

Florida Virtual School

FLORIDA VIRTUAL ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Equip students for success by developing and delivering highly effective digital learning through an intuitive online platform

Provide the school's vision statement

Our vision is to deliver innovative virtual education that engages students, fosters rigorous learning, and closes the achievement gap, as demonstrated by state performance metrics. We prioritize cultivating a positive culture and meaningful relationships for all stakeholders.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Ryan Foster

rfoster@flvs.net

Position Title

Principal

Job Duties and Responsibilities

Create and sustain a positive school culture, provides instructional guidance and direction to execute the school improvement plan, allocate appropriate resources to meet school improvement goals, and monitor progress toward achieving all goals. Oversees the entire operation of the school. Directly supervises assistant principals, ESE manager, and mathematics coaches.

Leadership Team Member #2

Employee's Name

Kelly Clarke

kclarke@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Support teachers in implementing strategies related to the school improvement plan, monitors action steps and progress toward goals, and monitors student data. Supports and monitors interventions provided to students with deficiency.

Leadership Team Member #3

Employee's Name

Carol Coston

ccoston@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Support teachers in implementing strategies related to the school improvement plan, monitors action steps and progress toward goals, and monitors student data.

Leadership Team Member #4

Employee's Name

Sabrina Edwards

saedwards@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Support teachers in implementing strategies related to the school improvement plan, monitors action steps and progress toward goals, and monitors student data.

Leadership Team Member #5

Employee's Name

Kenya Feacher

kfeacher@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Support teachers in implementing strategies related to the school improvement plan, monitors action steps and progress toward goals, and monitors student data.

Leadership Team Member #6

Employee's Name

Tiffany Mason

tmason@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Support teachers in implementing strategies related to the school improvement plan, monitors action steps and progress toward goals, and monitors student data.

Leadership Team Member #7

Employee's Name

Michelle Plank

mplank@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Support teachers in implementing strategies related to the school improvement plan, monitors action steps and progress toward goals, and monitors student data.

Leadership Team Member #8

Employee's Name

Joan Jackson

jojackson@flvs.net

Position Title

ESE Manager

Job Duties and Responsibilities

Support teachers in implementing strategies related to the school improvement plan, monitors action steps and progress toward goals, and monitors student data.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our School Improvement Plan Development Process:

1. Leadership Meeting: The school leadership team convened to analyze relevant data and identify areas for improvement.
2. Goal Formulation: Initial goals were drafted by the school leadership based on the identified needs.
3. Staff Involvement: Teachers and staff participated by providing feedback on the data and needs through a staff-specific survey through the comprehensive needs assessment process.
4. Stakeholder Engagement: Parents, community members, and business leaders contributed their insights through a stakeholder survey through the comprehensive needs assessment. The final SIP is approved by SAC

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

SIP Implementation and Monitoring: Our SIP progress will be closely monitored through several key steps:

- Progress Monitoring Data Checks: Regular assessments will track student progress.
- Monthly Teacher-Administrator Discussions: Leadership will engage in monthly discussions with teachers, focusing on student achievement.
- Data Days: After progress monitoring #1 and #2, we'll hold data days to assess student progress

toward state benchmarks, student subgroup progress, and alignment with SIP goals.

- Feedback-Driven Revisions: Based on feedback and data, the SIP may be revised during school leadership meetings.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	39.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL)* ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: B 2022-23: B 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	231	257	326	417	449	491				2,171
Absent 10% or more school days	0	0	0	0	0	0				0
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	1	0	0	0	0				1
Course failure in Math	0	1	0	0	0	0				1
Level 1 on statewide ELA assessment	10	40	42	61	50	66				269
Level 1 on statewide Math assessment	9	25	56	78	88	121				377
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	34	43	55	92						224
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	21	17	25	133	99					295

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	27	46	37	38	47				197

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	4	16	0	1				24
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	9	3	5	5	5	8				35
One or more suspensions										0
Course failure in English Language Arts (ELA)					1					1
Course failure in Math					1					1
Level 1 on statewide ELA assessment	11	34	26	47	60	49				227
Level 1 on statewide Math assessment	22	21	50	71	110	108				382
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	10	23	32	40						105
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	22	21	50	71						164

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1	4	11	15	17				48

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	3	1	17						25
Students retained two or more times					4					4

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	66	66	59	66	66	57	63	63	53
Grade 3 ELA Achievement	67	67	59	63	63	58	63	63	53
ELA Learning Gains	56	56	60	62	62	60			
ELA Lowest 25th Percentile	46	46	56	50	50	57			
Math Achievement*	50	50	64	53	53	62	44	45	59
Math Learning Gains	47	47	63	56	56	62			
Math Lowest 25th Percentile	42	42	51	51	51	52			
Science Achievement	49	49	58	59	59	57	56	56	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	48	48	63	67	67	61	46	70	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	471
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
52%	59%	59%	45%	49%		46%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	1	
English Language Learners	40%	Yes	1	
Asian Students	71%	No		
Black/African American Students	50%	No		
Hispanic Students	46%	No		
Multiracial Students	59%	No		
White Students	57%	No		
Economically Disadvantaged Students	47%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	66%	67%	56%	46%	50%	47%	42%	49%					48%
Students With Disabilities	42%	37%	50%	37%	36%	47%	37%	33%					
English Language Learners	43%	47%	43%	38%	35%	41%	50%	15%					48%
Asian Students	88%	93%	66%		70%	50%		58%					
Black/African American Students	64%	72%	59%	48%	39%	42%	36%	43%					
Hispanic Students	58%	57%	52%	41%	42%	39%	40%	38%					50%
Multiracial Students	69%	64%	50%		57%	54%		57%					
White Students	69%	70%	59%	48%	56%	52%	49%	56%					
Economically Disadvantaged Students	56%	55%	52%	44%	40%	41%	40%	36%					60%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	66%	63%	62%	50%	53%	56%	51%	59%					67%
Students With Disabilities	43%	41%	59%	51%	40%	47%	39%	43%					
English Language Learners	51%	50%	46%	33%	48%	49%	41%	50%					67%
Asian Students	63%	73%	54%		69%	71%		67%					
Black/African American Students	54%	48%	57%	51%	34%	44%	47%	47%					
Hispanic Students	66%	63%	60%	55%	51%	56%	54%	50%					63%
Multiracial Students	75%	77%	66%		58%	52%		66%					
White Students	68%	65%	64%	47%	58%	59%	51%	68%					
Economically Disadvantaged Students	63%	58%	60%	52%	46%	56%	52%	53%					74%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	63%	63%			44%			56%		
Students With Disabilities	46%	47%			34%			44%		
English Language Learners	46%	35%			35%			43%		
Asian Students	69%	68%			70%			67%		
Black/African American Students	57%	49%			31%			43%		
Hispanic Students	60%	62%			38%			49%		70%
Multiracial Students	69%	72%			52%			61%		
White Students	66%	64%			50%			65%		
Economically Disadvantaged Students	57%	57%			36%			49%		65%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	66%	66%	0%	57%	9%
ELA	4	68%	68%	0%	56%	12%
ELA	5	61%	61%	0%	56%	5%
Math	3	52%	52%	0%	63%	-11%
Math	4	54%	54%	0%	62%	-8%
Math	5	42%	42%	0%	57%	-15%
Science	5	48%	48%	0%	55%	-7%
ELA	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Grade 3 English Language Arts (ELA) Achievement

Compared to the previous school year, Grade 3 ELA scores showed the most significant improvement, indicating stronger foundational literacy skills among early learners.

New Actions Taken:

Literacy Intervention Programs: Early identification and support for struggling readers using evidence-based programs.

Focus on Differentiation: Focus on Tier 1 differentiation to support mastery.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA Reading Learning Gains

ELA Reading L25 Learning Gains

Mathematics Achievement

Mathematics Learning Gains

Mathematics L25 Learning Gains

Science

Below are some possible trends between the low performing areas.

Persistent Foundational Gaps

Instructional Misalignment

Student Engagement and Attendance

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was Grade 5 Science, which dropped 10 points, as well as learning gains in ELA and Math for applicable students in grades

3-5.

Contributing Factors to the Decline:

Lack of Focus on Benchmark Assessments in Science--Benchmark assessments were not prioritized, which led to missed opportunities to identify students who were struggling. Without this data, timely and targeted interventions were not implemented in Grade 5 Science.

Drop in Learning Gains--The overall progress students made from one year to the next decreased, indicating there may have been inconsistent intervention support and intervention strategies that were not clearly identified or consistently applied during benchmark instruction. This gap likely allowed learning deficiencies to persist without remediation.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap compared to the state average was Math Achievement across Grades 3–5.

Breakdown of the Gaps:

- Grade 3: 51% (school) vs. 63% (state) → 12-point gap
- Grade 4: 56% (school) vs. 62% (state) → 6-point gap
- Grade 5: 43% (school) vs. 57% (state) → 14-point gap

Contributing Factors and Trends:

1. Lack of Formative Use of Benchmark Assessments

- Benchmark assessments were not effectively used to inform instruction.
- This limited teachers' ability to identify and address learning gaps in real time.

2. Insufficient Tier 1 Intervention Planning

- Without formative data, Tier 1 instruction lacked the necessary differentiation and support.
- Students who needed reinforcement or enrichment may not have received it.

3. Trend Across Grade Levels

- The gap widened in higher grades, with Grade 5 showing the largest disparity.

- This suggests a compounding effect of missed interventions and instructional gaps over time.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the Early Warning System (EWS) data from Part I, one key area of concern is:

High Percentage of Students Scoring Level 1 or 2 in Mathematics (Grades 3–5)

Why This Is Concerning:

- Low proficiency levels indicate that a significant portion of students are not meeting grade-level expectations in math.
- These students are at risk of falling further behind without targeted support.

Additional Concern:

- Lack of Learning Gains Year Over Year
 - Students are not showing measurable academic growth, suggesting that current instructional strategies and interventions may not be effectively addressing their needs.

Contributing Factors:

- Limited use of benchmark assessments to guide instruction and identify struggling students early.
- Insufficient Tier 1 intervention planning, which may result in missed opportunities to support students before they require more intensive interventions.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. ELA Achievement
2. Math Achievement
3. ELA Learning Gains (all and L25)
4. Math Learning Gains (all and L25)

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, Collaborative Planning, Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Mathematics Proficiency

One focus for the 25-26 school year is to increase overall proficiency in Mathematics by 5 percentage points as measured by the End-of-Year FAST Progress Monitoring (PM).

This goal will be addressed by:

Increasing dedicated math instructional time across all grade levels.

Strengthening alignment of instructional tasks to the B.E.S.T. Math Benchmarks to ensure rigor and relevance in daily lessons in grades K-5.

This area was identified as a crucial need based on a review of 24-25 FAST PM data, which showed:

Stagnant or declining proficiency rates in mathematics across multiple grade levels.

Misalignment between classroom tasks and benchmark rigor, as evidenced by class time visits.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase overall proficiency in Math by 5 points based on EOY FAST Progress Monitoring. (50% to 55%)

Grade 3-51% to 56%

Grade 4-56% to 61%

Grade 5-43% to 48%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To ensure effective implementation and progress toward the goal of increasing overall math proficiency by 5 points, the following monitoring systems will be in place:

1. Weekly Look-For Data Collection

- Assistant Principals (APs) and the Principal will conduct weekly classroom visits using a standardized Look-For Tool focused on:
 - Teacher provides task aligned to the grade-level benchmark and intended learning.
 - Teacher provides students with opportunities to collaborate with each other while working on the task.
 - Students are responsible for doing the thinking in the classroom

2. Task Submission and Review

- APs will submit two recently planned math tasks per grade level to the Principal by designated dates.
- The Principal will review submitted tasks for rigor and alignment, compiling data on the percentage of teachers successfully creating and delivering rigorous, grade-level aligned tasks.

3. Data Compilation and Reporting

- The Principal will package Look-For data and report the percentage of observed “evident” Look-Fors during the monitoring window.
- All data will be:
 - Shared with the administrative team at the next Admin Meeting
 - Presented to the School-Based Leadership Team (SBLT) at the next SBLT meeting
 - Reported by APs to grade-level teams during their next team meetings

Person responsible for monitoring outcome

Ryan Foster, Principal and Grade Level Assistant Principals

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

In Tier 2 the i-Ready Mathematics by Curriculum Associates may be utilized in addition to the resources used in Tier 1 in Grades 3-5. This will be monitored through administrative review of tier 2 plans and/or classroom visits.

Rationale:

A quasi-experimental study of i-Ready Personalized Instruction was carried out with 5th Grade students in six Massachusetts school districts during the 2020–2021 school year. Students were assigned to the treatment group if they completed at least one i-Ready Personalized Instruction lesson during the first quarter of the school year or to the comparison group if they did not complete a lesson in that same time window. Further matching methods were used to create a sample that was more balanced on achievement and demographics. Over 2,000 students were included in the analysis and those who received i-Ready Personalized Instruction had significantly higher Mathematics MCAS scores compared to the comparison group ($ES = +0.23$), qualifying it for a “Moderate” evidence rating. It should be noted that significant results were also found on the ELA MCAS scores. In addition, for students who met the usage recommendations (average of 30 minutes per week over a minimum of 18 weeks), results were even more robust. ESSA Rating is Moderate for Grade 5.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Increase the math instructional block by 15 minutes each day.

Person Monitoring:

Ryan Foster, Principal & Grade Level APs

By When/Frequency:

By August 18th, weekly through school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The live class time schedule for Grades K-5 will have each math block increased by 15 minutes in order to give students more time for mathematics instruction weekly. Principal will monitor this action step through live class time observations.

Action Step #2

Administration will conduct weekly live class time observations of math instruction and provide at least monthly actionable feedback to teachers.

Person Monitoring:

Ryan Foster, Principal

By When/Frequency:

Beginning August 18th, weekly through school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Principal & Grade Level APs will monitor rigorous, grade level task creation by observing live class time and tracking data using the look for tool. Principal and Grade Level APs will visit live class time weekly. Principal will package the look for data and report it in percentages of evident look fors during the time frame Principal will review submitted tasks and compile the data and report on the

percentage of teachers successfully creating and delivering Rigorous, Grade-Level Aligned Tasks.

Action Step #3

Administration will review PM 1 and 2 data with key stakeholders after PM 1 and PM 2 assessment window, and provide immediate intervention to students below grade level, as needed

Person Monitoring:

Ryan Foster, Principal and Grade Level APs

By When/Frequency:

After PM 1 and PM 2, twice a year; After each benchmark common assessment, if applicable.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will review PM 1 and 2 data with key stakeholders after PM 1 and PM 2 assessment window. Data day will take place at least twice a year to review PM 1 and PM 2 data. It will focus on overall achievement, subgroup data, low and high performing benchmarks. Any adjustments will be discussed. This will be monitored by Principal through calendar appointments as well as data day visits. Administration and RTI specialists will review the PM 1 and PM 2 data on an individual student data level. Students showing a need of intervention will be scheduled for a screener immediately. The above mentioned team will also monitor common assessment data and provide immediate intervention immediately. This will be monitored through Tier 3 tickets, baseball card, and intervention data.

Action Step #4

Strengthen grade-level alignment of instructional tasks, and use common assessments after the full instruction of each benchmark, focusing on critical benchmarks, and track data on baseball card, using data to make strategic reteaching decisions.

Person Monitoring:

Ryan Foster, Principal and Grade Level APs

By When/Frequency:

Grade Level Content Planning, Weekly; After full instruction of each benchmark, ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Strengthen grade-level alignment of instructional tasks with a focus on: Task Benchmark alignment, Appropriate rigor, Student interaction with tasks. Develop and use the Instructional Task Framework rubric to inform decisions on planning instructional tasks and to guide feedback from administrators and coaches to teachers. Teachers will use the Instructional Task Framework during all content planning sessions. This will be monitored by Principal and Grade Level APs attending content planning. APs will send the Principal two recently planned tasks per grade level by the dates below. Principal will review submitted tasks and compile the data and report on the percentage of teachers successfully creating and delivering Rigorous, Grade-Level Aligned Tasks. All data will be reported by the principal to the admin team at the next admin meeting, and SBLT at the next SBLT meeting. APs will report results to the grade level team at the next team meetings. Teachers will use common assessments after the full instruction of each benchmark, focusing on critical benchmarks, and track data on baseball card, using data to make strategic reteaching decisions. The data will be reviewed by the teacher, grade level support, coaches, RTI Specialist, APs, and Principals.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, Intervention, Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Mathematics Learning Gains

One focus for the 25-26 school year is to increase overall percent of students making learning gains by 13 points in math by the End-of-Year FAST Progress Monitoring (PM).

This goal will be addressed by:

Strengthening tier 2 instruction and student identification.

Strengthening alignment of instructional tasks to the B.E.S.T. Math Benchmarks to ensure rigor and relevance in daily lessons in grades K-5.

Focus on intensive intervention for struggling students

This area was identified as a crucial need based on a review of 24-25 FAST PM data, which showed:

Declining learning gain rates in mathematics across multiple grade levels.

Misalignment between classroom tasks and benchmark rigor, as evidenced by class time visits.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase percent of students making learning gains by 13 points in math on EOY FAST PM. (47% to 60%)

60% learning gain is an expectation for students in grades 3-5 with a previous year FAST PM 3 score.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To ensure effective implementation and progress toward the goal of Increasing percent of students making learning gains by 13 points in math, the following monitoring systems will be in place:

1. Weekly Look-For Data Collection

Assistant Principals (APs) and the Principal will conduct weekly classroom visits using a standardized Look-For Tool focused on:

Teacher provides task aligned to the grade-level benchmark and intended learning.

Teacher provides students with opportunities to collaborate with each other while working on the task.

Students are responsible for doing the thinking in the classroom

2. Task Submission and Review

APs will submit two recently planned math tasks per grade level to the Principal by designated dates.

The Principal will review submitted tasks for rigor and alignment, compiling data on the percentage of teachers successfully creating and delivering rigorous, grade-level aligned tasks.

3. Intervention Review of Data and Student Progress

The Principal and APs will meet with the RTI Specialist quarterly to review student data.

Tier 3 data will be monitored by Principal, APs, ESE and intervention team.

Person responsible for monitoring outcome

Ryan Foster, Principal and Grade Level and Intervention/ESE Assistant Principals

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

In Tier 2 the i-Ready Mathematics by Curriculum Associates may be utilized in addition to the resources used in Tier 1 in Grades 3-5. This will be monitored through administrative review of tier 2 plans and/or classroom visits.

Rationale:

A quasi-experimental study of i-Ready Personalized Instruction was carried out with 5th Grade students in six Massachusetts school districts during the 2020–2021 school year. Students were assigned to the treatment group if they completed at least one i-Ready Personalized Instruction lesson during the first quarter of the school year or to the comparison group if they did not complete a lesson in that same time window. Further matching methods were used to create a sample that was more balanced on achievement and demographics. Over 2,000 students were included in the analysis and those who received i-Ready Personalized Instruction had significantly higher Mathematics MCAS scores compared to the comparison group ($ES = +0.23$), qualifying it for a “Moderate” evidence rating. It should be noted that significant results were also found on the ELA MCAS scores. In addition, for students who met the usage recommendations (average of 30 minutes per week over a minimum of 18 weeks), results were even more robust. ESSA Rating is Moderate for Grade 5.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Administration will conduct weekly live class time observations of math instruction and provide at least monthly actionable feedback to teachers.

Person Monitoring:

Ryan Foster, Principal

By When/Frequency:

Beginning August 18th, weekly through school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Principal & Grade Level APs will monitor rigorous, grade level task creation by observing live class time and tracking data using the look for tool. Principal and Grade Level APs will visit live class time weekly. Principal will package the look for data and report it in percentages of evident look fors during the time frame Principal will review submitted tasks and compile the data and report on the percentage of teachers successfully creating and delivering Rigorous, Grade-Level Aligned Tasks.

Action Step #2

Administration and coaches will review historically lower-performing benchmarks in math in data day(s) with teachers.

Person Monitoring:

Ryan Foster, Principal and Grade Level and Intervention/ESE APs

By When/Frequency:

Twice a year, minimum after PM 1 and PM 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration and coaches will review historically lower-performing benchmarks in math in data day(s) with teachers after PM 1 and PM 2. The team will take a deeper look into those benchmarks and the progress or lack of progress with the team. This will be monitored through calendar appointments as well as visits.

Action Step #3

Administration, teachers, and coaches will plan as a content team using a planning protocol and the Instructional Task Framework.

Person Monitoring:

Ryan Foster, Principal and Grade Level APs

By When/Frequency:

Grade Level Content Planning, Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration, teachers, and coaches will plan as a content team using a planning protocol and the Instructional Task Framework. Strengthen grade-level alignment of instructional tasks with a focus on: Task Benchmark alignment, Appropriate rigor, Student interaction with tasks. Develop and use the Instructional Task Framework rubric to inform decisions on planning instructional tasks and to guide feedback from administrators and coaches to teachers. Teachers will use the Instructional Task Framework during all content planning sessions. This will be monitored by Principal and Grade Level APs attending content planning. APs will send the Principal two recently planned tasks per grade

level by the dates below. Principal will review submitted tasks and compile the data and report on the percentage of teachers successfully creating and delivering Rigorous, Grade-Level Aligned Tasks. All data will be reported by the principal to the admin team at the next admin meeting, and SBLT at the next SBLT meeting. APs will report results to the grade level team at the next team meetings.

Action Step #4

Teachers will work in PLCs to review and create instructional tasks, review common assessment data, and plan tier 2 instruction based on the common assessment data--Tier 2 planning will focus on the remediation of specific benchmarks and be based on common assessment and PM data.

Person Monitoring:

Ryan Foster, Principal and APs

By When/Frequency:

PLC Meetings, approx monthly; After each phase, approx. every 4-6 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will work in PLCs to review and create instructional tasks, review common assessment data, and plan tier 2 instruction based on the common assessment data. Teachers will use the Instructional Task Framework to develop tasks aligned to the benchmark. Teachers will also review the success of previously created tasks by looking at common assessment data, and teachers will use that data to plan possible tier 2 lessons. This will be monitored through the PLC teams channel and visits to PLCs. Tier 2 planning will focus on the remediation of specific benchmarks and be based on common assessment and PM data. Teachers will plan their Tier 2 instruction focusing on historically low benchmarks as well as low performing benchmarks as evidenced by the common assessments. This will be monitored through 1:1 chats with APs and Teachers.

Action Step #5

RTI specialist will track math PM data and discuss data via data chat, data day(s), and/or team meetings after each Tier 2 phase and after each PM window, and intervening immediately upon noticing of negative or stagnant trends, as well as meeting with Administration quarterly. ESE and intervention teachers will discuss tier 3 data or IEP goal data of students receiving intervention support and/or ESE services during team meetings and monthly chats with administrator.

Person Monitoring:

Ryan Foster, Principal and Intervention/ESE AP

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

RTI specialist will track math PM data and discuss data via data chat, data day(s), and/or team meetings after each Tier 2 phase and after each PM window, and intervening immediately upon noticing of negative or stagnant trends. Administration will meet with RTI Specialist quarterly to discuss needs of critical students as defined by showing negative or stagnant trends and students who are below grade level based progress monitoring assessments (FAST, i-Ready, common assessments, tier 2 assessments). Administrator will follow up with core teacher to discuss specific needs of critical students, as defined above. Administrator will share immediate concerns from core teacher with RTI specialist in real time. RTI specialist will begin appropriate, individualized action planning. (tier 3 screener, change in tier 3 intervention, add to tier 2, schedule SST and/or IEP team meeting) This will be monitored by meeting appointments as well as Intervention baseball card. ESE and intervention teachers will discuss tier 3 data or IEP goal data of students receiving intervention support and/or ESE services during team meetings and monthly chats with administrator. Teachers will make adjustments to instruction (tier 3 grouping, frequency) and delivery if noticing negative or stagnant trends, through collaboration with RTI Specialist, administrator, and coaches. Data will be tracked on ESE and Intervention baseball cards. This will be monitored through calendar appointments and discussion notes.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, ELA, Intervention

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

English Language Arts Learning Gains

One focus for the 25-26 school year is to Increase percent of students making learning gains by 10 points in ELA on EOY FAST PM.

This goal will be addressed by:

Strengthening tier 2 instruction and student identification.

Strengthening alignment of instructional tasks to the B.E.S.T. ELA Benchmarks to ensure rigor and relevance in daily lessons in grades K-5.

Focus on intensive intervention for struggling students

This area was identified as a crucial need based on a review of 24-25 FAST PM data, which showed:

Declining learning gain rates in ELA across multiple grade levels.

Misalignment between classroom tasks and benchmark rigor, as evidenced by class time visits.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase percent of students making learning gains by 10 points in ELA on EOY FAST PM. (56% to 66%)

66% learning gain is an expectation for students in grades 3-5 with a previous year FAST PM 3 score.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

To ensure effective implementation and progress toward the goal of increasing percent of students making learning gains by 10 points in ELA on EOY FAST PM, the following monitoring systems will be in place:

1. Weekly Look-For Data Collection

Assistant Principals (APs) and the Principal will conduct weekly classroom visits using a standardized Look-For Tool focused on:

Teacher provides task aligned to the grade-level benchmark and intended learning.

Teacher provides students with opportunities to collaborate with each other while working on the task.

Students are responsible for doing the thinking in the classroom

2. Task Submission and Review

APs will submit two recently planned ELA tasks per grade level to the Principal by designated dates.

The Principal will review submitted tasks for rigor and alignment, compiling data on the percentage of teachers successfully creating and delivering rigorous, grade-level aligned tasks.

3. Intervention Review of Data and Student Progress

The Principal and APs will meet with the RTI Specialist quarterly to review student data.

Tier 3 data will be monitored by Principal, APs, ESE and intervention team.

Person responsible for monitoring outcome

Ryan Foster, Principal and Grade Level and Intervention/ESE Assistant Principals

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

In Tier 2 the Magnetic Reading by Curriculum Associates may be utilized in addition to the resources used in Tier 1 in Grades 3-5. This will be monitored through administrative review of tier 2 plans and/or classroom visits.

Rationale:

Magnetic Reading by Curriculum Associates- Moderate Evidence - ESSA for Evidence: The impact of Magnetic Reading has been examined in two studies, a retrospective quasi-experimental study that took place during the 2021-2022 school year and a prospective study that took place during the 2022-2023 school year, both in Iowa. The first study included students from seven schools, three representing Magnetic Reading students and four representing comparison students. All schools were small, rural, mostly White and Title 1 eligible. Propensity Score Matching was used to identify a

sample of grade 3-5 treatment and comparison students who were equivalent on baseline characteristics, resulting in an analytic sample of 214 Magnetic Reading students and 214 comparison students. The use of Magnetic Reading had a positive and statistically significant effect on spring i-Ready Diagnostic scores after controlling for baseline achievement (effect size = +0.23). The second study matched 473 students in grades 3-5 from four treatment schools to 2,628 students from 30 comparison schools on student demographics and fall achievement scores. Accounting for student characteristics and prior achievement, students attending a school with Magnetic Reading scored significantly higher on the Iowa state ELA test compared to similar students in schools where Magnetic Reading was not used (effect size = +0.22). These results qualify Magnetic Reading for an ESSA Moderate rating. <https://www.evidenceforessa.org/program/magnetic-reading/>

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Administration will conduct weekly live class time observations of ELA instruction and provide at least monthly actionable feedback to teachers.

Person Monitoring:

Ryan Foster, Principal

By When/Frequency:

Beginning August 18th, weekly through school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Principal & Grade Level APs will monitor rigorous, grade level task creation by observing live class time and tracking data using the look for tool. Principal and Grade Level APs will visit live class time weekly. Principal will package the look for data and report it in percentages of evident look fors during the time frame Principal will review submitted tasks and compile the data and report on the percentage of teachers successfully creating and delivering Rigorous, Grade-Level Aligned Tasks.

Action Step #2

Administration and coaches will review historically lower-performing benchmarks in ELA in data day(s) with teachers.

Person Monitoring:

Ryan Foster, Principal and Grade Level and Intervention/ESE APs

By When/Frequency:

Twice a year, minimum after PM 1 and PM 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration and coaches will review historically lower-performing benchmarks in ELA in data day(s) with teachers after PM 1 and PM 2. The team will take a deeper look into those benchmarks and the progress or lack of progress with the team. This will be monitored through calendar appointments as well as visits.

Action Step #3

Administration, teachers, and coaches will plan as a content team using a planning protocol and the

Instructional Task Framework.

Person Monitoring:

Ryan Foster, Principal and Grade Level APs

By When/Frequency:

Grade Level Content Planning, Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration, teachers, and coaches will plan as a content team using a planning protocol and the Instructional Task Framework. Strengthen grade-level alignment of instructional tasks with a focus on: Task Benchmark alignment, Appropriate rigor, Student interaction with tasks. Develop and use the Instructional Task Framework rubric to inform decisions on planning instructional tasks and to guide feedback from administrators and coaches to teachers. Teachers will use the Instructional Task Framework during all content planning sessions. This will be monitored by Principal and Grade Level APs attending content planning. Teachers plan using ESOL strategies, as defined by the WIDA descriptors. Teachers will use rigorous and grade-level aligned text during live class time, with the majority sourced from the Florida BEST ELA book list. APs will send the Principal two recently planned tasks per grade level by the dates below. Principal will review submitted tasks and compile the data and report on the percentage of teachers successfully creating and delivering Rigorous, Grade-Level Aligned Tasks. All data will be reported by the principal to the admin team at the next admin meeting, and SBLT at the next SBLT meeting. APs will report results to the grade level team at the next team meetings.

Action Step #4

Administration will provide a matrix on targeted supplemental resources support.

Person Monitoring:

Grade Level APs

By When/Frequency:

As applicable

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will provide a matrix on targeted supplemental resources support. The matrix will give teachers the resources they can use for students at different levels (ie. Tier 1 and Tier 2). This will be monitored through 1:1 chats between APs and Teachers.

Action Step #5

Teachers will work in PLCs to review and create instructional tasks, review common assessment data, and plan tier 2 instruction based on the common assessment data. Tier 2 planning will focus on the remediation of specific benchmarks and be based on common assessment and PM data.

Person Monitoring:

Ryan Foster, Principal and APs

By When/Frequency:

PLC Meetings, approx monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will work in PLCs to review and create instructional tasks, review common assessment data, and plan tier 2 instruction based on the common assessment data. Teachers will use the Instructional Task Framework to develop tasks aligned to the benchmark. Teachers will also review the success of previously created tasks by looking at common assessment data, and teachers will use that data to plan possible tier 2 lessons. This will be monitored through the PLC teams channel and visits to PLCs. Tier 2 planning will focus on the remediation of specific benchmarks and be based on common assessment and PM data. Teachers will plan their Tier 2 instruction focusing on historically low benchmarks as well as low performing benchmarks as evidenced by the common assessments. This will be monitored through 1:1 chats with APs and Teachers.

Action Step #6

RTI specialist will track ELA PM data and discuss data via data chat, data day(s), and/or team meetings after each Tier 2 phase and after each PM window, and intervening immediately upon of noticing of negative or stagnant trends, as well as meeting with Administration quarterly. ESE and intervention teachers will discuss tier 3 data or IEP goal data of students receiving intervention support and/or ESE services during team meetings and monthly chats with administrator.

Person Monitoring:

Ryan Foster, Principal and Intervention/ESE AP

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

RTI specialist will track ELA PM data and discuss data via data chat, data day(s), and/or team meetings after each Tier 2 phase and after each PM window, and intervening immediately upon of noticing of negative or stagnant trends. Administration will meet with RTI Specialist quarterly to discuss needs of critical students as defined by showing negative or stagnant trends and students who are below grade level based progress monitoring assessments (FAST, i-Ready, common assessments, tier 2 assessments). Administrator will follow up with core teacher to discuss specific needs of critical students, as defined above. Administrator will share immediate concerns from core teacher with RTI specialist in real time. RTI specialist will begin appropriate, individualized action planning. (tier 3 screener, change in tier 3 intervention, add to tier 2, schedule SST and/or IEP team meeting) This will be monitored by meeting appointments as well as Intervention baseball card. ESE and intervention teachers will discuss tier 3 data or IEP goal data of students receiving intervention support and/or ESE services during team meetings and monthly chats with administrator. Teachers will make adjustments to instruction (tier 3 grouping, frequency) and delivery if noticing negative or stagnant trends, through collaboration with RTI Specialist, administrator, and coaches. Data will be tracked on ESE and Intervention baseball cards. This will be monitored through calendar appointments and discussion notes.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Student Attendance at Live Class Time

One focus for the 25-26 school year is to ensure that 90% of students attend at least 90% of all live Tier 1 class time.

This goal will be addressed by:

Setting new attendance policies

Track attendance by teacher and develop support plans as needed

This area was identified as a crucial need based on a review of 24-25 data.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Ensure that 90% of students attend at least 90% of all live Tier 1 class time.

90% goals for all students in Grades K-5:

Semester 1- 38/42 classes (14 weeks)

Semester 2- 46/51 (17 weeks)

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This goal will be monitored through the tracking of live class time attendance by teacher. Assistant Principals will become involved when students have a certain number of absences as described in the attendance policy. The Principal will become involved in the process based on the attendance policy.

The principal will review attendance data with APs throughout the year.

Person responsible for monitoring outcome

Ryan Foster, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Requiring class time attendance for all students in grades K-5

Rationale:

The school team (teacher, TOAs, Admin) will follow a school-developed multi-tiered framework intended to increase attendance for all students and reduce the number of students missing live class time. The admin team will problem-solve with the teacher and/or parent. This is not a specific intervention program so there is no ESSA evidence rating.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Inform parents and reinforce live class time attendance policy

Person Monitoring:

Ryan Foster, Principal and Grade Level APs

By When/Frequency:

August 18th and throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The principal will communicate and reinforce that live class time attendance is a required component of student success through newsletters, meetings, and direct communication including videos and emails. Teachers and staff will reinforce with parents/guardians that live class time attendance is a required component of student success. This can be monitored by emails, callouts, etc.

Action Step #2

Track attendance and involve parents in communication and re-engagement

Person Monitoring:

Ryan Foster, Principal and Grade Level APs

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will record attendance for all Tier 1 live class time on an FVES tracking sheet. (Present or Absent; Late, Partial, Left Early, and notes as appropriate) Teachers will communicate with families after 2 absences via phone call and text and log in VSA. Attendance data will be reviewed weekly by teacher. Teacher will discuss attendance data at each monthly one-on-one chat with school administration. Teacher will share immediate concern with school administrator via contact with the administrators (grade level, specials, and intervention AP, Principal) and TOA & RTI specialist including previous attendance interventions to re-engage student in class time. Administration will track shared concerns on shared admin attendance spreadsheet. Truancy procedures will be followed per SOP. Grade level assistant principal will notify principal when a student is not re-engaging in attendance protocols using appropriate communication. Principal will reach out to family to develop a support plan for attendance. Support plans will be developed collaboratively with families to improve attendance. This can be monitored by reviewing teacher attendance spreadsheet by AP and school spreadsheet by Principal.

Action Step #3

Recognize students who consistently meet or exceed attendance goals

Person Monitoring:

Grade Level APs

By When/Frequency:

At least at the end of each semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Recognize students who consistently meet or exceed attendance goals, such as Perfect Attendance in core at end of semester at grade level Honor Roll ceremony. 90% goals: Semester 1- 38/42 classes (14 weeks) Semester 2- 46/51 (17 weeks) This can be monitored by sample awards.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Our School Improvement Plan (SIP) will be disseminated to all stakeholder groups including families, school staff, leadership, and community members.

The SIP will be shared at each quarterly School Advisory Council (SAC) meeting for monitoring and approval. SAC meetings are open to the public and all parents, students, and staff members are welcome to attend. The approved SIP will also be made available to stakeholders through the Family Resource Center and Board Meeting docs. In addition, SIP goals and action steps will be supported by staff members within the schools. Progress towards reaching goals will be discussed on a consistent basis through multiple forums including but not limited to staff meetings, Professional Learning Communities (PLCs), and data days/discussions/chats. Our School Improvement Plan (SIP) will be disseminated to stakeholders during SAC meetings, preplanning sessions, school house meetings, and organizational sessions, as well as during data days scheduled throughout the academic year. The collected data will be subject to meticulous monitoring and will also be regularly shared with parents, guardians, and relevant stakeholders during School Advisory Council (SAC) and Title I meetings held periodically throughout the year.

<https://www.flvs.net/student-parent-resources/more/accountability>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Schools communicate through various platforms including email, FOCUS portal messages, text messages, and phone calls. Additionally, FVES maintains a Family Resource Center for use by all stakeholders. This site contains information to assist families in navigating technical platforms, understanding strategies for success, who to contact for specific items, and more. In an effort to build relationships with our community, FVES involves a community member representative on the SAC. Additionally, partnerships are made in support of college and career planning, career and technical education, STEM, and educational experiential opportunities.

At FVES, we take immense pride in being the exclusive online district in Florida. As a virtual school, we place great emphasis on engaging with our stakeholders to maintain a positive school culture. We value continuous communication and actively seek input through regular one-on-one monthly contacts and various surveys. While the School Advisory Council plays a crucial role as a recognized group of valued stakeholders, we believe in involving the entire parent-body in shaping the school's culture and environment. We provide multiple avenues for parents to contribute their perspectives and ideas through the mentioned methods.

We received valuable feedback from our stakeholders, indicating a strong desire for more opportunities for their children to socialize and build meaningful relationships with other students residing in the same county. We take this feedback seriously and are dedicated to exploring additional ways to facilitate social interactions and foster a sense of community among our students.

At FVES, our positive school culture thrives on open communication, collaborative efforts, and a genuine commitment to meeting the needs and aspirations of our students and their families. We will continue to listen attentively to our stakeholders' voices and work together to create an enriching virtual learning experience that addresses their concerns and enhances the overall educational journey of our students.

As a result, FVES will continue to offer quarterly face to face meet ups throughout the state of Florida, as well as holding optional enrichment sessions for students.

Family Resource Center: <https://sites.google.com/flvs.net/flvsftelemfamilyresourcecenter/home>
<https://www.flvs.net/student-parent-resources/more/accountability>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include

the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Florida Virtual Elementary School (FVES) fosters a thriving and positive school culture by placing a strong emphasis on parent and family engagement. We take great pride in demonstrating this commitment as a crucial element in enhancing student academic performance. When enrolling their child, every parent receives and reviews School-Parent Compact which highlights the significance of parent and family involvement.

At FVES, each student has a learning coach, usually a parent or responsible adult chosen by the parents. This learning coach collaborates with the student in person and operates under the guidance of a certified teacher from Florida. Regardless of whether a parent takes on the role of the learning coach or oversees the learning coach's activities, all parents and guardians remain closely connected to their child's daily progress. The learning coaches actively participate in the students' day-to-day learning experiences.

We firmly believe in engaging parents in every aspect of our Title 1 program. To achieve this, we ensure meaningful consultation with parents of participating students, actively seeking their input for the Parent and Family Engagement Plan. The School Advisor Council (SAC) plays a key role in evaluating district and school-level plans, including the School Improvement Plan (SIP).

As part of our commitment to continuous improvement, we value feedback from parents. Therefore, twice a year (fall and spring), we provide parents with a Parent Satisfaction Survey. This survey covers various aspects, such as curriculum, parent involvement activities, school communication, and student achievement. In addition, we send out a survey after each Title I meeting to support continued consultation with our Stakeholders regarding our planned activities and Title I budget. The data and feedback collected from these surveys are vital in guiding our ongoing efforts to enhance student academic achievement.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The Title I school-wide plan is developed in coordination and integration with Title II, Title III, Title IV, Title IX, and Perkins V Federal Programs. FVES maximizes resources and ensures a well-rounded education using a Comprehensive Needs Assessment planning guide to identify barriers to learning

along with areas of strength. The problem-solving process is followed to develop goals and the findings are shared out through the Comprehensive Needs Assessment. FVES also coordinates with the ESE, ESOL, and Student Services team in planning for student support throughout the school year.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The school places a strong emphasis on holistic student development, ensuring a range of support services beyond academics. This includes counseling, school-based mental health services, specialized support services, and various strategies to enhance students' skills outside academic subjects. To guarantee the effectiveness of these services, school counselors engage in meetings with the Student Services team, ensuring that student needs are consistently addressed and monitored. Both the student services team and school counselors offer weekly sessions for students and families.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

FVES is committed to equipping its students with the knowledge and tools necessary to excel in postsecondary opportunities and the workforce. To achieve this goal, the school actively provides students with valuable insights into an array of careers during our Morning Announcements. This includes sharing detailed facts about various professions, encompassing essential information. FVES empowers its students to make informed decisions about their future paths and fosters a strong foundation for successful transitions into higher education and the workforce.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Implementing a schoolwide tiered model to prevent and address problem behavior, alongside early intervening services coordinated with the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA), involves a structured approach to support all students,

including those with disabilities. Here's a breakdown of the key steps:

1. **Legal Framework:** It's essential to understand the legal foundations. IDEA guarantees students with disabilities a free and appropriate public education, while ESSA focuses on improving outcomes for all students. Comply with the relevant sections, such as ESSA 1114(b)(7)(iii)(III).
2. **Collaborative Team:** Form a collaborative team consisting of administrators, teachers, counselors, and special education staff to plan and implement the tiered model effectively.
3. **Multi-Tiered System of Support (MTSS):** Establish a three-tiered system:
 - Tier 1 (Universal): Implement school-wide behavior programs like Positive Behavior Interventions and Supports (PBIS) to promote positive behavior for all students.
 - Tier 2 (Targeted): Identify at-risk students and provide targeted interventions, such as group counseling or skill-building sessions.
 - Tier 3 (Intensive): Develop individualized plans for students with persistent issues, which may involve special education services under IDEA.
4. **Data-Driven Approach:** Collect and analyze student data to identify those in need of support and to evaluate the effectiveness of interventions.
5. **Coordination with IDEA:** Ensure that students with disabilities receive appropriate services and have Individualized Education Programs (IEPs) if eligible under IDEA. Collaborate closely with special education staff.
6. **Early Intervening Services:** Utilize IDEA's early intervening services to provide extra academic and behavioral support to students at risk of failure but not yet eligible for special education.
7. **Professional Development:** Offer ongoing training for staff to ensure they are equipped to implement effective interventions and support strategies.
8. **Family and Community Engagement:** Involve families and the community in the process, fostering open communication to support students holistically.
9. **Monitoring and Evaluation:** Regularly assess the effectiveness of the tiered model, making adjustments based on data and feedback.
10. **Reporting and Compliance:** Adhere to IDEA and ESSA reporting requirements, meticulously documenting service provision and student progress.

By implementing this comprehensive tiered model and aligning it with IDEA and ESSA, schools create a robust support system that benefits all students, promoting both academic and behavioral success. This structured approach ensures that students, including those with disabilities, receive the necessary support to thrive in their educational journey.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

At FVES, we prioritize ongoing professional development and support for our educators and school personnel to enhance instruction and data utilization. To facilitate this, we organize regular Data Days, occurring at least twice a year, where our administrators, coaches and staff delve into a comprehensive analysis of school, grade-level, class, and student data. These sessions allow us to pinpoint specific instructional needs, identify trends, and adapt our teaching strategies to better serve our students.

Additionally, we utilize Pathways, a digital platform that houses a wide array of recorded Professional Development opportunities. This resource enables our educators to access on-demand professional development sessions, accommodating their individual schedules and learning preferences. It ensures that our teachers have access to the latest insights, methodologies, and best practices to continuously improve their teaching skills. Furthermore, FVES is committed to providing professional development sessions on a monthly basis. These sessions serve as collaborative forums where admin can share insights, ideas, and foster a culture of continuous learning and growth related to our school goals and strategies. Our commitment to these regular opportunities for professional development not only strengthens our educators' instructional abilities but also fosters a sense of community and support among our staff. In terms of teacher recruitment and retention, we work to retain and recruit the appropriate number of teachers we require year after year. By valuing and investing in our educators, particularly in high-need subjects, we ensure that our students receive the high-quality education they deserve, setting them on a path for future success.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

At FVES, we understand the critical importance of ensuring a smooth transition for preschool children as they progress from early childhood education programs to our local elementary school programs. To facilitate this crucial transition, we employ several strategic initiatives. Firstly, we extend a warm welcome to incoming Kindergarten students by inviting them to participate in a specially designed

academic session with a staff member.

Moreover, we recognize the significance of engaging families in the transition process. To this end, we host a New Family Orientation session to introduce parents and guardians to our school community, providing valuable insights into our curriculum, policies, and support systems. Additionally, we offer an Onboarding course for families before the school year begins, equipping them with essential information to support their child's learning journey at FVES.

To further foster a sense of belonging and provide ongoing assistance, our teachers host learning sessions, where students and families can attend for additional support. These sessions serve as valuable opportunities for students to seek clarification on benchmarks or concepts while allowing families to stay engaged in their child's education and address any questions or concerns.

Through these comprehensive strategies, FVES ensures a seamless transition for preschool children, empowering them to thrive as they embark on their elementary school journey while nurturing strong connections between families, students, and our dedicated educators.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

We will use a comprehensive and collaborative approach to ensure resources are strategically distributed based on identified student needs, including student subgroups students with disabilities and English language learners. We will monitor data three times a year to review progress of subgroups. This may involve analyzing STAR, FAST, and/or i-Ready data as well as teacher anecdotal data or other data points selected by the principal. As needs are identified, we will review the budgetary framework if resources are needed. Periodic data and resource reviews and adjustments are integral to the process, ensuring flexibility to respond to changing needs and evolving priorities. Overall, the key is to create a dynamic, data-driven, and inclusive process that maximizes the overall outcomes for students.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Targeted Support for Students with Disabilities and English Language Learners

To address the specific academic needs of students with disabilities and English language learners during the 2025–2026 school year, we have identified a strategic set of resources and practices grounded in data and instructional best practices.

Instructional Resources and Rationale

- i-Ready will be used to provide supplemental, adaptive instruction tailored to each student's learning level. This platform supports differentiated learning and offers actionable insights through diagnostic data.
- Brainiaccamp will be implemented to enhance conceptual understanding in mathematics, particularly for students who benefit from visual and interactive learning experiences.

Instructional Oversight and Feedback

- Weekly live class observations of ELA and math instruction will be conducted by administration to ensure fidelity of implementation and instructional quality.

- Monthly actionable feedback will be provided to teachers based on observation data to support continuous improvement.

Data-Driven Planning and Collaboration

- Data Days will be held to review historically lower-performing benchmarks in ELA and math, as well as applicable subgroup data. Teachers, coaches, and administrators will collaboratively analyze data to inform instruction.
- Content Team Planning will follow a structured protocol using the Instructional Task Framework, ensuring alignment with standards and rigor.
- A matrix of targeted supplemental resources will be provided by administration to guide instructional support for students requiring additional interventions.

Tiered Intervention and Monitoring

- Tier 2 Planning will focus on remediation of specific benchmarks identified through common assessments and PM data. Teachers will collaborate in PLCs to:
 - Review and create instructional tasks.
 - Analyze common assessment data.
 - Plan Tier 2 instruction accordingly.
- The RTI Specialist will monitor ELA and math PM data and engage in data chats, team meetings, and data days after each Tier 2 phase and/or PM window. Immediate intervention will be initiated upon identification of negative or stagnant trends.

Tier 3 and ESE Support

- ESE and Intervention Teachers will review Tier 3 and IEP goal data during team meetings and monthly chats with administration. Instructional adjustments (e.g., grouping, frequency, delivery) will be made collaboratively with the RTI Specialist, administrator, and coaches.
- Data will be tracked using ESE and Intervention Baseball Cards to ensure consistent monitoring and documentation.

Critical Student Support

- Quarterly meetings between administration and the RTI Specialist will focus on students showing negative or stagnant trends and those below grade level based on FAST, i-Ready,

and other assessments.

- Administrators will follow up with core teachers to discuss individual student needs and relay concerns to the RTI Specialist for individualized action planning, which may include:
 - Tier 3 screening
 - Adjustments to Tier 3 interventions
 - Addition to Tier 2 supports
 - Scheduling SST or IEP team meetings

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00