

Flagler Schools

# IFLAGLER-VIRTUAL FRANCHISE



2024-25 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 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

## I. School Information

### A. School Mission and Vision

#### Provide the school's mission statement

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Flagler County Public Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

#### Provide the school's vision statement

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As a courageous, innovative leader in education, Flagler County Public Schools will be the Nation's premier learning organization where ALL students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

### B. School Leadership Team

#### 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

Erin Quinn

##### Position Title

Principal

##### Job Duties and Responsibilities

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The Principal's role is to provide strategic targeted direction for iFlagler Virtual Programs. It is her responsibility to:

- Evaluate the effectiveness of the iFlagler team as a whole
- Oversee the day-to-day operations of the school
- Create, review, and revise all school policies and procedures to ensure we are providing an environment of structure and support within the organization
- Hire and evaluate staff
- Assess teaching methodology and ensure that all academic policies and curriculum are followed
- Encourage and support the development of innovative instructional programs
- Find and develop talent within the organization to grow instructional leaders

- Develop and track benchmarks for student success and monitor student progress and achievement
- Develop safety protocols and emergency response procedures
- Manage the school budget
- Provide an atmosphere free of bias and judgment where students and staff can reach their maximum potential

## **Leadership Team Member #2**

### **Employee's Name**

Scott Bannon

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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Mr. Bannon serves as Assistant Principal supporting Ms. Quinn as instructional leader for iFlagler Virtual School. He is responsible for leading staff in providing the students a high quality education that supports all learners and engages all stakeholders.

Mr. Bannon's responsibilities are to support the mission and vision of the school:

Identify and analyze areas of greatest need for improvement.

Evaluate student learning results based on student performance and growth on assessments.

Analyze and determine appropriate strategies that enhance a school's climate and support student engagement in learning.

Identify and evaluate professional learning that focuses on student performance as it relates to a school's goals and objectives.

## **Leadership Team Member #3**

### **Employee's Name**

Jamie Cordova

### **Position Title**

ESE Support Facilitator; School Leadership Team member

### **Job Duties and Responsibilities**

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As part of the school leadership team her responsibilities will be to assist in reviewing data, provide coaching and support to teachers in the areas of reading, math, science, and assist in creating and scheduling intervention groups.

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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. (ESEA 1114(b)(2))

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

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iFlagler involves all stakeholders through monthly newsletters, surveys, and School Advisory Council meetings. Survey data is collected from students, parents/ guardians, and staff to assess areas of strengths and areas of improvement school wide. During SAC meetings stakeholders discuss results and collaborate on strategies for school improvement. The annual SIP plan is shared at SAC meetings for feedback and approval. During our first faculty meetings and pre-planning we review our SIP goals with teachers and staff. Throughout the school year we share updates on our SIP goals with our SAC for accountability and transparency on our progress towards success.

### 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. (ESEA 1114(b)(3))

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In order to review our progress towards SIP set goals, our leadership team meets at least once a month to review evidence and data outlined in our goal plan. Our leadership team, including teachers and our SAC, will regularly monitor for effective implementation and impact on increasing the achievement of students in meeting the state's academic standards, particularly for those students with the greatest achievement gap. The leadership team will monitor student achievement scores in FAST, BEST and EOCs and compare student achievement to other students in the district and state. We will disaggregate the data by standards across all subgroups including Students with Disabilities. We will make adjustments to our implementation and instruction in order to optimize our progress. During our monthly SAC meetings, we review our SIP goals and any updates to data indicating progress towards these goals discussing ideas for how to increase progress.

We also review our SIP goals and progress towards them in quarterly district review meetings in which our district leaders are able to provide ideas, feedback, and request support from the district in any areas we are finding a need.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 6-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>33.1%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>31.5%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) WHITE STUDENTS (WHT)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24:</b> <b>2022-23: *</b> <b>2021-22: I</b> <b>2020-21:</b> <b>2019-20: A</b>



## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	0	0	0	1	0	1	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	1	0	1	0	1	0	0	0	3
Course failure in Math	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	5	2	6	1	1	3	18
Level 1 on statewide Math assessment	0	0	0	3	5	8	3	1	3	23
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	3	4	6						13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	3	6	8	10					30

#### Current Year 2024-25

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	0	3	6	10	22	16	14	4	2	77

#### Current Year 2024-25

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	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

**Prior Year (2023-24) 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		1	2							3
One or more suspensions								8	3	11
Course failure in ELA										0
Course failure in Math							4		3	7
Level 1 on statewide ELA assessment								2	2	4
Level 1 on statewide Math assessment							3	3	2	8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										3

**Prior Year (2023-24) 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							2		7	9

**Prior Year (2023-24) 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										0
Students retained two or more times										0

## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 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	
Absent 10% or more school days	1				1
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment	1	5	9		15
Level 1 on statewide Algebra assessment		1	10		11

### Current Year (2024-25)

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		6	19		25

### Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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

## A. ESSA School, District, State Comparison

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	64	56	55	49	51	50	62	51	51
ELA Grade 3 Achievement **									
ELA Learning Gains	56	56	57				67		
ELA Learning Gains Lowest 25%	27	59	55				53		
Math Achievement *	47	53	45	31	42	38	43	35	38
Math Learning Gains	47	50	47				64		
Math Learning Gains Lowest 25%		47	49				53		
Science Achievement *	59	70	68	59	72	64	52	39	40
Social Studies Achievement *	81	67	71	61	65	66	53	38	48
Graduation Rate		88	90		91	89		67	61
Middle School Acceleration							11	34	44
College and Career Readiness	48		67		50	65		61	67
ELP Progress	73		49		55	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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	381
Total Components for the FPPI	7
Percent Tested	87%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
54%	50%	51%	49%		76%	63%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

### C. ESSA Subgroup Data Review (pre-populated)

2023-24 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

White Students

65%

No

2022-23 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%

White Students

63%

No

2021-22 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

29%

Yes

1

1

English Language Learners

Native American

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students				
Asian Students				
Black/African American Students	39%	Yes	1	
Hispanic Students	77%	No		
Multiracial Students	53%	No		
Pacific Islander Students				
White Students	60%	No		
Economically Disadvantaged Students	55%	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. (pre-populated)

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	64%		56%	27%	47%	47%		59%	81%				
Students With Disabilities	45%												
White Students	75%		62%		64%	48%		63%	79%				

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	49%				31%			59%	61%				
White Students	71%				53%			71%	58%				

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	62%		67%	53%	43%	64%	53%	52%	53%	11%			
Students With Disabilities	36%				22%								
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	44%		42%		32%	38%							
Hispanic Students	82%		80%		63%	72%		90%					
Multiracial Students	73%				33%								
Pacific Islander Students													
White Students	78%		63%	40%	57%	70%		79%	85%	8%			
Economically Disadvantaged Students	63%		53%		44%	61%							

## 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	64%	55%	9%	53%	11%
Ela	7	83%	51%	32%	50%	33%
Ela	8	47%	53%	-6%	51%	-4%
Ela	9	80%	56%	24%	53%	27%
Math	7	64%	48%	16%	47%	17%
Math	8	63%	57%	6%	54%	9%
Science	8	38%	55%	-17%	45%	-7%
Civics		78%	69%	9%	67%	11%
Biology		67%	68%	-1%	67%	0%
Algebra		44%	61%	-17%	50%	-6%
Geometry		39%	60%	-21%	52%	-13%
History		81%	66%	15%	67%	14%
Ela	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		10%	18%	-8%	16%	-6%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* 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?

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The data component with the most improvement was ELA in grades 7, 9, and 10. Grade 6 did not have enough students tested. Last year's SIP focused on improving ELA scores with a focus on providing guided notes, direct teacher feedback, and in-person support sessions. Of those three strategies, we found in-person support sessions were most successful and fully embraced by teachers and students.

##### Lowest Performance

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

---

In the 2023-2024 school year, iFlagler had 41 students in grades K-5. Overall the lowest performance area for iFlagler grades K-5 is in 5th grade, with 12 students. 31% in ELA, 20% in math and 10% in science performed on or above grade level.

When comparing overall grade level performance of students in K-5, all grade levels performed below the state and district average in ELA, math, and 5th grade science.

The contributing factors to these scores is the contractual limitations in the set up of the school 7023. We partner with Nefec, MyDistrict Virtual, which provides the teachers and curriculum to our students. Teachers are not employed, and thus not evaluated by Flagler Schools or iFlagler Administration.

Our grade 8 science students scored at 38% proficiency in comparison to the district's 55% and state's 45%. Factors that contributed to this year's low performance included new students to the virtual platform, attendance at extra help sessions, and a need for additional supports and targeted interventions in a small group setting.

##### Greatest Decline

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

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contributed to this decline.

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The data component that showed the greatest decline from the prior year was ELA proficiency in grade

8. Although 95% of the student population tested in grade 8, the students scored at 47% proficiency. The district scored at 53% and the state was 51%. Some contributing factors include attendance at MTSS intervention sessions, pacing, and lack of differentiating to meet the needs of all learners.

### **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.

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The data component with the greatest gap is 5th grade science. iFlagler 5th grade science had only 10% of students perform on or above grade level. The state and district 5th grade science had 53% proficiency. The factors that contribute to this large gap is the lack of control on what and how teachers are teaching.

Our geometry students scored at 39% proficiency in comparison to the district's 60% and state's 53%.

Statewide factors that contributed to this year's low performance included testing attendance/ participation. Although the percentage of students tested increased this past year, it still continues to be a priority focus for iFlagler Virtual School. Other factors that contribute to the low performance is consistent student participation in weekly live lessons, timely discussion based assessments, in person learning opportunities and MTSS intervention sessions.

### **EWS Areas of Concern**

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

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In reviewing EWS data, the areas of concern are the number of students showing a reading and math deficiency.

### **Highest Priorities**

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

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1. Overall ELA Achievement
2. Overall ELA Learning Gains
3. Overall Math Achievement
4. Overall Math Learning Gains

5. Implementing strategies from PBIS and Capturing Kids Hearts, increase overall attendance for state assessments and course completion rates.

## 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.

### ESSA Subgroups specifically relating to Students With Disabilities (SWD)

#### Area of Focus Description and Rationale

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

---

Based on 23-24 student performance data, students with disabilities qualify as an ESSA subgroup. Overall, students with disabilities demonstrated a value of 45% on the federal index rating for the 2023-2024 school year.

Students with Disabilities have demonstrated consistent growth since 2021-22 (29%), but we continue to strive for better results.

#### 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 students with disabilities' goal for ELA is to increase the percent from 45% - >50%

#### 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.

---

iFVS will monitor student outcomes through the Fall, Winter, and Spring progress monitoring assessments (FAST) and supplemental programs IXL and Lexia. Additionally, our ESE teachers and MTSS interventionist will track progress monitoring data and collaborate with their PLCs to make data driven decisions to increase student achievement.

#### Person responsible for monitoring outcome

Erin Quinn, Scott Bannon, Jamie Cordova

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).



**Description of Intervention #1:**

Our evidence-based strategy is explicit instruction. We will implement small group explicit instruction groups for ELA and math. We will offer both in person and live virtual sessions for small group instruction. Administration will monitor submitted lesson plans, scheduling, and attendance of small groups.

**Rationale:**

Explicit instruction reduces cognitive load for students by segmenting complex skills into smaller tasks, demonstrating and labeling cognitive processes, and providing frequent opportunities for students to receive meaningful, corrective feedback on skills they are practicing (Archer & Hughes, 2011). Segmenting skills into smaller tasks reduces the demand on working memory and supports students with LD in processing new information to solve problems, applying strategies, and completing tasks (Vaughn et al., 2012). When teachers explicitly identify student misconceptions, provide models of how to correctly work through a skill or task, and allow students multiple practice opportunities, students build fluency and automaticity and encode new information into their long-term memory (Martin, 2016). "Danielson's Framework for Teaching: Convergence and Divergence with Conceptions of Effectiveness in Special Education" Morris-Mathews, Stark, Jones, Brownell, and Bell

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Review prior year data with subject-area/grade level PLCs.

**Person Monitoring:**

Erin Quinn, Scott Bannon, Jamie Cordova

**By When/Frequency:**

Monthly

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

Facilitate professional learning and collaborative planning on evidence-based strategies during PLCs. Professional development will be presented on supplemental resources (IXL, Lexia) and monitoring procedures.

**Area of Focus #2**

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

**Instructional Practice specifically relating to Student Engagement****Area of Focus Description and Rationale**

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

Creating a supportive environment for all students. This is an essential component of building a sense of community in a virtual school. As a PBIS School with implementation of specific Capturing Kids

Hearts strategies, iFlagler will strive to meet 95% attendance at state testing sessions. Although our attendance improved from 80% participation in 2023 to 88% in 2024, there is still room for improvement.

### **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.

---

Attendance rates at state testing will improve to 95% on all FAST testing sessions. In addition, iFlagler will strive for 95% completion rate in all virtual courses.

### **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.

---

PM testing attendance results will be analyzed and published in the school's newsletter.

PM1 and PM2 will be results will be shared with PLCs and celebrated with students and parents.

Completions rates will be monitored each semester. Pacing guides will be used as predictors for students progress throughout each segment.

### **Person responsible for monitoring outcome**

Erin Quinn, Scott Bannon, Jamie Cordova

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

In a student-centered virtual classroom, students feel valued as their teacher establishes meaningful relationships and relates content to the lives of each student. The teacher provides authentic feedback with a focus on improved learning. The teacher uses CKH strategies to provide equity in the virtual classroom, hold students accountable, and celebrate success.

#### **Rationale:**

Students who have positive and supportive relationships with teachers attain higher levels of achievement. (American Psychological Association)

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

### **Action Step #1**

Updating Student and Family Handbook; Monitoring attendance to PM1, PM2, and support sessions (ESE/MTSS)

#### **Person Monitoring:**

Erin Quinn, Scott Bannon

#### **By When/Frequency:**

August 2024

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

Student and Family handbook will be updated to include more explicit information regarding state testing requirements and the consequence of withdrawal for non participation. Administration will monitor attendance to PM1, PM2, and support sessions for ESE and MTSS. Students who do not attend will receive a personal phone call from iFVS administration to reiterate the expectations and requirements of participation.

### **Action Step #2**

PBIS School

#### **Person Monitoring:**

Erin Quinn, Scott Bannon

#### **By When/Frequency:**

Ongoing throughout the year

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

iFlagler has been recognized as a PBIS school for the 24-25 school year. Online PBIS rewards and school store will be created for teachers to award points and for students to use points in the school store. Students will be awarded points according to the school matrix the iFVS Knight's Creed. I - Independent Learners F - Focus on Academics V - Virtually responsible S - Set for success

### **Area of Focus #3**

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

### **Instructional Practice specifically relating to Intervention**

#### **Area of Focus Description and Rationale**

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

---

The area of focus is increasing student achievement in ELA and math for all grades K-5 and 5th grade science. iFlagler students performed below the state and district in all grade levels and assessments. The 2023-2024 school PM3 data is as follows:

#### **KG FAST:**

0% proficient in ELA (0 out of 5 students)

25% proficient in Math (1 out of 4 students)

#### **1st Grade FAST:**

0% proficient in ELA (0 out of 2 students)

40% proficient in Math (2 out of 5 students)

2nd Grade FAST:

38% proficient in ELA (3 out of 8 students)

17% proficient in Math (1 out of 6 students)

3rd Grade FAST:

50% proficient in ELA (5 out of 10 students)

27% proficient in Math (3 out of 11 students)

4th Grade FAST:

36% proficient in ELA (5 out of 14 students)

29% proficient in Math (4 out of 14 students)

5th Grade FAST:

31% proficient in ELA (4 out of 13 students)

20% proficient in Math (2 out of 10 students)

10% proficient in Science (1 out of 10 students)

### **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.

---

On the 24-25 End of Year Math, ELA, and Science assessments, each grade level will increase the percentage of students scoring a level 3 or higher by 10%, with the ultimate goal of reaching 50% proficiency.

### **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.

---

The leadership team will review diagnostic data in iReady and FAST Progress Monitoring sessions in order to determine intervention needs during bi-weekly leadership team meetings. The leadership team will also review weekly iReady ELA and math grade level lessons for 70% or higher proficiency. The leadership team will also monitor PENDA student usage through Lessons and Percent Mastery.

In addition to the support of our leadership team, the intervention teachers will take responsibility of their data through weekly data reviews at our collaborative planning sessions or professional learning communities.

The leadership team will review submitted intervention plans for small group explicit instruction groups.

The leadership team will conduct observations of teaching practices during small group instruction. The leadership team will monitor student attendance and response to intervention in small group instruction.

**Person responsible for monitoring outcome**

Erin Quinn, Jaime Cordova, Scott Bannon

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Create a Student/Family contract and review iFlagler enrollment procedures

**Person Monitoring:**

Erin Quinn

**By When/Frequency:**

August 2024

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

We will add a clear expectation that students are required to attend all proctored assessments including FAST and iReady. In addition, there will be an expectation for students to attend 80% of scheduled small-group intervention sessions to remain enrolled. There will be clear communication with families about these new policies.

**Action Step #2**

Develop an intervention plan (including staffing)

**Person Monitoring:**

Erin Quinn, Scott Bannon, Jamie Cordova

**By When/Frequency:**

August 2024

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

Determine which students need interventions, how often they will occur, and what the staffing needs will be. Provide professional learning to interventionists to increase the effectiveness of the small-group explicit instruction.

**Action Step #3**

Implement and Monitor Intervention Plan

**Person Monitoring:**

Erin Quinn, Scott Bannon, Jamie Cordova

**By When/Frequency:**

Biweekly throughout the year

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

Interventionists will meet with students in small groups, focusing on small-group explicit instruction, as required by the intervention plan. School Leadership Team will meet on a bi-weekly basis to review student attendance, response to intervention, and intervention scheduling needs. SLT and/or other staff will contact parents when attendance or the response to intervention are not meeting expectations.

**IV. Positive Culture and Environment****Area of Focus #1**

Other

**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 main area of focus is to Increase student resilience and engagement among our students.

In a review of the 23-24 student performance data we identified overall student achievement in grades K-5 as an area of focus, especially in our white student population. Attendance in all state testing and support sessions is an area of critical need. 88% of students participated in state testing in the 23-24 school year. This is a 10% increase from the 22-23 school year, but not at 95%.

Additionally, attendance to live lessons, face-to-face instruction opportunities, and ESE and MTSS support sessions are very low.

**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.

---

iFlagler Virtual School plans to achieve 95% of students to participate in state testing. Additionally, we plan to increase attendance to ESE and MTSS support session to 90%.

**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.

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This Area of Focus will be monitored through quarterly review of student attendance. Secondly, a survey will be sent at the mid-year point to faculty and staff to monitor CKH effectiveness and areas of improvement.

**Person responsible for monitoring outcome**

Erin Quinn, Scott Bannon

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Capturing Kids Hearts (CKH) will be implemented to increase resiliency and engagement among our students, with the ultimate goal of raising student achievement.

**Rationale:**

Capturing Kids' Hearts (CKH) is a set of processes intended to create healthy relationships between adults and youth and to support high-achieving learning environments. It is designed to strengthen students' connection to school by 1) increasing protective factors including positive character development, strong bonds with teachers, and consistently enforced behavioral agreements and 2) decreasing risk factors such as inappropriate behavior and poor social coping skills. Schoolwide implementation of CKH consists of several strategies, collectively referred to as the EXCEL Model strategies, used by K-12 classroom teachers that includes: greeting students at the door with a handshake asking students to share good things in their lives having students create a social contract for expected classroom behavior posing four questions to redirect behavior using and encouraging students to use non-verbal hand signals to redirect behavior ending the class on a powerful note or launch Student resilience and engagement programs, such as CKH, have been shown to have a positive impact on student outcome measures and student/student as well as student/teacher relationship development. Sources:<https://files.eric.ed.gov/fulltext/ED606969.pdf?scribbrkr=12e41ab8>  
<https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/blogs/RELMW-ESSA-Tiers-Video-Handout-508.pdf> Tier of Evidence-based Intervention

**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 #1**

CKH Training and Retraining

**Person Monitoring:**

Erin Quinn, Scott Bannon

**By When/Frequency:**

August 2024

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

Administration will identify staff members who haven't received the CKH training and coordinate with district personnel to attend training. Administration will review key components of CKH training as PL during pre-planning to strengthen Tier 1.

**Action Step #2**

Modeling CKH practices

**Person Monitoring:**

Erin Quinn, Scott Bannon

**By When/Frequency:**

ongoing throughout the year

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

SLT will monitor student attendance to state testing, ESE and MTSS support sessions, and small-group explicit instruction groups. Students not meeting the 80% attendance expectation will be contacted and enrollment will be discussed.

**Action Step #3**

Family Commitment Assembly

**Person Monitoring:**

Erin Quinn, Scott Bannon

**By When/Frequency:**

Quarterly

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

Principal Quinn and Assistant Principal Bannon will hold 3 Family Commitment Assemblies throughout the year to share our updated attendance expectations, the importance of attendance in state assessments, small-group instruction, and ESE and MTSS support sessions.



## 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 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. (ESEA 1114(b)(4))

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

---

No Answer Entered

#### 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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No Answer Entered

#### 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. (ESEA Section 1114(b)(7)ii)

---

No Answer Entered

#### 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 ESSA, 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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No Answer Entered

## 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. (ESEA 1114(b)(7)(iii)(I))

---

No Answer Entered

#### 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. (ESEA 1114(b)(7)(iii)(II))

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No Answer Entered

#### 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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

---

No Answer Entered

#### 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. (ESEA section 11149b)(7)(iii)(V)).

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No Answer Entered

#### 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. (ESEA 1114(b)(7)(iii)(V))

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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

### **Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

At the district level funding and resource allocations are determined through several processes such as staffing plans & position control, comprehensive needs assessments, instructional resource review, and Title I funding.

At the school level, funding and resource allocations are determined through several processes such as needs assessments, allocation meetings, instructional reviews, and leadership meetings.

### **Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Our biggest need is to address ELA and Math achievement across grades levels. To do this we are utilizing Lexia, IXL and small-group interventions (in-person and virtual) with highly qualified teachers. These resources will be used multiple times per week by staff and students and will be continuously monitored for effectiveness in monthly PLC meetings. Also, there will be resource analyses throughout the year to ensure that all resources used are an effective use of staff, time, and money.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

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