

Florida Virtual School

Florida Virtual Middle School



2019-20 Schoolwide Improvement Plan

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Florida Virtual Middle School

5422 CARRIER DR., Orlando, FL 32819

www.flvsft.com

Demographics

Principal: Julian Cazan

Start Date for this Principal: 8/23/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

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

School Grades History

Year	2018-19
Grade	A

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<https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Mercer, Ronald	Assistant Principal	8th grade students/families high school transition Master Schedule Science/PE/Math Instructors FOCUS Testing Liaison Enrollment/Transcript Review
Smith, Jessica	Principal	Ensure commitment, allocate resources, provide a common vision for school and the use of data based decision-making, ensure implementation of intervention support and documentation, ensure adequate professional development, and communicate with stakeholders. Work collaboratively with both district and school based personnel to ensure all appropriate resources are leveraged. Work collaboratively with site-based leadership (APs and school counselors) to ensure common vision is achieved.
Chase, Madeline	Assistant Principal	6th grade students/families RTI/MTSS Reteach/Sharks WIN Resource Teachers Student Retention/WD ESE/GT Elem. Transition Intensive Instructors- Intensive Math and Intensive Reading Honor Roll SIP School Safety Title Services (Instructional) Reading Plan
Garvey, Nicole	Assistant Principal	7th grade students/families Curriculum liaison VSA/Educator management Blackboard Staff Professional Development Title Liaison QAI School Wide Committees PLCs CTE, Guitar, Photo, Spanish, Social Studies, LA Department Heads Teacher Evaluations

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	362	483	597	0	0	0	0	1442
Attendance below 90 percent	0	0	0	0	0	0	59	103	137	0	0	0	0	299
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	1	3	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	64	75	64	0	0	0	0	203
	0	0	0	0	0	0	2	1	0	0	0	0	0	3

The number of students with two or more early warning indicators:

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

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

53

Date this data was collected or last updated

Monday 9/30/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	0
One or more suspensions	0	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	76%	76%	54%	0%	0%	52%
ELA Learning Gains	61%	61%	54%	0%	0%	54%
ELA Lowest 25th Percentile	53%	53%	47%	0%	0%	44%
Math Achievement	66%	66%	58%	0%	0%	56%
Math Learning Gains	56%	56%	57%	0%	0%	57%
Math Lowest 25th Percentile	54%	54%	51%	0%	0%	50%
Science Achievement	61%	61%	51%	0%	0%	50%
Social Studies Achievement	78%	78%	72%	0%	0%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	362 (0)	483 (0)	597 (0)	1442 (0)
Attendance below 90 percent	59 (0)	103 (0)	137 (0)	299 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	4 (4)	1 (11)	3 (22)	8 (37)
Level 1 on statewide assessment	64 (80)	75 (75)	64 (92)	203 (247)
	2 (0)	1 (0)	0 (0)	3 (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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	71%	71%	0%	54%	17%
	2018					
Cohort Comparison						
07	2019	73%	73%	0%	52%	21%
	2018					
Cohort Comparison		73%				
08	2019	79%	79%	0%	56%	23%
	2018					
Cohort Comparison		79%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	57%	57%	0%	55%	2%
	2018					
Cohort Comparison						
07	2019	71%	71%	0%	54%	17%
	2018					
Cohort Comparison		71%				
08	2019	48%	48%	0%	46%	2%
	2018					
Cohort Comparison		48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	47%	47%	0%	48%	-1%
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	83%	11%	67%	27%
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	77%	0%	71%	6%
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	82%	64%	18%	61%	21%
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	92%	59%	33%	57%	35%
2018					

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	44	53	41	39	54	48	31	55	45		
ELL	70	70		36	18						
ASN	93	74		96	78			85	100		
BLK	64	51	55	43	48	50	45	67	76		
HSP	73	60	41	63	53	49	56	75	73		
MUL	88	75		72	61		76	91	83		
WHT	77	62	58	69	57	60	64	79	69		
FRL	70	58	52	58	52	53	51	75	68		
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	44	53	41	39	54	48	31	55	45		
ELL	70	70		36	18						
ASN	93	74		96	78			85	100		
BLK	64	51	55	43	48	50	45	67	76		
HSP	73	60	41	63	53	49	56	75	73		
MUL	88	75		72	61		76	91	83		
WHT	77	62	58	69	57	60	64	79	69		
FRL	70	58	52	58	52	53	51	75	68		
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	44	53	41	39	54	48	31	55	45		
ELL	70	70		36	18						
ASN	93	74		96	78			85	100		
BLK	64	51	55	43	48	50	45	67	76		
HSP	73	60	41	63	53	49	56	75	73		
MUL	88	75		72	61		76	91	83		
WHT	77	62	58	69	57	60	64	79	69		
FRL	70	58	52	58	52	53	51	75	68		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	577
Total Components for the Federal Index	9
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	78
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our 8th grade science data component showed the lowest performance. Alignment of curriculum with state assessment.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our overall science proficiency dropped 6% (including both the 8th grade science FCAT exam and the Biology EOC). Alignment of curriculum with state assessment.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap compared to the state was our ELA achievement. We were 22 percentage points higher than the state average. Our school provided intentional supportive reading interventions in the 2018-2019 school year. In addition, there was consistent collaboration between ELA content teachers, RTI reading intervention teachers, intensive reading teachers, and administration on how to best to support students with their reading skills. Direct focus on T3 1-1 interventions supported our lowest performing students, and allowed for our instructors to place additional emphasis on improving our universal core instruction *resulting in improvements across all achievement levels.

Which data component showed the most improvement? What new actions did your school take in this area?

The 8th grade (pre-algebra) data showed the most improvement from the 2017-2018 school year. There was an increase in support and intervention for those students and content teachers last school year. Intervention instructors provided additional resources, both strategies for live lessons, as well as additional instructional support.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Area of concern: Students scoring Level 1 on their ELA and/or Math FSA. This signifies the student needs additional intervention and support. The support models will include proper placement in intensive courses, ongoing progress monitoring through iready as well as course related assessments.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase learning gains in lowest quartile for ELA and Math
2. Increase achievement across the board in ELA/Math
3. Increase acceleration points/opportunities
4. Science achievement
5. Increase access to social/emotional support resources for students and teachers

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Achievement & Gains
Rationale	Focusing on the achievement and gains of our students on their ELA FSA.
State the measurable outcome the school plans to achieve	By the end of the 2019-2020 school year, 76% of all students in 6th grade, 76% for 7th grade, 83% in 8th grade will demonstrate achievement on their respective FSA Exam and a minimum of 64% will demonstrate a learning gain.
Person responsible for monitoring outcome	Nicole Garvey (ngarvey@flvs.net)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Implementation of reteach intervention/support 2.. Implementation of additional resources (i.e. toolboxes, templates, help-sites, etc.) 3.. Supplemental FSA Prep 4. Providing help sessions as needed, targeting low-performing students <p>Strategy 1- Importance of immediate intervention of essential standards to ensure mastery</p> <p>Strategy 2- Students require need-based differentiated resources to achieve mastery of standards within lessons and assignments</p> <p>Strategy 3- In response to current data, students could benefit from additional FSA prep within and outside existing live lessons</p> <p>Strategy 4- In response to the correlation between ELA grades and ELA FSA scores, low performing students require additional help to improve success</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<p>Strategy 1:</p> <ol style="list-style-type: none"> 1. Language Arts teachers lead direct instruction of lesson and essential standards, giving students a formative assessment to determine mastery 2. Students who are identified as needing additional support/intervention will be moved into a breakout room and receive immediate reteach instruction by a different LA teacher. 3. Create “challenge questions” that are appropriate in rigor and will assist in identifying students that are in need of reteach. 4. Team with intervention specialist to monitor and measure success of reteach (during lessons and after associated assignments) and make adjustments as needed. <p>Strategy 2:</p> <ol style="list-style-type: none"> 1. Language Arts teachers observe student progress and determine areas of additional need in terms of assignment completion, assignment resubmissions, and assignment/exam scores. 2. Create toolboxes (7th & 8th grade), assignment templates, guided notes, and resources (all grade levels) to guide students toward independent functioning and standard mastery. 3. Reiterate importance of using said resources via forcing slides, live lessons, phone call reminders, grading feedback, and more. 4. Post live lesson recordings and live lesson powerpoint slides on LA help sites to accommodate student differentiated student learning styles. 4. Monitor success of resources and make live adjustments when need arises. <p>Strategy 3:</p>

1. Language Arts teachers review available FSA data, determining areas of need.
2. Upon review of current student and previous student data, teachers identify ELA strands that need additional focus (bottom two: Key Idea and Details and Integration of Knowledge and Ideas)
3. Incorporate question stems and additional resources that focus within live lessons and tutoring sessions.
4. Use question stems to create DBA questions focused on low-scoring strands.
5. Incorporate leading questions, examples, and support to existing assignments.
6. 7th grade teachers intend to target students that score a Level 3 for invite-only FSA enrichment sessions.
7. Literacy Coach and/or Intensive Reading teacher pushes-in to live lessons with FSA prep
8. Language Arts teachers create FSA dedicated prep sessions and recurrent mini lessons that will improve mastery of standards.
9. Teachers will monitor and measure success through reviewing student scores on Language Arts exam questions with connection to specific standards, and through student gains on FSA in the 2020/21 school year.

Strategy 4:

1. Language Arts teachers will identify low performing students based on ELA FSA test score data and ongoing/progressive Language Arts overall grade throughout the year.
2. Language Arts teachers work collaboratively with Response to Intervention teachers to identify and invite struggling students to supplemental help sessions including, but not limited to, Shark WINS and individual tutoring sessions.
3. LA/Intervention teachers will create lesson plans for help sessions that incorporate question stems for low scoring strands.
4. LA teachers and RTI teachers will take attendance at help sessions to assist in data collection.
4. Teachers will measure and monitor the success of this strategy based on student scores on formative assessments during help sessions, such as exit tickets, and assignment/exam scores for students that attended said help sessions.

**Person
Responsible**

Nicole Garvey (garvey@flvs.net)

#2	
Title	ELA L25 Gains
Rationale	Focusing on the learning gains of our lowest quartile students on their ELA FSA.
State the measurable outcome the school plans to achieve	By the end of the 2019-2020 school year, a minimum of 61% of the lowest quartile students in ELA will demonstrate a learning gain.
Person responsible for monitoring outcome	Madeline Chase (mchase@flvs.net)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Scaffolding instruction for students identified as not having mastered skills when initially presented, reviewed and assessed 2. Intensive support for students who fail to master an essential skill as demonstrated in an assignment (Sharks WIN) 3. Aligned lessons: Scaffolded, guided and direct skill instruction of prerequisite and current standards with purposeful teacher practices. 4. Tier 3 supports: Provide specific targeted skill instruction to students that are 3 or more grade levels below their current grade level based on iReady diagnostic data. <p>Strategy 1: Effective reteaching requires instructors to continually monitor and assess students progress to ensure they have mastered essential standards.</p> <p>Strategy 2: Effective Sharks WIN requires instructors to continually monitor and assess students progress to ensure they have mastered essential standards.</p> <p>Strategy 3: Effective aligned lessons provided by certified instructors to ensure mastery of content area standards.</p> <p>Strategy 4: Effective remediation skills provided by certified instructors to ensure mastery of remedial specific prerequisite skills.</p>
Rationale for Evidence-based Strategy	
Action Step	
	<p>Strategy 1:</p> <ol style="list-style-type: none"> 1. Identify any student who failed to show mastery of essential standards on the provided formative assessment. 2. Scaffolded standards-based small group instruction is offered to students in need. 3. Essential content is retaught through a different voice & teacher. 4. Students are provided with the opportunity to ask questions, reflect and respond after scaffolding takes place. 5. Students are reassessed on the essential standard to check for mastery.
Description	<p>Strategy 2:</p> <ol style="list-style-type: none"> 1. Identify any student that scored below a 60 or did not complete a targeted assessment. 2. Invite identified students to appropriate Shark WINS session 3. Create scaffolded standards-based instruction for targeted lessons. 4. Hold and present scaffolded lesson to student attendees. 5. Provide time to apply the standards-based instruction for the targeted lesson. 6. Allow opportunity for students to reflect and respond to scaffolded lesson. <p>Strategy 3:</p>

1. Identify students based on FSA scores for placement in Intensive Reading course.
2. Create scaffolded, guided, and direct skill instruction lessons that aligns with the content area Language Arts standards focusing on prerequisite and chunking the skills.
3. Break students into grade level specific groups.
4. Hold and present aligned lessons to grade level groups.
5. Perform and assess progress monitoring checks to ensure student mastery.

Strategy 4:

1. Identify students that are 3 or more grade levels below current grade level on iReady diagnostic.
2. Place students in small group or 1 on 1 for specific targeted skill instruction.
3. Create specific targeted skill lessons.
4. Present and scaffold specific targeted skill lesson to identified students.
5. Progress monitor weekly to ensure mastery of specific targeted skills.

Person Responsible

Madeline Chase (mchase@flvs.net)

#3	
Title	Math Achievement & Gains
Rationale	Focusing on the achievement and gains of our students on their Math FSA and End-of-Course Exams.
State the measurable outcome the school plans to achieve	By the end of the 2019-2020 school year, 63% of all students in 6th grade, 70% for 7th grade, 52% in 8th grade Pre-Algebra, 85% in Algebra 1, and 100% in Geometry will demonstrate achievement on their respective FSA and End-of-Course Exams and a minimum of 60% will demonstrate a learning gain.
Person responsible for monitoring outcome	Ronald Mercer (rmercerc@flvs.net)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Implementation of reteach intervention/support 2. Implementation of Sharks WIN on Fridays 3. Implementation of Guided Notes/Toolboxes 4. 8th grade intervention (Pre-Algebra, Algebra 1, & Geometry), including: interactive guided notes, remediation and reteaching to students on a need-basis, and increase student-led literacy and math skills
Rationale for Evidence-based Strategy	<p>Strategy 1: Importance of immediate, intervention of essential standards to ensure mastery.</p> <p>Strategy 2: Importance of intervention of essential standards to ensure mastery</p> <p>Strategy 3: Importance of teaching students how to take notes and chunking the learning for struggling learners and accelerating the advanced learners</p> <p>Strategy 4: Ensure mastery of 8th grade math essential standards</p>
Action Step	
Description	<p>Strategy 1:</p> <ol style="list-style-type: none"> 1. Math content teacher lead direct instruction of lesson and essential standards, giving students a formative assessment to determine mastery 2. Student who are identified as needing additional support/intervention will be moved into a breakout room and receive immediate reteach instruction by a different math teacher <p>Strategy 2:</p> <ol style="list-style-type: none"> 1. Gradebooks are pulled once a week to identify students who have not completed or passed last week's assignments. 2. Those students receive a personal invite to attend a Shark WIN session each week. 3. Content teachers encourage students to attend as needed. <p>Strategy 3:</p> <ol style="list-style-type: none"> 1. Providing guided notes for student use 2. Model use of notes in live lessons, tutoring sessions and during DBAs 3. Utilize guided notes and videos for remediation 4. Provide enrichment opportunities on each study guide <p>Strategy 4:</p> <ol style="list-style-type: none"> 1. Monitor students and track their progress data weekly based on the percentage of students that are both on-pace and passing with a 60% or higher

**Person
Responsible**

Ronald Mercer (rmercerc@flvs.net)

#4	
Title	Math L25 Gains
Rationale	Focusing on the learning gains of our lowest quartile students on their Math FSA or End-of-Course Exams.
State the measurable outcome the school plans to achieve	By the end of the 2019-2020 school year, a minimum of 57% of the lowest quartile students in math will demonstrate a learning gain.
Person responsible for monitoring outcome	Madeline Chase (mchase@flvs.net)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Sharks WIN: Scaffolding instruction for students identified as not having mastered skills when initially presented, reviewed and assessed. 2. Sharks Skills/Reteach: Scaffolding instruction for students identified as not having mastered skills when initially presented, reviewed and assessed. 3. Aligned Lessons: Scaffolded, guided and direct skill instruction of prerequisite and current standards with purposeful teacher practices. 4. Provide specific targeted skill instruction to students that are 3 or more grade levels below their current grade level based on iReady diagnostic data.
Rationale for Evidence-based Strategy	<p>Strategy 1: Effective Sharks WIN requires instructors to continually monitor and assess students progress to ensure they have mastered essential standards.</p> <p>Strategy 2: Effective Sharks Skills/Reteach requires instructors to continually monitor and assess students' progress during the live lesson via formative assessments to ensure they have mastered essential standards.</p> <p>Strategy 3: Effective aligned lessons provided by certified instructors to ensure mastery of content area standards.</p> <p>Strategy 4: Effective remediation skills provided by certified instructors to ensure mastery of remedial specific prerequisite skills.</p>
Action Step	
Description	<p>Strategy 1:</p> <ol style="list-style-type: none"> 1. Identify any student that scored below a 60 or did not complete a targeted assessment. 2. Invite identified students to appropriate Shark WINS session 3. Create scaffolded standards-based instruction for targeted lessons. 4. Hold and present scaffolded lesson to student attendees. 5. Provide time to apply the standards-based instruction for the targeted lesson. 6. Allow opportunity for students to reflect and respond to scaffolded lesson. <p>Strategy 2:</p> <ol style="list-style-type: none"> 1. Identify any student who failed to show mastery of essential standards on the provided formative assessment. 2. Scaffolded standards-based small group instruction is offered to students in need. 3. Essential content is retaught through a different voice & teacher. 4. Students are provided with the opportunity to ask questions, reflect and respond after scaffolding takes place. 5. Students are reassessed on the essential standard to check for mastery. <p>Strategy 3:</p> <ol style="list-style-type: none"> 1. Identify students based on FSA scores for placement in Intensive Math course. 2. Create scaffolded, guided, and direct skill instruction lessons that aligns with

- the content area Math standards focusing on prerequisite and chunking the skills.
- 3. Break students into grade level specific groups.
- 4. Hold and present aligned lessons to grade level groups.
- 5. Perform and assess progress monitoring checks to ensure student mastery.

Strategy 4:

- 1. Identify students that are 3 or more grade levels below current grade level on iReady diagnostic.
- 2. Place students in small group or 1 on 1 for specific targeted skill instruction.
- 3. Create specific targeted skill lessons.
- 4. Present and scaffold specific targeted skill lesson to identified students.
- 5. Progress monitor weekly to ensure mastery of specific targeted skills.

Person Responsible Madeline Chase (mchase@flvs.net)

#5

Title Science Achievement
Rationale Focusing on the achievement of our students on their Science FCAT SSA and End-of-Course Exam.

State the measurable outcome the school plans to achieve By the end of the 2019- 2020 school year, 55% in 8th grade science and 95% in Biology will demonstrate achievement on their respective FCAT SSA Exam or End-of-Course Exam

Person responsible for monitoring outcome Ronald Mercer (rmercerc@flvs.net)

Evidence-based Strategy
 1. Create a diagnostics assessment (pre & post)
 2. Review collaboration based on mastery of high-frequency SSA topics
 3. Weekly SSA standard-based review

Rationale for Evidence-based Strategy
 Strategy 1: Importance of effective diagnostic assessment of prior knowledge as well as summative assessment of essential standards.
 Strategy 2: Importance of identifying areas of needs for our students in science
 Strategy 3: Importance of frequent exposure of SSA materials for students throughout the year

Action Step

- Strategy 1:
- 1. Two-part standards-based assessment; 6th, 7th, and 8th grade content to be completed throughout the 19-20 school year
 - 2. Data collected will be used to create individualized SSA review

Description
 Strategy 2:
 1. Based on prior strategy's assessment, students will show mastery of review content based on predetermined guidelines and standards needing remediation

- Strategy 3:
- 1. Science content teachers will determine essential standards that need more review
 - 2. Science content teachers will create resource material and will incorporate on announcement page (via a forcing slide) and live lessons

Person Responsible Ronald Mercer (rmercerc@flvs.net)

#6	
Title	Social Studies Achievement
Rationale	Focusing on the achievement of our students on their Civics End-of-Course Exam.
State the measurable outcome the school plans to achieve	By the end of the 2019- 2020 school year, 81% will demonstrate achievement on their Civics End-of-Course Exam.
Person responsible for monitoring outcome	Nicole Garvey (ngarvey@flvs.net)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Intentional, forward- feeding implementation of curriculum in the 6th grade World History course 2. Implementation of reteach intervention/support 3. Implementation of embedded videos in gradebook for difficult lessons 4. Increase student success on the domain Organizations of Functions of government
Rationale for Evidence-based Strategy	<p>Strategy 1- Importance of articulation between 6th grade World History and 7th grade Civics courses</p> <p>Strategy 2- Importance of immediate, intervention of essential standards to ensure mastery</p> <p>Strategy 3- Importance of providing additional support in particular lessons that are challenging for students and in past experiences have become a momentum stopping point in the curriculum</p> <p>Strategy 4- Student scored the lowest on the EOC for this domain</p>
Action Step	
Description	<p>Strategy 1-</p> <ol style="list-style-type: none"> 1. Implement strategies to further student mastery of maps and mapping skills <ul style="list-style-type: none"> - Escape Rooms - Breaking down vocabulary - Correlation of Maps to each module (Map skills review) 2. Implement literacy strategies to scaffold student questioning abilities <ul style="list-style-type: none"> - See Think Wonder - Student developed signpost quizzes - Breaking down questions and answer choices (demystifying questions) - Breaking down question Stems 3. Implement strategies to reinforce Primary and Secondary Sources <ul style="list-style-type: none"> - Escape Rooms - Inclusion of outside sources in live lessons in every module 4. Use of reteach to gauge mastery of skills and reinforce skills 5. Monitoring- use of polling options in Live Lessons to check for understanding <p>Strategy 2-</p> <ol style="list-style-type: none"> 1. Civics content teachers lead direct instruction of lesson and essential standards, giving students a formative assessment to determine mastery 2. Students who are identified as needing additional support/intervention will be moved into a breakout room and receive immediate reteach instruction by a different Civics teacher. <p>Strategy 3-</p> <ol style="list-style-type: none"> 1. Identify lessons based on last year's assignment results, assignments heavy in reading and writing, and student inquiries about the lessons

2. Create videos based on the content within the lessons (3-5 minute video with information for success)
3. Reflect and compare assignment grades with and without videos present

Strategy 4-

1. Increase DBA questions based on this domain
2. Create videos based on the content within the lessons (3-5 minute videos with information for success)
3. Increase communication about CAP files and discuss in LL for note taking
4. Individualized conversations about content based on progress

Person Responsible Nicole Garvey (garvey@flvs.net)

#7

Title	Acceleration
Rationale	Provide opportunities for our students to excel in rigorous courses
State the measurable outcome the school plans to achieve	By the end of the 2019-2020 school year, we will have earned 80% of possible acceleration percentage
Person responsible for monitoring outcome	Ronald Mercer (rmercerc@flvs.net)
Evidence-based Strategy	Strategic identification of students who can meet the rigorous demands of accelerated courses
Rationale for Evidence-based Strategy	Instructional models that support rigorous support

Action Step

Description	<ol style="list-style-type: none"> 1. Identifying opportunities for middle school acceleration 2. Proper identification of students based on previous FSA scores and/or universal screeners 3. Progress monitoring 4. Early interventions to ensure they can continue to meet the demands of these courses
Person Responsible	Ronald Mercer (rmercerc@flvs.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In addition to the above areas of focus, we will also address any behavioral concerns our students might exhibit. In our school that translates to a lack of engagement, submitting assignments, and attendance. Our resource teachers will continue to lead this aspect of MTSS (RTI-Behavior) with their tier 3 support. Tier 2 support will be lead by our homeroom teachers. Tier 1 support will occur school-wide with all staff and faculty.

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 Schoolwide Improvement Plan 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 a variety of supports and interventions. One way to ensure the students needs are being met are through a form that our staff and teachers can fill out if they are concerned a student might be struggling with their social-emotional health. This information will go to our school counselors who will then follow up with that student and their families to provide support and create counseling plan as well provide any additional resources. Our school counselors also provide monthly group Character Education counseling to all students targeting personal character needs. Our school also provides Project Wisdom in Morning Announcements for our students. All staff members are trained annually on how to respond to students in distress; including a specific, state-mandate suicide awareness and prevention training. All FLVS FT MS counselors attended training to become certified mental health first aid trainers in 2019. School counselors will work with other certified mental health first aid trainers to train FLVS staff and faculty in mental health first aid. All students at FLVS FT MS 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. 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 transition 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 begun, and an engaging onboarding course. Additionally, during the summer, incoming students have an opportunity to participate in summer boost sessions in ELA and math. We will plan and facilitate “A Day in the Life of a 6th Grader” where the 5th grade students attend one or two 6th grade live lessons as well as plan and facilitate “A Day in the Life of a 9th Grader” where the 8th grade students attend one or two 9th grade live lessons. Other resources we will offer will be 6th grade course previews and Q&A with student ambassadors

Our counselors provide our 8th graders additional scheduling information and help to ensure they are on the appropriate academic track for high school. We also provide collaboration opportunities for our faculty and staff to work together on articulation between 5th and 6th grades as well as 8th and 9th grades. For any students coming in or exiting our school receiving additional services (such as ESE, GT, 504, MTSS, etc.) we will ensure those services transition smoothly and are consistent to what the student is currently receiving.

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.

The school leadership team meets on a frequent basis (at least twice a week) to identify what resources are needed or available to provide the best support possible for our students. Administration created the master schedule prioritizing the needs of intervention (through intensive reading, intensive math, and RTI Tier 3 sessions).

Administration also secures the frequency of these meetings and holds involved parties accountable for attendance and engagement.

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. Administration secures the dates and times to host the SST meeting each week so that it can maximize the time of the team members. 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. SST meets every week throughout the school year.

Administration values and prioritizes the personnel resources provided for by Title funds. Example resource is our Family Engagement Specialist (FES). Administration ensures our FES is given the opportunities to support and engage our students and families.

New personnel resources that will be funded by Title funds this year will be our Content Area Lead Teachers (CALTs). Responsible for facilitating standards-alignment within each content/department to ensure student success.

Intervention program is funded through title funds and a priority within our school to meet the needs of our lowest quartile

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

In compliance with HB7071 our students will participate in Career and Education Planning embedded in their 8th grade social studies course. Our students will also 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. The middle school will continue to build on, and 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Achievement & Gains	\$0.00
2	III.A.	Areas of Focus: ELA L25 Gains	\$0.00
3	III.A.	Areas of Focus: Math Achievement & Gains	\$0.00
4	III.A.	Areas of Focus: Math L25 Gains	\$0.00
5	III.A.	Areas of Focus: Science Achievement	\$0.00
6	III.A.	Areas of Focus: Social Studies Achivement	\$0.00
7	III.A.	Areas of Focus: Acceleration	\$0.00
Total:			\$0.00