

Flagler Schools

Flagler Virtual Franchise



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Iflagler Virtual Franchise

1769 E MOODY BLVD, Bunnell, FL 32110

www.flaglerschools.com

Demographics

Principal: Erin Quinn

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	23%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students
School Grades History	2021-22: I (%) 2018-19: A (76%) 2017-18: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Flagler County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Iflagler Virtual Franchise

1769 E MOODY BLVD, Bunnell, FL 32110

www.flaglerschools.com

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)
High School 6-12	No	23%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

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

School Board Approval

This plan is pending approval by the Flagler 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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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
Quinn, Erin	Principal	<p>Our principal's role is to provide strategic targeted direction for iFlagler Virtual Programs. It is her responsibility to:</p> <ul style="list-style-type: none"> -Evaluate the effectiveness of the iFlagler team as a whole -Oversee the day-to-day operations of the school -Create, review, and revise all school policies and procedures to ensure we are providing an environment of structure and support within the organization -Hire and evaluate staff -Assess teaching methodology and ensure that all academic policies and curriculum are followed -Encourage and support the development of innovative instructional programs -Find and develop talent within the organization to grow instructional leaders -Develop and track benchmarks for student success and monitor student progress and achievement -Develop safety protocols and emergency response procedures -Manage the school budget -Provide an atmosphere free of bias and judgment where students and staff can reach their maximum potential

Millette, Tara	Assistant Principal	<p>Our assistant principal's role is to assist and support our principal to provide strategic targeted direction for iFlagler Virtual Programs. It is her responsibility to:</p> <ul style="list-style-type: none"> -Assists with overseeing the day-to-day operations of the school -Create, review, and revise all school policies and procedures to ensure we are providing an environment of structure and support within the organization -Hire and evaluate staff -Assess teaching methodology and ensure that all academic policies and curriculum are followed -Encourage and support the development of innovative instructional programs -Find and develop talent within the organization to grow instructional leaders -Develop and track benchmarks for student success and monitor student progress and achievement -Develop safety protocols and emergency response procedures -Manage the school budget -Provide an atmosphere free of bias and judgment where students and staff can reach their maximum potential
----------------	---------------------	--

Demographic Information

Principal start date

Thursday 7/1/2021, Erin Quinn

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.*

0

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.*

5

Total number of teacher positions allocated to the school

10

Total number of students enrolled at the school

175

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

0

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

0

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	6	8	9	13	9	7	16	14	19	27	19	32	0	179
Attendance below 90 percent	0	1	1	1	0	0	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	1	3	11	3	3	5	0	26
Course failure in ELA	0	0	0	1	1	0	0	0	1	0	0	2	0	5
Course failure in Math	0	0	0	1	1	0	0	0	3	0	0	2	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	2	1	1	1	4	0	3	0	0	14
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	5	5	0	2	6	1	4	0	0	29
Number of students with a substantial reading deficiency	0	0	0	0	0	1	1	1	0	1	2	0	0	6

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	0	0	7	0	3	1	0	11

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	1	1	0	0	1	0	0	0	1	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 9/9/2022

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	11	23	23	31	26	24	27	29	47	27	32	35	30	365
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	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	0
Students retained two or more times	0	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	11	23	23	31	26	24	27	29	47	27	32	35	30	365
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		51%	51%				100%	72%	56%
ELA Learning Gains							81%	61%	51%
ELA Lowest 25th Percentile								37%	42%
Math Achievement		35%	38%				71%	59%	51%
Math Learning Gains							50%	51%	48%
Math Lowest 25th Percentile								46%	45%
Science Achievement		39%	40%					68%	68%
Social Studies Achievement		38%	48%					72%	73%

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					
Cohort Comparison						
07	2022					
	2019	0%	54%	-54%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	62%	-62%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019	0%	61%	-61%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	49%	-49%	46%	-46%
Cohort Comparison		0%				

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	0%	54%	-54%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	68%	-68%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	75%	-75%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	72%	-72%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	60%	-60%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	61%	-61%	57%	-57%

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	36			22							
BLK	44	42		32	38						
HSP	82	80		63	72		90				
MUL	73			33							
WHT	78	63	40	57	70		79	85	8		
FRL	63	53		44	61						
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	26	25	20	18	29						
BLK	39	48	27	32	27		46	55			
HSP	78	56		51	39		54				
MUL	63	47		45	32	27	44				

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
WHT	72	54	30	51	35	33	62	74	36		
FRL	62	44	32	39	26	29	41	70	27		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	100	77		73	36						

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)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	9
Percent Tested	78%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	77
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	53
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	60
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 on the available data, we have seen the following trends across grade levels and content areas: the majority of our students score a level 2, 3, and 4, with very few achieving a level 5. For example, in Language Arts, very few students scored a level five across all grade levels. We see the same trend in math with no students scoring a level 5 in grades 3, 4, 6, Algebra 1, or Geometry. In addition, in both ELA and Math, our SWD are not making learning gains at the same rate as their grade-level peers.

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

Based on data collected from multiple resources, the greatest need for improvement is in the area of math across all grade levels. Specifically, the subgroup populations have the greatest need for improvement.

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

Some of the contributing factors to the need for improvement involve student and family participation. Many of our students did not participate in state testing. Additionally, teacher live lessons, tutoring sessions, and ESE support groups have low attendance. Action steps we can take are raising awareness of the importance of attendance and increasing communication efforts with students and families.

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

Based on available data, the most improvement was seen in grades 6-10 and Geometry. Significant gains were made in the percentage of students that scored levels 3, 4, and 5 in grades 6 - 10. There was also a significant increase in the number of Grade 10 students that passed the Geometry EOC. In 2021, there was a 19% passing rate, however, in 2022, there was a 54% passing rate.

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

Contributing factors to the success in both areas were targeted professional learning and PLCs where teachers learned effective strategies for working with students in the virtual setting. Professional learning and PLCs focused on feedback and the integration of language arts across the curriculum.

The Geometry teacher provided EOC spiral review practice with answer keys. Students were taught strategies for working backward to help with finding a path to solutions. Also, the teacher provided more direct practice opportunities to her students as opposed to only her live lessons a few times a week. Finally, all students were given access to live lessons and practice sessions that were recorded so that they could view the sessions on their own time.

In ELA, the teachers focused on strategies for providing actionable feedback to students. Feedback included skills that were previously learned, in addition to the new skills which can sometimes be more difficult on the virtual platform. Civics and history teachers also focused on ELA standards in student writing assignments. In PLCs, teachers learned to provide stronger, actionable feedback to help students

utilize their language arts skills across content. As a result, we also had an 80% achievement rate on the Civics EOC.

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

In order to accelerate learning for students in our ESSA subgroups, we need to implement more progress monitoring practices to ensure students are progressing in grade-level content with the appropriate support needed. Our team understands learning is student-centered, so relationships and trust are essential to the success of our students. Therefore, we need to focus on their social-emotional needs as well as their academic needs. Also, we need to build spiral reviews into each and every live lesson: PRACTICE makes PROGRESS. Deliberate, repeated practice with actionable feedback is critical.

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.

This year our teachers will participate in two book studies: one on actionable feedback, and one on making a greater impact when delivering live lessons. While participating in the actionable feedback book study, teachers will complete three connected training sessions provided through FLVS. These trainings will increase the impact of using actionable feedback while monitoring a student's progress.

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

School administrators will lead the book study and corresponding PLCs. By providing book studies with meaningful PLCs in between, each teacher will have the opportunity to learn on their own time. When we hold progress monitoring meetings and PLCs, our administrators we will ensure that we foster an environment of continuous learning and provide teachers the opportunity to give and receive peer feedback.

Finally, as a school team, we will work to identify specific student learning priorities that are aligned with the school and district's vision and mission. We will continue to develop positive relationships with our families so they can help us to close achievement gaps and assist all of our students in obtaining learning gains.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

In a review of last year's data and professional practices, we identified Instructional Practices related to actionable feedback strategies as a critical need. Effective feedback is highly personalized and highly relevant to what is being taught and is, therefore, a critical contributor to positive student growth. An area of focus and improvement is teachers improving the quality of actionable student feedback to support improved outcomes.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Using a rubric designed to target the key points of actionable feedback, random samples of feedback per teacher will be evaluated pre and post the book study, and 100% of teachers will improve in the quality of actional feedback based on the rubric.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Three random samples, per teacher, per quarter, will be selected and evaluated for the quality and consistency of actionable feedback as demonstrated by rubric scores. The companion student assignment will also be compared from the first submission to resubmission or assessment to determine if the feedback had a direct impact on student performance. For situations where student performance is not correlating with improved feedback, additional targeted support will be provided to the teacher through data chats and coaching

Person responsible for monitoring outcome:

Tara Millette (millettet@flaglerschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Actionable feedback is a high-yield instructional practice. Providing students with actionable feedback informs thinking and learning, guides behavior, and engages students in the use of feedback to advance learning outcomes.

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

Students need to receive timely, accurate, and easily understood feedback about their academic and behavioral performance. If students are involved in keeping track of their progress, feedback becomes an automatic process.

used for selecting this strategy.

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.

First, the book chosen, Coaching Your Classroom: How to Deliver Actionable Feedback to Students (Coaching Students in the Classroom Through Effective Feedback), will be reviewed by the administrators, and a professional learning program and quality actionable feedback rubric will be developed.

Person Responsible Tara Millette (millettet@flaglerschools.com)

The book study professional learning paperwork will be developed and sent to District Office for approval, and books will be purchased for the teachers.

Person Responsible Tara Millette (millettet@flaglerschools.com)

Random samples of student work and teacher feedback will be collected and scored using the quality actionable feedback rubric.

Person Responsible Tara Millette (millettet@flaglerschools.com)

After each PL session, a follow-up will be assigned addressing actionable feedback and student-centered progress monitoring. Artifacts will be collected and used in PLCs so that teachers can participate in targeted discussions and provide each other with actionable feedback.

Person Responsible Tara Millette (millettet@flaglerschools.com)

Following the completion of the book study professional learning and PLC sessions, three random samples per teacher will be selected and scored using the quality actionable feedback rubric.

Person Responsible Tara Millette (millettet@flaglerschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

After reviewing our previous year's data, we see a critical need to actively engage our SWD ad MTSS intervention students with their related services to increase their achievement rates.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May of 2023, our SWD and students that are entered in MTSS will attend their related services 75% of the time as documented in group attendance logs.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Classroom teachers and ESE support facilitators will keep attendance logs related to support services. The attendance logs will be monitored by school administrators.

Person responsible for monitoring outcome:

Tara Millette (millettet@flaglerschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy that will be implemented for this area of focus is to increase communication and awareness to our students and families regarding the importance of attendance to support service groups.

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

Evidence shows that the involvement of family in a student's education is critical to student success. If communication is effective and open, then relationships are stronger, decision-making becomes a shared responsibility and the connections that are built will contribute to overall student success.

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.

The list of students who should be engaged with ESE/MTSS services will be pulled, the schedules created for delivery of services will be reviewed, and the current practice for communicating the schedule of services to parents will be reviewed and evaluated for effectiveness.

Person Responsible Tara Millette (millettet@flaglerschools.com)

Letters for parents will be generated about the importance of attendance to support service groups and will be sent by postal mail and email. In addition, the teachers providing the services will make personal phone calls to each student's parent/guardian/learning coach to communicate the goal of attendance for support services groups. During this call, the teacher will ensure the guardian's cell phone number and email address are accurate.

Person Responsible Tara Millette (millettet@flaglerschools.com)

Teachers will be instructed to create a text through the Remind App that will alert parents one hour prior to the start of a support session. In addition, the administrator will create weekly Skylert messages reminding parents about the importance of attendance and its connection to student achievement.

Person Responsible Tara Millette (millettet@flaglerschools.com)

If a student misses a group session without prior notice, the teacher will communicate with the parent immediately after to find out why, and a plan will be discussed for moving forward. Administration will monitor group attendance weekly and send letters via postal mail and email, as well as, make follow-up calls that support both the teacher and the family. The administration will also work with the district office to create text/letter communication with families to raise awareness and communication of the importance of attendance and participation in support services, especially for virtual students.

Person Responsible Tara Millette (millettet@flaglerschools.com)

Incentives and positive messages are sent to students to encourage a higher rate of attendance and participation.

Person Responsible Tara Millette (millettet@flaglerschools.com)

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.

During the previous school year, iFlagler Virtual School adopted its first mascot, the Knight. We have also created a brand new Spiritwear site and will use it to help foster a sense of community with our students, families, and staff. We have created solid community partners who have helped to support our students and staff. With these partnerships we have been able to hold events such as promotion ceremonies, back to school events, orientations, and fundraisers. We have recently developed an expectations mantra and a motto that we will be making public this school year.

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

Our teachers continue to keep a close connection with their students and families. Teachers conduct weekly live lessons in addition to the virtual content, and make time for personal check-ins to help our students feel supported and connected to their school environments. We have established clear and accessible pathways for students to reach out to support staff to foster mental health and well-being in addition to supplemental academic support.

This year we are building a PBIS system within the school to help contribute to positive school culture. Teachers will be able to recognize students for meeting and exceeding expectations, and administration will recognize teachers for the same. We have also participated in Capturing Kids Hearts training, and have adopted the practice of acknowledging each other with positive affirmations on our Knightly Shields.