

Flagler Schools

Flagler Virtual Franchise



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	20
Positive Culture & Environment	24
Budget to Support Goals	25

Iflagler Virtual Franchise

1769 E MOODY BLVD, Bunnell, FL 32110

www.flaglerschools.com

Demographics

Principal: Erin Quinn

Start Date for this Principal: 8/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	23%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students
School Grades History	2018-19: A (76%) 2017-18: A (63%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Flagler County School Board on 9/22/2021.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	25

Iflagler Virtual Franchise

1769 E MOODY BLVD, Bunnell, FL 32110

www.flaglerschools.com

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	18%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

This plan was approved by the Flagler County School Board on 9/22/2021.

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.

Flagler Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

Provide the school's vision statement.

As a courageous, innovative leader in education, Flagler Schools will be the Nation's premier learning organization where all students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Quinn, Erin	Principal	<ul style="list-style-type: none"> *Facilitate implementation of the MTSS Process *Facilitate implementation of the PLC process *Provide or coordinate valuable and continuing Professional Development *Monitor and analyze student data to determine achievements and opportunities for growth *Attend MTSS and PLC meetings to be active in the processes *Create and cultivate a climate of positivity and growth
Millette, Tara	Assistant Principal	<ul style="list-style-type: none"> *Facilitate implementation of the MTSS Process *Facilitate implementation of the PLC process *Provide or coordinate valuable and continuing Professional Development *Monitor and analyze student data to determine achievements and opportunities for growth *Attend MTSS and PLC meetings to be active in the processes *Create and cultivate a climate of positivity and growth
Hill, Buffie	Instructional Coach	<ul style="list-style-type: none"> *Attend MTSS/facilitate Team meetings *Train teachers in interventions, progress monitoring, differentiated instruction *Assist with implementation tier 2 and 3 interventions *Keep progress monitoring notes and anecdotes of interventions implemented *Collect school-wide data for the team to use in determining struggling learners *Attend MTSS Team meetings for tier 2 and tier 3 students

Demographic Information

Principal start date

Sunday 8/1/2021, Erin Quinn

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.*

0

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.*

5

Total number of teacher positions allocated to the school

17

Total number of students enrolled at the school

370

Identify the number of instructional staff who left the school during the 2020-21 school year.

25

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data**Early Warning Systems****2021-22**

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	11	23	23	31	26	24	27	29	47	27	32	35	30	365
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

Friday 8/20/2021

2020-21 - As Reported

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

Indicator	Grade Level														Total
Number of students enrolled															
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA															
Course failure in Math															
Level 1 on 2019 statewide FSA ELA assessment															
Level 1 on 2019 statewide FSA Math assessment															

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

Indicator	Grade Level														Total
Students with two or more indicators															

The number of students identified as retainees:

Indicator	Grade Level														Total
Retained Students: Current Year															
Students retained two or more times															

2020-21 - 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	9	23	24	28	22	27	26	33	48	31	32	34	33	370	
Attendance below 90 percent	0	2	0	2	1	2	1	3	6	8	4	11	14	54	
One or more suspensions	0	0	0	0	0	1	0	0	4	5	2	1	1	14	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	3	1	7	1	4	4	10	30	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	3	12	4	2	4	12	37	

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	1	0	2	0	1	1	1	11	9	5	10	17	58

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 Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				100%	72%	56%	86%	67%	56%
ELA Learning Gains				81%	61%	51%	76%	60%	53%
ELA Lowest 25th Percentile					37%	42%		39%	44%
Math Achievement				71%	59%	51%	44%	52%	51%
Math Learning Gains				50%	51%	48%	41%	48%	48%
Math Lowest 25th Percentile					46%	45%		45%	45%
Science Achievement					68%	68%	70%	67%	67%
Social Studies Achievement					72%	73%		75%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019					
Cohort Comparison						
07	2021					
	2019	0%	54%	-54%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	62%	-62%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	61%	-61%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	54%	-54%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019	0%	61%	-61%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	49%	-49%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	54%	-54%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	68%	-68%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	75%	-75%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	72%	-72%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	60%	-60%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	61%	-61%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady is the progress monitoring tool used for grades 7 and 8 in reading and math.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	73	61
	Economically Disadvantaged			
	Students With Disabilities	5	4	5
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	57	50
	Economically Disadvantaged			
	Students With Disabilities	5	5	5
	English Language Learners	0	0	0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	55	71
	Economically Disadvantaged			
	Students With Disabilities	7	7	0
Mathematics	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	47	41
	Economically Disadvantaged			
Civics	Students With Disabilities	1	2	2
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	26	25	20	18	29						
BLK	39	48	27	32	27		46	55			
HSP	78	56		51	39		54				
MUL	63	47		45	32	27	44				
WHT	72	54	30	51	35	33	62	74	36		

2021 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 2019-20	C & C Accel 2019-20
FRL	62	44	32	39	26	29	41	70	27		
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
WHT	100	77		73	36						
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
WHT	83	76		36	38						

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	437
Total Components for the Federal Index	9
Percent Tested	74%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
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	43
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	50
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The data showed that although our students excel in the area of Reading and Language Arts, those same students struggled in almost all areas of math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

In third grade, our students scored 23% lower in math than the state average. Our fifth-grade students scored 10% below the state in math. Although our Geometry students only scored 2% below the state, there was only a 43% passing rate indicating a need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One of the barriers to our student's success is the fact that they are working virtually from home. Many of our students may not have a learning coach at home that is familiar enough with today's standards to provide effective interventions. Another contributing factor was the imbalance of emphasis we placed on ELA interventions in comparison to the number of interventions received in the area of mathematics. In order to address this improvement, we will need to increase the impact of our interventions in math while keeping the intensity of ELA intervention which has already proven to be effective. In addition, our teachers may require professional development in the area of math and for providing interventions via virtual instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

At every grade level, our students scored a minimum of 10% above the state average, showing that current instruction and interventions in the area of ELA were effective.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Factors that contributed were the addition of a reading coach as well as ESE support staff to the iFlagler team, consistent PLCs relating to student success in ELA, and the ability of our teachers to support our students effectively in Tier One for ELA on a virtual platform.

What strategies will need to be implemented in order to accelerate learning?

Since iFlagler uses the FLVS learning platform, and this platform introduces content at the highest level of the learning standards at each grade level, to accelerate student learning our teachers will need to conduct live lessons that provide targeted instruction on specific skills or critical content that students may have missed in the past or those that preview upcoming content to lay the background knowledge that will help students to gain footing for upcoming lessons. Teachers will also need assistance with providing effective interventions for students that are struggling with the curriculum so they can promote their academic success. Finally, teachers will need to be coached on providing critical, actionable feedback on assignments to support student learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be provided with professional development in the areas of disaggregating target data and responding effectively to that data via PLCs; providing students with critical, actionable feedback that promotes student learning; and providing impactful live lessons that will assist with accelerating student learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

For sustainability, additional services will include personnel resources for the staff through ESE support facilitators and an academic coach; critical, actionable feedback on instructional practices as they relate to the Danielson Model by the administrative team, and training for "teacher leaders" to create a greater impact on teaching and learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Our students scored well above the state average in ELA, however, many of those same students scored below the state average in math, specifically third grade, fifth grade, and Geometry students.
Measurable Outcome:	The percent of students scoring proficient on the FSA in third-grade and fifth-grade math and will increase by 5% and Geometry students scoring proficient on the EOC will also increase by 5%.
Monitoring:	Teachers will use collected formative assessments embedded in the FLVS platform to monitor student progress.
Person responsible for monitoring outcome:	Buffie Hill (hillb@flaglerschools.com)
Evidence-based Strategy:	The evidence-based strategy that will be implemented for this area of focus is the DuFour model for Professional Learning Communities: What do we expect our students to learn? How will we know they have learned it? How will we respond when some of them do not learn? How do we extend and enrich the learning for those who do?
Rationale for Evidence-based Strategy:	We selected this strategy because effective PLCs have proven to improve teacher skills and as a result the academic performance of students. We are using the DuFour PLC model because we believe that educators who focus on results must also shift their attention to goals that focus on student learning outcomes.

Action Steps to Implement

Professional Development for teachers on how to implement an effective Professional Learning Community.

Person Responsible Tara Millette (millettet@flaglerschools.com)

Create teacher teams, a monthly schedule, and team templates for PLCs.

Person Responsible Tara Millette (millettet@flaglerschools.com)

#2. Culture & Environment specifically relating to Equity & Diversity

Area of Focus	At the beginning of the 20/21 school year, there were a total of 1,654 enrollments to iFlagler virtual school. 296, or 18% of those enrollments were withdrawn for a reason of failing.
Description and Rationale:	
Measurable Outcome:	iFlagler will reduce the number of enrollments who are withdrawn for failing by 5% using the Withdrawn for Failing Report available on FLVS.net.
Monitoring:	All possible withdrawals will be reviewed by administration prior to assigning an official "Withdrawn for Failing" status. This will ensure that each student withdrawn has had equitable access to technology, academic support, and interventions (through the MTSS process) as documented by the course teacher, guidance counselor or academic coach.
Person responsible for monitoring outcome:	Erin Quinn (quinne@flaglerschools.com)
Evidence-based Strategy:	The MTSS process provides a framework for quality instruction and appropriate interventions to provide support for struggling learners.
Rationale for Evidence-based Strategy:	Research has shown that if the MTSS process is effectively implemented, schools can intervene quickly and appropriately it will increase the number of students who are successful with the content. iFlagler will follow the county guidelines and resources for implementing the MTSS process within our school to help all of our students learn and increase the likelihood of them being successful on the virtual platform to decrease the number of students withdrawn due to a failing status.

Action Steps to Implement

iFlagler MTSS coordinator will review all enrolled student records, create a list of students identified for MTSS, and assist with creating integrated plans that address students' academic, behavioral, social, and emotional needs.

Person Responsible Buffie Hill (hillb@flaglerschools.com)

Teachers will receive professional development so they can provide interventions and monitor progress effectively.

Person Responsible Buffie Hill (hillb@flaglerschools.com)

Frequent monitoring of student's progress to help decide if they need more interventions; ensuring that there is the use of evidence-based strategies at every tier of support.

Person Responsible Erin Quinn (quinne@flaglerschools.com)

Increasing family involvement so parents and caregivers can understand the interventions and give support at home.

Person Responsible Buffie Hill (hillb@flaglerschools.com)

#3. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: To increase and strengthen parent support community engagement to enhance relationships between families, our school, and our community. In reviewing parent and community involvement from last year, we recognized that we need to increase the number of opportunities that parents and the community have to be involved with iFlagler as a community school.

Measurable Outcome: iFlagler will increase the level of parent and community engagement in the school program as evidenced by attendance and participation at community-based events using the data from this year as a baseline.

Monitoring: This area of focus will be monitored by the number of parents and community members that engage in/attend school and community-based events.

Person responsible for monitoring outcome: Tara Millette (millettet@flaglerschools.com)

Evidence-based Strategy: Family and community engagement is a vital component for expanding learning opportunities for students and for developing positive relationships between families, schools, and the community. Multiple, evidence-based platforms will be implemented including but not limited to: SAC meetings, Monthly Community/Stakeholder newsletters, and the Adoption of Partners in Education.

Rationale for Evidence-based Strategy: The criterion used for selecting all of these strategies is simply because they have either been nonexistent or inconsistent in the past. The adoption of a SAC team will help us focus on parental and community involvement in our school, and our Partners in Education will link us with the community to increase our pool of resources.

Action Steps to Implement

Implement a SAC team and ensure the team meets monthly. Create monthly agendas and structures for the monthly SAC meetings. Hold a minimum of 6 SAC meetings.

Person Responsible Erin Quinn (quinne@flaglerschools.com)

Adopt a minimum of one Partner in Education and work with them on at least two community engagement events.

Person Responsible Tara Millette (millettet@flaglerschools.com)

Create a monthly newsletter to keep the parents and stakeholders informed of events, celebrations, and news from iFlagler virtual school. Share the newsletter to a minimum of three platforms, including but not limited to VSA, email, social media, and the school website.

Person Responsible Tara Millette (millettet@flaglerschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

As a virtual school, iFlagler does not report discipline data in the same way as the traditional brick and mortar schools. We support our students by providing equitable access to a guidance counselor and mental health counselor, as needed. We also utilize a digital platform where students can report bullying. In addition, students can request social-emotional support or academic assistance. Our primary concern is to monitor any and all reports of inappropriate online communication including, but not limited to cyberbullying.

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.

Although iFlagler is a virtual entity, we believe it is important to maintain a positive culture and environment for our faculty, staff, and students. This year we grouped our teachers together to create mission and value statements that they believe are important and created a new "branding" for ourselves that faculty, staff, and students could be proud of. We have also begun to reach out to the community to create partnerships that will help to enhance the quality of the environment that we provide for our students and staff as well. Also, our teachers keep a close connection with their students by conducting live lessons weekly in addition to the virtual content, and they make time for personal check-ins to help our students feel supported and associates with a school environment. In addition, we have made clear and accessible pathways for students to reach out to support staff, such as support facilitators and counselors, to foster their mental health and well-being in addition to supplemental academic support. Finally, we are continuing to follow through with many of the same practices that our brick and mortar community schools engage in, such as visiting students homes to recognize personal successes, staying connected with social media to keep the community informed of school and student celebrations, and hosting community events that our students and families can participate in to stay connected with their teachers and school.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The administrative team uses the teacher's mission and value statements to ensure that we are fostering common norms, expectations, and beliefs that are focused on positive school climate principles. This helps to build a teaching environment that is healthy and engaging, so they can provide the same for the students

they serve. We have reached out to our parents to create a successful SAC team as well as to community businesses to create partnerships that will work on innovating and collaborating with our teachers, parents, and administration to prepare students to thrive in their virtual environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
Total:			\$0.00