

Florida Virtual School

FLORIDA VIRTUAL HIGH 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

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

Provide the school's vision statement

To lead online education worldwide with innovative digital solutions that individualize learning for each student.

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

Suzanna Pacheco

spacheco@flvs.net

Position Title

Principal

Job Duties and Responsibilities

The Principal provides instructional leadership for the planning, management, operation and evaluation of Florida Virtual High School. The Principal partners with Assistant Principals to support their work with teachers to ensure that each child successfully completes his/her instruction program. The Principal manages the overall school operation working with parents, students, support staff and certified teachers who “virtually” facilitate a student instructional program.

Leadership Team Member #2

Employee's Name

Michelle Anderson

micanderson@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal, under the direction of the Principal, assists in managing Florida Virtual High School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information/serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.

Leadership Team Member #3

Employee's Name

Deanna DeFilippo

ddefilippo@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal, under the direction of the Principal, assists in managing Florida Virtual High School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information/serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.

Leadership Team Member #4

Employee's Name

Collin Campbell

ccampbell@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal, under the direction of the Principal, assists in managing Florida Virtual High School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information/serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.

Leadership Team Member #5**Employee's Name**

Nicole Elenzweig

nelenzweig@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal, under the direction of the Principal, assists in managing Florida Virtual High School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information/serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.

Leadership Team Member #6**Employee's Name**

Corey Johns

corejohns@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal, under the direction of the Principal, assists in managing Florida Virtual High School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information/serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.

Leadership Team Member #7**Employee's Name**

Kaleigh McCoy

kmccoy@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal, under the direction of the Principal, assists in managing Florida Virtual High School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information/serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.

Leadership Team Member #8**Employee's Name**

Natalie VanHook

nvanhook@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal, under the direction of the Principal, assists in managing Florida Virtual High School and its human resources to attain school goals by

providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results. The Assistant Principal supports the instructional process with specific responsibility for managing assigned programs/services; providing information/serving as a resource to others; and supervising assigned staff. The Assistant Principal will also oversee personal and professional growth activities of assigned staff.

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.

The leadership team consistently holds weekly meetings to discuss crucial aspects such as goals, action steps, and resource allocation, all of which have played a pivotal role in achieving successful student outcomes. We also prioritize regular reflection on areas that require improvement. When developing the school improvement plan, we actively seek input from various stakeholders. We share the draft with school staff during meetings to gather their valuable insights. Additionally, we involve parents through School Advisory Meetings, where we ask for their input to ensure the plan reflects their perspectives and concerns. Moreover, we collaborate with community partners to explore ways they can contribute to supporting our improvement plan. The feedback received from these diverse groups is carefully collected, analyzed, and vetted by the leadership team. We then apply this feedback strategically to areas where it can make a meaningful impact on student achievement outcomes. By engaging with our stakeholders and incorporating their perspectives, we foster a collaborative and inclusive approach to driving positive change and enhancing student success.

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 monitoring will occur on various levels to include staff data cycles where data is collected,

analyzed, and addressed. Implementation and progress towards goals will be monitored as follows:

- The SIP committee and its sub-committees will monitor progress towards reaching each goal on a monthly basis through data collection, analysis, and reflection. Strategies identified to impact goals will be monitored, assessed, and adjusted as needed.
- The school leadership team will work closely with various aspects of the school to uphold effective implementation and determine impact on increasing student achievement.
- Quarterly, the SIP committee will review goals, progress towards reaching goals, and strategies being utilized to impact student achievement. As needed, the school will revise the plan to ensure continuous improvement.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	26.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
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: B 2023-24: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment	862	962	1178	1264	4,266
Absent 10% or more school days	2	4	10	26	42
One or more suspensions					0
Course failure in English Language Arts (ELA)	12	5	8	2	27
Course failure in Math	5	9	14	5	33
Level 1 on statewide ELA assessment	82	76	107	100	365
Level 1 on statewide Algebra assessment	10	71	99	61	241

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
	9	10	11	12	
Students with two or more indicators	1	25	54	31	111

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
	9	10	11	12	
Absent 10% or more school days	3	12	24	35	74
One or more suspensions					0
Course failure in English Language Arts (ELA)	8	9	15	9	41
Course failure in Math	11	5	20	19	55
Level 1 on statewide ELA assessment	69	63	84	1	217
Level 1 on statewide Algebra assessment	3	30	25	1	59

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
	9	10	11	12	
Students with two or more indicators	6	11	24	6	47

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
	9	10	11	12	
Retained students: current year			18	19	37
Students retained two or more times			2	3	5

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	68	55	67	70	50
Grade 3 ELA Achievement									
ELA Learning Gains	54	54	58	58	58	57			
ELA Lowest 25th Percentile	48	48	56	50	50	55			
Math Achievement*	45	46	49	53	54	45	45	52	38
Math Learning Gains	37	37	47	44	44	47			
Math Lowest 25th Percentile	32	33	49	37	37	49			
Science Achievement	74	74	72	76	76	68	76	76	64
Social Studies Achievement*	77	77	75	79	79	71	81	81	66
Graduation Rate	97	97	92	93	93	90	90	90	89
Middle School Acceleration									
College and Career Acceleration	42	42	69	39	39	67	40	40	65
Progress of ELLs in Achieving English Language Proficiency (ELP)			52			49	44		45

*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)	N/A
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	572
Total Components for the FPPI	10
Percent Tested	93%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
57%	60%	67%	58%	58%		57%

* 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	44%	No		
English Language Learners	53%	No		
Asian Students	64%	No		
Black/African American Students	51%	No		
Hispanic Students	55%	No		
Multiracial Students	59%	No		
White Students	60%	No		
Economically Disadvantaged Students	53%	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%		54%	48%	45%	37%	32%	74%	77%		97%	42%	
Students With Disabilities	45%		47%	38%	30%	26%	21%	60%	49%		98%	23%	
English Language Learners	52%		46%	67%	35%	27%		38%	83%		100%	27%	
Asian Students	72%		60%		75%	13%		70%	67%		100%	54%	
Black/African American Students	55%		54%	48%	34%	24%	26%	57%	68%		97%	47%	
Hispanic Students	66%		52%	50%	43%	33%	27%	72%	75%		98%	36%	
Multiracial Students	69%		56%	52%	46%	36%	33%	85%	79%		96%	37%	
White Students	69%		55%	45%	49%	44%	40%	78%	80%		96%	44%	
Economically Disadvantaged Students	59%		50%	49%	39%	36%	24%	67%	71%		96%	38%	
18/2025													

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%		58%	50%	53%	44%	37%	76%	79%		93%	39%	
Students With Disabilities	40%		53%	45%	39%	36%	28%	51%	69%		97%	18%	
English Language Learners	29%		39%	39%	32%	32%		40%			84%	41%	
Asian Students	69%		54%	50%	57%	50%		63%	91%		100%	67%	
Black/African American Students	52%		49%	42%	39%	38%	27%	54%	69%		88%	36%	
Hispanic Students	67%		57%	50%	51%	43%	36%	80%	79%		93%	37%	
Multiracial Students	71%		68%	54%	50%	49%	38%	74%	83%		90%	47%	
White Students	70%		58%	51%	58%	44%	38%	79%	79%		93%	39%	
Economically Disadvantaged Students	58%		54%	45%	48%	43%	38%	71%	74%		89%	40%	

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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.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	67%				45%			76%	81%		90%	40%	44%
Students With Disabilities	45%				31%			58%	69%		93%	23%	
English Language Learners	41%				36%						65%	33%	
Asian Students	77%				76%			100%	100%		95%	49%	
Black/African American Students	62%				35%			68%	77%		90%	42%	
Hispanic Students	70%				56%			69%	77%		89%	38%	
Multiracial Students	77%				65%			76%	82%		91%	49%	
White Students	69%				50%			80%	82%		90%	39%	
Economically Disadvantaged Students	64%				42%			70%	75%		88%	37%	

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	10	66%	66%	0%	58%	8%
ELA	9	66%	66%	0%	56%	10%
Biology		74%	78%	-4%	71%	3%
Algebra		35%	52%	-17%	54%	-19%
Geometry		49%	51%	-2%	54%	-5%
History		76%	76%	0%	71%	5%
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		26%	26%	0%	16%	10%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		22%	22%	0%	18%	4%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* 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?

Florida Virtual High School has seen a notable improvement in our graduation rate, which increased from 93% in the 2023-2024 academic year to 97% for 2024-2025. This positive change reflects the effectiveness of our concentrated efforts to ensure student success. A significant contributing factor to this increase has been our strengthened approach to students meeting testing requirements, specifically in Algebra 1. We've observed a substantial improvement in the number of seniors who fulfilled their Algebra 1 testing requirements, due to our targeted intervention support and strategic implementation of the Classical Learning Test (CLT). The CLT provided a crucial, accessible option for students to meet these requirements through remote testing sessions, thereby removing barriers and facilitating their path to graduation. This focused intervention has directly supported our overall goal of improving student outcomes.

Lowest Performance

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

Our lowest performance was in the area of overall math learning gains and achievement. During the 24-25 school year we demonstrated an 8 point drop in achievement for our Algebra 1 and Geometry EOC, from 53% in 23-24 to 45% in 24-25. Additionally we dropped 7 points in overall learning gains from 44% in 23-24 to 37% in 24-25 and 5 points in our lowest 25% learning gains from 37% in 23-24 to 32% in 24-25.

Factors that contributed to this drop include new FVHS teachers to the Algebra 1 team. We had two new members join our team and the other three members were in their second year with FVHS. The transition to the Florida BEST standards introduced increased complexity in the curriculum. This shift, paired with lingering effects of the COVID slide has caused tremendous gaps in foundational math skills.

Our SWD, Black and FRL subgroups continue to show the largest gap in achievement data: 15 point gap for SWD, 11 point gap for Black students and a 6 point gap for our FRL students. Our ELL

subgroup also shows a 10 point gap this school year and 16 point gap last school year. One thing to note is that the student count for this subgroup includes a very small number of students.

Greatest Decline

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

Our math data shows the greatest decline in all areas. Our overall achievement dropped 8 points from a 53% in 23-24 to a 45% in 24-25. Our overall learning gains dropped 7 points from a 44% in 23-24 to a 37% in 24-25. Our lowest 25% learning gains dropped 5 points from a 37% in 23-24 to a 32% in 24-25. Not only did we see a drop in all subgroups but we also dropped below the state data in both Algebra and Geometry.

Factors that contributed to this drop include new FVHS teachers to the Algebra 1 team. We had two new members join our team and the other three members were in their second year with FVHS. The transition to the Florida BEST standards introduced increased complexity in the curriculum. This shift, paired with lingering effects of the COVID slide has caused tremendous gaps in foundational math skills.

Our SWD, Black and FRL subgroups continue to show the largest gap in achievement data: 15 point gap for SWD, 11 point gap for Black students and a 6 point gap for our FRL students. Our ELL subgroup also shows a 10 point gap this school year and 16 point gap last school year. One thing to note is that the student count for this subgroup includes a very small number of students.

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 when compared to the state average is the school acceleration rate. The state average for acceleration is 69%, while our school's average is significantly lower at 42%, representing a 27-percentage-point difference.

Despite a 3-percentage-point increase in our acceleration rate from the 2023-2024 academic year, a substantial gap persists. A primary contributing factor to this disparity is the inherent nature of our virtual school environment. In contrast to traditional brick-and-mortar schools, where students are readily available for on-campus exam scheduling and encouragement, our virtual learners encounter distinct logistical and motivational hurdles. A notable trend observed is the hesitation or unwillingness

of many students to attend in-person testing at physical school sites, which is a requirement for AP and AICE exams. This reluctance frequently stems from the discomfort or inconvenience virtual students associate with traveling to unfamiliar testing locations, thereby impacting their participation in accelerated coursework.

EWS Areas of Concern

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

Reflecting on our Early Warning System (EWS) data, several areas of academic concern have been identified that warrant focused attention. We are equally concerned with students failing mathematics courses and those earning a Level 1 on the statewide Algebra assessment, as we are with students failing ELA courses and/or earning a Level 1 on the FAST ELA assessment. A consistent challenge across both ELA and mathematics is student nonparticipation or a lack of engagement in Tier 2 and Tier 3 interventions, as well as test preparation opportunities, which further exacerbates these academic gaps.

Highest Priorities

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

This year, our highest priorities for school improvement are centered around four key areas:

1. **Mathematics:** We aim to significantly increase the number of students making Learning Gains on both the Algebra 1 and Geometry EOC assessments. A particular emphasis will be placed on improving outcomes for identified subgroups of concern, including our Students with Disabilities (SWD), and increasing the number of students achieving a Level 3 or above on these EOCs.
2. **English Language Arts (ELA):** Our focus in ELA is to increase the number of students making Learning Gains on the Grade 9 and Grade 10 FAST ELA assessments, with specific attention on identified subgroups of concern, including our SWD subgroup. We are also committed to improving overall ELA achievement for both 9th and 10th-grade students.
3. **Biology:** We are prioritizing an increase in the number of students earning level 3 or above on the Biology EOC.
4. **College and Career Acceleration:** In this critical area, we will continue to increase the number of graduating students who demonstrate college and career readiness by earning a passing score on an AICE exam, an AP exam, an Industry Certification, or by successfully completing a Dual Enrollment course.

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 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.

Our area of focus is to increase our overall achievement and learning gains for students participating in the Algebra or Geometry EOC. Our school data indicates a decline from the 23-24 school year in both areas. Our overall achievement dropped 8 points from a 53% in 23-24 to a 45% in 24-25. Our overall learning gains dropped 7 points from a 44% in 23-24 to a 37% in 24-25.

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.

Our goal is to increase our overall math achievement to 53%, an increase of 8%, as measured by the Algebra and Geometry EOC during the 25-26 school year. In addition, we aim to increase the overall learning gains to 44%, an increase of 7%, as measured by the Algebra and Geometry EOC during the 25-26 school year.

Monitoring

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

Administrators and the school-based leadership team will regularly review student performance data to look for evidence of an increase in student achievement using data from iReady diagnostics, iXL performance reports, and module exams. In addition, administrators, intervention instructors, and data leaders will regularly meet to discuss the targeted students to determine any adjustments needed in our support program.

Person responsible for monitoring outcome

Suzanna Pacheco and Michelle Anderson

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:

MTSS Framework provides a structure for identifying students in need of additional supports and monitoring progress consistently. The use of a supplemental program, IXL, for Tier 2 support provides practice opportunities beyond Tier 1 instruction and is embedded in Algebra 1 and Geometry coursework. Tier 3 small group intensive interventions focus on math skill gaps determined on small group need and is led by qualified staff.

Rationale:

IXL is rated as Strong by Evidence for ESSA. Due to a positive impact in student achievement, we have elected to continue the use of IXL in the Enhanced Algebra 1 and Geometry classes, T2, and small group intensive math intervention, T3 Math. The Multi-Tiered Support System allows us to provide differentiated support for targeted students in their coursework.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Placement of Student

Person Monitoring:

Michelle Anderson

By When/Frequency:

Beginning of school year

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

Various data points (historical FAST PM Math Scores, Algebra EOC Scores, previous math course grades, and other test history as needed) will be collected and analyzed over the summer to determine the appropriate placement of students in their math course. Progress monitoring data and student pacing will be monitored regularly to ensure students are receiving the appropriate support.

Action Step #2

Increased Parent Communication- Parent information sessions (Covering State Testing & MTSS)

Person Monitoring:

Suzanna Pacheco, Deanna DeFilippo, Michelle Anderson, Nicole Elenzweig, Collin Campbell

By When/Frequency:

August and January

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

Live parent information sessions will be offered in August and January and each will be recorded for families to view if they are unable to attend. Sessions will inform parents about State Testing and our MTSS framework, include screening students for additional support and interventions available. These sessions will emphasize the importance of attendance and engagement with coursework and live lessons and promote parent involvement.

Action Step #3

Instructional Practices

Person Monitoring:

Michelle Anderson

By When/Frequency:

Ongoing

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

To enhance instructional rigor in mathematics, teachers will incorporate test-style questions into bell ringers, exit tickets, and practice problems to increase student familiarity with assessment features. Progress Learning and iXL will be used during test prep sessions and EOC resources to expose students to higher-level questioning, and spiral reviews will occur during our live lessons to revisit challenging concepts taught earlier in the year. In addition, each semester will include a second discussion-based assessment for our tested subject areas to deepen mastery evaluation. Students will also receive consistent and regular communication about upcoming live lessons, tier 2 sessions and additional small group support which will be highly encouraged for active participation.

Action Step #4

Professional Learning Communities/Data Alignment

Person Monitoring:

Michelle Anderson

By When/Frequency:

Ongoing

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

Performance on individual benchmarks were examined for the schoolhouse over the summer to identify areas of concern and to highlight weaknesses that occur year over year. Teachers will use this resource along with individual student progress monitoring data to address learning gaps within their live lessons and help guides shared with students. Our data team and PLC meetings will be closely aligned to ensure data is reviewed each month along with specific instructional approaches on how to address gaps in learning. Professional Learning Communities will be focused on the following areas: Cognitive Load (understanding how the brain processes information and the impact of cognitive load on learning), Tier 2 Focus (targeted interventions for students who need additional support beyond Tier 1 instruction), POWER Pathways Revisited (revisit our POWER Pathways: Promoting Student Voice and Engagement, Optimizing Questioning Techniques, Well-Structured Formative Assessments, Embedding Disciplinary Literacy, and Revising Errors in Reasoning), Essential/POWER Standards (identifying the most critical standards that students must master), DBAs (designing DBAs that accurately measure student learning as well as create rigor), Universal Design for Learning (UDL principles to create inclusive learning environments), Disciplinary Literacy (teaching literacy skills specific to each discipline).

Action Step #5

MTSS Intervention Support

Person Monitoring:

Michelle Anderson, Deanna DeFilippo and Sarah

By When/Frequency:

Ongoing

Taylor

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

Our administrators and Response to Intervention Specialist will work with our intervention teachers to identify specific students who need additional support in their math class. Intervention teachers will create a schedule to provide pull out support to their targeted group classified as tier 3 math. Our instructional coaches along with our intervention team will provide appropriate professional development to help teachers understand the most effective strategies to use for differentiating instruction to their tier 2 students. Progress monitoring data and student pacing will be monitored regularly to ensure students are receiving the appropriate support. SST meetings will also serve as an additional method for identifying students who need additional support in their classes.

Action Step #6

Staff Professional Development

Person Monitoring:

Michelle Anderson and Corey Johns

By When/Frequency:

Ongoing

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

Strengthen staff expertise in effective instructional strategies through focused professional development and collaborative PLC discussions. Teachers will implement the backwards design process to deepen student understanding of each benchmark by identifying essential concepts, uncovering missing foundational knowledge, and leveraging existing course materials that students can access independently. Algebra and Geometry teachers will be encouraged to anchor their professional learning goals in either cognitive load management or the prioritization of essential/power standards to promote high-impact instruction and deeper student understanding.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

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.

Our area of focus is to increase overall ELA learning gains and achievement. Our data indicated a decline in Learning Gains for the Lowest 25 Quartile in the subgroup of SWD by 7 points and a decrease in Learning Gains overall from 53% to 47%. The Learning Gains for All Students, decreased by 4 points, from 58% to 54% this year as well.

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.

Our school goal is to increase Learning Gains overall to 58% on ELA assessments, and increase Learning Gains for the Lowest 25 Quartile to 50%.

Monitoring

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

Administrators and the school-based leadership team will regularly review student performance data to look for evidence of an increase in student achievement using data from FAST PM assessments and Achieve 3000 data, as well as teacher collected data from sessions. In addition, administrators, intervention instructors, and data leaders will regularly meet to discuss the targeted students to determine any adjustments needed in our support program.

Person responsible for monitoring outcome

Suzanna Pacheco and Deanna DeFilippo

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:

MTSS Framework provides a structure for identifying students in need of additional supports and monitoring progress consistently. The use of a supplemental program, Achieve 3000, for Tier 2 support provides practice opportunities beyond Tier 1 instruction and is embedded in English 1 and 2 coursework. Tier 3 small group intensive interventions focus on fluency, vocabulary, and/or comprehension based on determined small group needs. Tier 3 intervention is led by qualified staff who hold Reading Endorsement and are Orton-Gillingham trained.

Rationale:

Achieve3000 is a program with strong evidence of success according to ESSA that provides targeted, individualized support.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Increased Parent Communication - Parent information sessions (Covering State Testing & MTSS)

Person Monitoring:

Suzanna Pacheco, Deanna DeFilippo, Michelle Anderson, Nicole Elenzweig, Collin Campbell

By When/Frequency:

August and January

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

Live parent information sessions will be offered in August and January and each will be recorded for families to view if they are unable to attend. Sessions will inform parents about State Testing and our MTSS framework, include screening students for additional support and interventions available. These sessions will emphasize the importance of attendance and engagement with coursework and live lessons and promote parent involvement.

Action Step #2

Data review to inform instruction and targeted interventions - Tier 2 & Tier 3 collaboration
Coordination between Tier 2 ELA and Tier 3 ELA Supports

Person Monitoring:

Deanna DeFilippo

By When/Frequency:

Monthly

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

In order to increase effective collaboration and use of intervention opportunities, teachers will coordinate Tier 2 and Tier 3 ELA planning through the use of a shared document outlining plans for Achieve 3000 article and standards to be covered. This alignment will be based on data review of standards within PM 3 data sets and consider the frequency of practice within coursework.

Action Step #3

MTSS Intervention Support

Person Monitoring:

Deanna DeFilippo

By When/Frequency:

Monthly

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

Our administrators and Response to Intervention Specialist will work with our intervention teachers to identify specific students who need additional support in their ELA class. Intervention teachers will create a schedule to provide pull out support to their targeted group classified as tier 3 ELA. Our instructional coaches along with our intervention team will provide appropriate professional development to help teachers understand the most effective strategies to use for differentiating instruction to their tier 2 students. Progress monitoring data and student pacing will be monitored regularly to ensure students are receiving the appropriate support. SST meetings will also serve as an additional method for identifying students who need additional support in their classes.

Action Step #4

Instructional Practices

Person Monitoring:

Deanna DeFilippo

By When/Frequency:

Ongoing

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

To enhance instructional rigor in ELA, teachers will incorporate test-style questions into bell ringers, exit tickets, and practice to increase student familiarity with assessment features. Progress Learning

and Achieve 3000 will be used during test prep sessions and resources to expose students to higher-level questioning, and spiral reviews will occur during our live lessons to revisit challenging concepts taught earlier in the year. In addition, each semester will include a second discussion-based assessment for our tested subject areas to deepen mastery evaluation. Students will also receive consistent and regular communication about upcoming live lessons, tier 2 sessions and additional small group support which will be highly encouraged for active participation.

Action Step #5

PLC/Data Alignment

Person Monitoring:

Deanna DeFilippo

By When/Frequency:

Ongoing

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

Performance on individual benchmarks were examined for the schoolhouse over the summer to identify areas of concern and to highlight weaknesses that occur year over year. Teachers will use this resource along with individual student progress monitoring data to address learning gaps within their live lessons and help guides shared with students. Our data team and PLC meetings will be closely aligned to ensure data is reviewed each month along with specific instructional approaches on how to address gaps in learning. Professional Learning Communities will be focused on the following areas: Cognitive Load (understanding how the brain processes information and the impact of cognitive load on learning), Tier 2 Focus (targeted interventions for students who need additional support beyond Tier 1 instruction), POWER Pathways Revisited (revisit our POWER Pathways: Promoting Student Voice and Engagement, Optimizing Questioning Techniques, Well-Structured Formative Assessments, Embedding Disciplinary Literacy, and Revising Errors in Reasoning), Essential/POWER Standards (identifying the most critical standards that students must master), DBAs (designing DBAs that accurately measure student learning as well as create rigor), Universal Design for Learning (UDL principles to create inclusive learning environments), Disciplinary Literacy (teaching literacy skills specific to each discipline).

Area of Focus #3

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

Instructional Practice specifically relating to Science

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.

Our primary area of focus is increasing student proficiency in Biology, specifically aiming for a higher percentage of students achieving Level 3 or above on the Biology End-of-Course (EOC) exam. This directly impacts student learning by signifying a deeper understanding of biological concepts, data interpretation, academic vocabulary, critical thinking skills, and the ability to apply scientific knowledge, all of which are essential for future STEM pursuits and overall academic success.

This crucial need was identified through a thorough review of our prior year's Biology EOC data,

which revealed a concerning trend. While state scores have shown a consistent upward trajectory over the past three years (2023: 64%, 2024: 68%, 2025: 72%), our school's performance has remained stagnant and recently declined. Our school scores were 76% in 2023, remained at 76% in 2024, and then saw a two-point drop to 74% in 2025. This disparity indicates that while students across the state are demonstrating increasing mastery in Biology, our students are not keeping pace and are, in fact, falling behind. This stagnation and subsequent decline highlight an urgent need to refine our instructional strategies and support systems to ensure our students are adequately prepared for the rigor of the Biology EOC and, more importantly, are developing a robust understanding of the subject matter.

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.

Our measurable outcome is to increase the percentage of students scoring Level 3 or above on the 2026 Biology EOC from 74% in the prior year to 79% by the end of the current academic year, representing a 5-point increase.

Monitoring

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

Monitoring our Biology EOC proficiency goal will be ongoing, led by the Assistant Principal through monthly walkthroughs, Data Leader, and PLC meetings. This continuous oversight directly impacts student achievement by enabling timely adjustments to instruction. This cyclical process of monitoring, analyzing, and adjusting ensures strategies are responsive to student needs, ultimately improving Biology EOC outcomes and fostering a more robust understanding of the subject.

Person responsible for monitoring outcome

Suzanna Pacheco and Nicole Elenzweig

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:

Our strategy centers on a multi-pronged approach, integrating targeted support with enhanced curriculum and instructional practices. A key intervention involves small group tutoring for targeted students. This allows us to provide individualized support to students who need it most, addressing specific learning gaps and reinforcing complex biological concepts. We've also adopted a new version of our Biology course. This updated curriculum now embeds ongoing EOC-aligned assignments, features a strand-by-strand review, and includes enhanced vocabulary supports. This ensures that students are consistently exposed to the type of content and question formats they'll encounter on the EOC, while also building a stronger foundational understanding of scientific terminology. To promote active learning and content retention, students are now utilizing interactive notebooks. These notebooks aren't just a place for notes; they're designed to support scaffolded instruction, encouraging students to engage deeply with the material and make connections between concepts. We're also continuing to leverage POWER Pathways instructional strategies, which proved effective in the previous year, to guide students through complex problem-solving and critical thinking. To further gauge student comprehension, we've implemented a second Discussion-Based Assessment (DBA). This provides an additional opportunity for one-on-one interaction, allowing teachers to assess individual understanding and giving students more chances to ask clarifying questions.

Rationale:

Our chosen interventions are strongly supported by research. Explicit standards alignment, retrieval practice through interactive notebooks, and frequent formative assessments like DBAs are all evidence-based practices known to significantly improve science performance, especially for students with disabilities and ELL students. The interventions will also specifically use targeted support that will center on evidence-based literacy strategies, including explicit vocabulary instruction (strong evidence), direct and explicit comprehension instruction (strong evidence), and provide opportunities for extended discussion of text meaning and interpretation (moderate evidence), all based on the IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Furthermore, using Progress Learning will allow our Biology team to identify any missing skills and dedicate time for reteaching, while the extra DBA provides vital one-on-one time to assess comprehension and facilitate student questions. Monitoring of these identified interventions, as per ESEA Section 8101(21)(B), will be integrated into our ongoing Assistant Principal walkthroughs, Data Leader meetings, and PLC meetings. Through these consistent touchpoints, we will observe the fidelity of implementation of the revised curriculum and enhanced modules, review student engagement with interactive notebooks, and analyze performance data from EOC-aligned assignments and DBAs. The Instructional Strategies Coach will specifically track teacher progress in applying coaching feedback on strand mastery and subgroup performance. This continuous cycle of observation, data analysis, and collaborative discussion will ensure that our interventions are effective and responsive to the evolving needs of our students, ultimately driving our progress toward our Biology EOC proficiency goal.

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

Increased Parent Communication - Parent information sessions (Covering State Testing & MTSS)

Person Monitoring:

Suzanna Pacheco, Deanna DeFilippo, Michelle Anderson, Nicole Elenzweig, Collin Campbell

By When/Frequency:

August and January

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

Live parent information sessions will be offered in August and January and each will be recorded for families to view if they are unable to attend. Sessions will inform parents about State Testing and our MTSS framework, include screening students for additional support and interventions available. These sessions will emphasize the importance of attendance and engagement with coursework and live lessons and promote parent involvement.

Action Step #2

PLC/Data Alignment

Person Monitoring:

Nicole Elenzweig

By When/Frequency:

Ongoing

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

Performance on individual Biology strands were examined over the summer to identify areas of concern and to highlight weaknesses that occur year over year. Teachers will use this resource along with individual student progress monitoring data to address learning gaps within their live lessons and help guides shared with students. Our data team and PLC meetings will be closely aligned to ensure data is reviewed each month along with specific instructional approaches on how to address gaps in learning. Professional Learning Communities will be focused on the following areas: Cognitive Load (understanding how the brain processes information and the impact of cognitive load on learning), Tier 2 Focus (targeted interventions for students who need additional support beyond Tier 1 instruction), POWER Pathways Revisited (revisit our POWER Pathways: Promoting Student Voice and Engagement, Optimizing Questioning Techniques, Well-Structured Formative Assessments, Embedding Disciplinary Literacy, and Revising Errors in Reasoning), Essential/POWER Standards (identifying the most critical standards that students must master), DBAs (designing DBAs that accurately measure student learning as well as create rigor), Universal Design for Learning (UDL principles to create inclusive learning environments), Disciplinary Literacy (teaching literacy skills specific to each discipline). Instructional Strategies Coaches will provide training to Biology teachers using the new ACT Protocol (Analyze, Collaborate, Transform) within PLCs. This protocol will guide teachers in evaluating student data for strand mastery and subgroup performance, ensuring instructional alignment. The Assistant Principal will further monitor through monthly walkthroughs, observing the integration of advanced questioning techniques and CBT format exposure in classroom instruction.

Action Step #3

Implement 2 Discussion Based Assessments per Semester

Person Monitoring:

Nicole Elenzweig

By When/Frequency:

monthly, August through May

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

Biology teachers will ensure all students complete two Discussion-Based Assessments (DBAs) per semester. For the second semester, both DBAs will be completed by the end of April, prior to the Biology EOC exam. These assessments provide opportunities to assess individual student comprehension and offer targeted support for learning gaps throughout the year. Teachers will collaboratively monitor student performance data from the DBAs within their monthly PLC meetings. This will allow them to identify specific areas of weakness in student comprehension and develop responsive strategies to boost achievement.

Action Step #4

Elevate Instructional Practices through Professional Development

Person Monitoring:

Nicole Elenzweig and Corey Johns

By When/Frequency:

Ongoing, August through May

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

Instructional Strategies Coaches will lead ongoing professional development and coaching sessions for Biology teachers. The focus will be on deepening knowledge and application of POWER Pathways instructional strategies, with a particular emphasis on optimizing questioning techniques to reflect EOC test style rigor (including graphs and content application) and developing well-structured formative assessments. This also includes embedding disciplinary literacy and addressing errors in reasoning. A significant focus will be on exposing students to computer-based testing (CBT) formats, a key area of limited exposure last year.

Action Step #5

Enhance Curriculum Alignment and Resource Utilization for EOC Preparation

Person Monitoring:

Nicole Elenzweig

By When/Frequency:

ongoing, August through May

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

Biology teachers will systematically implement the new Biology course revision and enhanced modules, ensuring consistent use of embedded EOC-aligned assignments and a strand-by-strand review. This includes embedding and consistently utilizing Interactive Notebooks as enhanced assignments in all live lessons, and incorporating EOC Test Specifications Questions into every module. Additionally, teachers will ensure deliberate and increased exposure for students to Progress Learning for practicing higher-level, EOC-style questions in a CBT environment, and consistently use supplemental resources like the EOC Biology Resource 1 Pager Student Resource. The Assistant Principal will monitor this action step through monthly walkthroughs, observing the consistent implementation of the revised course content, the embedded use of Interactive Notebooks, and the integration of EOC-aligned assignments and test specification questions. Data Leader and PLC meetings will involve "deep dives" into student performance trends, analyzing data from Progress Learning Quizzes and the effectiveness of Interactive Notebooks to pinpoint specific weaknesses and inform further instructional adjustments. The consistent use of flfast.org resources will also be monitored to ensure teacher calibration to EOC test design and item specifications.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

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.

Early Warning Systems were identified as a crucial need based on the data reviewed. FVHS monitors student attendance and progress through the weekly Student Progress Report and the Homeroom Model safety net system.

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.

By June of 2026, the school plans to achieve a 1% increase in the graduation rate, from 97% to 98%, by increasing parent and student awareness and engagement.

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.

In the area of Positive Culture and Environment, monitoring for the desired outcome will occur through a series of tiered interventions by the RtI-B team (TOAs), school counselors, graduation assurance coach, and student services. The RtI-B team will work to address positive behavioral changes for students who fall behind in courses or who are not successful in their coursework. A safety net system will be followed based on the homeroom model. Students and families who are successful in their courses will have ongoing and monthly support from their homeroom teacher, in addition to contact with their academic content teachers. Students who fall behind in 3-4 courses will have weekly homeroom support and RTI-B Intervention support when warranted. Those who fall behind in 5-6 courses will have weekly RtI-B Intervention (TOA) support to address study skills, special circumstances and time management. Students who continue to struggle will be referred to school counselors, the graduation assurance coach, administrators and (when applicable) the Student Services Team for additional support.

Person responsible for monitoring outcome

Suzanna Pacheco (spacheco@flvs.net), Nicole Elenzweig (nelenzweig@flvs.net), Natalie VanHook (nvanhook@flvs.net)

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:

The homeroom model ensures student progress is monitored weekly and celebrated/supported. This model uses a Student Progress Report (SPR), which provides early warning indicators through data including a student's pace, grade, and last access date. Students on pace and passing all courses continue to receive monthly relationship-building calls from their Homeroom teacher. Students who fall behind, fail, or have not attended 1-2 courses receive additional communication from their content teachers. Students behind/failing 3-4 courses receive weekly support from their homeroom teachers to address areas of concern. Students behind/failing 5-6 courses receive additional support from RtI-B team members who contact students and families to offer additional support. The next level of support consists of school counselors, administrators, the graduation coach, and student services. This evidence-based system proactively identifies struggling students, addresses issues with behavior and attendance, and fosters positive relationships with students and families to promote open and consistent lines of communication.

Rationale:

Our SPR provides intensive, individualized support to students who have fallen off track and face significant challenges to success. This has Moderate evidence as referenced in the Preventing Dropout in Secondary Schools IES Practice Guide, <https://ies.ed.gov/ncee/wwc/PracticeGuide/24>

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

Homeroom Model

Person Monitoring:

Suzanna Pacheco, Michelle Anderson, Collin Campbell, Deanna DeFilippo, Nicole Elenzweig, Corey Johns, Kaleigh McCoy, Natalie VanHook

By When/Frequency:

Weekly from August 2025 through May 2026

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

Teachers will continue to utilize the Homeroom Model to consistently monitor student engagement, build strong relationships, and provide communication. Homeroom Teachers will conduct monthly calls to students and families to establish and build positive relationships.

Action Step #2

Content Teacher Support

Person Monitoring:

Suzanna Pacheco, Michelle Anderson, Collin Campbell, Deanna DeFilippo, Nicole Elenzweig, Corey Johns, Kaleigh McCoy, Natalie VanHook

By When/Frequency:

Weekly from August 2025 through May 2026

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

Content Teachers will conduct weekly texts/calls to students who are behind or failing 1-2 classes to offer additional support, 1:1 tutoring, resources.

Action Step #3

RTI-B Team Support

Person Monitoring:

Suzanna Pacheco, Nicole Elenzweig

By When/Frequency:

Weekly from August 2025 through May 2026

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

The RtI-B team will conduct weekly calls to students and families who are behind or failing 5-6 classes and/or students who are failing 3-4 classes and have not been successful with homeroom intervention for more than 4 weeks in a row. Calls focus on strategies for success, time management, techniques for maintaining focus, and other positive behavioral interventions. After 4 consecutive weeks, an Academic Warning Letter will be sent to the student and parent/guardian.

Action Step #4

Referral to Counselors/Assistant Principal/Graduation Assurance Coach/Student Services Team

Person Monitoring:

Suzanna Pacheco, Nicole Elenzweig, Natalie VanHook

By When/Frequency:

Weekly from August 2025 through May 2026

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

Students who are failing or behind in 5-6 classes for more than 8 weeks in a row will be referred to school counselors, assistant principals, graduation assurance coach, mental health counselors, student services team as determined by needs for intervention assistance.

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 students, 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), School Based Leadership Team meetings, and data days/discussions/chats.

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)).

The school communicates through various platforms including email, FOCUS portal messages, text messages, and phone calls. The FVHS Parent Liaison presents the PFEP and School-Parent

Compact at all SAC meetings. The Parent Liaison provides PD to staff on family engagement to begin the school year. FVHS offers two parent info sessions per year tied to our SIP goals. Weekly communication to parents (Week at a Glance) is sent through Focus email and posted on the Family Resource Center. Monthly Communication (newsletter) is sent to students and parents through Focus Email and is posted on the Family Resource Center. Town Hall meetings will also be held this year. Additionally, FVHS 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, FVHS 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. Annually, FVHS hosts a virtual college fair and a virtual career fair.

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 High School 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 the School-Parent Compact which highlights the significance of parent and family involvement.

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 Advisory 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. FVHS maximizes resources and ensures a well-rounded education using a Comprehensive Needs Assessment (CNA) planning guide to identify barriers to learning along with areas of strength. The eight-step problem solving process is followed to develop goals and the findings are shared out during the Comprehensive Needs Assessment annual meeting. FVHS also coordinates with the ESE and Student Services teams in planning for student supports during the CNA meeting and at least monthly 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, mentoring programs, 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 monthly sessions for students and families based on last year's and current beginning of the year surveys of students and parents. Moreover, the annual Comprehensive Needs Assessment meeting is held yearly where existing goals are reviewed and new objectives are strategically planned, fostering a well-rounded and supportive learning environment for all students.

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)).

FVHS provides information to students and parents consistently to include postsecondary options and the workforce. This information is shared in the following ways:

- In the summer, families are asked to complete an onboarding course where information about all aspects of the school, including academics and school counselor contact details, are provided.
- At the beginning of the school year, parents and students are invited to grade level meetings offered by guidance counselors, where important information is shared regarding academic options and post-secondary plans in addition to other relevant items.
- On a monthly basis, School Counselor information sessions are held to share information regarding academic options such as AICE, Dual Enrollment, etc. Students are invited to attend these opportunities and/or watch recordings.
- Information is shared via our FVHS Monthly Newsletter from our School Counselors to spotlight relevant information, opportunities, and more.

- Each year, FVHS holds a virtual college fair in the Fall and a virtual career fair along with CTE events in the Spring.
- Throughout the school year, school counselors review transcripts, create 4-year plans, and provide guidance as needed to students and parents.
- Each Spring, information sessions are held during the course registration process to ensure all students are aware of academic opportunities. Individual information sessions are offered for Dual Enrollment, AICE, CTE, and Advanced Placement.

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 FVHS, we prioritize ongoing professional development and support for our educators and school personnel to enhance instruction and data utilization. To facilitate this, we organize monthly data analysis sessions supported by a Data Leader. At least twice a year, our administrators, coaches and staff delve into a comprehensive analysis of school, grade-level, course, 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, FVHS is committed to providing both district-wide and school-based professional development sessions on a monthly basis. These sessions serve as collaborative forums where educators can share insights, exchange ideas, and foster a culture of continuous learning and growth. 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 are proud to appropriately staff our school with fully certified members each year and retain teachers based on student need. This accomplishment is a testament to our school's commitment to creating a positive and supportive working environment and recognizes the importance of building strong relationships between staff and students. 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)).

N/A

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.

No Answer Entered

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).

No Answer Entered

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