FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 0300 - Flvs Full Time K 8

District: 71 - FL Virtual

Principal: Esilda Ross

SAC Chair: Shane May

Superintendent: Mrs. Julie Young

School Board Approval Date: 11/12/2013

Last Modified on: 10/18/2013

Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

Address:	**Physical**	**Mailing**
	2145 METROCENTER BLVD Orlando, FL 32835	2145 METROCENTER BLVD Orlando, FL 32835
Phone Number:	321-418-3360	
Web Address:	www.flvs.net	
Email Address:	epross@connectionseducation.com	

School Type:	Combination School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	51%			
Minority:	34%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	C	C		

NOTE
Sections marked N/A in the online application have been excluded from this document.
For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status

School Information

School-Level Information

School Flvs Full Time K 8

Principal's name Esilda Ross

School Advisory Council chair's name Shane May

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Marcie Trombino	Elementary School Principal
Angela Cox	Middle School Principal
Chantel White	Elementary School Assistant Principal
Shane May	Elementary School Assistant Principal
Christina Seamster	Elementary School Assistant Principal
April Greeson	Middle School Assistant Principal

District-Level Information

District FL Virtual

Superintendent's name Mrs. Julie Young

Date of school board approval of SIP 11/12/2013

School Advisory Council (SAC)
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe the membership of the SAC including position titles
FLVS FT SAC members include:
Esilda Ross - Lead Principal K-8
Marcie Trombino - Elementary Principal
Angela Cox - Middle School Principal
Jeff McLean - Staff Co-Chair
Shelby Robertson Parent Co-Chair
Lisa McBride SAC Secretary
Christina Stradley - School Representative (ESE)
Debra Scherer - School Representative (Middle School)
Sandra Chatfield-Sharp - School Representative (Elementary School)
Mica Butler - School Representative (Elementary School)
Destiny Ross - Student Representative
Adelia Lauandos - Student Representative
Nicholas Lauandos - Student Representative
Kim Minnick - Parent Representative
Lisa McBride - Parent Representative
Jeniece Manzanarez - Parent Representative
Travis Vanderford - Parent Representative
Polly Ann Bates - Parent Representative
Roberta Prevost - Parent Representative
Karen Cylc - Parent Representative

Describe the involvement of the SAC in the development of this school improvement plan
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.

Describe the activities of the SAC for the upcoming school year
SAC will amend and approve by-laws, and approve the SIP. SAC will review student achievement data to monitor the progress of the SIP.

Describe the projected use of school improvement funds and include the amount allocated to each project

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below
In Compliance

If no, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

 # Administrators 7

 # Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Esilda Ross

Principal	Years as Administrator: 4	Years at Current School: 6
Credentials	B.A. in Spanish M.Ed in Educational Leadership Florida Professional Certificate in Elementary Education K-6, World Language - Spanish K-12, and Educational Leadership (all Levels)	
Performance Record		

Angela Cox

Principal	Years as Administrator: 1	Years at Current School: 3
Credentials	B.S. in Elementary Education Masters Endorsement in Educational Leadership Master of Science in Education with a concentration in Teaching with Technology Florida Professional Certificate in Elementary Education, ESOL, Middle Grades Integrated Curriculum, Music, and Educational Leadership	

Performance Record

Shane May

Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	B.A. in Business Administration B.A. in Elementary Education M.Ed. in Educational Leadership Florida Professional Certificate in Elementary Education, ESOL, School Principal, and Educational Leadership (all Levels)	

Performance Record

April Greeson

Asst Principal	Years as Administrator: 1	Years at Current School: 5
Credentials	B.A. Business Administration M.Ed in Educational Leadership Florida Professional Certificate in Educational Leadership, Elementary Education, Middle Grades Integrated Curriculum, and Middle Grades English, with endorsements in ESOL and Gifted Education	

Performance Record

Chantel White

Asst Principal	Years as Administrator: 9	Years at Current School: 1
Credentials	Bachelor of Science, Business Management Master of Education, Educational Leadership w/an Instructional Leadership specialization Florida Professional Certificate in Business Education, Exceptional Student Education, and Educational Leadership (all Levels)	

Performance Record

Christina Seamster		
Asst Principal	Years as Administrator: 1	Years at Current School: 3
Credentials	Bachelor's in Family and Child Services, major in Child Development M.S. in Educational Leadership Florida Professional Certificate in Elementary Education, ESOL, Exceptional Student Education, Educational Leadership (all Levels), with endorsements in Reading and Gifted Education	
Performance Record		
Marcie Trombino		
Principal	Years as Administrator: 2	Years at Current School: 4
Credentials	B.A. History M.S. Curriculum, Instruction, and Technology Ed.S. Educational Leadership Florida Professional Certificate in Elementary Education, ESOL, and Educational Leadership	
Performance Record		

Instructional Coaches

 # Instructional Coaches 1

 # Receiving Effective rating or higher (not entered because basis is < 10)

Instructional Coach Information:		
Rachelle Enrique-Sosa		
Full-time / School-based	Years as Coach: 1	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	Bachelor of Science in Elementary Education Masters Degree in Reading Education Florida Professional Certification in Elementary Education 1-6, ESOL, Reading K-12, and English (5-9).	
Performance Record		

Classroom Teachers

# of classroom teachers 125

 # receiving effective rating or higher 123, 98%

 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%

 # certified in-field, pursuant to Section 1012.2315(2), F.S. 125, 100%

 # ESOL endorsed 58, 46%

 # reading endorsed 30, 24%

 # with advanced degrees 70, 56%

 # National Board Certified 0, 0%

 # first-year teachers 2, 2%
 # with 1-5 years of experience 22, 18%
 # with 6-14 years of experience 19, 15%
 # with 15 or more years of experience 19, 15%
Education Paraprofessionals, pursuant to s. 1012.01(2)(e)
# of paraprofessionals 0
 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 0
Other Instructional Personnel
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 20
 # receiving effective rating or higher 20, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the 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.

FLVSFT 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/competences at a different monthly meeting. Individual learning opportunities and teacher goals are addressed through the program, and new teachers demonstrate effective practice though administrative observation and documentation of goals.

Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs
FLVSFT 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 FLVSFT 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. FLVSFT PS/RtI procedures are outlined below:
1. Students in grades K-8 will take the LEAP pretest in both Reading and 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 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 assessment is given in the fall 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/RtI 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 FLVSFT PS/RtI 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.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
The Student Support Team (SST) is a general education, data driven, decision-making committee whose standing members consist of at least the principal/designee, a classroom teacher, and the referring teacher. Additionally, School Counselors, Master Teachers, Reading Coach, Special Education Teachers, and SLPs may be on the SST team if applicable. Contracted service personal including but not limited to School Psychologist, Occupational Therapists, Physical Therapist, and Mental Health Counselor are invited to participate on the SST team if applicable to the specific student in review. In discussing an individual student's difficulties, the student's parent or guardian is an invited participant. The SST shall review and analyze all screening data, including intervention results at each tier, to determine the most beneficial option for the student. The committee's options include, but are not limited to one of the following actions:
1. Conduct no further action at this time.
2. Continue current intervention and progress monitoring through the RtI process.
3. Conduct additional interventions through the RtI process.
4. Refer the student to the Special Education committee to conduct a special education evaluation.
5. Refer the student to pupil appraisal personnel for support services.
6. Refer the student to the special education team for an individual evaluation if the team believes that the student demonstrates a speech disorder or severe cognitive, physical, or sensory disorders, or severe social/behavioral deficits that require immediate intervention to prevent harm to the student or others, and a team that comprises qualified professionals and the parent determines that these general education interventions are not appropriate.
Parents must be provided a report or summary by the SST on the status of the student's response to scientifically research-based interventions, which would include repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. This report or summary must be provided to parents at least once each grading period

until a decision is reached. If the parents disagree with the SST actions or decision, the parents must be provided a copy of their rights, which includes the right to request an evaluation. If it is the opinion of the SST that the student be referred for an initial evaluation, a special education team member shall be present to review supporting documentation.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

1. Previous year's FCAT scores are examined for placement in Intensive courses (PACE program). All level 1s and 2s are placed in PACE.
2. All students take the LEAP pretest and FAIR test in early Fall. These serve as diagnostic tools to determine the lowest 25th%ile. Those who score below the 25th%ile in either the LEAP or FAIR testing are provided with monthly progress monitoring measures.
3. Progress monitoring:
a. Those students already placed in a PACE course receive monthly progress monitoring by the PACE homeroom teacher along with individualized/small group instruction.
b. Students not in enrolled in a PACE course receive monthly progress monitoring provided by the teacher.
4. Students in the lowest 25th%ile receive interventions in content areas courses in specified skill sets to provide remediation and support. SST members review intervention data at minimum each month to determine if a student is making progress or not.
5. Literacy Coach monitors all student progress and compiles data monthly to provide to teachers. Teachers use data to guide instruction for students. Literacy coach also assists in providing small group interventions.
6. LEAP and FAIR are administered 3 times a year to assess student progress (pre, mid, post).

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)

Connexus®- which is FLVS FT learning management system is used to analyze data in regards to student performance. Attendance, grades, FCAT scores, curriculum based measurement data, curriculum based assessment data, supplemental intervention program data can all be monitored inside of Connexus® through use of student data views.

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

If a student begins to struggle in tier 1, the family is sent via webmail with read receipt, a letter describing FLVS FT's response to intervention process. Parents are always sent meeting invites to be a part of FLVS FT student support team meetings and parents are provided a report or summary by the SST on the status of the student's response to scientifically research-based interventions, which would include repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. This report or summary must be provided to parents at least once each grading period until a decision is reached. If the parents disagree with the SST actions or decision, the parents must be provided a copy of their rights, which includes the right to request an evaluation. If it is the opinion of the SST that the student be referred for an initial evaluation, a special education team member shall be present to review supporting documentation.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Rachelle Enrique-Sosa	Literacy Coach
Alanna Shaw	MS Language Arts

Austin Crutchfield	MS Social Studies
Lenora Wallace	MS Science
Barbara Mulkey	MS Math
Anjanette Richard-Jones	MS Language Arts
Julie Kendrick	ES Teacher
Sandi Sumerfield	ES Teacher
Suzanne Till	ESE Teacher
Tiffany Fillingham	MS Advisory Teacher

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
The LLT meets monthly to focus on K-8 literacy goals. The mission is to build a literacy culture through collegiality and collaboration. Each member of the LLT will focus on an area of concern in their content or grade level and set goals to improve through action-research.

What will be the major initiatives of the LLT this year?
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.

Every Teacher Contributes to Reading Improvement

Describe how the school ensures every teacher contributes to the reading improvement of every student
K-8 teachers monitor student progress in reading through monthly Curriculum Based Assessments (CBAs) and/or Curriculum Based Measurement (CBMs). FLVS FT students have a Personalized Learning Plan (PLP) that focuses on reading achievement by monitoring the essential skills and standards. Student Success Plans are developed to ensure that students are mastering grade level requirements.
Connexus, FLVS FT's Educational Management System, provides teachers with ongoing data analysis and student performance indicators on their log-in screen and through student dataviews. Teachers use the achievement data received from FAIR and LEAP (Longitudinal Evaluation of Academic Progress), which are administered three times per school year, to develop tiered levels of intervention as needed. Level 1 and 2 readers are placed in an intensive reading course (PACE) that requires weekly small-group LiveLesson instruction. These small-group PACE LiveLessons are developed based on weekly student data on skill-based assessments.
Teachers utilize FLVS FT's learning triad model and involve parents/caretakers in immediate feedback of student achievement and discussion/implementation of interventions as needed. Teachers utilize an internal tracking and communication system so all stakeholders remain up-to-date on student progress and academic concerns.

Preschool Transition
This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable
At FLVSFT, 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

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

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.

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?

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.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		72%		
American Indian		0%		
Asian		0%		
Black/African American		59%		
Hispanic		57%		
White		69%		
English language learners				
Students with disabilities		52%		
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		72%	76%
Students scoring at or above Achievement Level 4		43%	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		71%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		66%	67%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	294	39%	42%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		51%		
American Indian		0%		
Asian		0%		
Black/African American		37%		
Hispanic		46%		
White		54%		
English language learners		0%		
Students with disabilities		37%		
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		51%	54%
Students scoring at or above Achievement Level 4		20%	21%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		59%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		55%	56%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	112	24%	24%
Middle school performance on high school EOC and industry certifications	107	50%	50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	97%	97%
Students scoring at or above Achievement Level 4	49	54%	55%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	95%	95%
Students scoring at or above Achievement Level 4	14	74%	75%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	180	52%	55%
Students scoring at or above Achievement Level 4	69	20%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	240	58%	63%
Students scoring at or above Achievement Level 4	104	25%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	41		70
Participation in STEM-related experiences provided for students			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	659	16%	10%
Students retained, pursuant to s. 1008.25, F.S.	126	4%	3%
Students who are not proficient in reading by third grade	96	34%	32%
Students who receive two or more behavior referrals	10	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course	91	6%	5%
Students who fail an English Language Arts course	50	3%	3%
Students who fail two or more courses in any subject	77	5%	4%
Students who receive two or more behavior referrals	61	4%	4%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe parental involvement targets for your school

Parent and family involvement is a centerpiece of the FLVS FT K-8 school model and is integral to improving student academic achievement. Parent and family involvement is also underscored in the Learning Coach Agreement which every caretaker must sign when enrolling their student. Each FLVS FT student has a Learning Coach- a parent or other responsible adult designated by the parents-who works with him or her in person, under the guidance of a Florida-certified professional teacher. Whether a parent's role is a Learning Coach, or as someone providing oversight to the Learning Coach, all parents and guardians are intimately familiar with their child's progress on a day-to-day basis. In grades K-5, the Learning Coaches are directly involved with students' day-to-day learning. In grades 6-12, Learning Coaches play an important oversight role, but students begin to work with their teachers more independently, taking on increasing responsibility for their learning.

FLVS FT K-8 believes in involving parents in all aspects of its Title I programs. These programs will be planned and operated with meaningful consultation with parents of participating children, including the school-parent compact. The SAC has the responsibility of evaluating the various school level plans, including the SIP and the PIP. More than 50% of the members of the SAC are parent (non-employee) representatives. All parents are given the opportunity to review the plan and offer their input prior to approval. The PIP was sent to all parents via webmail (with a read receipt, read required specification) and placed on the school website. Parents were also provided with the Parent Satisfaction Survey at the end of the school year requesting their input regarding curriculum, parent involvement activities, school communication, and student achievement. Results were shared with parents and also the Parent Advisory Committee (PAC) to obtain suggestions for change. During the PAC, the PIP was discussed with input from parents on how the parental involvement funds would be used

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:
Increase the percentage of students earning a Level 3 or higher on FCAT Reading 2.0 from 72% to 76%.

Goal #2:
Increase the percentage of students scoring at a Level 3.5 or higher on FCAT Writes from a 39% to 42%.

Goal #3:
Increase the percentage of students scoring at Level 3 or higher on FCAT Math from 51% to 54%.

Goal #4:
Increase the percentage of students scoring at or above a Level 3 on FCAT Science from 52% to 55% in Elementary School, and from 58% to 63% in Middle School.

Goals Detail

Goal #1:	**Increase the percentage of students earning a Level 3 or higher on FCAT Reading 2.0 from 72% to 76%.**
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - Learning Gains
Resources Available to Support the Goal	• FLVS Literacy Team, Literacy Coach, RtI Coaches, Student Achievement Data (LEAP, FAIR, FCAT, CBMs, CBAs, Gradebook)
Targeted Barriers to Achieving the Goal	• Teacher support with interventions and non-compliance

Plan to Monitor Progress Toward the Goal

Action:
Frequent student achievement data pulls and analysis

Person or Persons Responsible:
Administrators, Literacy Team, Teachers

Target Dates or Schedule:
Ongoing throughout the school year

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.

Goal #2:	**Increase the percentage of students scoring at a Level 3.5 or higher on FCAT Writes from a 39% to 42%.**
Targets Supported	• Writing

Resources Available to Support the Goal	• FLVS Literacy Team, Literacy Coach, Write to Learn, Power Write, Writing PLC, Demand Writing Prompts, School-Wide Literacy Events, Writing LiveLessons
Targeted Barriers to Achieving the Goal	• Learning Coach Support

Plan to Monitor Progress Toward the Goal

Action:
The assessment of demand writing prompts

Person or Persons Responsible:
Teachers, Literacy Coach, Administrators

Target Dates or Schedule:
Ongoing throughout the school year

Evidence of Completion:
Teachers will review participation and attendance Writing LiveLessons and monitor performance on the demand writing prompts

Goal #3:	**Increase the percentage of students scoring at Level 3 or higher on FCAT Math from 51% to 54%.**
Targets Supported	• Math • Math - Elementary and Middle School • Math - Elementary and Middle AMO's • Math - Elementary and Middle FCAT 2.0 • Math - Elementary and Middle Learning Gains
Resources Available to Support the Goal	• Successmaker, Dreambox, Study Island, Skills Tutor, LiveLessons, FLVS Math Coach, LEAP, CBAs, CBMs, FCAT Scores
Targeted Barriers to Achieving the Goal	• LiveLessons using best practices for math

Plan to Monitor Progress Toward the Goal

Action:
Student achievement data pulls and analysis

Person or Persons Responsible:
FLVS FT Administrators, Managers, Teachers

Target Dates or Schedule:
Ongoing throughout the school year

Evidence of Completion:
Teacher/Manager meetings and IAs

Goal #4:	**Increase the percentage of students scoring at or above a Level 3 on FCAT Science from 52% to 55% in Elementary School, and from 58% to 63% in Middle School.**

Targets Supported	• Science
	• Science - Elementary School
	• Science - Middle School

Resources Available to Support the Goal	• FCAT Explorer, Skills Tutor, Study Island, Science Days (School Events)

Targeted Barriers to Achieving the Goal	• Student Interaction/Hands-on Approach

Plan to Monitor Progress Toward the Goal

Action:
Curriculum Based Assessments

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing throughout the school year

Evidence of Completion:
Completed CBA log showing verified or unverified

Action Plan for Improvement

Goal #1:	Increase the percentage of students earning a Level 3 or higher on FCAT Reading 2.0 from 72% to 76%.
Barrier #1:	Teacher support with interventions and non-compliance
Strategy #1 to Overcome the Barrier	FLVS FT Teachers will be provided with ongoing PD and training regarding escalation and SISPs (supplemental instructional support programs).

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Training and PD

Person or Persons Responsible:
Connections Academy PD Team, FLVS FT Trainers

Target Dates or Schedule:
Ongoing throughout the school year

Evidence of Completion:
Attendance records, recordings of sessions, documentation of teacher artifacts in Connexus

Facilitator:
Connections Academy PD Team, FLVS FT Trainers

Participants:
Principals, Assistant Principals, Teachers, Counselors

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
Monitor participation at PD sessions and trainings

Person or Persons Responsible:
FLVS FT Managers and Administrators

Target Dates or Schedule:
Ongoing throughout the school year

Evidence of Completion
Attendance records, Recordings of sessions, Documentation submitted to online teacher portfolios, Documentation in teacher/manager IAs

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
Feedback from teachers and trainers regarding sessions

Person or Persons Responsible:
Teachers, Trainers, PD Team, Administrators

Target Dates or Schedule:
Once per semester

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

Goal #2:	Increase the percentage of students scoring at a Level 3.5 or higher on FCAT Writes from a 39% to 42%.
Barrier #1:	Learning Coach Support
Strategy #1 to Overcome the Barrier	School-wide Literacy Days

Step #1 to Implement Strategy #1

Action:
Host Literacy Days around the state to target writing instruction and best practices

Person or Persons Responsible:
School Events Team, Learning Coaches, Teachers, Literacy Coach, Administration

Target Dates or Schedule:
Ongoing throughout the school year

Evidence of Completion:
Scheduled dates on the school calendar

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Planning Meeting and the Individual Event's IA (Issue Aware Ticket)

Person or Persons Responsible:
School Events Team, Administrators, Teachers, Literacy Coach.

Target Dates or Schedule:
Ongoing throughout the school year

Evidence of Completion
Individual event IAs, planning meeting notes

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Learning Coach feedback survey, Observations

Person or Persons Responsible:
Learning Coaches, Teachers, School Events Team, Administration, Literacy Coach

Target Dates or Schedule:
At the conclusion of each event

Evidence of Completion:
Surveys will be sent to Learning Coaches following each event. Staff members will collect anecdotal notes.

Goal #3:	Increase the percentage of students scoring at Level 3 or higher on FCAT Math from 51% to 54%.
Barrier #2:	LiveLessons using best practices for math
Strategy #1 to Overcome the Barrier	Offer PD sessions and/or trainings that provide teachers with specific math strategies for effective online learning

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Scheduled PD Sessions and Trainings

Person or Persons Responsible:
Connections Academy PD Team, FLVS FT Trainers, Administrators, FLVS Math Coach

Target Dates or Schedule:
Ongoing throughout the school year

Evidence of Completion:
Teacher Artifacts located in the online portfolio,LiveLesson Observations

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #3

Action:
Reviewing attendance and completion of sessions and trainings, LiveLesson Observations by Managers

Person or Persons Responsible:
FLVS FT Administrators and Managers

Target Dates or Schedule:
Ongoing throughout the school year

Evidence of Completion
Artifacts located in the teacher portfolio, Session Records and Attendance logs, LiveLesson Observation Review Meetings which are documented in Teacher/Manager IAs.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #3

Action:
LiveLesson Observation Rubrics, Student achievement data pulls and analysis

Person or Persons Responsible:
FLVS FT Administrators and Managers, Teachers

Target Dates or Schedule:
Ongoing throughout the school year

Evidence of Completion:
Lesson Observation Rubric review, Achievement data discussion

Goal #4:	Increase the percentage of students scoring at or above a Level 3 on FCAT Science from 52% to 55% in Elementary School, and from 58% to 63% in Middle School.
Barrier #1:	Student Interaction/Hands-on Approach
Strategy #1 to Overcome the Barrier	Science Days

Step #1 to Implement Strategy #1

Action:
Schedule and plan various Science events across the state

Person or Persons Responsible:
School Events Team, Science Teachers, Administrators

Target Dates or Schedule:
Ongoing throughout the school year

Evidence of Completion:
Scheduled events on the school calendar

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:
Planning Meeting and the Individual Event's IA (Issue Aware Ticket)

Person or Persons Responsible:
School Events Team, Administrators, Teachers, Literacy Coach.

Target Dates or Schedule:
Ongoing throughout the school year

Evidence of Completion
Individual event IAs, planning meeting notes

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:
Learning Coach feedback survey, Observations

Person or Persons Responsible:
Learning Coaches, Teachers, School Events Team, Administration, Literacy Coach

Target Dates or Schedule:
At the conclusion of each event

Evidence of Completion:
Surveys will be sent to Learning Coaches following each event. Staff members will collect anecdotal notes.

Coordination and Integration
This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school
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.
FLVSFT 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; Ruby Payne Math Strategies and Reading for Meaning. Additional services are provided to ensure students requiring intervention are provided through Title I, Part A and IDEA. FLVSFT schools will be carrying out the services and activities that are designed to improve the quality of the teaching force and ultimately student achievement. FLVSFT does not receive funds for Title I, Part C; Title I, Part D, Title III, or Title X.

Professional Development
This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Goal #1: Increase the percentage of students earning a Level 3 or higher on FCAT Reading 2.0 from 72% to 76%.

Barrier #1: Teacher support with interventions and non-compliance

Strategy #1: FLVS FT Teachers will be provided with ongoing PD and training regarding escalation and SISPs (supplemental instructional support programs).

Action Step #1: Training and PD

Facilitator leader
Connections Academy PD Team, FLVS FT Trainers

Participants
Principals, Assistant Principals, Teachers, Counselors

Target dates or schedule
Ongoing throughout the school year

Evidence of Completion and Person Responsible for Monitoring
Attendance records, recordings of sessions, documentation of teacher artifacts in Connexus
(Person Responsible: Connections Academy PD Team, FLVS FT Trainers)

Goal #3: Increase the percentage of students scoring at Level 3 or higher on FCAT Math from 51% to 54%.

Barrier #2: LiveLessons using best practices for math

Strategy #1: Offer PD sessions and/or trainings that provide teachers with specific math strategies for effective online learning

Action Step #1: Scheduled PD Sessions and Trainings

Facilitator leader

Participants

Target dates or schedule
Ongoing throughout the school year

Evidence of Completion and Person Responsible for Monitoring
Teacher Artifacts located in the online portfolio,LiveLesson Observations
(Person Responsible: Connections Academy PD Team, FLVS FT Trainers, Administrators, FLVS Math Coach)

Budget

Budget Summary by Goal

Goal	Description	Total
Goal #1	Increase the percentage of students earning a Level 3 or higher on FCAT Reading 2.0 from 72% to 76%.	$5,000
Goal #3	Increase the percentage of students scoring at Level 3 or higher on FCAT Math from 51% to 54%.	$8,000
	Total	$13,000

Budget Summary by Resource Type and Funding Source

Resource Type	Professional Development	Total
Title I	$5,000	$5,000
Title I and II	$8,000	$8,000
Total	$13,000	$13,000

Budget Detail

Goal #1: Increase the percentage of students earning a Level 3 or higher on FCAT Reading 2.0 from 72% to 76%.

Barrier #1: Teacher support with interventions and non-compliance

Strategy #1: FLVS FT Teachers will be provided with ongoing PD and training regarding escalation and SISPs (supplemental instructional support programs).

Action Step #1: Training and PD

Resource Type	Professional Development
Resource	
Funding Source	Title I
Amount Needed	$5,000

Goal #3: Increase the percentage of students scoring at Level 3 or higher on FCAT Math from 51% to 54%.

Barrier #2: LiveLessons using best practices for math

Strategy #1: Offer PD sessions and/or trainings that provide teachers with specific math strategies for effective online learning

Action Step #1: Scheduled PD Sessions and Trainings

Resource Type	Professional Development
Resource	
Funding Source	Title I and II
Amount Needed	$8,000