

Flvs Full Time K 8

2145 METROCENTER BLVD, Orlando, FL 32835

www.flvs.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	49%

Alternative/ESE Center	Charter School	Minority
No	No	37%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	C	C	

School Board Approval

This plan was approved by the FL Virtual County School Board on 12/9/2014.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Florida Virtual School Full-Time K-8 (FLVS FT K-8) aims to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.

Provide the school's vision statement

Our vision is for teachers, students, and parents to be empowered to create a safe, engaging, positive, and supportive student-centered environment. In this collaborative setting they are respected, motivated, and challenged through authentic learning embedded in a relevant and rigorous curriculum. Positive communication will be used to foster efficacy and interest in life-long learning.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

FLVS FT K-8 builds relationships between teachers and students, and learns about the students' cultures, through frequent communication. Teachers establish a phone conference schedule with their learning coaches and students at the start of each school year. During these conferences, all stakeholders discuss student strengths, skill deficiencies, and academic performance. These discussions are used to build a personalized learning experience for each student. Positive relationships are also built during weekly LiveLesson sessions. This online classroom experience allows students to showcase their talents, build relationships with the teachers and other students, and develop academic skills.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Since students at FLVS FT K-8 are working from their homes, our teachers and staff build relationships to help students feel safe and respected in our online classroom environment. Teachers individually acknowledge student accomplishments in LiveLessons and provide individual support when students are struggling. The teachers and staff have an open-door policy and encourage students to contact them by phone and Webmail whenever they need assistance.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

FLVS FT K-8 students attend and participate in LiveLessons (online classroom environment). Teachers establish and enforce online classroom rules and procedures which are discussed throughout the school year. Students who violate the FLVS FT K-8 Code of Conduct are at risk for disciplinary action which is outlined in our school handbook.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

FLVS FT K-8 ensures the social-emotional needs of all students are being met by providing brief individual counseling to students who have been identified as being a “student in distress” or who have been referred as a student concern by their teacher. In the 2014-2015 school year, group counseling will also be provided to our students in grades K-8. Students who have been identified, are monitored throughout the year by a counselor or teacher with regular phone calls to the student and caretaker. Many student cases are also reviewed by our Special Education Department as a proactive way to determine if a student may need additional services. All staff members are trained annually on how to recognize and respond to students in distress.

The FLVS FT K-8 counseling department has a message board with monthly topics devoted to the development of a student’s social-emotional self-growth along with academic topics. In the 2014-2015 school year, meetings with caretakers will also be held on topics relevant to the social-emotional and academic growth of their student.

All students at FLVS FT K-8 are given the opportunity to attend educational field trips that are held regularly throughout the state. These field trips are for academic extension outside of Connexus and for social activity. Students are also invited to participate in virtual clubs and activities that will also aid in the development of the student’s social being. Finally, for students who are transitioning from elementary to middle, and from middle to high, transition meetings are held to help ease the transition prior to the end of school year.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Florida Virtual School Full-Time K-8 has an early warning system in place. Students are monitored daily for their lesson and assessment completion and their required attendance hours. Teachers, students, and learning coaches receive an alert when a student has not completed a lesson within 15 days, an assessment within 20 days, or entered attendance within 7 days. Students who are attending but are not meeting the minimum required attendance hours also receive an alert that is visible by their teachers and learning coaches. When any of these alerts are received, the FLVS FT K-8 teachers contact the students and learning coaches to provide support and develop an improvement plan.

An early warning system alert is also available to students who have been suspended. When an violation of the Code of Conduct occurs, an administrator will contact the learning coach to discuss the incident and update the student's discipline data view. That data view will populate an alert on the homepages of both the student and the learning coach.

A student who is failing ELA and/or Mathematics receives a performance alert that the student, learning coach, and teacher can view. When this alert appears, the teachers will work with the student and learning coach to create an improvement plan focused on academic gaps and improvements in core content.

Level 1 students are also identified in Connexus through the Intervention Indicator warning system. This system alerts teachers to students who have scored non-proficient on state assessments and those students who are also at risk for scoring a Level 1.

Provide the following data related to the school's early warning system

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		
Attendance below 90 percent	6	8	8	12	8	8	12	16	18	96	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	2	4	0	7	1	7	8	15	16	60	
Level 1 on statewide assessment	0	0	0	112	92	142	91	70	101	608	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students exhibiting two or more indicators	8	9	8	13	9	15	20	27	24	133	

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students who are identified as having two or more early warning indicators are monitored weekly by the homeroom teacher, content teachers, and administration. A Student Success Plan (academic improvement plan) is developed and discussed with the learning coach and student. The teachers monitor attendance, lesson completion, and mastery of essential skills and standards. The student may also proceed through the Response to Intervention process with tiered levels of intervention if it is determined the student has skill gaps in content area.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/191057>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

FLVS FT K-8 will be working on building relationships with the local community through our school events. We plan to host school events and invite community businesses to attend.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Trombino, Marcie	Principal
Cox, Angela	Principal
Ross, Esilda	Other
Greeson, April	Principal
McBroom, Molly	Assistant Principal
Seamster, Christina	Assistant Principal
White, Chantel	Assistant Principal
Worrell, Jamie	Other
Harris, Deidre	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The FLVS FT K-8 School Leadership Team consists of the following members:

- Marcie Trombino, Lead Principal K-8
- April Greeson, Elementary School Principal
- Chantel White, Elementary Assistant Principal
- Christina Seamster, Elementary Assistant Principal
- Angela Cox, Middle School Principal
- Mollie McBroom, Middle School Assistant Principal
- Harriet Zaret, Middle School Assistant Principal
- Jamie Worrell, Senior Manager of Special Education
- Lindsey Wahlbrink, Assistant Manager of Special Education
- Deidre Harris, Manager of Counseling Services
- Esilda Ross, School Operations Administrator

The School Leadership Team (SLT) meets weekly to discuss school operations and student performance data. Each SLT member is empowered to share best practices and possible solutions to better the school. The team members also attend the various teacher and staff PLCs to provide support in reviewing student data and offer guidance on the PLC SMART goal.

The Principals also participate in Connections Academy PLCs with another principals across the country. These PLCs allow the principals to focus on school improvement goals with other instructional leaders to gain different perspectives on common goals.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

FLVS FT uses the Problem Solving/ Response to Intervention (PS/RtI) method of developing and implementing research based instruction and interventions based on a three tiered model. The RtI model used by FLVS FT integrates core instruction (Tier 1), supplemental instruction/interventions (Tier 2), and intensive interventions (Tier 3). At each tier level, progress monitoring is implemented and reported to serve as written documentation of activities, meetings, and responsible personnel. FLVS FT PS/RtI procedures are outlined below:

1. Students in grades K-8 will take the LEAP pretest in ELA and/or Math. The LEAP test results will be analyzed and students who score below grade level readiness will be referred to the Student Support Team (SST) for determination of need for Tier 2 intervention services. Students in grades 3-8 will also take the FAIR FS assessments to determine present level of performance in reading and students who score below grade level readiness will be referred to the SST for determination of need for Tier 2 intervention services. FAIR FS is given in the fall, winter, and spring of each school year.
2. The Student Support Team will gather assessment data and information provided from other relevant records for problem analysis to determine whether a student is in need of a PS/Rtl Tier 2 plan. If deemed necessary, a performance goal is determined and evidenced-based intervention(s) will be developed to address the area(s) of concern. Students who meet benchmark standards will remain at Tier 1.
3. Tier 1 instruction includes weekly monitoring of academic performance and Live Lesson attendance, which is not mandatory for Tier 1 students. Additionally, in Tier 1, students receive a monthly Curriculum Based Assessment (CBA) and/or Curriculum Based Measurement (CBM) phone call to better monitor independent levels of academic performance. When conducting a CBM phone call, teachers use monitoring probes derived from AIMsWeb®, and EasyCBM® that provide normative data. Performance of Tier 1 students be reviewed at least once each semester.
4. Tier 2 of FLVS FT PS/Rtl consists of supplemental instruction/interventions used in addition to Tier 1 Core instruction, and managed by the SST. With parent involvement, the SST meets to develop an intervention plan and obtain consent for screening, if necessary. Designated personnel will implement the intervention(s) and collect progress monitoring data to measure response and effectiveness. Teachers monitor daily academic progress for students in Tier 2 and weekly Live Lesson attendance is mandatory. CBA/CBM phone calls are made at least twice per month; however, the progress monitoring schedule is dependent upon the needs of the student. If adequate progress is not being made, the SST makes a determination to modify the current intervention plan, or progress to a more intensive plan. Tier 2 supplemental programs include, but are not limited to: Reading Eggs (K-2), Headsprout® (K-3), Raz-Kids® (K-5), Math-Whizz® (3-8), SuccessMaker® (K-8), Skills Tutor® (K-8), and Study Island (3-8). During the SST Tier 2 meeting, the student's Learning Coach (LC) will be given an explanation and/or training tutorial of the specific intervention program selected by the team. Students must work at least two hours per week in the supplemental program -in addition to core academic instruction and attendance requirement. Additionally, the LC will sign an acknowledgement form accepting primary responsibility for ensuring the student is logging in to the designated intervention program and completing assignments and activities, as well as ensuring the student is attending the teacher's weekly Live Lessons.
5. Tier 3 is comprised of intensive interventions in addition to the Core academic curriculum and supplemental program(s). Parents and SST meet and review progress monitoring data from Tier 1 and Tier 2. Targeted intensive interventions for academic concerns are developed and implemented. Progress monitoring occurs on a more frequent basis. Students, in Tier 3, have a mandatory biweekly Live Lesson attendance policy. Additionally, students in Tier 3 receive at least 3 CBA/CBM phone calls a month. Teachers monitor academic progress daily for students in Tier 3. If adequate progress is not being made, the team makes a decision whether to modify tier 3 intervention; ask for additional evaluations; or consider special education services. During the SST tier 3 meeting, the student's learning coach (LC) will be given an explanation and/or training tutorial of the specified intervention program the team decides upon. Additionally, the LC will sign an acknowledgement form acknowledging that the LC is primarily responsible for ensuring the student is logging into the designated intervention program at least 4 hours a week and completing designated assignments/ activities as well as ensuring the student is attending the teacher's weekly Live Lessons. Coordination of programs and use of all funding sources (state, federal FLVS does not receive local funding) is a joint responsibility of the district full time leadership and finance team, school principals, and the financial services team with which the school has contracted for some of these services. FLVS FT team will coordinate Title I, Part A and Title II, Part A funds to provide supplement professional development activities to teachers and staff in the K-8 and 9-12 schools. The professional development activities provided through Title I and Title II were collaborated upon during

the needs assessment and are included in the Title I and Title II applications based on the decisions made after review of student and teacher data. An example of the training includes a Harvard Data Wise Professional Development Course. Additional services are provided to ensure students requiring intervention are provided through Title I, Part A and IDEA. FLVS FT schools will be carrying out the services and activities that are designed to improve the quality of the teaching force and ultimately student achievement. FLVS FT does not receive funds for Title I, Part C; Title I, Part D, Title III, or Title X.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Marcie Trombino	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

FLVS FT K-8's goal for Reading Proficiency in 2013-14 was 78%; the actual proficiency rate was 75%. While we did not reach the goal we did show an overall 1% proficiency rate increase from 2012-13.

FLVS FT K-8's goal for Math Proficiency in 2013-14 was 59%; the actual proficiency rate was 52%. This was a 1% decrease in proficiency from 2012-13.

Development of this school improvement plan

2014-15 SAC Committee Members:

STAFF MEMBERS

Christina Stradley Sherry Detraz

Elie'se Chubb Kristin Boivin

Kim Day Laura Zapalski

Jeff McLean Marcie Trombino

Rachelle Enrique Sosa

PARENTS

Patsy Collins Margaret Cruz

Karen Cylc Doshan Edwards

Jacquelyn Mangold Jeniece Manzanarez

Michael Masse Lisa McBride

Kim Minnick Hope Williams

STUDENTS

Tatiana Garcia Sadie Wright

The primary role of SAC is to monitor the implementation of the School Improvement Plan. The membership is representative of the school; the principal, teachers, parents, and students are members. We will meet monthly to hear subcommittee reports and make decisions as to whether SIP plan is showing effective student growth through data from ongoing progress monitoring.

Modifications that need to be made will be implemented by the school and monitored by the SAC for progress and effectiveness. Progress data and changes to action steps that are discussed will be noted in the minutes and available in the front office for public viewing. SAC information and documentation will be shared on FLVS FT's Connexus Message Board, and posted on the FLVS FT

website. The SAC will follow these guidelines to ensure student improvement in all goal areas as projected by the SIP.

Preparation of the school's annual budget and plan

Parent Involvement: Title I: \$4831.00

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

NA

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
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Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is to promote school-wide literacy through literacy-based field trips, book clubs, the Book Ambassador program, Read Across America Day, author visits, Digital Learning Day, and Celebrate Literacy Week. The LLT will provide and support teachers through content area literacy professional development in their subject area/grade levels and in PLC Smart goal data analysis.

The LLT consists of the following members:

- Rachelle Enrique Sosa, Middle School Literacy Coach
- Sandi Sumerfield, Elementary School Literacy Coach
- Alanna Shaw, Middle School Language Arts Teacher
- Anjanette Richard-Jones, Middle School Language Arts Teacher
- Julie Kendrick, Elementary School Teacher
- Lenora Wallace, Middle School Science Teacher
- Barbara Mulkey, Middle School Math Teacher
- Elie'se Chubb, Elementary School Teacher
- Tiffany Fillingham, Special Education Teacher

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

We encourage collaboration throughout the FLVS FT K-8 school environment. We hosted a face-to-face preplanning series of meetings and trainings the first week for all teachers. During this time, teachers met with their grade level and content area PLCs and established their norms and SMART goals. We also hosted social events for our teachers in the evening to build positive relationships since they work

remotely throughout the state.

During the school year, FLVS FT K-8 teachers meet weekly in their PLCs and discuss student achievement data, school-year cycle tasks, and other grade level or content area concerns. They work as a team in these meetings to find solutions that will best meet our students' needs. The school will also host several face-to-face events during the year to bring staff together to work on SIP goals and for sustaining working relationships.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The job description will specify the certification requirements of the position. Positions are posted on and candidates are directed to apply online. Online applications are captured in the online applicant tracking database. The applications and resumes are accessible online to the School Recruiter from the Human Resources department and the school based administrator(s) designated as Hiring Manager. The certification of the candidate is verified through the interview process. The highly qualified status of the candidate is verified during the interview process. The Hiring Manager at the school level will work with stakeholders in the Human Resources department to ensure that we are recruiting teachers who are highly qualified and certified-in-field.

Once hired, school based staff work to ensure staff satisfaction through ongoing support. A pulse survey is launched in the fall to determine the current "pulse" of the school. Results are analyzed and used to make appropriate changes. A formal, anonymous staff satisfaction survey is launched in the spring by a third party vendor. Data is analyzed by school level administrators along with the School Leadership Team, to ensure staff satisfaction in various areas. Retention rates are also reviewed on an annual basis.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our mentoring program provides the new educator with the support needed to apply newly acquired professional knowledge, skills, dispositions and behaviors to improve his or her practice. This is accomplished by assigning, a mentor teacher and conducting monthly learning communities. FLVS FT Leadership Team identifies highly qualified teacher role models to serve as mentors for teachers new to our program. Each new hire is matched with an experienced, competent mentor. Mentors support the new teachers in acclimating to our school in the following manner: The mentor is the first call for help/questions, and works with the new teacher to assist in presenting at least one competency in a new teacher learning community. On an ongoing, as needed, basis, the mentor works with the new teacher for: Effective communication techniques with students, Learning Coaches, and all other stakeholders, clear, accurate and timely communication and contact; Use of data to proactively monitor trends in student performance, participation, and attendance, assessing needs and planning instruction; Pre planning, including responsibilities, attendance, assessment results, overdue lessons, etc.; Record keeping and logging, modeling best practices and professionalism, establishing online learning communities, and making sure the new teacher grasps a solid knowledge of students to personalize programs for each child to achieve maximum success.

To bridge theory into practice, our monthly learning community meetings focus on accomplished teacher practices/competencies. Each new educator/mentor team presents accomplished practices/competencies at a different monthly meeting. Individual learning opportunities and teacher goals are addressed through the program, and new teachers demonstrate effective practice through administrative observation and documentation of goals.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The curriculum team at FLVS FT K-8 constantly reviews the curriculum and courses to make sure they align to the Florida Standards. Each Florida standard and benchmark is aligned to individual lessons within the courses. Gaps are also identified and teachers provide lessons on these standards during LiveLesson instruction. This alignment is available to all teachers and housed in Connexus, our educational management system.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Using data to provide and differentiate instruction is the core the instructional model at FLVS FT K-8. We understand that students do not learn at the same rate or at the same time. Therefore, our teachers use student achievement data to differentiate instruction for their students. Each teacher reviews the essential skills and standards for their courses and/or grade levels by using the Assessment Objective Performance Report (AOPr). The AOPr helps teacher identify which students may need targeted instructional in a skill so the teachers to plan appropriately.

All K-8 teachers provide both whole group and small group targeted LiveLessons weekly. Each LiveLesson ends with a short assessment to determine if the students mastered the given objective. Students who do not show mastery are then invited to follow-up LiveLessons to continue practice the skill.

FLVS FT also utilizes the Response to Intervention (Rtl) framework to help all students be successful. The Rtl model used by FLVS FT integrates core instruction (Tier 1), supplemental instruction/interventions (Tier 2), and intensive interventions (Tier 3). At each tier level, progress monitoring is implemented and reported to serve as written documentation of activities, meetings, and responsible personnel. FLVS FT PS/Rtl procedures are outlined below:

1. Students in grades K-8 will take the LEAP pretest in ELA and/or Math. The LEAP test results will be analyzed and students who score below grade level readiness will be referred to the Student Support Team (SST) for determination of need for Tier 2 intervention services. Students in grades 3-8 will also take the FAIR FS assessments to determine present level of performance in reading and students who score below grade level readiness will be referred to the SST for determination of need for Tier 2 intervention services. FAIR FS is given in the fall, winter, and spring of each school year.
2. The Student Support Team will gather assessment data and information provided from other relevant records for problem analysis to determine whether a student is in need of a PS/Rtl Tier 2 plan. If deemed necessary, a performance goal is determined and evidenced-based intervention(s) will be developed to address the area(s) of concern. Students who meet benchmark standards will remain at Tier 1.
3. Tier 1 instruction includes weekly monitoring of academic performance and Live Lesson attendance, which is not mandatory for Tier 1 students. Additionally, in Tier 1, students receive a monthly Curriculum Based Assessment (CBA) and/or Curriculum Based Measurement (CBM) phone call to better monitor independent levels of academic performance. When conducting a CBM phone call, teachers use monitoring probes derived from AIMSweb®, and EasyCBM® that provide normative data. Performance of Tier 1 students be reviewed at least once each semester.
4. Tier 2 of FLVS FT PS/Rtl consists of supplemental instruction/interventions used in addition to Tier 1 Core instruction, and managed by the SST. With parent involvement, the SST meets to develop an intervention plan and obtain consent for screening, if necessary. Designated personnel will implement the intervention(s) and collect progress monitoring data to measure response and effectiveness. Teachers monitor daily academic progress for students in Tier 2 and weekly Live Lesson attendance is mandatory. CBA/CBM phone calls are made at least twice per month; however, the progress monitoring schedule is dependent upon the needs of the student. If adequate progress is not being made, the SST makes a determination to modify the current intervention plan, or progress to a more

intensive plan. Tier 2 supplemental programs include, but are not limited to: Reading Eggs (K-2), Headsprout® (K-3), Raz-Kids® (K-5), Math-Whizz® (3-8), SuccessMaker® (K-8), Skills Tutor® (K-8), and Study Island (3-8). During the SST Tier 2 meeting, the student's Learning Coach (LC) will be given an explanation and/or training tutorial of the specific intervention program selected by the team. Students must work at least two hours per week in the supplemental program -in addition to core academic instruction and attendance requirement. Additionally, the LC will sign an acknowledgement form accepting primary responsibility for ensuring the student is logging in to the designated intervention program and completing assignments and activities, as well as ensuring the student is attending the teacher's weekly Live Lessons.

5. Tier 3 is comprised of intensive interventions in addition to the Core academic curriculum and supplemental program(s). Parents and SST meet and review progress monitoring data from Tier 1 and Tier 2. Targeted intensive interventions for academic concerns are developed and implemented. Progress monitoring occurs on a more frequent basis. Students, in Tier 3, have a mandatory biweekly Live Lesson attendance policy. Additionally, students in Tier 3 receive at least 3 CBA/CBM phone calls a month. Teachers monitor academic progress daily for students in Tier 3. If adequate progress is not being made, the team makes a decision whether to modify tier 3 intervention; ask for additional evaluations; or consider special education services. During the SST tier 3 meeting, the student's learning coach (LC) will be given an explanation and/or training tutorial of the specified intervention program the team decides upon. Additionally, the LC will sign an acknowledgement form acknowledging that the LC is primarily responsible for ensuring the student is logging into the designated intervention program at least 4 hours a week and completing designated assignments/ activities as well as ensuring the student is attending the teacher's weekly Live Lessons.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

At FLVS FT, our goal is for preschool students to be transitioned into kindergarten by providing a rigorous, developmentally-appropriate curriculum in an engaging virtual environment. In order to determine school readiness, kindergarten students are assessed by using the Florida Kindergarten Readiness Screener (FLKRS). In addition, the LEAP (Longitudinal Evaluation of Academic Progress) screening test is given three times a year in order to gather baseline data, as well as to identify strengths and weaknesses in the areas of reading and math. Virtual classroom walkthroughs or Welcome Sessions are held by all kindergarten teachers in order to familiarize parents with program

requirements, kindergarten standards and objectives, and to assist with establishing consistent learning routines.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Academic planning is promoted through an individual Personalized Learning Plan (PLP) for each student. The personalized learning plan is an ongoing process that personalizes student's academic learning with four formal checkpoints involving the parent and the student throughout the year. Each student is assessed using the VARK to discover their modality of learning: visual, aural, kinesthetic, and multimodal. During each PLP, the teacher discusses the student's progress in mastering specific essential skills and standards and response to intervention(s).

During the enrollment process, parents complete a final confirmation where they have the opportunity to view the courses that the student is taking and make necessary adjustments.

After the first 30-days of enrollment, and upon being in good standing, students have the opportunity to choose additional electives which are added to their course of study, including Spanish, American Sign Language, Chinese, Graphic Design, Music, and Business Keyboarding.

Middle school students take a Career Research and Decision Making course where they learn how to set goals and develop an understanding about making informed career decisions. Throughout the course, they participate in several self-assessment activities to help them become more aware of their unique interests, values, and skills.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

FLVS FT offers a Career Research and Decision Marking course. This course gives students the opportunity to explore their interests and align them to career opportunities. Throughout this course, students participate in self-assessment activities to help them become aware of their aptitudes, values, and skills. Career clusters are highlighted to provide students with an understanding of the education and training necessary for desired careers. Students also set goals to make informed career decisions. After completing this course, students have skills in communication, teamwork, problem solving, and time management for workplace success.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the percentage of students earning a Level 3 or higher on FSA ELA from 75% to 81%.

- G2.** Increase the percentage of students scoring at Level 3 or higher on FSA Mathematics from 52% to 63%.

- G3.** Increase the percentage of students scoring at or above a Level 3 on FCAT Science from 57% to 60% in Elementary School, and from 66% to 69% in Middle School.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase the percentage of students earning a Level 3 or higher on FSA ELA from 75% to 81%. 1a

G035627

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	81.0

Resources Available to Support the Goal 2

- FLVS Literacy Team, Literacy Coach, RtI/SST Team, Student Achievement Data (LEAP, FAIR, FCAT, CBMs, CBAs, Gradebook)

Targeted Barriers to Achieving the Goal 3

- Teacher support with interventions and non-compliance
- The combination of Writing and Reading into one ELA assessment

Plan to Monitor Progress Toward G1. 8

Frequent student achievement data pulls and analysis

Person Responsible

Marcie Trombino

Schedule

Biweekly, from 9/1/2014 to 6/30/2015

Evidence of Completion

All stakeholders will pull student achievement data to be reviewed. Data includes LEAP, CBMs, CBAs, FAIR, and AOP (assessment objective performance reports). Data will be used to spark discussions with teachers regarding escalation, SISPs, and interventions. Documentation of the data pulls are located in school-wide IAs and discussed during leadership meetings.

G2. Increase the percentage of students scoring at Level 3 or higher on FSA Mathematics from 52% to 63%. **1a**

 G035629

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	63.0

Resources Available to Support the Goal **2**

- SISPs (Successmaker Math, Dreambox), Study Island, Skills Tutor, Targeted/Small Group LiveLessons, LEAP, CBAs, CBMs, FCAT Scores, Gradebook

Targeted Barriers to Achieving the Goal **3**

- LiveLessons using best practices for math

Plan to Monitor Progress Toward G2. **8**

Student Achievement Data (Gradebook, CBMs, LEAP)

Person Responsible

Marcie Trombino

Schedule

On 5/29/2015

Evidence of Completion

Leadership team meetings documentation, manager/teacher documentation

G3. Increase the percentage of students scoring at or above a Level 3 on FCAT Science from 57% to 60% in Elementary School, and from 66% to 69% in Middle School. 1a

G035630

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0

Resources Available to Support the Goal 2

- FCAT Explorer, Skills Tutor, Study Island, Science Days (School Events), Targeted LiveLesson Instruction

Targeted Barriers to Achieving the Goal 3

- Student Interaction/Hands-on Approach

Plan to Monitor Progress Toward G3. 8

Curriculum Based Assessments

Person Responsible

Marcie Trombino

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Completed CBA log showing verified or unverified assessment

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the percentage of students earning a Level 3 or higher on FSA ELA from 75% to 81%. **1**

 G035627

G1.B1 Teacher support with interventions and non-compliance **2**

 B085390

G1.B1.S1 FLVS FT Teachers will be provided with ongoing PD and training regarding the Response to Intervention Process. **4**

 S095994

Strategy Rationale

Teachers are the direct link to a student's academic success. They need to be trained on how to correctly identify a student's greatest area of need, develop and implement tiered levels of interventions, and monitoring progress on those interventions.

Action Step 1 **5**

Training and PD

Person Responsible

April Greeson

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PD and Training attendance records, recordings of sessions, documentation of teacher artifacts in Connexus

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor participation at PD sessions and trainings

Person Responsible

Marcie Trombino

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PD and Training attendance records, Recordings of sessions, Documentation submitted to online teacher portfolios, Documentation in teacher/manager IAs, Documentation in staff attendance IA

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Feedback from teachers and trainers regarding sessions

Person Responsible

Marcie Trombino

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher surveys will be initiated to gain feedback regarding PD and training sessions. Review teacher artifacts located in their online portfolios.

G2. Increase the percentage of students scoring at Level 3 or higher on FSA Mathematics from 52% to 63%.

1

G035629

G2.B2 LiveLessons using best practices for math 2

B085394

G2.B2.S1 Teachers will offer small group LiveLessons that are targeted on specific skills and individualized to meet student needs. 4

S095996

Strategy Rationale

LiveLesson instruction needs to be personalized to student needs based on academic data. Teachers need direct instruction focused on their skill gaps to reach mastery.

Action Step 1 5

Teachers will develop a schedule for small group LiveLessons

Person Responsible

Marcie Trombino

Schedule

On 8/29/2014

Evidence of Completion

Schedule of LiveLessons for both elementary and middle school

Action Step 2 5

Teachers will review student academic data to invite specific students to LL sessions

Person Responsible

Marcie Trombino

Schedule

Weekly, from 9/1/2014 to 6/12/2015

Evidence of Completion

Webmail invitations, student data located in IAs, LiveLesson observations

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

LiveLesson observations by the leadership team

Person Responsible

Marcie Trombino

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Formal and informal observation rubrics documented in manager/teacher IAs

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Managers will review and discuss LiveLesson expectations during each manager meeting

Person Responsible

Marcie Trombino

Schedule

Monthly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Documentation will be located in the manager/teacher IAs.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student academic data

Person Responsible

Marcie Trombino

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Student Achievement Data will be pulled and placed in Sharepoint or an IA for the leadership team and teachers to review

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Correlate LiveLesson attendance with math academic data

Person Responsible

Marcie Trombino

Schedule

On 5/29/2015

Evidence of Completion

Review student logs and LL attendance and match to performance data on CBMs and gradebook

G3. Increase the percentage of students scoring at or above a Level 3 on FCAT Science from 57% to 60% in Elementary School, and from 66% to 69% in Middle School. 1

 G035630

G3.B1 Student Interaction/Hands-on Approach 2

 B085395

G3.B1.S3 Small group, targeted LiveLessons 4

 S126598

Strategy Rationale

Students will receive individualized science instruction that is focused on their skill gaps.

Action Step 1 5

Teachers will review student performance data for Science and host small group, targeted LiveLessons with identified students

Person Responsible

Marcie Trombino

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Managers and leadership will review LiveLesson schedules and recordings

Person Responsible

Marcie Trombino

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Documentation noted in manager/teacher IAs; LiveLesson recordings posted on the teacher message boards

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

The leadership team will debrief on the effectiveness of this plan.

Person Responsible

Marcie Trombino

Schedule

Quarterly, from 10/1/2014 to 6/30/2015

Evidence of Completion

Documentation will be noted in the leadership team meeting notes.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Training and PD	Greeson, April	8/18/2014	PD and Training attendance records, recordings of sessions, documentation of teacher artifacts in Connexus	5/29/2015 monthly
G2.B2.S1.A1	Teachers will develop a schedule for small group LiveLessons	Trombino, Marcie	8/4/2014	Schedule of LiveLessons for both elementary and middle school	8/29/2014 one-time
G3.B1.S3.A1	Teachers will review student performance data for Science and host small group, targeted LiveLessons with identified students	Trombino, Marcie	9/1/2014		5/29/2015 weekly
G2.B2.S1.A2	Teachers will review student academic data to invite specific students to LL sessions	Trombino, Marcie	9/1/2014	Webmail invitations, student data located in IAs, LiveLesson observations	6/12/2015 weekly
G1.MA1	Frequent student achievement data pulls and analysis	Trombino, Marcie	9/1/2014	All stakeholders will pull student achievement data to be reviewed. Data includes LEAP, CBMs, CBAs, FAIR,	6/30/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				and AOP (assessment objective performance reports). Data will be used to spark discussions with teachers regarding escalation, SISPs, and interventions. Documentation of the data pulls are located in school-wide IAs and discussed during leadership meetings.	
G1.B1.S1.MA1	Feedback from teachers and trainers regarding sessions	Trombino, Marcie	8/18/2014	Teacher surveys will be initiated to gain feedback regarding PD and training sessions. Review teacher artifacts located in their online portfolios.	5/29/2015 monthly
G1.B1.S1.MA1	Monitor participation at PD sessions and trainings	Trombino, Marcie	8/18/2014	PD and Training attendance records, Recordings of sessions, Documentation submitted to online teacher portfolios, Documentation in teacher/manager IAs, Documentation in staff attendance IA	5/29/2015 monthly
G2.MA1	Student Achievement Data (Gradebook, CBMs, LEAP)	Trombino, Marcie	9/1/2014	Leadership team meetings documentation, manager/teacher documentation	5/29/2015 one-time
G2.B2.S1.MA1	Student academic data	Trombino, Marcie	10/6/2014	Student Achievement Data will be pulled and placed in Sharepoint or an IA for the leadership team and teachers to review	6/12/2015 biweekly
G2.B2.S1.MA4	Correlate LiveLesson attendance with math academic data	Trombino, Marcie	10/6/2014	Review student logs and LL attendance and match to performance data on CBMs and gradebook	5/29/2015 one-time
G2.B2.S1.MA1	LiveLesson observations by the leadership team	Trombino, Marcie	10/6/2014	Formal and informal observation rubrics documented in manager/teacher IAs	5/29/2015 monthly
G2.B2.S1.MA3	Managers will review and discuss LiveLesson expectations during each manager meeting	Trombino, Marcie	10/6/2014	Documentation will be located in the manager/teacher IAs.	6/12/2015 monthly
G3.MA1	Curriculum Based Assessments	Trombino, Marcie	9/1/2014	Completed CBA log showing verified or unverified assessment	5/29/2015 monthly
G3.B1.S3.MA1	The leadership team will debrief on the effectiveness of this plan.	Trombino, Marcie	10/1/2014	Documentation will be noted in the leadership team meeting notes.	6/30/2015 quarterly
G3.B1.S3.MA1	Managers and leadership will review LiveLesson schedules and recordings	Trombino, Marcie	9/1/2014	Documentation noted in manager/teacher IAs; LiveLesson recordings posted on the teacher message boards	5/29/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase the percentage of students earning a Level 3 or higher on FSA ELA from 75% to 81%.

G1.B1 Teacher support with interventions and non-compliance

G1.B1.S1 FLVS FT Teachers will be provided with ongoing PD and training regarding the Response to Intervention Process.

PD Opportunity 1

Training and PD

Facilitator

Connections Academy PD Team, FLVS FT Trainers

Participants

Principals, Assistant Principals, Teachers, Counselors

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 1: Increase the percentage of students earning a Level 3 or higher on FSA ELA from 75% to 81%.	5,383
Goal 2: Increase the percentage of students scoring at Level 3 or higher on FSA Mathematics from 52% to 63%.	5,000
Goal 3: Increase the percentage of students scoring at or above a Level 3 on FCAT Science from 57% to 60% in Elementary School, and from 66% to 69% in Middle School.	5,374
Grand Total	15,757

Goal 1: Increase the percentage of students earning a Level 3 or higher on FSA ELA from 75% to 81%.		
Description	Source	Total
B1.S1.A1 - PD-Professional and Technical Services: Registration and fees for K8 Teachers and Principal to attend professional development trainings, conferences, workshops to assist in increasing student achievement in core curricular such as math.	Title II	5,383
Total Goal 1		5,383

Goal 2: Increase the percentage of students scoring at Level 3 or higher on FSA Mathematics from 52% to 63%.		
Description	Source	Total
B2.S1.A1 - Professional and Technical Services: Travel for K8 Teachers and Principal to attend professional development trainings, conferences, workshops to assist in increasing student achievement in core curricular such as math.	Title II	5,000
Total Goal 2		5,000

Goal 3: Increase the percentage of students scoring at or above a Level 3 on FCAT Science from 57% to 60% in Elementary School, and from 66% to 69% in Middle School.		
Description	Source	Total
B1.S3.A1 - K8 Teacher, School Leadership team online professional development to assist in collection, analyzing, aggregating and accessing student data. "Getting Data Wise" Harvard Online Pd	Title II	5,374
Total Goal 3		5,374