

Florida Virtual School

Florida Virtual Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	20
Positive Culture & Environment	25
Budget to Support Goals	26

Florida Virtual Middle School

5422 CARRIER DR., Orlando, FL 32819

www.flvsft.com

Demographics

Principal: Julian Cazan

Start Date for this Principal: 2/14/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2020-21 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
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	26

Florida Virtual Middle School

5422 CARRIER DR., Orlando, FL 32819

www.flvsft.com

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 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>53%</p>

School Grades History

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our Mission: To deliver high quality, digital learning on a robust online platform to achieve content mastery for student success.

Provide the school's vision statement.

Our Vision: To lead online education worldwide with transformative digital solutions-personalized to every student.

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
Campbell, Colin	Assistant Principal	6th grade students/families 6th grade instructors-all courses/content Elementary to Middle school transition School Policy Assurance Live Lesson Calendar New Teacher Support InMoment Staff One Note Curriculum/Liaison for ELA Faculty Handbook Student Progression Plan Teacher Appreciation CALT supervision Summer Bridge VSA Liaison CNA SIP Educator Liaison Monthly Walkthroughs Cognia Accrediation process
Chase, Madeline	Assistant Principal	Data/Reporting/FOCUS RTI/MTSS ReTeach/Sharks WIN Intensive Math Intensive Reading Resource teacher Supervision Guidance counselor Supervision Testing Department Liaison Master Schedule Student ITR SST SIP Fortify Notifications FOCUS/Enrollment Liaison Course Catalog SSS Mental health(counseling) Title 1/ESSER Grant items
Feacher, Kenyetta	Assistant Principal	8th grade students/families 8th grade instructors-all courses/contents Middle school to High school transition High School transition Teacher Evaluations Title II Documentation PLCs NearPod Implementation support Student experience

Name	Position Title	Job Duties and Responsibilities
		Parent satisfaction Student Experiences/planned activities Curriculum Liaison for Math, Science Clubs/Committees Staff, Student and Parent Square School Calendar Parent Liaison SAC Parent Square/FOCUS Messaging
Jacquard, Margaret	Assistant Principal	7th grade students/families 7th grade instructors-all courses/contents Student onboarding WD Data New Student Retention HR Customer Service New Student Experience/Onboarding course Staff Life Curriculum Liaison for SS Parent/Student Handbook Teacher Leadership Development Income Statement Forms CNA SIP Summer projects Interns TAT VSA Liaison Staff Meeting Topics/Slides Collection/WU slides Fortify Notifications
Garvey, Nicole	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, CALTs, MTSS Specialist, Literacy Coach, Resource Teachers) to ensure common vision is achieved.
Calzadilla, Anthony	Assistant Principal	Curriculum/Liaison for Electives and CTE ESE/Gifted/504 Liaison McKinney Vento Tracking Reading Plan CTE Teacher Leadership Development

Name	Position Title	Job Duties and Responsibilities
	Truancy Schoolwide Literacy Staff Onboarding Student Pacing Plan Schoolwide Literacy	

Demographic Information

Principal start date

Sunday 2/14/2021, Julian Cazanans

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

120

Total number of students enrolled at the school

2,945

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

19

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

17

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	0	0	0	0	0	0	1047	1249	1358	0	0	0	0	3654
Attendance below 90 percent	0	0	0	0	0	0	112	570	622	0	0	0	0	1304
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	27	11	11	0	0	0	0	49
Course failure in Math	0	0	0	0	0	0	13	4	10	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	27	23	35	0	0	0	0	85
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	54	62	56	0	0	0	0	172
Number of students with a substantial reading deficiency	0	0	0	0	0	0	11	36	31	0	0	0	0	78

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	22	24	38	0	0	0	0	84

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

Tuesday 8/24/2021

2020-21 - 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	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	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	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	0
Students retained two or more times	0	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				76%	76%	54%			53%
ELA Learning Gains				61%	61%	54%			54%
ELA Lowest 25th Percentile				53%	53%	47%			47%
Math Achievement				66%	66%	58%			58%
Math Learning Gains				56%	56%	57%			57%
Math Lowest 25th Percentile				54%	54%	51%			51%
Science Achievement				61%	61%	51%			52%
Social Studies Achievement				78%	78%	72%			72%

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	71%	71%	0%	54%	17%
Cohort Comparison						
07	2021					
	2019	73%	73%	0%	52%	21%
Cohort Comparison		-71%				
08	2021					
	2019	79%	79%	0%	56%	23%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	57%	57%	0%	55%	2%
Cohort Comparison						
07	2021					
	2019	71%	71%	0%	54%	17%
Cohort Comparison		-57%				
08	2021					
	2019	48%	48%	0%	46%	2%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	47%	47%	0%	48%	-1%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	83%	11%	67%	27%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	77%	0%	71%	6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	64%	18%	61%	21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	59%	33%	57%	35%

Grade Level Data Review - Progress Monitoring Assessments

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

Progress Monitoring is done by module and segment exam data gathered from within the courses tied to the FSA or EOC test. The analysis of the exam data is awaiting finalization by the AAA team.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	955 / 53%	957 / 88%	866 / 95%
	Economically Disadvantaged	308 / 46%	309 / 84%	290 / 92%
	Students With Disabilities	81 / 54%	82 / 82%	79 / 90%
	English Language Learners	20 / 65%	20 / 95%	19 / 100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1178 / 62%	908 / 84%	704 / 86%
	Economically Disadvantaged	379 / 60%	314 / 77%	234 / 82%
	Students With Disabilities	97 / 71%	81 / 75%	80 / 75%
	English Language Learners	24 / 63%	21 / 95%	19 / 84%
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	934 / 73%	1079 / 93%	960 / 96%
	Economically Disadvantaged	287 / 70%	336 / 90%	305 / 94%
	Students With Disabilities	63 / 67%	74 / 91%	70 / 91%
	English Language Learners	18 / 50%	20 / 80%	15 / 87%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1401 / 77%	1028 / 93%	903 / 89%
	Economically Disadvantaged	400 / 76%	325 / 91%	289 / 84%
	Students With Disabilities	87 / 75%	76 / 93%	69 / 83%
	English Language Learners	21 / 76%	20 / 75%	15 / 87%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	1336 / 82%	1,339 / 90.5%	1182 / 93%
	Economically Disadvantaged	405 / 78%	406 / 86%	365 / 88%
	Students With Disabilities	91 / 78%	91 / 85%	84 / 85%
	English Language Learners	22 / 77%	22 / 77%	17 / 82%
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
Number/% Proficiency		Fall	Winter	Spring
English Language Arts	All Students	798 / 43%	941 / 88%	862 / 92%
	Economically Disadvantaged	280 / 41%	335 / 85%	315 / 90%
	Students With Disabilities	56 / 43%	66 / 83%	59 / 85%
	English Language Learners	10 / 30%	13 / 69%	13 / 85%
	Number/% Proficiency		Fall	Winter
Mathematics	All Students	601 / 63%	561 / 82%	548 / 89%
	Economically Disadvantaged	244 / 57%	226 / 75%	223 / 86%
	Students With Disabilities	65 / 57%	56 / 79%	52 / 77%
	English Language Learners	9 / 78%	9 / 89%	10 / 90%
	Number/% Proficiency		Fall	Winter
Science	All Students	946 / 31%	945 / 85%	857 / 81%
	Economically Disadvantaged	336 / 26%	336 / 83%	313 / 78%
	Students With Disabilities	67 / 24%	67 / 87%	60 / 75%
	English Language Learners	13 / 15%	13 / 92%	13 / 62%

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	44	46	33	47	43	37	41	67	39		
ELL	64	80	73	48	63	63					
ASN	94	70		91	55		100	82	75		
BLK	63	61	37	55	41	38	51	85	53		
HSP	74	64	53	62	46	46	63	79	53		
MUL	85	64	60	76	55	47	81	83	66		
WHT	77	63	48	73	50	49	73	83	59		
FRL	68	59	46	62	50	50	59	77	49		
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						

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
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

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	63
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	563
Total Components for the Federal Index	9
Percent Tested	66%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	44
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	65
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	
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	81
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	54
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 Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	69
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	64
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	58
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?

Based off of 2020-2021 School Grade Data:

The data component that showed the lowest performance was the percent of lowest quartile students demonstrating Math learning gains (only 47%). There were some alignment gaps in our ELA course curriculum with state assessment. ELA Achievement was 25% higher than the state average, but L25 gains were 4% lower than in 2019. In the subgroups of SWD and FRL there was a reduction in ELA learning gains of 2% and 1.4% respectively. Math learning gains showed a reduction from 2019 from 53% to 49%. While Math Achievement was 20% higher than the state average. All school grade components scored higher than the state. When broken down by grade level in ELA, 6th grade increased by 6% points, 7th grade by 2% points and 8th grade by 3% points. In Math, by grade level, 6th grade increased by 6% points, 7th grade decreased by 1% point and 8th grade increased by 1% point. All above the state by a range of 13-26% points.

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

MS Acceleration decreased 13% points (59 from 72)
 Math Learning Gains L25 decreased 7% points (48% from 56%)
 Math Learning Gains decreased 8% points (48% from 53%)
 ELA Learning gains L25 decreased 4% points (49% from 53%)

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

As our school doubled in size, we have seen an increase of below proficient enrollments mainly in the areas of math and ELA. Students did not take the FSA the prior year, so data to support proper course placement was lacking.

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

NGSSS sci had an increase of 13% points (62% up from 47%)
 Civics EOC had an increase of 5% points (82% up from 77%)
 6th grade ELA had an increase of 6% points (78% up from 71%)
 6th grade Math had an increase of 6% points (63% up from 57%)

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

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. The implementation of Extended Day and Sharks WIN sessions along with open office hours that targeted individual student and small group needs. Teachers created and provided asynchronous study materials for added support. Science achievement has been a SIP goal for the last few years. Teachers dedicated PLC groups to studying what strategies worked, analyzed standards data to adjust resources, taught review sessions in each grade level courses, and held NGSSS review sessions targeting lowest standards.

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

Continuation of Extended Day and Sharks WIN, Math and ELA teachers will offer additional live lesson sessions so that smaller groups will be in attendance. This will allow more participation and interaction for the students and the use of collaborative student teams. Specific PD aimed at providing teachers with strategies to get students more engaged will be delivered throughout the school year. An additional lead teacher in the area of Intensive courses has been added. Teachers will scaffold instruction and targeted instruction on specific skills or concepts. Prioritize standards based on prior data showing mastery level of each.

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.

Researched based strategies based on school goal and needs to increase engagement, participation, and increase rigorous tasks that allow multiple perspectives and pathways to solutions.

Expanding on real-world topics through debate from an expository and argumentative perspective

Writing camps

Literacy Coach sessions for staff

Leadership to attend leadership conferences

AMLE memberships for resources

PD on research based resources for teacher use (MathNation, Rewards, NewsELA)

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

Our instructional staff is receiving professional development in the upcoming BEST standards, which will be one way in which our school and instruction will ensure sustainability and improvement. Several of our math teachers participated in a state-led Math BEST training and they will lead their department in training and services to prepare our students for those upcoming changes. Additional, many members of our ELA & Math teams are involved with trainings and services with our curriculum team regarding BEST standards and updating curriculum. The instructional staff that supports our L25 populations most directly have receive trainings and services from iReady which has already implemented some of these upcoming BEST standards within its program and resources. The teachers will continue to participate in the professional learning communities model that starts with what the students know, how will teachers measure learning, collective collegiate resources and abilities, and reflections on student outcomes to change that results in improved learning and teaching. Throughout these different services and trainings, our teachers will be able to lead instruction that is continuing to improve while being sustainable.

Part III: Planning for Improvement**Areas of Focus:**

#1. 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 the demonstrable improvement of student learning
Measurable Outcome:	By the end of the 2021-2022 school year, FLVS Full Time Middle School students will increase in each of the following Math components: 7th Grade Math: 70% to 72% Learning Gains: 48% to 56% Learning Gains of the Lowest Quartile: 47% to 54% Geo EOC: (91% to 92%)
Monitoring:	This goal will be monitored using module assessments, segment exams for all students, and diagnostic performance for our lowest quartile students.
Person responsible for monitoring outcome:	Kenyetta Feacher (kfeacher@flvs.net)
Evidence-based Strategy:	<ul style="list-style-type: none"> - 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 and CALT AP - Content Area Lead Teacher - iReady support - Weekly SST Meetings - Data chats with L25 students with intensive math teacher via DBA - Implementation of research based resources (MathNation, NewsELA)
Rationale for Evidence-based Strategy:	This school year will be focused on filling the potential gaps from the end of the 2019-2020 and 2020-2021 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 Kenyetta Feacher (kfeacher@flvs.net)

#2. 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 2021-2022 school year, FLVS Full Time Middle School students will increase three percent in the ELA components of achievement and learning gains of the lowest 25% will increase by four percent.
8th grade ELA: 76% to 79%
Learning Gains of the Lowest Quartile: 49% to 53%

Monitoring: This goal will be monitored using module assessments, segment exams for all students, and diagnostic performance for our lowest quartile students.

Person responsible for monitoring outcome: Colin Campbell (ccampbell@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
 - Implementation of research based resources (NewsELA, Rewards)

Rationale for Evidence-based Strategy: This school year will be focused on filling the potential gaps from the end of the 2020-2021 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 Colin Campbell (ccampbell@flvs.net)

#3. Other specifically relating to Acceleration

Area of Focus	Provide opportunities for our students to excel in rigorous courses
Description and Rationale:	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 2021-2022 school year, we will have earned 72% of the possible acceleration percentage, which is an increase of 13% points.
Monitoring:	Student performance will be monitored using module assessments, segment exams, and course pacing.
Person responsible for monitoring outcome:	Colin Campbell (ccampbell@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 Kenyetta Feacher (kfeacher@flvs.net)

#4. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus 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.
Description and Rationale:

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 2022.
 Provide trainings for parents in the area of Social/Emotional Learning and Mental Health at least 3x per semester.
 Provide at minimum monthly SEL open group workshop for students in the area of Social Emotional Learning and Mental Health that are identified by SEL Assessments.

Monitoring: This will be monitored through our student services team, teachers implementing a SEL student program and counselors with Character Education sessions.

Person responsible for monitoring outcome: Colin Campbell (ccampbell@flvs.net)

- 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

Evidence-based Strategy:

- Positive Psychology in morning announcements
- Character Education Sessions 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

Person Responsible Colin Campbell (ccampbell@flvs.net)

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.

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.

Due to our online learning environment, discipline issues that are reported to the state are rare. Last year, we did not have any to report. Expectations, policies and procedures have been created and shared with stakeholders to ensure this trend continues.

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.

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 FTMS provides over 60 club opportunities for students to be involved socially in an area of their interest. Morning announcements are held Monday, Wednesday, and Fridays. These gather students together at the beginning of these days to socialize, celebrate school accomplishments and share important information. Teachers hold monthly crew meetings with the students in their classes. These meetings serve many needs of the students including a sense of belonging, socialization, celebration of successes, and building a positive school culture. School counselors hold Friends Club and Character Ed sessions. Both build school culture and positive environment.

Administration creates a focus and vision for the year. PD and goals are based on this vision. Teachers are encouraged to provide input into their role of how they impact this vision. This creates buy in and teachers feel valued. Admin celebrates teachers weekly in updates, monthly in faculty meetings and teacher walkthroughs. Social events are held and self care is one of the expectations for the staff.

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

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.

Teachers are pivotal in creating a positive culture and environment. Teachers are provided multiple opportunities throughout the year to provide input and be a part of decision making. Admin models relationship building and support and this trickles down to how they treat students.

The Student Services team provides mental health supports to both staff and students by small group sessions, Threat Assessment Team and individual student/staff support.

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: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Other: Acceleration	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00