Florida Virtual Middle School

2020-21 Schoolwide Improvement Plan

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Florida Virtual Middle School

5422 CARRIER DR., Orlando, FL 32819

www.flvsft.com

Demographics

Principal: Julian Cazanas

Start Date for this Principal: 7/22/2017

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2019-20 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
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

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	35%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2019-20	2018-19
Grade	A	A

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Feacher, Kenyetta	Assistant Principal	8th grade students/families 8th grade instructors- all courses/content high school transition ESE/504/GT Reading/Intensive Reading Science Student Experience/Clubs Teacher Committees PLCs/Teacher Development Enrollment/Transcript Review Family Engagement Title 2 Classroom walkthroughs Classroom Observation- live lesson, DBAs, tutoring
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, MTSS Specialist, Literacy Coach, Resource Teachers) to ensure common vision is achieved.
Chase, Madeline	Assistant Principal	6th grade students/families 6th instructors- all courses/content Data/Reporting/FOCUS RTI/MTSS Reteach/Sharks WIN Intensive Math/Math Student Retention/WD ESE Support through RTI Elem. Transition Honor Roll SIP TAT/SST Title 1 Services (Instructional) Family Engagement Live lesson calendar Classroom walkthroughs Classroom Observation- live lesson, DBAs, tutoring
Garvey, Nicole	Assistant Principal	7th grade students/families 7th grade instructors/all courses and contents Master Schedule Title 1 support QAI

Name	Title	Job Duties and Responsibilities
		CTE, CALT Department Heads VSA/Enrollment Liaison Classroom walkthroughs Classroom Observation- live lesson, DBAs, tutoring
	Assistant Principal	New Teacher- NEO Teacher Quality Retention All grade level AP support Classroom walkthroughs Classroom Observation- live lesson, DBAs, tutoring
Campbell, Colin		

Demographic Information

Principal start date

Saturday 7/22/2017, Julian Cazanas

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

17

Total number of teacher positions allocated to the school

124

Demographic Data

2020-21 Status (per MSID File)	Active
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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](#).

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	1053	1217	1299	0	0	0	0	3569
Attendance below 90 percent	0	0	0	0	0	0	155	189	193	0	0	0	0	537
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	3	1	3	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	1	1	3	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	31	39	32	0	0	0	0	102
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	74	67	71	0	0	0	0	212

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	21	23	37	0	0	0	0	81

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	

Date this data was collected or last updated

Thursday 10/8/2020

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	
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		
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

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	2	1	0	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	

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	
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

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	2	1	0	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	

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	
	(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
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
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

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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.

Based off of 2018-2019 School Grade Data:
The data component that showed the lowest performance was the percent of lowest quartile students demonstrating ELA learning gains (only 53%). There were some alignment gaps in our ELA course curriculum with state assessment. ELA Achievement was 22% higher than the state average, but L25 gains was only 6% higher (53% vs 47%).

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

Based off of 2018-2019 School Grade Data:
The component that showed the greatest decline from the prior year was science proficiency. Our overall science proficiency dropped 6% (including both the 8th grade science FCAT assessment and

the Biology EOC). There were some alignment gaps in the 8th grade science courses with the state assessments.

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.

Based off of 2018-2019 School Grade Data:
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?

Based off of 2018-2019 School Grade Data:
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?

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.We have seen a significant increase in the number of our students who are both L1 for math and reading (predominantly with our newly enrolled students)

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

1. Increase learning gains of lowest quartile students in ELA & Math
2. Increase the percentage of SWD students making learning gains in ELA & Math and increasing achievement in science proficiency.
3. Increase achievement for all students in ELA, Math, Science, & Social Studies
4. Increase acceleration opportunities for our students.
5. Increase access to social/emotional support resources for students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Focusing on the achievement, learning gains, and learning gains of our lowest quartile students in ELA. 2.11 Learning Capacity Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.
Measurable Outcome:	By the end of the 2020-2021 school year, FLVS Full Time Middle School students will increase two percent in each of the ELA components: achievement, learning gains, and learning gains of the lowest 25%. Achievement: 76% to 78% Learning Gains: 61% to 63% Learning Gains of the Lowest Quartile: 53% to 55%
Person responsible for monitoring outcome:	Kenyetta Feacher (kfeacher@flvs.net)
Evidence-based Strategy:	- Implementation of reteach intervention/support - Implementation of additional resources (i.e. toolboxes, templates, help-sites, etc.) - Supplemental FSA Prep - Providing help sessions as needed, targeting low-performing students - Common planning time for ELA teachers - Content team meetings with grade level AP - Content Area Lead Teacher - iReady support - Weekly SST Meetings - Data chats with L25 students with intensive reading teacher via DBA
Rationale for Evidence-based Strategy:	This school year will be focused on filling the potential gaps from the end of the 2019-2020 school year with our new students and continuing the support for our returning students. Data will be utilized to drive decisions and lead instruction.

Action Steps to Implement

- Proper course placement. Using prior norm-referenced assessment data, grades, teacher recommendation, and any other applicable data points, we will identify students who potentially need additional, targeted reading support and intervention. For any students who do not have prior reading data, we will have them complete an iReady reading screener.
- ELA teachers will collaborate with content teams, literacy specialist, administration, and content area lead teacher (CALT) to discuss curriculum, assessments, and any instructional needs to best meet the reading needs of our students
- Additional support for our students through Sharks WIN, reteach, and Extended Day
- Teacher created supplemental resources for our students
- Data chats (monthly walkthroughs) with ELA teachers and their supervising administrator to review course exam data, iReady diagnostics/growth monitoring, and more.

Person Responsible	Kenyetta Feacher (kfeacher@flvs.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Focusing on the achievement, learning gains, and learning gains of our lowest quartile students in Math. 2.11 Learning Capacity Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.
Measurable Outcome:	By the end of the 2020-2021 school year, FLVS Full Time Middle School students will increase two percent in each of the Math components: achievement, learning gains, and learning gains of the lowest 25%. Achievement: 66% to 68% Learning Gains: 56% to 58% Learning Gains of the Lowest Quartile: 54% to 56%
Person responsible for monitoring outcome:	Madeline Chase (mchase@flvs.net)
Evidence-based Strategy:	- Implementation of reteach intervention/support - Implementation of additional resources (i.e. toolboxes, templates, help-sites, etc.) - Supplemental FSA Prep - Providing help sessions as needed, targeting low-performing students - Common planning time for Math teachers - Content team meetings with grade level AP - Content Area Lead Teacher - iReady support - Weekly SST Meetings - Data chats with L25 students with intensive math teacher via DBA
Rationale for Evidence-based Strategy:	This school year will be focused on filling the potential gaps from the end of the 2019-2020 school year with our new students and continuing the support for our returning students. Data will be utilized to drive decisions and lead instruction.

Action Steps to Implement

- Proper course placement. Using prior norm-referenced assessment data, grades, teacher recommendation, and any other applicable data points, we will identify students who potentially need additional, targeted math support and intervention. For any students who do not have prior math data, we will have them complete an iReady math screener.
- Math teachers will collaborate with content teams, literacy specialist, administration, and content area lead teachers (CALT) to discuss curriculum, assessments, and any instructional needs to best meet the math needs of our students
- Additional support for our students through Sharks WIN, reteach, and Extended Day
- Teacher created supplemental resources for our students
- Data chats (monthly walkthroughs) with Math teachers and their supervising administrator to review course exam data, iReady diagnostics/growth monitoring, and more.

Person Responsible	Madeline Chase (mchase@flvs.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Focusing on the achievement and learning gains of our students with disabilities. 2.9 Learning Capacity The system implements processes to identify and address the specialized needs of learners. 2.1 Learning Capacity Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.
Measurable Outcome:	Students with disabilities at FLVS FT MS will increase to 55% in learning gains in Math & ELA measured by FSA or an EOC assessment. Our students with disabilities will also increase to 35% science achievement.
Person responsible for monitoring outcome:	Kenyetta Feacher (kfeacher@flvs.net)
Evidence-based Strategy:	- Collaboration with ESE teachers and general ed teachers during crew meetings - Meetings with ESE teachers and CALTs - Weekly district ESE meetings - Grade level ESE teachers - 8th grade ESE teacher meet and plan with 8th grade science team - Learning Strategies course
Rationale for Evidence-based Strategy:	This school year will be focused on filling the potential gaps from the end of the 2019-2020 school year with our new students with disabilities and continuing the support for our returning students with disabilities.

Action Steps to Implement

- IEP review upon enrollment for any new students with an IEP to determine best supports
- Students will disabilities will receive support from one of the grade level ESE teachers
- Grade level ESE teachers will collaborate with gen ed instructors to find best ways to support their students
- Collaboration between school and district with weekly ESE meetings
- Collaboration between RTI team and ESE team to provide necessary data
- Collaboration between 8th grade ESE teacher and 8th grade science team to focus on science assessment support for our students with disabilities
- Tiered academic and/or behavior intervention for any students with disabilities that demonstrate a need

Person Responsible	Kenyetta Feacher (kfeacher@flvs.net)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Focusing on the achievement of our students as demonstrated by their achievement on the FCAT SSA and End of Course Exam 2.6 Learning Capacity The system implements a process to ensure the curriculum is clearly aligned to standards and best practices. 2.11 Learning Capacity Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.
Measurable Outcome:	By the end of the 2020-2021 school year, 56% for in 8th grade Science and 96% in Biology achievement on their FSA Exam
Person responsible for monitoring outcome:	Kenyetta Feacher (kfeacher@flvs.net)
Evidence-based Strategy:	- Create a diagnostics assessment (pre & post) - Review collaboration based on mastery of high-frequency SSA topics - Weekly SSA standard-based review - Importance of SWD access accommodations summative and strategy assessments. - WIN time and Extended Day
Rationale for Evidence-based Strategy:	- Importance of effective diagnostic assessment of prior knowledge as well as summative assessment of essential standards - Importance of identifying areas of needs for our students in science - Importance of frequent exposure of SSA materials for students throughout the year - Importance of removing barriers for our SWD ESSA group to access science content and materials throughout the year.

Action Steps to Implement

- Two-part standards-based assessment; 6th, 7th, and 8th grade content to be completed throughout the 2020-2021 School Year
- Data collected will be used to create individualized SSA review
- Based on prior strategy's assessment, students will show mastery of review content based on predetermined guidelines and standards needing remediation
- Science content teachers will determine essential standards that need more review
- Science content teachers will create resource material and will incorporate on announcement page and live lessons

Person Responsible   Kenyetta Feacher (kfeacher@flvs.net)

#5. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:	Focusing on the achievement of our students on their Civics End of course exam 2.6 Learning Capacity The system implements a process to ensure the curriculum is clearly aligned to standards and best practices. 2.11 Learning Capacity Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.
Measurable Outcome:	By the end of the 2020-2021 school year, 82% will demonstrate achievement on their Civics End of Course Exam.
Person responsible for monitoring outcome:	Nicole Garvey (garvey@flvs.net)
Evidence-based Strategy:	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 5. Intentional invitations to Sharks Win and Extended Day
Rationale for Evidence-based Strategy:	Strategy 1-Importance of articulation between 6th grade World History and 7th Grade Civics courses Strategy 2-Importance of immediate, intervention of essential standards to ensure mastery 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 Strategy 4-Students scored the lowest on the EOC for this domain Strategy 5-Provide additional opportunities for direct instruction based on individual student needs

Action Steps to Implement

- implement strategies to further student mastery of standards that have been identified as a skill gap
- Implement literacy strategies
- Progress monitoring and checking for understanding with students during live lessons, DBAs, open office hours, help sessions, and more
- Civics content teachers lead direct instruction of lesson and essential standards, giving students a formative assessment to determine mastery
- Students who are identified as needing additional support/intervention will targeted for reteach, extended day, and Sharks Win
- Provide additional resources for topics and standards that students need additional support in
- Continue and expand on cross-curricular opportunities
- Increase engagement in live lessons (for example- use of Nearpod)

Person Responsible	Nicole Garvey (garvey@flvs.net)

#6. Other specifically relating to Acceleration	
Area of Focus Description and Rationale:	Provide opportunities for our students to excel in rigorous courses 2.5 Learning Capacity Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.
Measurable Outcome:	By the end of the 2020-2021 school year, we will have earned 80% of possible acceleration percentage.
Person responsible for monitoring outcome:	Nicole Garvey (garvey@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 courses to accelerate student achievement

Action Steps to Implement

1) Identifying opportunities for middle school acceleration
2) Proper identification of students based on prior FSA scores and/or universal screeners, teacher recommendation and prior academic history
3) Progress monitoring through HRSP reports
4) Early Interventions to ensure they can continue to meet the demands of these courses
5) Place 8th grade students who are taking High School Core courses in the same crew for increased support
6) Offering Beginning Spanish & Int Spanish that will provide a Spanish 1 HS credit
7) Possible certifications for students in the DIT/FOP courses

Person Responsible　　　　[no one identified]

#7. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	All students at FLVS Full Time Middle School will be engaged and active learners, supported by our faculty, staff, and families to meet their social and emotional learning needs.
Measurable Outcome:	Our school will see a 10% increase in the number of opportunities for healthy social/emotional/academic interactions for students, parents and staff by June 2021.
Person responsible for monitoring outcome:	Madeline Chase (mchase@flvs.net)
Evidence-based Strategy:	- Required participation for our students in 5-hour mental & emotional health course - Threat Assessment Team - Handle-with-care - Mental Health Bytes- Resiliency - Character Education - Friends Club - Positive Psychology in morning announcements - Tiered behavior intervention - Mental health trainings for faculty and staff - District mental health team - Family engagement opportunities - Parent Square - Monitoring of attendance - school-appropriate socialization opportunities
Rationale for Evidence-based Strategy:	This school year will be focused on supporting not only the academic needs of our students, but also their social and emotional learning needs. In order for our students to be successful, their health and safety needs must be met.

Action Steps to Implement

- Communication and access to all students to the state required 5-hour course with instruction on mental & emotional health topics
- Kognito training
- YMHFA training
- Monthly meetings of threat assessment team
- Collaboration of school counselors and district mental health team
- Other district and school SEL PD
- District Mental Health & Safe Administrator collaborating with school administrative team
- Communication to students and families about SEL needs and opportunities
- Weekly data reports to track student engagement, behavior, and attendance
- Zoom safety measures
- Weekly meetings between resource teachers and school principal to discuss potential nonengagement and truancy
- Homeroom communication with students and families
- Weekly communications via Parent Square with school updates, including SEL opportunities
- School-appropriate socialization opportunities such as student clubs, student crew meetings, morning announcements, and others

Person Responsible	Madeline Chase (mchase@flvs.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team will continue to progress monitor students who are identified in both T2 and T3 of reading and math, ensuring proper and timely intervention through tier 2 (intensive courses and strategies), along with small group for T3 interventions. Beyond the support received by T2/3 students, additional tracking and progress monitoring will continue with all students through course assessment, grade, and pace data. Providing intervention to all students through weekly Sharks WIN, and after school tutoring through Extended Day. We will continue an intense focus on monitoring data and making changes where necessary to support the varying needs of all students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Parent and family engagement is a centerpiece of the FLVS FT Middle School model and is integral to improving student academic achievement. Parent and family engagement is also
underscored in the Learning Coach Agreement which every parent must sign when enrolling their child. 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 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 is 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. As a result of the information shared from parents, the school

has adopted utilizing the communication platform ParentSquare and StudentSquare to consolidate and distribute information to families.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
5	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
6	III.A.	Areas of Focus: Other: Acceleration	$0.00
7	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
		Total:	**$0.00**