and proficiency. Classroom teachers, administrators and support staff shall be responsible for monitoring student needs and will identifying students who need additional support. Continuous monitoring based on various data sources allows for teachers to identify struggling students early.
	- 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.
	- monitoring of student progress - students weekly progression plan is correlated to course completion and monitored by the classroom teacher. Teacher(s) are expected to contact the student and parent about concern(s) promptly.
	- monitoring of student achievement- monthly reports shall be reviewed by the leadership team to determine needs for each course. A monthly walk-through of classroom data is completed with each teacher to support their needs.
<b>Person Responsible</b>	As a school we will consistently identify students performing below grade level using a variety of data sources. All students who are performing below grade level will receive MTSS support services. All students who are performing below grade level will receive targeted interventions and will receive prescriptive support resources through our supplemental resources.
	Madeline Chase (mchase@flvs.net)
Plan to Monitor Effectiveness	

	To monitor the effectiveness of our action plan we will utilize: Iready data
<b>Description</b>	Student classroom achievement data Standards based touch point assessments Classroom walkthrough data (instructional monitoring tool)
<b>Person Responsible</b>	Madeline Chase (mchase@flvs.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Parent and family engagement is a centerpiece of the FLVS Full Time Middle School model and is integral to improving student academic achievement. FLVS Full Time Middle School believes in involving parents in all aspects of its Title I programs. These programs will be planned and operated with meaningful consultation with parents of participating children, including the school-parent compact. The SAC has the responsibility of evaluating the various district and school level plans, including the SIP and the PFEPs. More than 50% of the members of the SAC are parent (non-employee), representatives. All parents are given the opportunity to review the plan and offer their input prior to approval. The PFEP was sent to all parents via webmail (with a read receipt, read required specification) and placed on the Family Resource Center. 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 PFEP was discussed with input from parents on how the parental involvement funds would be used.

#### **PFEP Link**

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

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

FLVS Full Time Middle School ensures the social-emotional needs of all students are being met by providing monthly group Character Education counseling to all students targeting personal character needs. We also do Project Wisdom in Morning Announcements with out students. FLVS Full Time Middle School also provides brief individual counseling to students who have been identified as needing social or emotional support on an individual level. Those individuals are monitored throughout the year by a school counselor, school administrator and/or teacher with regular phone calls to the student and caretaker. Additionally, any students who are deemed to need more supports are referred to RTI, ESE, Gifted, 504, and/or our school psychologists. All staff members are trained annually on how to respond to students in distress; including a specific, state-mandate suicide awareness and prevention training in November 2018. All students at FLVS Full Time Middle School are given the opportunity to attend educational gatherings and field trips that are held regularly throughout the state. These meetups are

intended to support students' social-emotional needs. Students are also invited to participate in virtual clubs and activities that will also aid in the development of the student's social well-being. Finally, for students who are transitioning from elementary to middle school, and middle school to high school, informational sessions are held to help ease the transition prior to the end of the school year.

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

At FLVS FT, our goal is for students to be transitioned from one grade level to another by providing a rigorous, developmentally-appropriate curriculum in an engaging virtual environment. Students who are transitioning into our school have the opportunities to attend information sessions before school, orientation sessions once school has began, and an engaging onboarding course. For our incoming 6th graders from FLVS elementary (FLEX or FT), we will host specific sessions for those students and families to introduce them to our school and make the transition smooth. For our exiting 8th graders, we coordinate transitional meetings and information about our FT High school. Our counselors provide our 8th graders additional scheduling information and help to ensure they are on the appropriate academic track for high school.

**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.**

Prior to enrollment, the leadership team reviews academic data which includes state test scores, curriculum-based measurements and assessments, and the student's prior report card(s). If the student doesn't have state test scores, they will complete the iReady diagnostic screener for math and or reading. Student progress will be monitored and students who continue to score below grade level readiness will be discussed in Student Support Team (SST) for determination of need for additional Tier 2 intervention services or increase to Tier 3 intervention services.

If FLVS FT Middle School has reason to suspect that a new or existing student enrolled in the program may be a student with a disability in need of special education and/or related services, FLVS FT Middle School (SST) will initiate the Multi-tiered System of Supports (MTSS) with the student.

Tier 2 of FLVSFT Middle School intervention consists of supplemental instruction/interventions used in addition to Tier 1 core instruction, live lesson participation, SharkSkills, SharksWIN and Intensive Instruction managed by designated personnel. With parent involvement, the designated team meets to develop an outline of the type of interventions used for each individual student and may obtain consent for screening if student is not already in Intensive class(es). Designated personnel will implement the intervention(s) and collect progress monitoring data to measure response and effectiveness. Teachers monitor daily academic progress for students in Tier 2 and weekly live lesson attendance is highly encouraged.

Tier 3 is comprised of targeted, specific interventions in addition to the core academic curriculum and supplemental program(s). Parents and the Intervention Team meet and review progress monitoring data from Tier 1 and Tier 2. Targeted, specific interventions for academic concerns are developed and implemented. Progress monitoring occurs at least three times a month. Students, in Tier 3, have at least two mandatory weekly intervention sessions.

If the student completes all three tiers of MTSS, the SST (which includes the parent) will determine if the student should be referred for an exceptional student education evaluation to determine if the student meets eligibility for special education services. 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, 504 Coordinators and SLPs may be on the SST team if applicable.

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 SST.

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.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Our students will participate in events such as career day to learn more about the variety of career fields that exist and the various pathways of education and training necessary. We will also bring more college awareness through measures like identifying which colleges our teachers attended and putting a symbol on each of the announcements pages (including where our administrators attended college).

### Part V: Budget

Total:	\$0.00
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