Florida Virtual Middle School

2022-23 Schoolwide Improvement Plan

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Florida Virtual Middle School

5422 CARRIER DR., Orlando, FL 32819

www.flvsft.com

Demographics

Principal: Julian Cazanas   Start Date for this Principal: 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2021-22 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	2021-22: I (%) 2018-19: A (64%) 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the FL Virtual County School Board on 9/27/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	34%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	I		A	A

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our Mission: To deliver 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
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, Instructional Strategies Coach, Resource Teachers) to ensure common vision is achieved.
Campbell, Colin	Assistant Principal	6th grade parents/families Crew Support & Meetings (6th grade) Math Content Liaison Staff Resource Website Faculty Handbook CALTs Educator Liaison VSA Liaison Teacher Portfolios creation Temp 0s organization DBA Compliance Live Lesson Calendar New Teacher Support InMoment Family engagement/Parent Liaison School Calendar FOCUS Messaging District/school Activities Calendar School Advisory Council Student Onboarding Parent/family survey Teacher evaluation/observation data & PD Student Pacing Plan SIP Fortify Notifications Title 1/ESSIR Grant items CNA School Safety/TAT Parent/Student Handbook Title Documentation Math Achievement, Gains, L25 Gains ELA Achievement, Gains, L25 Gains
Calzadilia, Anthony	Assistant Principal	8th Grade Core 8th grade parents/families Crew Support & Meetings (8th grade) Nearpod New Course Development

Name	Position Title	Job Duties and Responsibilities
		Electives Content liaison Elective courses parents/families Testing Dept Liaison Student ITR MWT forms Income Statement Form Outside vendors Set up TSP Truancy WD Data (incl. new student retention) WD Process ISF reporting AI Data SPR ESOL Support/Liason School Policy Assurance CTE Clubs Committees SS Achievement SWD data 8th to 9th Transition Teacher Appreciation Summer Bridge Summer Projects Teacher evaluation/observation data & PD SIP Fortify Notifications Title 1/ESSIR Grant items CNA School Safety/TAT Parent/Student Handbook Title Documentation Math Achievement, Gains, L25 Gains ELA Achievement, Gains, L25 Gains
Chase, Madeline	Assistant Principal	Zoom liaison (including Zoom for Classroom) ESE/504/Gifted Liaison Reading Plan/Literacy/Literacy Coach Support Master Schedule MTSS/screeners/SST School counselor support Resource teacher support FOCUS/Enrollment Liaison Course Catalog SSS FOCUS Student Progression Plan GTKU tracking

Name	Position Title	Job Duties and Responsibilities
		ELA Content Liaison
		Intensive courses parent/families
		Teacher Completion/Grade distribution
		Enrollment Trends
		Health of the School Report
		RTI-B Data (by Crew & HR)
		McKinney Vento
		RTI-A Intervention Support
		ESE Support/Liaison
		Acceleration/progress monitoring
		Summer Camps
		SWD data
		5th to 6th Transition
		8th to 9th Transition
		SIP
		Fortify Notifications
		Title 1/ESSIR Grant items
		CNA
		School Safety/TAT
		Parent/Student Handbook
		Title Documentation
		Math Achievement, Gains, L25 Gains
		ELA Achievement, Gains, L25 Gains
Jacquard, Margaret	Assistant Principal	Interns
		Staff Meeting Topics/Slides Collection/WU slides
		Instructional coach
		Science Content Liaison
		7th grade parents/families
		Crew Support & Meetings (7th grade)
		7th Grade Core
		Title 2 Grant Items
		Professional Development
		Sci Achievement
		PLC's
		5th to 6th Transition
		Staff Onboarding
		Teacher Appreciation
		Summer Bridge
		Summer Projects
		SIP
		Fortify Notifications
		Title 1/ESSIR Grant items
		CNA
		School Safety/TAT
		Parent/Student Handbook
		Title Documentation

Name	Position Title	Job Duties and Responsibilities
		Math Achievement, Gains, L25 Gains ELA Achievement, Gains, L25 Gains

Demographic Information

Principal start date
Sunday 2/14/2021, Julian Cazanas

Number of teachers with a 2022 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.*

Number of teachers with a 2022 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.*

Total number of teacher positions allocated to the school
106

Total number of students enrolled at the school
2,494

Identify the number of instructional staff who left the school during the 2021-22 school year.
9

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	722	797	950	0	0	0	0	2469
Attendance below 90 percent	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		
Course failure in ELA	0	0	0	0	0	0	13	1	4	0	0	0	0	18
Course failure in Math	0	0	0	0	0	0	12	1	2	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	8	0	1	0	0	0	0	9

Using current year data, complete the table below with the number of students identified as being "retained.":

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 8/30/2022

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	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		
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	

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	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		
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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		71%	50%				76%	76%	54%
ELA Learning Gains							61%	61%	54%
ELA Lowest 25th Percentile							53%	53%	47%
Math Achievement		42%	36%				66%	66%	58%
Math Learning Gains							56%	56%	57%
Math Lowest 25th Percentile							54%	54%	51%
Science Achievement		64%	53%				61%	61%	51%
Social Studies Achievement		60%	58%				78%	78%	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	2022					
	2019	71%	71%	0%	54%	17%
Cohort Comparison						
07	2022					
	2019	73%	73%	0%	52%	21%
Cohort Comparison		-71%				
08	2022					
	2019	79%	79%	0%	56%	23%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	57%	57%	0%	55%	2%
Cohort Comparison						
07	2022					
	2019	71%	71%	0%	54%	17%
Cohort Comparison		-57%				
08	2022					
	2019	48%	48%	0%	46%	2%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	47%	47%	0%	48%	-1%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	83%	11%	67%	27%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	77%	0%	71%	6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	64%	18%	61%	21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	92%	59%	33%	57%	35%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	38	47	34	37	51	52	35	49	64		
ELL	31	43	30	44	59	50	30	47			
ASN	85	59		80	65		84	81	88		
BLK	59	56	46	45	55	49	53	61	58		
HSP	68	59	40	56	57	48	61	71	64		
MUL	74	67	48	70	63	50	74	80	75		
WHT	75	61	40	71	62	57	68	83	70		
FRL	62	57	41	52	58	53	52	65	58		
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						
ASN	93	74		96	78			85	100		
BLK	64	51	55	43	48	50	45	67	76		
HSP	73	60	41	63	53	49	56	75	73		
MUL	88	75		72	61		76	91	83		
WHT	77	62	58	69	57	60	64	79	69		
FRL	70	58	52	58	52	53	51	75	68		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	58
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	523
Total Components for the Federal Index	9
Percent Tested	81%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2021-2022 School Grade Data:
The data component that showed the lowest performance was ELA Learning Gains for L25 with 42% proficiency. This group had a drop of 7% points compared to 2020-2021 score. In all content areas, FVMS was above the state average: ELA Achievement (20 above), Math Achievement (11 above), Science Achievement (17 above) and SS (8 above), however, when compared to our own achievement the prior year, we dropped in each content area each by 5% points.
When broken down by grade level in ELA, 6th grade decreased 7% points, 7th grade decreased 6% points, and 8th grade decreased 1% point. By grade level in Math, 6th grade decreased by 6% points, 7th decreased by 5% points and 8th grade decreased 6% points. All were above the state average most between 11-26% points, with 8th grade math only above by 2% points.

For EOC scores: Alg 1 & Civics both decreased (9.4% and 5.1%) but were both above the state average. Geo and Bio EOC scores both increased and were also above state average, with Bio 10.8% above the state.

FVMS dropped in every subgroup in every content area with a range of 1% to 33%, (ELA-ELL subgroup). SWD and ELL subgroups saw the greatest decreases and close to the TS&I threshold.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

6th grade Math decreased 6% points (65% to 59%)
8th grade Math decreased 6% points (50% to 44%)
7th grade ELA decreased 6% points (74% to 68%)
Overall Math Achievement decreased 5% points (69% to 64%)
NGSSS Sci decreased 7% points (62% to 56%)
ESE proficiency is at 45%.
ELL proficiency is at 42%.

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

An increased number of students enrolled in our school that qualified for additional supports (Intensive and Intervention). Many of these students were double intensive, meaning they needed both Math and ELA support. We had an increase of Student Services Team referrals. These referrals are placed when a teacher recognizes the need for additional academic supports and the team looks over the data to determine how to best support these students. Our ESE population increased and students had multiple disabilities. Supporting these disabilities can be difficult in the online setting. The number of students who are L1/L1 and L1/L2 increased from the prior year. Overall, the proficiency of our student population has decreased over the years due to the population of type of student changing.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed the most improvement was acceleration which was a SIP goal last year and increased use of data to determine proper course placement was used and proved to be successful. It went from 59% to 69%. There was an increase in support and intervention for those students and content teachers last school year. We saw an increase in need for additional math and reading supports. 18% of our school was in an intensive course. We had 418 RTI-A Math students and 474 RTI-A ELA students. Intervention instructors provided additional resources, both strategies for live lessons, as well as additional instructional support. We had 3,322 students attend and participate in additional supports with 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.

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

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
Monitoring students in HS level courses to identify early if they should remain or change courses
Student grouping into crews for teacher tracking and support
Parent Liaison increased communication and collaboration with families
Application of summer curriculum projects and data analysis
Additional lead teacher in the area of Intensive courses was added.

CALTs (Content Area Lead Teachers) lead department meetings to focus on SIP goals, standards alignment and content specific PD.

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

Continuation of Extended Day and Sharks WIN. Use of Class platform for live instruction will increase engagement opportunities as well as teacher monitoring of students. Nearpod, IXL, Scholastic Scope resources will be added this year. Specific PD aimed at providing teachers with strategies to get students more engaged will be delivered throughout the school year, including Teach Like a Champion. Intervention teachers will work with the lowest students targeting individual needs. An additional position: Instructional Strategies Coach will be added. This person will lead the staff on evidenced based strategies to increase student engagement and teacher proficiency. Teachers will scaffold instruction and targeted instruction on specific skills or concepts. Prioritize standards based on prior data showing mastery level of each. PLCs will be organized by contents and the focus will be essential standards. Intensive students will be organized in small groups based on academic needs. New courses based on the BEST standards. Continued PD on these standards, including Data Days for PM data analysis and creating action plans for instruction based on this data. Resource teachers will track progress of students who are failing multiple courses and provide additional support. Projects completed during the summer curriculum products will be utilized. This includes data analysis on standards as well as resources created based on student achievement with the goal of decreasing skill gaps. At the end of the school year, any student needing additional time and support to finish courses will complete during Summer Bridge.

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.

Instructional Strategies Coach ongoing PD sessions
Literacy Coach sessions for staff
Leadership to attend leadership conferences
AMLE memberships for resources
PD on research based resources for teacher use
Teachers to attend a variety of conferences
Regular mandatory monthly PD sessions
PD offered in department meetings and faculty meetings
Access to asynchronous catalog of PD in Pathways

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

Ongoing PD for the new 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. Admin purchased additional resources for teachers to use. As they become more comfortable with the usage of these resources, student engagement will increase and that will directly affect proficiency.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Upon review of the 2021-2022 state assessment data we saw decreasing achievement in ELA from grades 6-8 in comparison to the prior school year. There was a 6.8% decrease in 6th & 7th grade ELA achievement and a 1.5% decrease in 8th grade ELA achievement. This is why it is a critical need area for our school. We did outperform the state average in achievement for all MS grades (6th grade-20% higher than the state average, 7th grade- 20% higher, and 8th grade- 25% higher than 8th grade). 2.11 Learning Capacity Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, student achievement for ELA will increase by 5%. Achievement goals by grade level- 6th grade student achievement will increase by 7%. 7th grade student achievement will increase by 6%. 8th grade student achievement will increase by 1%. 75% of students tested will show gains in ELA from PM1 to PM3. ELL: 31% to 34% SWD: 38% to 41%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This goal will be monitored using FAST ELA progress monitoring assessments, module assessments, segment exams for all students, and diagnostic performance in iReady for our lowest quartile students. Student data will be monitored and analyzed to ensure progress is being achieved throughout the school year. Data will be shared with ELA and reading instructors in order to support differentiated instruction and the learning needs of all our students are met.
Person responsible for monitoring outcome:	Madeline Chase (mchase@flvs.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	"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, in the fall, winter, and spring. Universal screening measures consist of brief assessments focused on target skills (e.g., phonological awareness) that are highly predictive of future outcomes (Jenkins, 2003)." Our students will participate in the FAST ELA PM assessment three times, providing a universal screener. This will provide critical data for our teachers and staff to analyze and adjust instruction as necessary. Additionally ourT2 reading students will receive additional supports via Intensive Reading and iReady (an ESSA- evidence approved resource) and our tier 3 students will use REWARDS (another ESSA-evidence approved resource).

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Family engagement- literacy night
Universal screening through FAST ELA progress monitoring three times throughout the year
Reading instruction through the general education courses at the tier 1 level
Reteach during Class Time & Owls SOAR
RTI Specialists & MTSS team screen students to identify specific needs-- collaborate to identify needed supports
Intensive reading support at the tier 2 level
Intervention (tier 3) level in small groups or one-on-one sessions
DBA to assess students' knowledge
CALTs
Common planning time for ELA and reading teachers
Content-based PLC focused on data-based instruction and assessment
School literacy leadership team
Following state-mandated and approved Reading Plan
Push-in support with ESE teachers in our ELA Class Time
Collaborate with Instructional Strategies Coach to increase instructional effectiveness
Continued PD on new BEST standards
Use of Teach Like a Champion strategies
Use of summer curriculum project products
RTI at Work Conference
Attend Data Days
Instructional Strategies Coach Support

Person Responsible

Madeline Chase (mchase@flvs.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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 Upon review of the 2021-2022 state assessment data we saw decreasing achievement in Math from grades 6-8 in comparison to the prior school year. There was a 5% decrease in 6th, 7th, and 8th grade Math achievement. This is why it is a critical need area for our school. We did outperform the state average in achievement for all MS grades (6th grade-8% higher than the state average, 7th grade- 22% higher, and 8th grade- 2% higher). We will also focus on the achievement, learning gains, and learning gains of our lowest quartile students in Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year, FLVS Full Time Middle School students will increase in each of the following Math components: 6th Grade Math: 59% to 62% 7th Grade Math: 68% to 73% 8th Grade Math: 44% to 50% 75% of students tested will show gains in math from PM1 to PM3. Algebra 1: 76% to 81% ELL: 44% to 47% SWD: 37% to 40%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This goal will be monitored using FAST Math progress monitoring assessments, module assessments, segment exams, IXL for all students, and diagnostic performance in iReady for our lowest quartile students. Student data will be monitored and analyzed to ensure progress is being achieved throughout the school year. Data will be shared with Math instructors in order to support differentiated instruction and the learning needs of all our students are met.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our students will participate in the FAST Math progress monitoring assessment three times during this school year, providing a universal screener for all our students. Students will also be monitored through IXL progress and progression. This data will provide critical data for our teachers and staff to analyze and adjust instruction as necessary. Additionally our tier 2 math students will receive additional supports via Intensive Math and iReady (an ESSA- evidence approved resource) and all our students will receive supports from IXL Math (another ESSA-evidence approved resource). Our Algebra students will receive additional supports that includes Guided notes, assignment templates, help sites, etc., supplemental EOC Prep, and providing teacher and RT-led help sessions as needed, targeting low-performing students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this	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

specific strategy. Describe the resources/ criteria used for selecting this strategy.

training and focus on instruction, instructors will understand and implement strategies to support students who struggle.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Proper course placement. Using prior norm-referenced assessment data, grades, teacher recommendation, &any other applicable data points, identify students who potentially need additional, targeted math support and intervention. Any students who do not have prior math data, 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 & any instructional needs to best meet the math needs of our students
- Family engagement- Math night
- Additional support for our students through Owls Soar, reteach, and Extended Day
- Teacher created supplemental resources for our students
- Common planning time for Math teachers
- Implementation of research based resources (IXL)
- Data chats with L25 students with intensive math teacher via DBA
- Data chats (MWT) with Math teachers and their supervising administrator to review course exam data, iReady diagnostics/growth monitoring, and more.
- RTI Specialists, along with the MTSS team will screen students to identify specific needs and collaborate to identify which supports students will need
-Collaborate with Instructional Strategies Coach to increase instructional effectiveness
-Continued PD on new BEST standards
-Use of Teach Like a Champion strategies
-Use of summer curriculum project products
-Collaborate with ESE team for push in model during live instruction

Person Responsible   [no one identified]

#3. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Upon review of state assessment data we saw decreasing achievement in Social Studies from the Civics EOC. Overall we outperformed in Social Studies both the state and other virtual districts. An emphasis will be placed on differentiated Social Studies instruction for all subgroups to improve student learning in Social Studies (Civics).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of May 2023, student achievement on the Civics EOC will increase by 5%. ELL: 30% to 33% SWD: 38% to 41%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will happen by reviewing data pulled from discussion based assessments, module exams, segment exams and formative assessments during live lessons.
Person responsible for monitoring outcome:	Colin Campbell (ccampbell@flvs.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	IES Practice guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. IES Practice Guide: Providing Reading Interventions for Students in Grades 4–9 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Our ELL students, even though there is no prior data, have the lowest score overall in our subgroups. This strategy supports all level learners and will engage students by diving deeper into difficult text. This will bring our "bottom" student up and continue to improve the comprehension of other learners. This skill can be applied to any content area and is therefore teaching a comprehension reading skill that students can apply throughout their coursework which will contribute to their overall reading improvement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teach a set of academic vocabulary words intensively using a variety of instructional activities.
Choose a engaging piece of informational text that includes academic vocabulary as a platform for intensive vocabulary instruction.
Choose a set of vocabulary for in-depth instruction.
Teach vocabulary in depth using multiple modalities
Teach word-learning strategies to help students independently figure out the meaning of words.
Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information.
Prepare for the lesson by carefully selecting appropriate stretch texts, choosing points to stop for discussion and clarification, and identifying words to teach.
Provide significant support as the group works through a stretch text together.
After students demonstrate comfort with reading stretch texts with the group, provide students with electronic supports to use when independently reading stretch text to assist with pronunciation of difficult words and word meanings.

Person Responsible   Colin Campbell (ccampbell@flvs.net)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Upon review of the 2021-2022 state assessment data we saw a decrease of achievement by 6% points in grade 8 science in comparison to the prior school year, indicating a critical need area for our school. We did outperform the state average in achievement by 11%. 2.6 Learning Capacity: The system implements a process to ensure the curriculum is clearly aligned to standards and best practices. 2.11 Learning Capacity: Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, student achievement for the 8th grade science assessment will increase by 5%. ELL: 30% to 33% SWD: 38% to 41%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This goal will be monitored using the results of pre and post diagnostic assessments, discussion-based assessments, module assessments, and segment exams for all students. Student data will be consistently monitored and analyzed throughout the school year to ensure progress is being achieved. Data will be shared with science instructors during content and PLC meetings in order to support differentiated instruction and ensure the learning needs of all our students are met.
Person responsible for monitoring outcome:	Margaret Jacquard (mjacquard@flvs.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Create a diagnostics assessment (pre & post) FAST Assessment Progress Monitoring 8th Grade - Review collaboration based on mastery of high-frequency SSA topics 8th Grade - Weekly SSA standard-based review PLC focused on essential standards Importance of SWD access accommodations summative and strategy assessments. Extended Day Cross curricular and Real world connections to increase student engagement Instructional Coaching opportunities
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Strategy 1: Importance of effective diagnostic assessment of prior knowledge as well as summative assessment of essential standards. Strategy 2: Importance of identifying areas of needs for our students in science Strategy 3: Importance of frequent exposure of SSA materials for students throughout the year Strategy 4: Importance of cross curricular and real world connections in lesson to deepen mastery of content through student engagement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategy 1:

Two-part standards-based assessment; 6th, 7th, and 8th grade content to be completed throughout the 22-23 school year

Data collected will be used to create individualized SSA review

Strategy 2:

Based on prior strategy's assessment, students will show mastery of review content based on predetermined guidelines and standards needing remediation

Strategy 3:

Science content teachers will determine essential standards throughout the course and closely monitor and analyze performance data surrounding those standards during their PLC.

Science content teachers will create new and update existing resource material to be shared via course resource page and live class time.

Strategy 4:

Science content teachers will incorporate cross curricular and real world connections in order to increase student engagement and mastery.

Instructional coaching will be implemented to increase student engagement strategies and learning.

Person Responsible   Margaret Jacquard (mjacquard@flvs.net)

Strategy 1:

Two-part standards-based assessment; 6th, 7th, and 8th grade content to be completed throughout the 22-23 school year

Data collected will be used to create individualized SSA review

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Based on prior strategy's assessment, students will show mastery of review content based on predetermined guidelines and standards needing remediation

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Instructional coaching will be implemented to increase student engagement strategies and learning.

Person Responsible   Margaret Jacquard (mjacquard@flvs.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 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 Corner 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. Weekly, staff submits entries onto a form that are turned into a slide deck that is shared with the school called Thankful Thursday. Team building activities are designed for each get together for staff to get to know each other better.

Admin is intentional on making sure teachers are appreciated and heard. Teachers are seen as professionals and are involved with decision making.

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

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. 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 increased resources for students, including IXL for math support.

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.