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Florida Virtual Elementary 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)
Elementary School KG-5	No	47%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	B*

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.

FLVS Full Time Elementary schools mission is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Rummler, Marc	Principal
Sico, Sheri	Assistant Principal
Deas, Dari	Assistant Principal

Duties

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

FLVS Full Time Elementary School Leadership Team consists of the following members:

Marc Rummler, Principal
Sheri Sico, Assistant Principal
Dari Deas, Assistant Principal

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

The Principal and Assistant Principals attend quarterly face to face leadership meetings as a district-wide initiative. The leadership team also attends various professional development conferences geared toward enhancing our school's academic achievement levels allowing for collaboration with other school leaders. Collaboration across leadership helps to gain different perspectives on common goals and helps to support our schools continued growth in achieving our school improvement goals.

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	1	2	0	1	1	0	0	0	0	0	0	0	5
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	6	5	15	30	26	23	0	0	0	0	0	0	0	105
Level 1 on statewide assessment	0	0	0	129	144	208	0	0	0	0	0	0	0	481
	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	1	2	30	26	5	0	0	0	0	0	0	0	64

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	4	1	8	55	3	5	0	0	0	0	0	0	0	76
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Friday 10/12/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	2	1	1	2	5	0	0	0	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	21	4	13	22	21	12	0	0	0	0	0	0	0	93
Level 1 on statewide assessment	0	0	0	170	96	265	0	0	0	0	0	0	0	531

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	22	9	6	9	7	0	0	0	0	0	0	0	59

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	22	9	6	9	7	0	0	0	0	0	0	0	59

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?

In 2017-2018 FLVS Full Time Elementary scored below the state average on the Math FSA in grades third through fifth. Fourth and fifth-grade students were below the state average by 26%. Over the last three years, our third grade FSA proficiency increased from 40% to 52% FLVS Full Time Elementary has seen a yearly trend of being below the state level by 10 or more percentage points.

Which data component showed the greatest decline from prior year?

All areas of student performance on Spring state testing measures increased from the 2017 school year to the 2018 school year except for third grade ELA. Third grade ELA proficiency decreased from 68% to 65% making it a 3% deficit from the previous school year.

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

FLVS Full Time Elementary fourth grade students performed below the state proficiency level on the Math FSA by 14%.

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

FLVS Full Time Elementary students in grades third through fifth grade scored above the state average by 8%.

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

Teacher participation in Solution Tree Workshop and increased RTI processes

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	64%	0%	56%	67%	0%	52%
ELA Learning Gains	53%	0%	55%	59%	0%	52%
ELA Lowest 25th Percentile	37%	0%	48%	49%	0%	46%
Math Achievement	51%	0%	62%	50%	0%	58%
Math Learning Gains	40%	0%	59%	48%	0%	58%
Math Lowest 25th Percentile	28%	0%	47%	42%	0%	46%
Science Achievement	58%	0%	55%	59%	0%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (2)	1 (2)	2 (1)	0 (1)	1 (2)	1 (5)	5 (13)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	6 (21)	5 (4)	15 (13)	30 (22)	26 (21)	23 (12)	105 (93)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	129 (170)	144 (96)	208 (265)	481 (531)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (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
03	2018	65%	65%	0%	57%	8%
	2017	68%	68%	0%	58%	10%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	65%	65%	0%	56%	9%
	2017	62%	62%	0%	56%	6%
Same Grade Comparison		3%				
Cohort Comparison		-3%				
05	2018	63%	63%	0%	55%	8%
	2017	60%	60%	0%	53%	7%
Same Grade Comparison		3%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	52%	52%	0%	62%	-10%
	2017	45%	45%	0%	62%	-17%
Same Grade Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2018	48%	48%	0%	62%	-14%
	2017	44%	44%	0%	64%	-20%
Same Grade Comparison		4%				
Cohort Comparison		3%				
05	2018	49%	49%	0%	61%	-12%
	2017	30%	30%	0%	57%	-27%
Same Grade Comparison		19%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	58%	58%	0%	55%	3%
	2017					
Cohort Comparison						

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
SWD	48	44	41	45	43	17	47				
ELL	45	38		29	33						
ASN	75	50		75	50		50				
BLK	49	44	45	36	30	28	40				
HSP	70	59	31	47	38	28	57				
MUL	66	48	38	47	27	18	69				
WHT	64	52	37	54	44	29	60				
FRL	57	51	36	40	32	21	47				

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
SWD	33	32	36	26	25	29	19				
ELL	20			8							
ASN	87	83		64	54		60				
BLK	51	50	61	23	22	23	31				
HSP	66	54	50	38	29	24	49				
MUL	61	63	58	39	41	36	38				
WHT	62	52	46	42	30	34	53				
FRL	55	49	48	30	27	26	42				

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

Title Based on the 2019 Math FSA data, students scoring at Level 3 or higher in grades 3rd, 4th and 5th will increase overall proficiency by 5%.

Rationale Due to being under the average state math achievement level, FLVS Full Time will focus on improving our overall math proficiency for grades 3-5.

Intended Outcome We will see an increase in our Math FSA achievement scores to raise overall performance by 5 percent for grades 3-5.

Point Person Marc Rummler (mrummler@flvs.net)

Action Step

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 be identifying students who need additional support. Continuous monitoring based on various data sources allows 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.

Description - monitoring of student progress - students weekly progression plan is correlated to coursework 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 the needs for each course. A monthly walk-through of classroom data is completed with each teacher to support their needs.

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.

Person Responsible Marc Rummler (mrummler@flvs.net)

Plan to Monitor Effectiveness

To monitor the effectiveness of our action plan we will utilize:

Ready data

Description

Student classroom achievement data

Standards-based touch point assessments

Classroom walkthrough data (instructional monitoring tool)

Person

Responsible

Marc Rummler (mrummler@flvs.net)

Activity #2	
Title	Based on the 2019 ELA FSA data, students scoring at Level 3 or higher in grades 3rd, 4th and 5th will increase overall proficiency by 5%.
Rationale	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.
Intended Outcome	We will see an increase in our FSA ELA achievement scores to raise overall performance by 5 percent for grades 3-5.
Point Person	Marc Rummler (mrummler@flvs.net)
Action Step	
Description	<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> - 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-trough of classroom data is completed with each teacher to support their needs. <p>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.</p>
Person Responsible	Marc Rummler (mrummler@flvs.net)
Plan to Monitor Effectiveness	

	To monitor the effectiveness of our action plan we will utilize: Iready data
Description	Student classroom achievement data Standards based touch point assessments Classroom walkthrough data (instructional monitoring tool)
Person Responsible	Marc Rummler (mrummler@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 FT Elementary school model and is integral to improving student academic achievement. Parent and family engagement is also underscored in the Learning Coach Agreement which every caretaker must sign when enrolling their student. Each FLVS FT student has a Learning Coach- a parent or other responsible adult designated by the parents-who works with him or her in person, under the guidance of a Florida-certified professional teacher. Whether a parent's role is a Learning Coach, or as someone providing oversight to the Learning Coach, all parents and guardians are intimately familiar with their child's progress on a day-to-day basis. The Learning Coaches are directly involved with students' day-to-day learning.

FLVS FT Elementary 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 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 Elementary ensures the social-emotional needs of all students are being met by providing brief individual counseling to students who have been identified as being a "student in distress" or who have been referred as a student concern by their teacher. Students who have been identified, are monitored throughout the year by a school administrator and/or teacher with regular phone calls to the

student and caretaker. Many student cases are also reviewed by our Special Education Department as a proactive way to determine if a student may need additional services. All staff members have trained annually on how to recognize and respond to students in distress.

All students at FLVS Full Time Elementary are given the opportunity to attend social meetups that are held regularly throughout the state. These events are for academic extension outside of FLVS FT and support student's 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 being. Finally, for students who are transitioning from elementary to middle school, a LiveLesson is held to help ease the transition prior to the end of school year.

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

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

1. Students K-2 will take the Exact Path in ELA and Dream Box in Math within the first 30 days of enrollment. Students in grades 3-5 will take the IREADY diagnostic in ELA and Math within the first 30 days of enrollment. Prior to enrollment, each student's academic data is reviewed including state test scores, curriculum-based measurements and assessments, and the student's prior report card(s). All data is analyzed, and interventions in the student's greatest area of need will be assigned. Student progress will be continuously monitored, students scoring below grade level will be referred to the Student Support Team (SST) for determination of the need for Tier-2 intervention services.
2. Tier-1 instruction includes weekly monitoring of academic performance within the curriculum and optional Live Lesson attendance. Additionally, students receive a monthly academic performance phone call.
3. Tier-2 of FLVS Full Time RTI consists of supplemental instruction/interventions used in addition to Tier-1 Core instruction and Live Lesson participation and managed by the teachers and RTI Specialist. Students that are performing below grade level will receive tier-2 instruction by classroom teacher based

on their classroom performance, teacher recommendation and diagnostic test. Grades K-2 are focusing on the foundations of reading and math standards, grade 3-5 are focusing on training standards.

Teachers monitor daily academic progress for students in Tier-2 and weekly Live Lesson attendance is mandatory. Progress monitoring occurs every 6 lessons. If adequate progress is not being made, the SST makes a determination to modify the current intervention plan or progress to a more intensive plan. Tier-2 supplemental programs include, but are not limited to I-Ready Toolbox, Reading A-Z, Words Their Way, Easy CBM.

4. Tier-3 is comprised of intensive interventions in addition to the Core academic curriculum and supplemental program(s). Parents and the SST meet and review student progress. Targeted intensive interventions for academic concerns are developed and implemented. Progress monitoring occurs at least three times a month. Students, in Tier-3, meet weekly in a small group to focus on the targeted need. Teachers monitor academic progress daily for students in Tier-3. If adequate progress is not being made, the team makes a decision on whether to modify tier-3 intervention; ask for additional evaluations, or consider special education services. During the SST tier-3 meeting, the student's learning coach (LC) or parent will be given an explanation and/or training tutorial of the specified intervention program the team decides upon.

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.

N/A K-5 grade levels only