Florida Virtual School

FLORIDA VIRTUAL MIDDLE 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

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

Sheri Sico

ssico@flvs.net

Position Title

Principal

Job Duties and Responsibilities

Ensure commitment, allocate resources, provide a shared vision for the school and the use of data-based decision-making, ensure implementation of intervention support and documentation, ensure adequate profession development and communicate with stakeholders. Work collaboratively with both district and school-based personnel to ensure all appropriate resources are leveraged. Meet and collaborate with site-based leadership (APs, ESE manager, ESE and 504 coordinators, school counselors, MTSS specialist, literacy coach, instructional strategies coaches, and teachers on assignment [TOAs]) to ensure the shared vision is achieved.

Leadership Team Member #2

Employee's Name
Margaret Jacquard

mjacquard@flvs.net

Position Title
Assistant Principal

Job Duties and Responsibilities

Directly supervises RtI Specialist, intervention teachers and school counselors. Develops and maintains the master schedule.

Leadership Team Member #3

Employee's Name
Madeline Chase

mchase@flvs.net

Position Title
Assistant Principal

Job Duties and Responsibilities

Directly supervises ESE teachers and elective teachers. Handles all school/state assessment scheduling

Leadership Team Member #4

Employee's Name
Jarrod Valderrama

jvalderramam@flvs.net

Position Title
ESE Manager

Job Duties and Responsibilities

Directly supervises ESE coordinators, 504 coordinator and gifted coordinator. Works directly with district ESE staff, school staff and parents to ensure compliance and appropriate accommodations and goals

Leadership Team Member #5

Employee's Name
Katrina Nichols

knichols@flvs.net

Position Title
Assistant Principal

Job Duties and Responsibilities

Directly supervises 6th grade teachers and all related 6th grade core data.

Leadership Team Member #6

Employee's Name
Christina Arnold

charnold@flvs.net

Position Title
Assistant Principal

Job Duties and Responsibilities

Directly supervises 7th grade teachers and all related 7th grade core data.

Leadership Team Member #7

Employee's Name
Andrea Banks

abanks@flvs.net

Position Title
Assistant Principal

Job Duties and Responsibilities

Directly supervises 8th grade teachers and all 8th grade core 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.

The school leadership team, teachers, staff, parents, students, families, community leaders, and the

School Advisory Council (SAC) all share a vested interest in the school's success. Their input is essential as we engage each stakeholder group to emphasize the value of their contributions to the School Improvement Plan (SIP) during our four SAC meetings. To keep all stakeholders informed and involved, we use multiple communication channels, including emails, meetings, newsletters, and our Family Resource Center, where the SIP is available for review. Public meeting notices are also posted on our school's website, offering transparent and timely access to upcoming SAC meetings and encouraging inclusive stakeholder engagement.

During the public comment period at each SAC meeting, stakeholders are invited to share their thoughts, ideas, and concerns about the school's strengths and areas for growth. To support this dialogue, surveys or questionnaires may be distributed to help gather additional feedback. These tools, combined with open discussions, allow participants to reflect on collected data, exchange perspectives, and explore strategies for school improvement. All voices are encouraged and valued in this collaborative setting.

The draft SIP is shared with stakeholders for review and feedback, ensuring their input is accurately represented and integrated into the plan. If necessary, we adjust based on the feedback received to keep the plan adaptable and responsive to changing needs. By involving a diverse range of stakeholders in the SIP development process, our school can create a more comprehensive, effective plan that reflects the needs and aspirations of the entire school community.

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)).

The School Improvement Plan (SIP) is designed to be a critical resource for the school and its stakeholders to review data, set goals, develop action plans, and monitor progress under the guidance of the School Leadership Team. The Florida Department of Education encourages schools to treat the SIP as a "living document," continuously updating and refining it to guide their work throughout the year and during SAC meetings. At FVMS, our School Based Leadership Team meets quarterly to review data trends with a specific focus on targeted areas. We monitor growth and make adjustments to our plan, as needed.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**31.9%**
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 **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: B** **2022-23: B** **2021-22:** **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							672	850	1009	2,531
Absent 10% or more school days										0
One or more suspensions							0	0	0	0
Course failure in English Language Arts (ELA)							5	8	1	14
Course failure in Math							2	4	2	8
Level 1 on statewide ELA assessment							48	91	119	258
Level 1 on statewide Math assessment							80	126	143	349
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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	6	2	10

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		1
Students retained two or more times										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										0
One or more suspensions								1		1
Course failure in English Language Arts (ELA)							3	12	4	19
Course failure in Math							1	7	4	12
Level 1 on statewide ELA assessment							50	85	111	246
Level 1 on statewide Math assessment							92	124	110	326
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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	7	4	12

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							1	2	2	5
Students retained two or more times										0

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	68	68	58	66	66	53	67	69	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	59	59	59	61	61	56			
ELA Lowest 25th Percentile	51	51	52	52	52	50			
Math Achievement*	57	57	63	62	62	60	62	65	56
Math Learning Gains	51	51	62	62	62	62			
Math Lowest 25th Percentile	45	45	57	58	58	60			
Science Achievement	54	54	54	52	52	51	61	61	49
Social Studies Achievement*	78	78	73	79	79	70	79	79	68
Graduation Rate									
Middle School Acceleration	56	56	77	50	50	74	58	58	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)			53			49	40		40

*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	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	519
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
58%	60%	65%	58%	63%		64%

* 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	45%	No		
English Language Learners	42%	No		
Asian Students	73%	No		
Black/African American Students	50%	No		
Hispanic Students	55%	No		
Multiracial Students	62%	No		
White Students	59%	No		
Economically Disadvantaged Students	51%	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	68%		59%	51%	57%	51%	45%	54%	78%	56%			
Students With Disabilities	44%		49%	38%	45%	45%	40%	36%	63%	43%			
English Language Learners	51%		54%	52%	44%	46%	30%	23%	55%	21%			
Asian Students	78%		68%	61%	83%	68%	50%	81%	100%	69%			
Black/African American Students	61%		57%	52%	42%	46%	48%	34%	64%	44%			
Hispanic Students	67%		60%	53%	51%	49%	42%	49%	76%	52%			
Multiracial Students	70%		65%	67%	59%	60%	59%	52%	75%	48%			
White Students	70%		58%	46%	61%	51%	45%	60%	80%	60%			
Economically Disadvantaged Students	61%		58%	50%	46%	48%	41%	41%	68%	43%			

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%		61%	52%	62%	62%	58%	52%	79%	50%			
Students With Disabilities	39%		55%	48%	43%	60%	57%	32%	60%	33%			
English Language Learners	47%		60%	63%	49%	65%	60%	33%	53%	21%			
Asian Students	76%		71%	50%	86%	78%		56%	85%	62%			
Black/African American Students	56%		53%	53%	41%	54%	54%	39%	67%	34%			
Hispanic Students	65%		61%	58%	59%	62%	61%	48%	83%	47%			
Multiracial Students	67%		55%	34%	60%	58%	56%	58%	69%	56%			
White Students	68%		62%	51%	67%	62%	59%	56%	82%	52%			
Economically Disadvantaged Students	61%		61%	54%	55%	60%	54%	45%	68%	40%			

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%				62%			61%	79%	58%			40%
Students With Disabilities	43%				44%			32%		43%			
English Language Learners	48%				56%			32%		23%			
Asian Students	88%				89%			80%		88%			
Black/African American Students	58%				47%			41%		60%			
Hispanic Students	67%				62%			51%	73%	51%			
Multiracial Students	69%				70%			67%		62%			
White Students	71%				68%			68%	83%	59%			
Economically Disadvantaged Students	60%				53%			50%	65%	49%			

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	6	75%	75%	0%	60%	15%
ELA	7	69%	69%	0%	57%	12%
ELA	8	64%	64%	0%	55%	9%
Math	6	56%	56%	0%	60%	-4%
Math	7	37%	37%	0%	50%	-13%
Math	8	56%	56%	0%	57%	-1%
Science	8	48%	48%	0%	49%	-1%
Civics		77%	77%	0%	71%	6%
Biology		99%	78%	21%	71%	28%
Algebra		79%	52%	27%	54%	25%
Geometry		92%	51%	41%	54%	38%

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?

The data component that showed the most improvement was in the area of acceleration, with an increase of 6%.

As a school, we implemented targeted enrichment opportunities, expanded access to advanced coursework, and enhanced the identification and support systems for students demonstrating readiness for accelerated learning pathways.

The positive growth in acceleration reflects the effectiveness of these strategies and suggests that they may serve as a model for improving achievement in other academic areas. Continued expansion and refinement of acceleration efforts can help sustain and build on this momentum.

Lowest Performance

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

The data component that showed the lowest performance was *Math Learning Gains for the Lowest 25%.*

Students in the lowest quartile continue to face significant challenges in mastering key mathematical concepts. Contributing factors include limited differentiation during core instruction, interventions that were not sufficiently aligned to students' specific skill deficits, and gaps in foundational numeracy that impacted students' ability to engage with grade-level content.

Minimal growth or stagnant performance in this area indicates the need for more data-informed, individualized math support. Strengthening targeted interventions, increasing opportunities for guided practice, and reinforcing conceptual understanding will be essential to improving outcomes for this group.

Greatest Decline

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

contributed to this decline.

The most significant declines were observed in Mathematics, with a decrease of 11 points in overall Math Learning Gains and a 13-point drop in Learning Gains for the Lowest 25% of students.

The significant decline in math learning gains, particularly among the lowest-performing 25%, suggests multiple areas of concern. Factors contributing to this drop may include inconsistent implementation of targeted interventions, a lack of individualized support for students with foundational skill gaps, and limited student engagement with supplemental resources. Additionally, inconsistent attendance in intervention programs and challenges in monitoring student progress may have reduced the overall effectiveness of support strategies.

The downward trend highlights an urgent need to reassess current math instructional practices and intervention models. Moving forward, the school will need to focus on ensuring consistent delivery of targeted support, increasing student accountability for participation, and using data more effectively to tailor instruction and close achievement gaps.

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 greatest gap between school and state performance was in the area of Acceleration, where the school scored 21 points below the state average. This discrepancy may be attributed to limited access to advanced coursework, under-identification of students ready for enrichment opportunities, and a lack of systematic processes for promoting acceleration. In some cases, students may not have been adequately prepared or supported to succeed in accelerated learning environments.

The size of the gap indicates a need to reevaluate how students are identified and supported for acceleration opportunities. Increasing equitable access to advanced coursework, implementing early talent identification systems, and providing ongoing support for students in accelerated pathways will be essential to narrowing the gap and improving overall performance in this area.

EWS Areas of Concern

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

Two significant areas of concern identified through Early Warning Systems (EWS) data are the high number of students performing at Level 1 on PM 3 in both ELA and Math.

In ELA, a total of 258 students scored at Level 1:

- Grade 6: 48 students

- Grade 7: 91 students
- Grade 8: 119 students

In Math, the number is even higher, with 349 students scoring at Level 1:

- Grade 6: 80 students
- Grade 7: 126 students
- Grade 8: 143 students

These numbers indicate a critical need for targeted academic interventions and progress monitoring, particularly in middle grades, where learning gaps appear to widen. Focused support in foundational literacy and numeracy will be essential to reverse this trend and improve student outcomes.

Highest Priorities

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

Our top priorities for School Improvement include:

Strengthen Math Achievement

Address the recent decline in mathematics learning gains by incorporating intentional student resources and mandatory proof of attendance, providing targeted professional development, and delivering focused instructional interventions.

Accelerate Literacy Growth for the Lowest 25%

Improve English Language Arts outcomes for the lowest-performing quartile through intensive reading interventions, ongoing progress monitoring, and data-informed instructional adjustments.

Increase Overall Student Proficiency

Enhance student performance across all content areas by prioritizing high-quality core instruction, leveraging formative assessment data, and promoting consistent, standards-based teaching practices.

Improve Science Outcomes

Elevate student proficiency in Science through engaging, standards-aligned instruction and strategic integration of content across subject areas to support literacy and critical thinking.

Expand Academic Acceleration Opportunities

Sustain and scale effective acceleration strategies to build upon recent academic gains and ensure that all students have access to rigorous, enriching learning experiences.

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.

The primary area of focus for grades 6–8 is improving mathematics proficiency and accelerating learning gains, particularly among students in the lowest 25% achievement bracket. In 2025, only **56.6%** of students in these grade levels scored proficient in math. Learning gains were recorded at **51%**, with just **45%** of students in the lowest quartile demonstrating growth. These figures indicate a significant gap in both mastery and progress, especially for our most vulnerable learners.

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.

By the end of the 2025-2026 school year, 57% of 6-8 grade students will make a learning gain on FAST PM3, a 6% increase from 2024-2025.

Monitoring

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

Monitoring progress toward this goal will be collaborative, consistent, and data-driven. Teachers in grades 6–8 will meet monthly in Professional Learning Communities (PLCs) to analyze FAST Progress Monitoring results, IXL progress, and classroom performance. These sessions will help identify achievement patterns, guide instructional adjustments, and ensure interventions are aligned with the unique needs of virtual learners.

Ongoing review will include tracking live lesson attendance, participation in individual data chats, and performance on Discussion Based Assessments (DBAs). Teachers will use real-time data from tools like Nearpod and IXL to provide immediate feedback and tailor instruction to support student growth. Students will also engage with their own progress through formative feedback cycles, increasing ownership of learning and fostering a growth mindset.

Professional development will focus on effective math instructional strategies, formative assessment practices, and technology integration. Additionally, small-group intervention sessions will be regularly evaluated to ensure they are effectively addressing the needs of students who are struggling with key math standards. The consistent integration of real-time data will help ensure that support is responsive, targeted, and impactful.

Person responsible for monitoring outcome
Sheri Sico

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:
FVMS will implement a structured, evidence-based math intervention plan for grades 6–8 to improve proficiency and learning gains as measured by FAST assessments. The plan includes twice-weekly live math lessons guided by an instructional coach-designed template, use of interactive tools like Nearpod and Classroom Screen, and targeted IXL assignments based on student data. Students will participate in individual data chats after each FAST window, DBAs to assess understanding, and Super Owl Sessions (SOS) for small-group support. Generative AI education will also be provided to students and families to promote responsible digital learning and enhance academic support.

Rationale:
Recent FAST results show that many students need additional support to reach grade-level math proficiency. To address challenges in engagement and skill retention, FVMS is implementing a more structured and interactive approach. Live math lessons provide consistent, real-time instruction aligned to benchmarks, while tools like IXL and Nearpod support differentiation and immediate feedback. Data chats and DBAs offer personalized reteaching opportunities, and supplemental supports—including SOS sessions, mandatory class time, and Generative AI training for families—will teach them how they can use the tools to help close learning gaps and promote responsible digital learning.

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
Live Lesson Requirement

Person Monitoring:
Sheri Sico

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
FVMS will implement a structured intervention plan that includes required live math lessons for all students, supported by interactive tools like Nearpod and IXL. Formative assessments will be used to collect real-time data, guiding instruction, and identifying student needs. Teachers will monitor progress through FAST results, supplemental program data, and regular PLC meetings.

Action Step #2
Individual Data Chats

Person Monitoring:
Melissa Martin and Sheri Sico

By When/Frequency:
3 times/year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After each FAST progress monitoring window, math teachers will conduct individual data chats with students to review their performance. These conversations will include analysis of FAST results, IXL trends, and quiz or assignment scores to identify strengths and areas for growth. Each meeting will result in student-specific goals and strategies, which will be documented in a shared tracker or student portfolio. Progress toward these goals will be monitored in subsequent data chats and evaluated through performance improvements across FAST PM1, PM2, and PM3 assessments.

Action Step #3
Targeted IXL

Person Monitoring:
Melissa Martin and math instructors

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Based on FAST and classroom data, math teachers will assign targeted IXL skills weekly to individual students or small groups to address specific learning needs. Teachers and the instructional coach will monitor progress monthly by reviewing IXL reports, tracking time on task, skills mastered, and SmartScore improvements. This ongoing review will help ensure that interventions are effective and aligned with student growth goals.

Area of Focus #2

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.

Over the past few years, our school has seen a concerning trend—a steady decline in 8th grade science proficiency levels, as measured by the state science assessment. For example, in the 2023–24 school year, proficiency dropped from 61% to 45%. While this downward trend raised

significant concern, there is promising news: in the 2024–25 school year, we increased our science proficiency rate from 45% to 49%.
This growth is encouraging, but there is still work to be done. Building students' science proficiency is essential for developing critical thinking, problem-solving skills, and a strong foundation in scientific concepts—skills that are vital for future academic achievement and career readiness.

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.

By the end of the 2025-26 academic year, FVMS 8th graders will achieve a 52% proficiency rate as measured on the 8th grade science assessment (SSA). This will be a 3% increase from the 2024-25 proficiency rate of 49%.

Monitoring

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

Monitoring the growth of 8th grade science proficiency is essential for reaching our goal of a 52% proficiency rate by the end of this academic year. Ongoing progress monitoring plays a vital role, offering valuable insights into students' mastery of key science concepts aligned with state standards in a virtual learning setting.

Teachers in grades 6, 7, and 8 will meet monthly in Professional Learning Communities (PLCs) to collaboratively analyze data, identify trends, and pinpoint areas that need improvement. This collaborative approach allows for targeted interventions and instructional adjustments designed to meet the unique needs of our virtual learners.

Professional development sessions will be integral to enhancing instructional practices in our virtual setting. These sessions will equip teachers with effective strategies for virtual science instruction, innovative assessment techniques, and methods for engaging students remotely. Empowered with new knowledge and skills, our virtual teachers will implement best practices that address diverse learning needs effectively.

Ongoing monitoring ensures we can make timely, data-driven adjustments to our virtual instruction. By responding quickly to assessment data, we can provide students with targeted support and meaningful opportunities for growth through real-time feedback.

This year, we have also implemented IXL for grades 6–8 science, giving students an additional tool to practice skills, reinforce key concepts, and receive immediate, personalized feedback. This process empowers students to track their progress, pinpoint areas for improvement, and take ownership of

their learning journey in the virtual environment.

Person responsible for monitoring outcome
Andrea Banks

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:
Progress monitoring assessments in science are designed to track students' understanding and mastery of key concepts over time. Administered twice throughout the academic year, these assessments provide valuable insight into each student's progression toward proficiency in science. Question formats include multiple choice, short answer, and performance tasks—all aligned with state standards and curriculum goals.

Rationale:
These assessments are essential tools for personalized instruction. By analyzing individual strengths and growth areas, teachers can adjust their strategies to ensure every student receives targeted support on their journey to scientific mastery.

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
Science Progress Monitoring Assessments

Person Monitoring:
Teachers

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will administer Progress Monitoring assessments in grades 6-8. Teachers will use the assessment data to identify where students need more support. They will analyze the results together, looking for patterns and areas where students may be struggling. Based on this analysis, teachers will adjust their teaching methods. They will focus on revisiting difficult topics, providing extra practice, or adapting lessons to meet different learning needs.

Action Step #2
SSA Boot Camps

Person Monitoring:
Sam Copeman

By When/Frequency:
Quarterly

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

step:
1. Create targeted SSA Boot Camp Sessions based on student performance on the progress monitoring assessments. 2. Identify teachers to lead these sessions. 3. Give students a post-assessment after the boot camp to measure progress and identify areas of improvement. 4. Teachers will keep track of the students who participated in the SSA sessions to determine if the extra practice made a difference in their performance on the 8th grade assessment.

Action Step #3
Slice of Science Spiral Reviews

Person Monitoring:
Sam Copeman

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Teachers will place "Slice of Science" spiral review questions in the waiting room while students wait for Class Time sessions. 2. These review questions will be based on the SSA item specs, and teachers will review these questions during the first 5-10 minutes of the Class Time session. 3. Students will be provided an exit ticket to complete so teachers can gauge student understanding of the concepts, and teachers will plan "Slice of Science" lessons based on student misconceptions.

Action Step #4
Priority Standards Planning

Person Monitoring:
Sam Copeman

By When/Frequency:
Weekly/Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Teachers review Science Achievement Level Descriptions to ensure curriculum alignment with state standards. 2. Teachers create asynchronous/synchronous resources focusing on priority standards. 3. Middle school teachers (6th-8th) analyze district and state 2024-25 SSA data to pinpoint significant gaps and enhance resource quality for students. 4. Science teachers engage in weekly content meetings to enhance instructional practices and collaborate with peers.

Area of Focus #3

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.

After reviewing historical data, FVMS has experienced a decline in ELA proficiency over the past several years, while student learning gains have remained consistently in the low 58%-60% range. In response, our School Improvement Plan will strategically shift focus to learning gains in order to promote consistent academic growth and differentiate instruction more effectively. Prioritizing gains allows us to identify and celebrate progress for every learner—regardless of proficiency level—while holding ourselves accountable for moving students forward through personalized strategies. We

anticipate this emphasis will result in improved proficiency outcomes across grades 6–8 over time.

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.

By the end of the 2025-26 school year, 60% of FVMS students will demonstrate a learning gain on the FAST ELA assessment—a 1% increase from the previous year.

Monitoring

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

Monitoring progress toward this goal will be collaborative, consistent, and data-driven. Teachers in grades 6–8 will meet monthly in PLCs to analyze FAST Progress Monitoring results and data from supplemental programs. These sessions will help identify achievement patterns, guide instructional adjustments, and ensure interventions are aligned with the unique needs of virtual learners. Ongoing review enables timely instructional shifts, allowing teachers to address learning gaps before they widen.

In addition, students will engage with their own progress through formative feedback cycles, increasing ownership of learning. The consistent integration of real-time data will help ensure that support is responsive, targeted, and impactful.

Person responsible for monitoring outcome

Sheri Sico

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:

FVMS will prioritize standards-based instruction and assessment across grades 6–8 to ensure alignment with state benchmarks and personalized academic support. All students will engage with IXL Reading, while Tier 2 and Tier 3 learners will receive targeted reinforcement through Lexia. FAST Progress Monitoring will serve as a formative tool to track learning gaps and guide data-driven instruction.

Rationale:

While FVMS courses align with Florida's B.E.S.T. standards, the relative newness of these benchmarks highlights a need for instructional refinement, especially in virtual environments. By leveraging platforms like IXL and Lexia, teachers gain real-time data to personalize instruction, provide timely feedback, and close achievement gaps. These interventions allow for differentiated learning and immediate insight into student needs, ensuring instructional decisions remain intentional and responsive.

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
Priority Standards Content Planning

Person Monitoring:
Sheri Sico

By When/Frequency:
Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During these planning sessions, teachers will review the ELA Achievement Level Descriptions to refine curriculum alignment and develop both asynchronous and synchronous resources rooted in priority standards. Using 2024-25 F.A.S.T. data as a guide, teams will pinpoint instructional gaps and strengthen resource relevance. Weekly ELA content meetings will reinforce consistency, promote collaboration, and elevate instructional quality across grade levels.

Action Step #2
Virtual Data Days

Person Monitoring:
Sheri Sico

By When/Frequency:
October and February

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Virtual Data Days are collaborative sessions held in October and February, designed to unite administrators, coaches, and teachers in a focused review of FAST Progress Monitoring data. Facilitated by the Assistant Principals and Instructional Coaches, these meetings emphasize strategic analysis at the grade, class, and individual student levels. Teams use pace charts and performance trends to fine-tune instructional priorities, while also identifying “Super Owls”—students poised for achievement gains—and mapping out personalized support strategies. The meetings serve as a hub for professional growth, data-driven decision making, and continuous refinement of best practices that directly impact student success.

Action Step #3
Super Owl Sessions

Person Monitoring:
Sheri Sico

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Super Owl Sessions (S.O.S.) will be targeted with additional live lesson sessions for our S.O.S. students. These sessions focus on implementing personalized strategies for students identified as “Super Owls”—those on the cusp of academic advancement. With an emphasis on intentional instruction and student-centered support, these sessions ensure that intervention efforts remain focused, responsive, and aligned to each learner’s potential for growth.

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.

Florida Virtual Middle School is committed to increasing student engagement and academic success through consistent participation in live lesson sessions. These synchronous classes provide essential opportunities for direct instruction, peer interaction, and real-time support—elements that are especially critical in a virtual learning environment. Research shows that students who regularly attend live sessions or engage with recorded lessons demonstrate higher levels of content mastery, improved course completion rates, and stronger connections with their teachers.

We understand that occasional scheduling conflicts may prevent students from attending live sessions in real time. However, consistent engagement remains a core expectation. To ensure all students have access to instruction, we emphasize the importance of viewing recorded lessons as a meaningful and viable alternative. By clearly communicating expectations and offering targeted support, we strive to cultivate a school-wide culture of accountability, connection, and academic ownership across all grade levels.

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 the end of the 2025–2026 school year, 85% of 6th–8th grade students will attend at least 90% of their scheduled live core lessons or view the recording within 48 hours of any missed session.

This goal reflects our commitment to both synchronous and asynchronous engagement, ensuring that students remain connected to instruction regardless of scheduling barriers.

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.

We will monitor attendance progress using two key tools:

- **Live Lesson Attendance Google Form:** All teachers will complete a standardized form after each live session to document student attendance and note who viewed the recording (based

on LMS analytics or student self-report with verification).

- **Attendance Tracking Report (ATR):** These reports will include attendance data, allowing teachers and support staff to identify trends, flag concerns, and initiate outreach for students who fall below the 90% threshold.

Data will be reviewed monthly by grade-level teams and shared with leadership to guide interventions and celebrate progress.

Person responsible for monitoring outcome
Sheri Sico

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:
We will implement a multi-tiered system of support (MTSS) focused on proactive outreach and personalized engagement strategies. This includes leveraging our Teachers on Assignment (TOAs), school counselors, and other support staff to connect with families whose students are not meeting attendance expectations.

Rationale:
According to the U.S. Department of Education and multiple studies on virtual learning, consistent teacher-student interaction is a key predictor of academic success in online environments. Personalized outreach, especially when conducted by trusted adults, has been shown to improve attendance, motivation, and course completion. Our intervention aligns with these findings by combining data-driven identification with relational 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
Live Lesson Attendance Google Form

Person Monitoring:
Assistant Principals and TOAs

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
FVMS will develop and launch a unified Google Form for teachers to record live lesson attendance and verify recording views. This ensures consistent and centralized data collection across all grade

levels. Weekly audits of submitted forms will be conducted to ensure completion and accuracy. Feedback from teachers will be gathered to refine the form and improve usability.

Action Step #2
Attendance Tracking Report

Person Monitoring:
Assistant Principals and TOAs

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
FVMS will utilize the Attendance Tracking Report (ATR) to track each student's attendance rate and flag those falling below the 90% expectation. Monthly data reviews will be documented, and students identified will be added to a support tracker for follow-up. Trends will be analyzed to inform school-wide strategies.

Action Step #3
Family Outreach

Person Monitoring:
Assistant Principals, TOAs, Support Staff

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Support staff will contact families of students not meeting attendance goals to understand barriers, offer support, and reinforce expectations. Outreach may include phone calls, emails, or virtual meetings. Outreach logs will be maintained in VSA to track communication efforts and outcomes. Attendance rates of contacted students will be monitored for improvement over time.

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, the school website, and the 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 consistently through multiple forums, including but not limited to staff meetings, Professional Learning Communities (PLCs), and data discussions.

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. It is the expectation of all staff to provide feedback within 24 hours. Teachers will communicate progress updates weekly and parents will have a monthly one on one

session with their teacher to review progress, address any concerns, and communicate any upcoming important events.

Additionally, FVMS 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, FVMS 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. Students are able to participate in these activities as well as in person meet ups and field trips.

https://www.flvs.net/student-parent-resources/family-support/titles/title-i-part-a?utm_source=fvhswebsite&utm_medium=referral

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

Effective planning and preparation are essential in maximizing student learning. With a focus on standard-based planning during content meetings, we can help ensure that teachers' lessons and assignments are aligned and rigorous. In addition, our staff participate in ongoing professional development to stay abreast of the latest teaching methodologies and educational research. This helps them to continuously improve their instructional practices and better meet the needs of our students. Finally, we offer advanced courses and enrichment programs for students who excel in particular subjects. These programs allow students to progress at a faster pace and delve deeper into their areas of interest.

At FVMS, regular attendance during class time is essential to creating a dynamic and supportive learning environment. Live class sessions allow for meaningful student-teacher interaction, real-time feedback, and timely academic intervention when needed. Additionally, these sessions provide

students with opportunities for authentic practice of multiple concepts—areas where we've seen our students benefit from guided instruction and collaborative learning.

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. FVMS 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 eight-step problem-solving process is followed to develop goals and the findings are shared out during the Comprehensive Needs Assessment annual meeting. FVMS also coordinates with the ESE and Student Services team in planning for student support 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)).

Ensuring the well-being and holistic development of students is a vital priority for our school community. In addition to academic success, we are committed to providing a comprehensive support system that fosters students' emotional, social, and life skills development.

To support families and strengthen school-home partnerships, we use a variety of tools and strategies to keep families informed and engaged :

- **Family Resource Center:** Our Family Resource Center provides accessible information and tools for families to stay informed and engaged.
- **Ongoing Communication:** Parents have open lines of communication with all stakeholders. Teachers and administrators respond within 24 hours. Weekly academic progress updates are shared with families, and parents participate in monthly one-on-one sessions with their child's teacher to review progress and address concerns.
- **Shared Decision-Making:** Parents are invited to give input on both the Parent and Family Engagement Plan (PFEP) and the School-Parent Compact. Stakeholder feedback is also collected through Parent Satisfaction Surveys, as well as during Town Hall, SAC, and Title I meetings. This input directly informs planning, activities, and Title I budgeting.
- **Parent Liaison Support:**
    - Presents the PFEP and School-Parent Compact at all family engagement meetings
    - Facilitates professional development for staff on family engagement at the start of the school year
    - Coordinates parent sessions aligned with School Improvement Plan (SIP) goals
    - Sends weekly updates to families through Focus email and posts them in the Family Resource Center

We continually seek input from our families to strengthen our Parent and Family Engagement Plan (PFEP) and School-Parent Compact, ensuring they reflect the needs of our community, support the mission of our school, and contribute to a supportive, inclusive environment where students thrive and are prepared for lifelong success.

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)).

The preparation for and awareness of postsecondary opportunities and the workforce can include various strategies to help students transition successfully from high school to postsecondary education or the workforce. Here's a description of the preparation and awareness efforts under this provision:

- **Access to Postsecondary Credit**: ESSA encourages secondary schools to offer coursework that allows students to earn postsecondary credit while still in high school. This can include Advanced Placement (AP) courses, dual enrollment programs, or International Baccalaureate (IB) programs. These opportunities enable students to get a head start on their postsecondary education, potentially reducing the time and cost of earning a degree.
- **College and Career Readiness Programs**: Schools are encouraged to implement programs and activities that help students explore their interests, strengths, and career goals. This includes providing access to career counseling, aptitude assessments, and guidance on selecting appropriate coursework to align with their postsecondary aspirations. Additionally, students can engage by participating in the National Honor Society club and Owls News Crew, both contingent on academic and behavioral achievements.
- **Individualized Planning**: ESSA encourages schools to develop individualized postsecondary plans for each student, considering their academic and career goals. These plans may include a timeline for coursework, standardized testing, and other steps necessary to achieve those goals.
- **Tracking and Reporting**: Our school tracks and reports data on the participation and success of students in postsecondary opportunities and workforce preparation programs. This data helps evaluate the effectiveness of these initiatives and informs future decision-making.

In summary, ESSA 1114(b)(7)(iii)(II) emphasizes the importance of preparing students for postsecondary education and the workforce through a combination of academic and career-focused opportunities. These efforts aim to ensure that all students have the knowledge and resources they need to make informed decisions about their future and pursue pathways that lead to success in their chosen careers.

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)).

Our framework is referred to as a Multi-Tiered System of Support (MTSS) and is designed to provide varying levels of intervention and support to students based on their individual needs. Below, I outline the key components of our model:

- **Data Collection and Assessment**: Implement a systematic process for data collection from our RTI and MTSS team that analyzes data to identify students at risk of behavioral challenges and academic struggles. They use a variety of assessment tools and data sources, including formative assessments, behavior logs, and standardized assessments. They establish clear criteria for identifying students who need support and differentiate between students with disabilities and those without.
- **Tiered Levels of Support**: Our tiered support system with three primary levels includes: (a) Tier 1: Universal support for all students, including schoolwide positive behavior interventions and supports (PBIS) and evidence-based instructional practices. (b) Tier 2: Targeted interventions for students who exhibit mild to moderate problem behavior or academic difficulties. These may include small group interventions, counseling, or tutoring. (c) Tier 3: Intensive interventions for students with more significant behavior or academic challenges, including individualized behavior plans and access to special education services for eligible students under IDEA.
- **Early Intervening Services (EIS)**: Identify students in need of EIS, particularly those who are not currently identified as having a disability but require additional support. Provide EIS to address behavioral issues and academic difficulties through targeted, research-based interventions. Monitor the progress of students receiving EIS and adjust interventions as necessary.
- **Data-Driven Decision-Making**: We regularly review and analyze data to make informed decisions about the effectiveness of interventions and to adjust strategies as needed. Use data to identify students who may require a referral for special education evaluation under IDEA.
- **Parent and Community Involvement**: Engage parents and guardians in the process by providing information about the tiered model, interventions, and their rights under IDEA. Collaborate with community agencies and organizations to access additional resources and services for students in need. Offer three park meet-ups and other family engagement opportunities that promote connection, support, and learning outside the classroom.
- **Staff Training and Professional Development**: Provide ongoing training and professional development for educators on behavior management, instructional strategies, and the tiered model. Ensure that staff are well-equipped to implement interventions effectively.
- **Monitoring and Evaluation**: Continuously monitor the implementation of the tiered model and evaluate its impact on student outcomes. Adjust the model based on feedback and data analysis to improve its effectiveness.
- **Compliance with IDEA and ESSA**: Ensure that all activities and services align with the

requirements of IDEA and ESSA, including the provision of appropriate services to students with disabilities and the use of evidence-based practices.

By implementing this schoolwide tiered model, schools can effectively prevent and address problem behavior, provide early intervention services, and ensure compliance with federal laws such as IDEA and ESSA. This holistic approach promotes the well-being and academic success of all students, regardless of their unique needs.

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)).

Teachers share best practices during content meetings and regularly review academic data in department meetings to realign instruction based on student needs. Our school's Professional Learning Team consists of Assistant Principals who oversee professional learning and instructional coaches who provide site-based opportunities for professional growth aligned to the needs of teachers and students. In addition to school-based support, professional development sessions are offered continuously throughout the district.

Teachers also participate in annual professional learning days, data days, and Professional Learning Communities (PLCs) facilitated by our own teachers. To further support educator development, experienced teachers may serve as mentors for interns and new teachers and act as content liaisons to strengthen instructional collaboration across teams.

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 ATSIor 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**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00