Florida Virtual High School

2021-22 Schoolwide Improvement Plan

Table of Contents

Florida Virtual High School

5422 CARRIER DR., Orlando, FL 32819

www.flvsft.com

Demographics

Principal: Daniele Shick

Start Date for this Principal: 5/24/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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)	32%
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: B (57%) 2017-18: B (60%) 2016-17: B (55%)
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

Florida Virtual High School

5422 CARRIER DR., Orlando, FL 32819

www.flvsft.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 9-12	Yes	33%

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

School Grades History

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

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission: To lead online education worldwide with transformative digital solutions – personalized to every student.

Provide the school's vision statement.

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

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
Shick, Daniele	Principal	The Principal provides instructional leadership for the planning, management, operation and evaluation of the FLVS FT School. The Principal partners with Assistant Principals to support their work with teachers to ensure that each child successfully completes his/her instruction program. The Principal manages the overall school operation working with parents, students, support staff and certified teachers who "virtually" facilitate a student instructional program.
Anderson, Curry	Assistant Principal	The Assistant Principal, under the direction of the Principal, assists in managing the FLVS FT School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information/serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.
Elenzweig, Nicole	Assistant Principal	The Assistant Principal, under the direction of the Principal, assists in managing the FLVS FT School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information /serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.
Koushakjy, Abude	Assistant Principal	The Assistant Principal, under the direction of the Principal, assists in managing the FLVS FT School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information /serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.
Mercer, Ronald	Assistant Principal	The Assistant Principal, under the direction of the Principal, assists in managing the FLVS FT School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information /serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.
Slocum, Lesa	Assistant Principal	The Assistant Principal, under the direction of the Principal, assists in managing the FLVS FT School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement,

Name	Position Title	Job Duties and Responsibilities
		as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information /serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.
VanHook, Natalie	Assistant Principal	The Assistant Principal, under the direction of the Principal, assists in managing the FLVS FT School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information /serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.

Demographic Information

Principal start date
Sunday 5/24/2020, Daniele Shick

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.*
1

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.*
12

Total number of teacher positions allocated to the school
140

Total number of students enrolled at the school
4,076

Identify the number of instructional staff who left the school during the 2020-21 school year.
37

Identify the number of instructional staff who joined the school during the 2021-22 school year.
23

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	0	0	0	829	981	1087	1211	4108
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	636	651	717	877	2881
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	8	21	12	12	53
Course failure in Math	0	0	0	0	0	0	0	0	0	8	10	12	17	47
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	63	42	60	44	209
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	47	37	32	24	140
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	41	16	20	21	98
Number of students with a substantial math deficiency	0	0	0	0	0	0	0	0	0	46	21	27	8	102

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

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

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 7/30/2021

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	0	0	0	0	0	0	0	
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	14	35	42	43	134
Course failure in Math	0	0	0	0	0	0	0	0	0	19	36	36	21	112
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	63	42	60	44	209
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	47	37	32	24	140

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	30	32	25	27	114

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	27	64	52	16	159
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	27	30	9	66

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	0	0	0	0	0	0	0	
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	14	35	42	43	134
Course failure in Math	0	0	0	0	0	0	0	0	0	19	36	36	21	112
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	63	42	60	44	209
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	47	37	32	24	140

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	30	32	25	27	114

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	27	64	52	16	159
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	27	30	9	66

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				71%	71%	56%	75%		56%
ELA Learning Gains				59%	59%	51%	60%		53%
ELA Lowest 25th Percentile				39%	39%	42%	53%		44%
Math Achievement				53%	53%	51%	62%		51%
Math Learning Gains				48%	48%	48%	53%		48%
Math Lowest 25th Percentile				27%	27%	45%	48%		45%
Science Achievement				81%	81%	68%	73%		67%
Social Studies Achievement				84%	84%	73%	84%		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
09	2021					
	2019	74%	74%	0%	55%	19%
Cohort Comparison						
10	2021					
	2019	70%	70%	0%	53%	17%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	80%	83%	-3%	67%	13%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	83%	83%	0%	70%	13%
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	47%	64%	-17%	61%	-14%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	56%	59%	-3%	57%	-1%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools used to compile the data below include I-Ready Diagnostic ELA and Math for 9th grade students and Scantron Diagnostic ELA and Math for 10th, 11th, and 12th grade students. Our progress monitoring for the 2020-21 school year was targeted at our students who were three or more grade levels below. This coupled with our rapid increase in student enrollment limited our ability to complete universal screening. An increased number of licenses have been procured for the 2021-22 school year producing an increase in the number of students being screened.

In regard to courses without an official progress monitoring tool, course segment exam data will be reviewed and monitored to gauge proficiency and areas of weakness. Courses aligned with the Biology EOC include Biology and Biology Honors. Courses aligned with the US History EOC include US History and US History Honors. The data is not broken out by grade level. Biology data is in the 9th grade area, but includes grades 9-12. US History is in the 11th grade area but includes grades 9-12. Subgroup data is unavailable at this time.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33/ 0%	33/ 18.18 %	17 47.05%
	Economically Disadvantaged	18/ 0%	14/ 28.57%	5/ 60%
	Students With Disabilities	15/ 0%	14/ 28.57%	8/ 50%
	English Language Learners	0/ 0%	0/ 0%	0/ 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42/ 0%	40/ 45%	33 39.39%
	Economically Disadvantaged	24/ 0%	24/ 45.83%	21/ 28.57%
	Students With Disabilities	18/ 0%	18/ 27.78%	15/ 13.33%
	English Language Learners	0/ 0%	0/ 0%	0/ 0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	979 / 90%	975 / 91%	907 / 93%
	Economically Disadvantaged	342 / 89%	341 / 91%	322 / 93%
	Students With Disabilities	70 / 86%	69 / 83%	67 / 88%
	English Language Learners	14 / 100%	14 / 93%	14 / 100%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	See 11th grade	See 11th grade	See 11th grade
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15/ 0%	11/ 9.09%	7/ 71.43%
	Economically Disadvantaged	9/0%	6/ 0%	5/ 0%
	Students With Disabilities	6/ 0%	4/ 0%	4/ 0%
	English Language Learners	1/ 0%	1/ 0%	1/ 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19/ 0%	20/ 50%	16/ 56.25%
	Economically Disadvantaged	15/ 0%	13/ 53.84%	10/ 70%
	Students With Disabilities	9/ 0%	9/ 44%	8/ 75%
	English Language Learners	0/ 0%	0/ 0%	0/ 0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	See 9th grade	See 9th grade	See 9th grade
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	See 11th grade	See 11th grade	See 11th grade
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/ 0%	18/ 5.5%	13/ 5.5%
	Economically Disadvantaged	3/ 0%	6/ 0%	4/ 0%
	Students With Disabilities	3/ 0%	3/ 0%	2/ 0%
	English Language Learners	1/ 0%	1/ 0%	1/ 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22/ 0%	25/ 60%	17/ 60%
	Economically Disadvantaged	5/ 0%	7/ 42.85%	5/ 80%
	Students With Disabilities	5/ 0%	5/ 20%	4/ 50%
	English Language Learners	0/ 0%	0/ 0%	0/ 0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	See 9th grade	See 9th grade	See 9th grade
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	1117 / 85%	1111 / 90%	1060 / 93%
	Economically Disadvantaged	381 / 87%	378 / 90%	359 / 93%
	Students With Disabilities	56 / 77%	55 / 90%	57 / 89%
	English Language Learners	15 / 93%	15 / 100%	14 / 100%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20/ 0%	19/ 31.58%	12/ 33.33%
	Economically Disadvantaged	2/ 0%	4/ 50%	2/ 50%
	Students With Disabilities	7/ 0%	6/ 0%	3/0%
	English Language Learners	1/ 0%	1/ 0%	1/ 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/ 0%	8/ 87.50%	4/ 25%
	Economically Disadvantaged	3/ 0%	4/ 25%	2/ 50%
	Students With Disabilities	4/ 0%	4/ 75%	2/ 0%
	English Language Learners	0/ 0%	0/ 0%	0/ 0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	See 9th grade	See 9th grade	See 9th grade
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	See 11th grade	See 11th grade	See 11th grade
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

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	33	41	37	25	29	18	54	44		100	15
ELL	53	56		23	40	50					
ASN	81	73		73	63		86	91		85	59
BLK	61	51	44	35	29	29	56	67		100	21
HSP	72	57	47	42	36	35	76	79		94	33

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
MUL	65	52	39	48	40	30	78	74		92	31
WHT	73	61	51	53	36	33	79	83		96	36
FRL	66	58	50	42	35	30	68	77		93	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
SWD	31	43	28	32	39	27	54	48		88	14
ASN	79	64		68	35		88	80		85	35
BLK	72	57	30	37	37	32	65	83		80	36
HSP	66	58	37	47	38	15	79	77		82	30
MUL	80	64		61	71		86	89		86	42
WHT	72	60	40	56	52	34	83	86		81	30
FRL	68	56	33	48	42	22	82	79		79	27

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	36	48	43	33	46	45	27	47		79	15
ASN	89	70		88	62		94	83	100	70	19
BLK	67	63	54	48	53	50	62	72	61	66	20
HSP	73	61	52	58	53	51	64	80	54	68	28
MUL	82	59	48	66	47	44	69	86	55	67	25
WHT	75	59	54	64	53	46	77	87	64	67	27
FRL	68	60	52	54	52	45	67	76	51	64	28

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	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	583
Total Components for the Federal Index	10
Percent Tested	79%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	40
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	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	76
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	49
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	57
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	55
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	60
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	55
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?

After a review of achievement data across grade levels, subgroups and core content areas, several trends were discovered. A decrease in state achievement scores across multiple subgroups with an emphasis on our multiracial, black, and SWD subgroups emerged as a trend.

In regards to ELA achievement we found 9th grade decreased by 3.4% and 10th grade increased by 2.2% as well as noting black and Hispanic subgroups had the highest decrease of all.

While all subgroups had a decrease in achievement on the Algebra 1 EOC, SWD had the largest decrease. Similarly nearly all subgroups had a decrease in Geometry EOC achievement with the multiracial subgroup showing the largest decline.

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

Various areas show a need for improvement for the coming school year. ELA achievement for grade 9, achievement for all EOCs (Alg 1, Geo, Bio, USH), and learning gains in Math are of the utmost priority. While a large majority of subgroups showed decreases across all tested areas, multiracial, black, and SWD subgroups show the greatest need for improvement.

As a school, we recognize our 2020-21 progress monitoring data is not reliable due to size of the tested population. Due to the inability to adequately assess we have increased the population for whom we progress monitor and study trends.

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

Factors contributing to areas in need of improvement include a rapid increase in student enrollment (2,800 in 2019-20 to 4,800 in 2020-21) causing an increase in new staff as well. Participation in state testing was affected showing approximately 20% less participation than in prior years. The school leadership team, under direction of a principal in her first year, worked to enact change and restructure school-wide systems and processes.

In addition to internal changes within the school the pandemic caused a decrease in areas of achievement and learning gains as well. Covid-19 played a role in student retention which decreased by 1.05% and influenced the number of students willing to participate in state testing.

To address areas in need of improvement the school will continue to strengthen its systems and processes to improve student retention and provide support to students new to an online environment. Steps have been taken to obtain an adequate number of licenses for screening tools and remedial support. A new approach to providing remediation to students enrolled in courses aligned with state assessed areas has been established allowing students in English 1 and English 2 access to remedial support through the evidence based program, Achieve 3000. Algebra 1 and Geometry students will receive support through IXL. To further support instruction and address struggling students the school has fully dedicated literacy and instructional coaches who will provide professional development and support to ensure tier 2 strategies are offered on a more consistent basis.

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

The areas of ELA 10th Achievement and our bottom quartile for Math & ELA showed the most improvement. Additionally, when disaggregated by demographic, our Students' with Disabilities in ELA achievement nearly doubled state performance. All subgroups for ELA are above the state level. Our Asian and Hispanic subgroup population showed the most improvement in ELA Achievement, compared to other subgroups. In regard to the Geometry EOC, Asian and SWD subgroups showed improvement. Regarding the Biology EOC, the non-FRL subgroup made an increase. Finally, regarding the US history EOC, our Asian and Hispanic subgroups improved from the prior year's data.

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

Factors contributing to this improvement include MTSS restructuring, intervention instructor support in T2 instruction, and an increase in staff to the Intervention Team which provided additional support. Furthermore, there was a concentrated focus on student needs per grade level. Additionally, we offered professional development on Differentiated instruction and an increase of staff-led professional development and sharing of best practices. Another set of factors include a shift in staff culture to promote collaboration, increased testing strategy sessions, and revamped resources. A renewed focus on instructional strategies to support students was also promoted, and additional collaboration opportunities were provided, especially to the 10th grade ELA team.

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

In order to accelerate learning, various opportunities for instructional support will be offered including Teach Like a Champion (TLAC), literacy, Tier 1 and Tier 2 instructional support. Furthermore, best practices will be observed and shared through Instructional Rounds. In order to be more proactive, we will screen all 9th graders, all 10th graders, and any 11th or 12th-grade students who have not met graduation testing requirements.

The adoption of reading programs with strong ESSA evidence as well as evidence-based math programs will also support the growth of our students across the tiers and in all subgroups.

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.

We recognize the need to build capacity in our instructional staff; therefore instruction will be a main focus for our school this year. We have intentionally selected professional development programs to meet our unique environment and expose our staff to a variety of techniques and best practices. Below are the scheduled initiatives:

-Teach Like a Champion (TLAC) provides educators with a set of techniques, a shared vocabulary, and a framework for practice that equip teachers to achieve dramatic results with their students.
-Literacy - throughout the year our Literacy coach provided profesional develop on Depth of Knowledge (DoK), Strategies in Action (SIA), and offer individual support to teachers as needed.
-Instructional Rounds
-RtI-A & RtI-B Collaboration Cafe (teacher support) - a forum for teacher collaboration and sharing best practices supported by Resource and Intervention support staff.
-Professional Learning CommunitiesPLCs
-i3 - The FLVS organization-wide conference for progressional development and learning.
-Monthly PD- Teachers choose from a variety of sessions offered monthly based on their interests and/or needs.
-IXL/Achieve 3000/USA Test Prep/Rewards Implementation training

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

In order to ensure the sustainability of our improvement for the future, we have established systems that will continue to be strengthened. New and revised staff positions have been allocated to support school improvement. The addition of an Instructional Coach and a fully-devoted Literacy Coach for Full-Time High School will provide an added layer of support as our staff works to build capacity with Tier 1 and Tier 2 intervention strategies. Moreover, scientifically based reading and math intervention tools have been adopted and systems for screening and identifying students have been established. Progress monitoring will be used to drive instructional decisions as well as adjustments to interventions, implementing the problem-solving process.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Upon a review of state assessment data improving achievement across all subgroups and assessments will be a main focus. An emphasis will be placed on the multiracial, black, and students with disabilities subgroups as trends show a greater decrease for these populations. Cognia Standards: 1.3, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10, 2.11, 2.12, 3.5, 3.6
Measurable Outcome:	By the end of May 2022, student achievement on the Algebra 1 EOC will increase by 8%. By the end of May 2022, student achievement on the Geometry 1 EOC will increase by 8%. By the end of May 2022, student achievement on the Biology 1 EOC will increase by 6%. By the end of May 2022, student achievement on the US History EOC will increase by 5%. By the end of May 2022, student achievement for 9th graders taking the ELA assessment will increase by 5%. By the end of May 2022, learning gains on the Algebra I and Geometry EOCs will increase by 8%. By the end of May 2022, 9th and 10th grade learning gains in ELA will increase by 2%.
Monitoring:	ELA and math universal screening will occur at regular intervals through iReady for all 9th and 10th grade students as well as 11th and 12th grade students who have not met the assessment requirements for graduation. Student data will be monitored and analyzed to ensure progress is being achieved throughout the school year. Data will be shared with content and intervention instructors in order to support differentiated instruction.
Person responsible for monitoring outcome:	Daniele Shick (dshick@flvs.net)
Evidence-based Strategy:	"In the context of an RTI prevention model, universal screening is the first step in identifying the students who are at risk for learning difficulties. It is the mechanism for targeting students who struggle to learn when provided a scientific, evidence-based general education (Jenkins, Hudson, & Johnson, 2007). Universal screening is typically conducted three times per school year: fall, winter, and spring. Universal screening measures consist of brief assessments focused on target skills that are highly predictive of future outcomes (Jenkins, 2003)." http://www.rtinetwork.org/learn/research/universal-screening-within-a-rti-model "iReady Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. It offers a complete picture of student performance and growth, eliminating the need for multiple tests. By adapting to student responses and assessing a broad range of skills iReady pinpoints student ability level, identifies the skills students need to learn to accelerate their growth, and charts a personalized learning path." https://www.curriculumassociates.com/products/i-ready/i-ready-assessment
Rationale for Evidence-based Strategy:	Progress monitoring is an assessment technique which tells educators areas of student strength and weakness related to benchmarks and standards. Collected data allows instructors to adjust instruction and differentiate based on student needs. Through regular assessment intervals instructors are able to determine if strategies used are effective and can provide further remediation if needed. Through increased training and focus on instruction, instructors will understand and implement strategies to support students who struggle. Tier 1 and Tier 2 instructional strategies will be used to support students in areas of achievement and learning gains.

Action Steps to Implement

Universal screening through iReady will occur at varying intervals: Fall, Winter, Spring, and as needed.

Person Responsible Deanna DeFilippo (ddefilippo@flvs.net)

Student progress monitoring data will be collected, analyzed and shared with key staff. Content area staff will use this data to guide and inform T1/T2 instruction while intervention staff will use this data to guide T3 instruction.

Person Responsible Abude Koushakjy (akoushakjy@flvs.net)

Content area teachers will track T2 instructional strategies and compare to assessment data to determine if differentiated instructional methods are effectively making an impact on student learning. Content and intervention teachers will analyze subgroup assessment data and collaborate to share best practices through our organized Data Days as well as virtually throughout the school year.

Person Responsible Daniele Shick (dshick@flvs.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Despite outperforming the state in Algebra 1 and Geometry EOC achievement and increasing by 6% in the area of learning gains for the lowest 25%, learning gains decreased by 12% overall (6% for each respective EOC). This area of focus further supports the need to screen students in the area of math to determine gaps in understanding and provide differentiation through Tier 1 and Tier 2 interventions. Cognia Standards: 1.3, 2.4, 2.6, 2.7, 2.9, 2.10, 2.11, 3.5, 3.6, 3.8
Measurable Outcome:	By the end of May 2022, learning gains on the Algebra I and Geometry EOCs will increase by 3%. By the end of May 2022, student achievement on the Geometry EOC will increase by 3%.
Monitoring:	Math universal screening will occur at regular intervals through iReady for all 9th and 10th grade students as well as 11th and 12th grade students who have not met the assessment requirements for graduation. Student data will be monitored and analyzed to ensure progress is being achieved throughout the school year. Data will be shared with content and intervention instructors in order to support differentiated instruction.
Person responsible for monitoring outcome:	Daniele Shick (dshick@flvs.net)
Evidence-based Strategy:	"In the context of an RTI prevention model, universal screening is the first step in identifying the students who are at risk for learning difficulties. It is the mechanism for targeting students who struggle to learn when provided a scientific, evidence-based general education (Jenkins, Hudson, & Johnson, 2007). Universal screening is typically conducted three times per school year: fall, winter, and spring. Universal screening measures consist of brief assessments focused on target skills that are highly predictive of future outcomes (Jenkins, 2003)." http://www.rtinetwork.org/learn/research/universal-screening-within-a-rti-model Using IXL Tier 2 students will be exposed to algebraic/geometric concepts. Research shows "IXL schools performed better than non-IXL schools in both math and ELA. For math, schools that used IXL for two years performed better than schools that used IXL for only one year. Twenty additional skills mastered per student, per school year, resulted in a 4 percent increase in math on the 2015 FSA." https://www.ixl.com/research/Impact-of-IXL-in-Florida.pdf
Rationale for Evidence-based Strategy:	The Full Time HS utilizes data consistently to identify areas of instructional need and other strategies intended to strengthen and improve school conditions for learning. Enriching the student experience while also supporting struggling learners is the goal. Re-Teach is a program ensuring students who need additional supports are given the opportunity to strengthen concepts in a small learning environment. Recorded lessons, resources, and staff dedicated to intervention are all offered to further support student learning. iReady screening data allows staff to target specific students needing intervention as well as identify areas of weakness. IXL Math provides remediation to students in skill gap areas in order to strengthen key concepts aligned with standards.

Action Steps to Implement

Universal screening through iReady will occur at varying intervals: Fall, Winter, Spring, and as needed.

Person Responsible	Deanna DeFilippo (ddefilippo@flvs.net)

Student progress monitoring data will be collected, analyzed and shared with key staff. Content area staff will use this data to guide and inform T1/T2 instruction while intervention staff will use this data to guide T3 instruction.

Person Responsible Abude Koushakjy (akoushakjy@flvs.net)

Content area teachers will track T2 instructional strategies and compare to assessment data to determine if differentiated instructional methods are effectively making an impact on student learning. Content and intervention teachers will analyze subgroup assessment data and collaborate to share best practices through our organized Data Days as well as virtually throughout the school year.

Person Responsible Daniele Shick (dshick@flvs.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Students in the subgroup of Students with Disabilities missed the federal mark requirements by 1% on the Federal Percent of Points Index (ESSA) for the 2018-2019 school year.

Cognia Standards: 1.7, 2.1, 2.4, 2.7, 2.9, 2.10, 2.11, 3.5, 3.6 |
Measurable Outcome:	Student performance for the Students with Disabilities subgroup will increase at least 2% on the Federal Percent of Points Index (ESSA) in the 2021-2022 school year.
Monitoring:	ELA and math universal screening will occur at regular intervals through iReady for all 9th and 10th grade students as well as 11th and 12th grade students who have not met the assessment requirements for graduation. All student data will be monitored and analyzed, with an emphasis on the SWD subgroup, to ensure progress is being achieved throughout the school year. Data will be shared with content and intervention instructors in order to support differentiated instruction.
Person responsible for monitoring outcome:	Daniele Shick (dshick@flvs.net)
Evidence-based Strategy:	Students with disabilities have a network of support including ESE Managers and instructors, content, and intervention instructors. Through MTSS, instruction is individualized to meet needs based on accommodations in each student's IEP.

Evidence based strategies include professional development and teacher support, family engagement, increased accessibility, and instructional strategies to support personalization such as:
-Encourage students to voice opinions on instructional practices in and outside the classroom
-Involve students in creating equitable online learning environments by encouraging choice and voice in instruction
-Practice empathy to accommodate different learning styles and needs.

"Online instruction for SWD must incorporate personalization and give students choice in when, how, and what content they engage with. Students' progress should be monitored early and often. Schools must be able to access online performance data to monitor progress. Students should be able to collaborate with instructors and peers to encourage engagement and development of social skills." https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Blog/Post/1034

Students with disabilities need to receive effective, scientifically-based instruction to help them reach their potential. IDEA requires special educators to use sound research in selecting methods and strategies to use in their classrooms. |
| **Rationale for Evidence-based Strategy:** | Progress monitoring is an assessment technique which tells educators areas of student strength and weakness related to benchmarks and standards. Collected data allows instructors to adjust instruction and differentiate based on student needs. Through regular assessment intervals instructors are able to determine if strategies used are effective and can provide further remediation if needed.

Through increased training and focus on instruction, accommodations, and evidence based research to support students with disabilities, instructors will understand and implement |

strategies to support students who struggle. Tier 1, 2, and 3 instructional strategies will be used to support students in areas of achievement and learning gains.

Action Steps to Implement

ESE subgroup students are identified

Person Responsible Abude Koushakjy (akoushakjy@flvs.net)

Regular meetings occur with ESE teachers and regular education teachers

Person Responsible Abude Koushakjy (akoushakjy@flvs.net)

Apply evidence based strategies in live lessons

Person Responsible Daniele Shick (dshick@flvs.net)

Monitor student progress and analyze data. Content and intervention teachers will analyze subgroup assessment data and collaborate to share best practices through our organized Data Days as well as virtually throughout the school year.

Person Responsible Abude Koushakjy (akoushakjy@flvs.net)

Adjust evidence based strategies based on students' achievements

Person Responsible Daniele Shick (dshick@flvs.net)

Additional Schoolwide Improvement Priorities

Using the 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.

N/A

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.

FLVS Full Time High School works to promote a positive school culture and environment through three main areas of focus: celebrations of success, personal and professional growth and development, and personal and academic/professional empowerment.

Celebrations: As a school culture, celebrating success is continuously encouraged. This is done through various outlets based on the stakeholder. Students are recognized and supported through Honor Roll, "shout outs" during Live Lessons and class emails, and through course announcements. There are also schoolwide spotlights on individual students via the school's social media outlets (Facebook, blog, and Instagram) as well as the high school news show. Individual monthly and weekly calls, meetings, Live Lessons, and MTSS/Rt are also opportunities to celebrate each student that is taken advantage of on a daily basis.

Staff are recognized and supported through various facets such as School House meetings, individual calls and emails, Weekly Updates in Cathedral Builders, and the Sunshine Committee.

Growth and Development: Personal and professional growth and development opportunities such as Shark Scholars, Professional Learning Communities, Passion Projects, book studies, the FLVS Full Time Onboarding course, and guest speakers assist students and staff not only with growth, but provide a basis for stakeholders to collaborate and engage in meaningful conversations with others to advance their knowledge base and personal and professional goals.

Empowerment: The empowerment of students and staff takes place through a number of activities. These include, but are not limited to: teacher mentors, team leads, student presentations, our Homeroom model, team building activities, monthly professional learning opportunities, and Strong Start webinars/tools/ websites students. School citizens of all roles are provided tools to grow and showcase leadership within themselves, as well as other specialized skills, talents, and passions.

Cognia Standards: 2.2, 2.3, 2.4

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

There are various stakeholders who contribute to the positive culture and environment at our school.

Administration
Role: Leading through example; setting tone and culture; reinforcing positive interactions; creating and/or support of programs providing students/parents/staff with recognition, and opportunities for academic/ professional growth; encourage innovation; support student/parent/staff leadership roles

Support staff
Role: Provide consistency; liaison with families; collaboration and communication with multiple stakeholders to provide continuity; provide professional development and continuing learning opportunities; celebrating achievements of students and staff; engaging students and staff in collaboration

Teachers
Role: Fulfilling defined duties/responsibilities, celebrating achievements of students and of each other, engage students

Students
Role: Being responsible, leadership/growth of self, play role into school's culture with understanding contribution of attitude and values

Parents
Role: Support, communication, involvement

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: Differentiation**	**$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**
		Total:	**$0.00**