

Florida Virtual School

FLORIDA VIRTUAL HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Suzanna Pacheco

spacheco@flvs.net

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Michelle Anderson

micanderson@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name

Deanna DeFillippo

ddefilippo@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name

Collin Campbell

ccampbell@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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

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

Nicole Elenzweig

nelenzweig@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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

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

Corey Johns

corejohns@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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

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

Kaleigh McCoy

kmccoy@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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

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

Michelle Plank

mplank@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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

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

Leadership Team Member #9

Employee's Name

Natalie VanHook

nvanhook@flvs.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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

2. Stakeholder Involvement

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

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

Our school prioritizes a collaborative and inclusive approach to stakeholder engagement in the development and ongoing implementation of the School Improvement Plan (SIP). The School-Based Leadership Team (SBLT)—comprised of teacher leaders, instructional coaches, guidance counselors, and other key staff—meets monthly to review progress toward schoolwide goals and analyze student

achievement data. In addition, the leadership team holds consistent weekly meetings to monitor goals, refine action steps, and make informed decisions regarding resource allocation. These structured and ongoing discussions play a critical role in driving successful student outcomes and ensuring continuous improvement.

We also emphasize purposeful reflection, routinely identifying areas for growth and adjusting strategies as needed. During the development of the SIP, we actively seek input from a broad range of stakeholders. Draft plans are shared with faculty and staff during meetings to gather feedback and ensure alignment with instructional priorities. Parents are engaged through School Advisory Council (SAC) meetings, where their perspectives and insights are solicited to help shape the plan.

Furthermore, we collaborate with community partners to identify opportunities for additional support and resources that enhance our improvement efforts.

All stakeholder feedback is carefully collected, analyzed, and reviewed by the leadership team. This input is strategically applied to areas where it can have the greatest impact on student achievement. Through intentional engagement and transparent communication, we cultivate a shared commitment to continuous improvement and foster a culture focused on achieving positive outcomes for all students.

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)).

Monitoring of the School Improvement Plan (SIP) occurs across multiple levels to ensure effective implementation, continuous progress, and measurable impact on student achievement. A systematic approach to data collection, analysis, and responsive action is embedded within our school's continuous improvement practices.

Ongoing monitoring takes place through structured staff data cycles in which student performance data is regularly collected, analyzed, and used to inform instructional decisions and targeted interventions.

Progress toward SIP goals is monitored through the following processes:

- **Monthly SBLT & Committee Review:** The School-Based Leadership Team (SBLT), along with SIP sub-committees, meets monthly to review progress toward goals, analyze student achievement data, and evaluate the effectiveness of implemented strategies. These meetings provide a formal opportunity to reflect on outcomes, identify trends, and make strategic adjustments to action steps as needed.
- **Weekly Leadership Monitoring:** The leadership team engages in consistent weekly meetings

to monitor implementation fidelity, assess progress toward established benchmarks, and address emerging needs. These meetings support timely decision-making around resource allocation, instructional priorities, and interventions to ensure continued momentum toward goal attainment.

- **Collaborative Implementation Oversight:** School leadership works closely with instructional staff, coaches, and support personnel to ensure strategies are implemented effectively and with fidelity. Continuous collaboration and real-time data analysis allow for ongoing reflection and refinement of practices to maximize student success.

Through this multi-tiered monitoring system, the school maintains a strong focus on continuous reflection, data-driven decision-making, and strategic alignment, ensuring the SIP remains a dynamic tool that is responsive to student needs and focused on improving outcomes.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	28.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: 2024-25: B 2023-24: B 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	856	1050	1155	1340	4,401
Absent 10% or more school days		19	36	44	99
One or more suspensions					0
Course failure in English Language Arts (ELA)		2	12	15	29
Course failure in Math		5	13	16	34
Level 1 on statewide ELA assessment	50	48	73	84	255
Level 1 on statewide Algebra assessment	6	43	88	60	197

Current Year (2026-27)

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	2	12	52	43	109

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	1	25	54	31	111

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	73	62	66	66	59	68	68	55	
Grade 3 ELA Achievement									
ELA Learning Gains	61	59	54	54	58	58	58	57	
ELA Lowest 25th Percentile	52	55	48	48	56	50	50	55	
Math Achievement*	47	52	45	46	49	53	54	45	
Math Learning Gains	39	45	37	37	47	44	44	47	
Math Lowest 25th Percentile	37	44	32	33	49	37	37	49	
Science Achievement	79	74	74	74	72	76	76	68	
Social Studies Achievement*	81	76	77	77	75	79	79	71	
Graduation Rate	97	94	97	97	92	93	93	90	
Middle School Acceleration									
College and Career Acceleration	54	74	42	42	69	39	39	67	
Progress of ELLs in Achieving English Language Proficiency (ELP)					52			49	

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						62%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						621
Total Components for the FPPI						10
Percent Tested						94%
Graduation Rate						97%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
62%	57%	60%	67%	58%	58%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	50%	No		
English Language Learners	49%	No		
Asian Students	69%	No		
Black/African American Students	62%	No		
Hispanic Students	61%	No		
Multiracial Students	64%	No		
White Students	63%	No		
Economically Disadvantaged Students	59%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
	All Students	73%	61%	52%	47%	39%	38%	79%	81%		97%	54%	
	Students With Disabilities	51%	56%	49%	32%	36%	33%	53%	62%		99%	32%	
	English Language Learners	56%	50%	54%	36%	17%	20%	77%	38%		93%	53%	
	Asian Students	85%	64%	42%	61%	30%		84%	93%		97%	69%	
	Black/African American Students	70%	59%	50%	41%	46%	47%	71%	79%		100%	53%	
	Hispanic Students	72%	61%	51%	44%	37%	35%	82%	79%		97%	54%	
	Multiracial Students	73%	65%	59%	48%	39%	48%	76%	83%		96%	57%	
	White Students	74%	61%	53%	49%	40%	37%	79%	82%		97%	53%	
	Economically Disadvantaged Students	67%	60%	52%	39%	36%	39%	76%	73%		96%	49%	
	04/2026												

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	66%		54%	48%	45%	37%	32%	74%	77%		97%	42%	
Students With Disabilities	45%		47%	38%	30%	26%	21%	60%	49%		98%	23%	
English Language Learners	52%		46%	67%	35%	27%		38%	83%		100%	27%	
Asian Students	72%		60%		75%	13%		70%	67%		100%	54%	
Black/African American Students	55%		54%	48%	34%	24%	26%	57%	68%		97%	47%	
Hispanic Students	66%		52%	50%	43%	33%	27%	72%	75%		98%	36%	
Multiracial Students	69%		56%	52%	46%	36%	33%	85%	79%		96%	37%	
White Students	69%		55%	45%	49%	44%	40%	78%	80%		96%	44%	
Economically Disadvantaged Students	59%		50%	49%	39%	36%	24%	67%	71%		96%	38%	

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2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	66%		58%	50%	53%	44%	37%	76%	79%		93%	39%	
Students With Disabilities	40%		53%	45%	39%	36%	28%	51%	69%		97%	18%	
English Language Learners	29%		39%	39%	32%	32%		40%			84%	41%	
Asian Students	69%		54%	50%	57%	50%		63%	91%		100%	67%	
Black/African American Students	52%		49%	42%	39%	38%	27%	54%	69%		88%	36%	
Hispanic Students	67%		57%	50%	51%	43%	36%	80%	79%		93%	37%	
Multiracial Students	71%		68%	54%	50%	49%	38%	74%	83%		90%	47%	
White Students	70%		58%	51%	58%	44%	38%	79%	79%		93%	39%	
Economically Disadvantaged Students	58%		54%	45%	48%	43%	38%	71%	74%		89%	40%	

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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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	76%	76%	0%	60%	16%
ELA	10	72%	72%	0%	61%	11%
Biology	9	93%	93%	0%	87%	6%
Biology	10	71%	71%	0%	60%	11%
Biology	11	77%	77%	0%	52%	25%
Algebra	9	48%	48%	0%	41%	7%
Algebra	10	18%	18%	0%	31%	-13%
Algebra	11	40%	40%	0%	27%	13%
Geometry	9	73%	73%	0%	75%	-2%
Geometry	10	37%	37%	0%	40%	-3%
Geometry	11	18%	18%	0%	26%	-8%
History	9	93%	93%	0%	60%	33%
History	10	84%	84%	0%	76%	8%
History	11	79%	79%	0%	75%	4%
History	12	83%	83%	0%	56%	27%
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* 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?

The school's most significant area of improvement was its overall acceleration and college/career readiness performance, which increased by 12 percentage points, from 42% to 54%. This growth was driven largely by significant gains in both Career and Technical Education (CTE) certifications and Advanced Placement (AP) exam participation.

One of the strongest contributors to this improvement was CTE, where the number of students earning industry certifications increased by an impressive 171%, growing from 418 certifications in 2024-2025 to 946 certifications in 2025-2026. To support this growth, the school added an additional Principles of Entrepreneurship instructor, expanding student access to certification opportunities. As a result, 376 students sat for the Entrepreneurship and Small Business (ESB) certification exam, and 317 earned the certification, resulting in an exceptional 89% pass rate. The school also strengthened certification preparation through targeted student support, progress monitoring, and instructional practices aligned to industry certification standards.

The school also saw substantial improvement in AP participation and exam registration. AP exam registrations increased from 531 registrations out of 941 AP enrollments (56.4%) in 2024-2025 to 977 registrations out of 1,116 AP enrollments (87.5%) in 2025-2026. This growth was the result of intentional efforts to increase student awareness and participation through enhanced communication, ongoing monitoring, and expanded student support processes. These strategies encouraged more students to take the culminating AP exams and helped ensure students fully engaged in the opportunities available through rigorous coursework.

Together, these focused actions led to meaningful gains in student achievement and college and career readiness outcomes, contributing to the school's overall 12-point increase from 42% to 54%.

Lowest Performance

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

Our lowest performance this school year was in the area of overall math learning gains and achievement, particularly within our Students with Disabilities, Black African American, and Free Reduced Lunch subgroups. Overall math achievement remained at 45 percent, compared to the state average of 52 percent, and overall learning gains increased slightly from 37 percent to 39 percent,

which is still below the state average of 45 percent. Lowest 25 percent learning gains improved from 32 percent to 38 percent, yet remained below the state average of 44 percent.

Contributing factors include persistent gaps in foundational math skills, especially in Algebra I standards related to linear and nonlinear relationships, functions, and equation solving. These gaps were amplified by the increased cognitive demand of the Florida BEST standards and the ongoing need for differentiated instruction in virtual settings. The transition of new teachers into the Algebra I and Geometry teams also required additional time for alignment and consistency in instructional delivery.

Trend analysis shows that subgroup variability remains significant. Students with Disabilities continue to show the largest gap in achievement, approximately 15 points below the school average, followed by Black African American students with an 11 point gap and Free Reduced Lunch students with a 6 point gap. These patterns highlight the need for sustained focus on targeted interventions, data driven PLCs, and increased exposure to structured practice opportunities across both synchronous and asynchronous instruction, ensuring students have multiple chances to apply skills, receive feedback, and build mastery over time.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was Geometry achievement. Overall math achievement remained the same at 45 percent, which is below the state average of 52 percent, and Geometry achievement declined when compared to the prior year and fell below both district and state averages. This decline in Geometry mastery contributed to slower recovery in overall learning gains, which increased only modestly from 37 percent to 39 percent, still below the state average of 45 percent.

Several factors contributed to this decline in Geometry achievement. Students continued to enter Geometry with substantial gaps in foundational Algebra skills, particularly in linear and nonlinear relationships, functions, and multistep problem solving. These gaps made it difficult for students to meet the increased cognitive demands of the Florida BEST standards, which require deeper conceptual understanding and stronger reasoning skills. Additionally, students needed more consistent exposure to structured practice opportunities across both synchronous and asynchronous instruction to reinforce skills and build mastery.

Subgroup trends reinforce this pattern. Students with Disabilities, Black African American students, and Free Reduced Lunch students continue to show the largest gaps in math achievement, with a 15

point gap for Students with Disabilities, an 11 point gap for Black African American students, and a 6 point gap for Free Reduced Lunch students. These gaps were most evident in areas requiring sustained practice and skill application. These patterns highlight the need for strengthened vertical alignment between Algebra I and Geometry and increased opportunities for students to practice and apply skills throughout the course.

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.

When compared to the state average, our greatest gap is in Acceleration, followed by gaps across all mathematics performance components. Our school's acceleration rate is 54.3%, which is below the state average of 74%, and continues to be affected by the unique challenges associated with a virtual school environment. As in prior years, many students are reluctant to attend required in-person testing at physical school sites, limiting their ability to earn acceleration points even when enrolled in advanced coursework.

In addition, our student population is highly transient. Many students enroll with us for only one or two years before returning to a traditional brick-and-mortar setting. We also serve students who transfer to our school near the end of their high school careers after being homeschooled or completing coursework through FLVS Flex. These enrollment patterns can impact acceleration outcomes, as students may not remain enrolled long enough for their accelerated coursework and achievements to be fully reflected in our school accountability data.

In mathematics, our combined Algebra I and Geometry achievement was 45% compared to the state's 52%, with additional gaps in overall learning gains (39% vs. 45%) and lowest 25% learning gains (38% vs. 44%). These results highlight the need to strengthen mathematics achievement and learning gains across all student groups while continuing to increase assessment participation and provide targeted supports that help students succeed throughout their academic pathway.

EWS Areas of Concern

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

Two primary areas of concern emerge from our Early Warning System data. First, course failures increase as students progress through high school, which is particularly concerning as students approach graduation. ELA failures rise sharply across grade levels. Only two students in 10th grade failed ELA coursework, compared to 12 students in 11th grade and 16 students in 12th grade. This upward trend indicates that students in upper grades require more intensive academic monitoring and earlier intervention to prevent credit deficiencies from accumulating. Our homeroom model has helped identify at risk students and provide targeted supports, but the data show that additional proactive measures are needed to reduce course failures before they impact graduation readiness.

A second area of concern is the number of students performing at Level 1 in both ELA and Algebra.

Students scoring at Level 1 in ELA often struggle with reading comprehension, academic vocabulary, and multistep analysis, skills that directly affect performance in Biology and US History, where EOC questions require interpreting graphs, data sets, and complex informational text. Similarly, students scoring Level 1 on the Algebra assessment demonstrate gaps in linear and nonlinear relationships, functions, and multistep problem solving, which hinder progress through the high school math pathway. These patterns reinforce the need for early identification and targeted intervention in 9th and 10th grade, where supports have the greatest potential to change long term outcomes.

Highest Priorities

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

Based on the data analysis, our three primary areas of focus for the 2026-2027 school year will be mathematics achievement, closing subgroup achievement gaps, and increasing acceleration outcomes. Mathematics achievement remains our lowest-performing area, with overall proficiency and learning gains continuing to lag behind state averages. As a result, we will prioritize strengthening instruction in Algebra I and Geometry through improved vertical alignment, targeted intervention, consistent progress monitoring, and increased opportunities for students to engage in structured practice and application of Florida BEST Standards.

A second major focus will be reducing achievement gaps among Students with Disabilities, Black/ African American students, and Economically Disadvantaged students. These subgroups continue to perform below the school average in mathematics achievement and learning gains. To address these disparities, we will strengthen differentiated instruction, utilize data-driven PLCs to identify student needs, and provide targeted supports and interventions designed to accelerate learning and improve academic outcomes.

Finally, we will focus on increasing acceleration performance by expanding student participation and success in advanced coursework, industry certifications, and culminating assessments. While the school demonstrated significant growth in acceleration this year, our performance remains below the state average. We will continue to build upon successful AP and CTE initiatives while implementing additional strategies to increase assessment participation, remove barriers associated with the virtual environment, and ensure students have the support needed to fully capitalize on acceleration opportunities that promote college and career readiness.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Our area of focus is to increase overall achievement and learning gains for students taking the Algebra I and Geometry EOC. Prior-year data show that although overall achievement improved slightly from 45% to 47%, learning gains rose only from 37% to 39%, and Geometry achievement declined compared to the previous year. These trends indicate that students continue to struggle with foundational Algebra skills and the increased cognitive demands of the Florida BEST standards, making mathematics a crucial need for targeted support and structured practice opportunities across synchronous and asynchronous instruction.

Measurable Outcome

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

Our goal is to increase overall math achievement to 50%, up from 47% in 2025-26, as measured by the Algebra I and Geometry EOC. In addition, we aim to increase overall learning gains to 45% (from 39%) and lowest 25% learning gains to 45% (from 38%) during the 26-27 school year.

Monitoring

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

Administrators and the school-based leadership team will regularly monitor student performance using IXL Level Up diagnostics, IXL common assessment checkpoints, enhanced assignment data, course exam data, and evidence collected through monthly PLC slide decks. Ongoing review of Algebra I and Geometry strand data, live lesson attendance, Tier 2 and Tier 3 participation, and

structured test-prep outcomes will allow leaders, intervention instructors, and data teams to identify students needing additional support and adjust instruction, pacing, or placement as needed. This continuous monitoring cycle ensures that interventions are responsive, targeted, and aligned to BEST-standard expectations, ultimately improving achievement, learning gains, and lowest 25% gains across both EOCs.

Person responsible for monitoring outcome

Suzanna Pacheco and Michelle Anderson

Evidence-based Intervention:

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

Description of Intervention #1:

Our evidence-based intervention centers on a strengthened MTSS framework paired with the continued use of IXL as a supplemental Tier2 and Tier3 resource in Algebra I and Geometry. Enhanced courses incorporate structured IXL Level Up diagnostics, IXL mini-assessment checkpoints, spiral review, and embedded practice tasks to reinforce Tier 1 instruction. Tier 3 small-group interventions provide intensive, data-driven support targeting individual skill gaps and are led by qualified staff. Monitoring will occur through IXL Level Up diagnostics, IXL mini-assessment reports, enhanced assignment data, module exams, and monthly PLC evidence reviews to ensure interventions remain responsive and aligned to student needs.

Rationale:

IXL is rated Strong by Evidence for ESSA and has demonstrated positive impact on student achievement in Algebra I and Geometry. Its standards-aligned practice supports mastery of foundational skills and BEST-aligned benchmarks, making it an effective tool for both Tier2 and Tier3 intervention. Pairing IXL with a robust MTSS framework allows differentiated support across all levels of need, ensuring students receive targeted remediation, structured practice opportunities, and consistent progress monitoring. This integrated approach directly supports the school's measurable outcomes for achievement, learning gains, and lowest 25% gains.

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

Math Course Placement & Scheduling

Person Monitoring:

Michelle Anderson

By When/Frequency:

Beginning of school year; ongoing review

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

Students who were enrolled in Algebra 1 last year and scored a Level 1 or Level 2 on the Algebra EOC were placed back into Algebra 1A to receive targeted remediation prior to retake opportunities, and will be referred to the FLVS tutoring program for additional test-prep support. Students who scored a high Level 1 or Level 2 were automatically placed in Algebra Enhanced with a designated teacher to ensure scaffolded live lessons and consistent Tier 2 support, rather than being placed in Algebra 1A as in prior years. To address declining performance among honors students, all Algebra Honors sections are scheduled with one teacher who will embed higher-level thinking in live lessons and incorporate an additional project-based learning assignment to strengthen rigor and mastery. Placement decisions will be reviewed regularly using pacing data, IXL Level Up diagnostics, and ongoing performance indicators.

Action Step #2

Parent Communication & MTSS Information Sessions

Person Monitoring:

Suzanna Pacheco and Deanna DeFilippo

By When/Frequency:

August and January

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

Parent information sessions will be held in August and January to explain MTSS tiers, Tier 3 attendance expectations, and the importance of EOC performance. Sessions will preview testing procedures, demonstrate TestNav practice tests, and outline available supports such as enhanced courses, Tier 2 review sessions, and FLVS tutoring referrals. Recordings will be shared through WAAG and In Case You Missed It to ensure families who cannot attend live sessions still receive the information. These sessions will reinforce the importance of pacing, attendance, and engagement in live lessons.

Action Step #3

Instructional Practices & Structured Test Prep

Person Monitoring:

Michelle Anderson

By When/Frequency:

Ongoing

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

Teachers will embed test-style questions into bell ringers, exit tickets, and practice tasks to increase familiarity with BEST-aligned assessment formats. Enhanced Algebra and Geometry courses will incorporate IXL Level Up diagnostics, IXL mini-assessment checkpoints, and structured practice opportunities through Nearpod and IXL. Spiral review will be embedded in live lessons and Tier 2 sessions using strand data from the past three years. Teachers will communicate consistently with students about Tier 2 sessions, tutoring, and structured test-prep opportunities, beginning earlier in the school year to maximize readiness.

Action Step #4

PLC Collaboration & Data Alignment

Person Monitoring:

Michelle Anderson

By When/Frequency:

Twice monthly

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

PLC teams will use the updated 26-27 PLC slide deck to analyze student evidence, benchmark trends, and module performance twice monthly. Algebra and Geometry teachers will collaborate to strengthen vertical alignment and share strategies for addressing persistent skill gaps. Intervention teachers will partner with core teachers to review Tier 2 and Tier 3 data and adjust supports accordingly. Monthly PLC evidence will guide instructional adjustments, spiral review planning, and targeted student outreach, ensuring data-driven decision-making across the math team.

Action Step #5

MTSS Tier 2 and Tier 3 Intervention Support

Person Monitoring:

Sarah Taylor, Deanna DeFilippo, and Michelle Anderson

By When/Frequency:

Ongoing

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

MTSS procedures will be strengthened through revised Tier 3 attendance expectations, flexible scheduling options, and updated follow-up protocols. Intervention teachers will provide intensive small-group support based on IXL Level Up diagnostics, mini-assessment data, pacing indicators, and Algebra placement decisions. Tier 2 supports will be embedded in enhanced courses through structured practice tasks, Nearpod activities, and targeted review sessions. SST meetings will continue to identify students needing additional intervention, ensuring timely adjustments to supports.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Our area of focus is to increase overall achievement and learning gains for students in 9th and 10th grade ELA FAST PM3. Although we have made gains in achievement, learning gains, and low quartile learning gains this year, we wish to see that growth continue. ELA Achievement showed the improvement during the 2025-2026 school year with an increase of 7 points from 66% to 73%, earning a Level 3 or higher, from 54 to 61 in ELA Learning Gains and from 48 to 52 in ELA Low Quartile Learning Gains.

Measurable Outcome

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

Our goal is to increase ELA Reading Achievement from 72% to 75% as measured by the FAST ELA PM 3 assessment. Additionally, we aim to increase ELA Learning Gains from 61 to 63% and ELA Learning Gains of the Lowest 25% (LG25): 45% to 55% during the 26-27 school year.

Monitoring

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

Administrators and the school-based leadership team will regularly monitor student performance using Achieve 3000, FAST ELA PM 1 and PM 2 data. Additionally, student attendance and participation in Tier 2 support sessions, test preparation opportunities, and Tier 3 interventions will be monitored regularly through attendance reports and progress-monitoring data. Teacher Data Team meetings will be used to review student performance and engagement trends, while MTSS problem-solving meetings will analyze data and determine appropriate tier placement and intervention adjustments. Ongoing monitoring will ensure timely identification of students needing additional support, allowing interventions to be adjusted quickly to improve ELA achievement, learning gains, and outcomes for students in the lowest-performing subgroups.

Person responsible for monitoring outcome

Principal, Suzanna Pacheco, and Assistant Principal, Deanna DeFilippo

Evidence-based Intervention:

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

Description of Intervention #1:

MTSS Framework provides a structure for identifying students in need of additional supports and monitoring progress consistently. The use of a supplemental program, Achieve 3000, for Tier 2 support provides practice opportunities beyond Tier 1 instruction and is embedded in English 1 and 2 coursework. Tier 3 small group intensive interventions focus on fluency, vocabulary, and/or

comprehension based on determined small group needs. Tier 3 intervention is led by qualified staff who hold Reading Endorsement and are Orton-Gillingham trained.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Increase student engagement and participation in intervention supports.

Person Monitoring:

Assistant Principal, Deanna DeFilippo

By When/Frequency:

Ongoing Review with Key checkpoints in October, January, and March

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

The school will prioritize improving attendance and participation in small-group interventions, tutoring opportunities, and targeted support sessions to ensure students receive the academic assistance necessary for success, particularly those identified through early warning indicators and low academic performance. Student attendance and participation in Tier 2 support sessions, test preparation opportunities, and Tier 3 interventions will be monitored regularly through attendance reports and progress-monitoring data. Teacher Data Team meetings will be used to review student performance and engagement trends, while MTSS problem-solving meetings will analyze data and determine appropriate tier placement and intervention adjustments. Ongoing monitoring will ensure timely identification of students needing additional support, allowing interventions to be adjusted quickly to improve ELA achievement, learning gains, and outcomes for students in the lowest-performing subgroups.

Action Step #2

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

Person Monitoring:

Suzanna Pacheco, Deanna DeFilippo,

By When/Frequency:

August and January

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

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

Action Step #3

Instructional Practices & Structured Test Prep

Person Monitoring:

Deanna DeFilippo

By When/Frequency:

Ongoing

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

To enhance instructional rigor in ELA, teachers will incorporate test-style questions into bell ringers, exit tickets, and practice to increase student familiarity with assessment features. Progress Learning and Achieve 3000 will be used during test prep sessions and resources to expose students to higher-level questioning, and spiral reviews will occur during our live lessons to revisit challenging concepts taught earlier in the year. In addition, each semester will include a second discussion-based assessment for our tested subject areas to deepen mastery evaluation. Students will also receive consistent and regular communication about upcoming live lessons, tier 2 sessions and additional small group support which will be highly encouraged for active participation.

Area of Focus #3

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

Graduation/Acceleration specifically relating to Acceleration**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.

FVHS will focus on increasing student access to and success in acceleration opportunities, including Advanced Placement (AP), Dual Enrollment, Career and Technical Education (CTE), and industry certification programs. Analysis of prior-year data identified acceleration as a critical area of need. While the school demonstrated growth in overall acceleration performance, the acceleration rate remains below that of comparable districts, and participation and performance trends in key AP and CTE measures indicate opportunities for improvement. Expanding access to rigorous coursework and credentialing opportunities will enhance student learning by promoting higher-level thinking, increasing college and career readiness, and enabling students to earn postsecondary credit and industry-recognized credentials before graduation.

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 2026-27 school year, FVHS will increase the acceleration rate from 54% to 57%, representing a 3-percentage-point increase in student acceleration outcomes.

Monitoring

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

Acceleration progress will be monitored for all student cohorts (grades 9-12) through semesterly data reviews at the end of Semester 1 and Semester 2. School counselors and instructional leaders will identify students who have not yet earned an acceleration point, review participation and performance data in AP, Dual Enrollment, CTE, and industry certification pathways, and implement targeted interventions to increase access and success. Ongoing monitoring of enrollment, course completion, exam participation, and credential attainment will ensure students are placed on appropriate acceleration pathways early and receive the support needed to successfully earn acceleration credit and strengthen college and career readiness outcomes.

Person responsible for monitoring outcome

Principal, Suzanna Pacheco, Assistant Principals, Kaleigh McCoy, Corey Johns and Natalie VanHook

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:

Florida Virtual High School will implement a comprehensive acceleration pathway model that identifies and supports students beginning in ninth grade based on their academic goals, interests, and postsecondary aspirations. Students will be strategically placed into one or more acceleration pathways, including Advanced Placement (AP), Cambridge AICE, Career and Technical Education (CTE), Dual Enrollment, and an Early College track designed to enable students to earn substantial college credit or an associate degree while completing high school. Through intentional academic planning, ongoing counseling support, and expanded access to rigorous coursework, students will have multiple opportunities to engage in advanced learning experiences that promote college and career readiness and increase the attainment of postsecondary credentials before graduation.

Rationale:

This intervention is supported by strong evidence demonstrating that participation in accelerated coursework, career pathways, and Early College programs positively impacts student achievement and postsecondary success. Research on the Early College model found that students were significantly more likely to earn postsecondary credentials, including associate degrees, and complete college coursework at higher rates than their peers in traditional high school settings (Edmunds et al., 2020). Additionally, participation in rigorous college-level coursework and career-focused programs increases college and career readiness by providing students with opportunities to earn transferable college credit and industry-recognized credentials before graduation. FVHS will monitor implementation and effectiveness through semesterly reviews of pathway enrollment, course completion, exam participation, credential attainment, and acceleration outcomes across all grade levels. School counselors and instructional leaders will use the school's Acceleration Monitoring and

Tracking System to evaluate student progress, ensure appropriate pathway placement, identify barriers to participation, and provide targeted supports that increase student success in acceleration programs. Source: Edmunds, J. A., Unlu, F., Furey, J., Glennie, E., & Arshavsky, N. (2020). What Happens When You Combine High School and College? The Impact of the Early College Model on Postsecondary Performance and Completion. *Educational Evaluation and Policy Analysis*, 42(2), 257-278. <https://doi.org/10.3102/0162373720912249>

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

College & Career Readiness Pathway Identification and Placement

Person Monitoring:

Suzanna Pacheco, Kaleigh McCoy, Corey Johns, Natalie VanHook

By When/Frequency:

Semesterly

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

FVHS will implement a comprehensive process to identify and monitor students in grades 9-12 who have not yet earned an acceleration point or are not currently participating in an acceleration pathway. The school will review and enhance enrollment, application, and scheduling processes to improve the identification of acceleration participation and earned acceleration points for both current and newly enrolled students. School counselors and instructional leaders will use student records, academic performance data, and postsecondary goals to place students in appropriate acceleration opportunities, including AP, AICE, CTE, Dual Enrollment, and Early College pathways. The impact of this action will be monitored through semesterly reviews of pathway enrollment, course completion, exam participation, and acceleration outcomes, as well as ongoing audits of data availability and student placement processes. Student progress will be tracked through the school's Acceleration Monitoring and Tracking System, and Professional Learning Communities (PLCs) will regularly review identified students to provide targeted supports and ensure students remain on track to earn acceleration credit and achieve college and career readiness milestones.

Action Step #2

Accelerated Program Support and Success

Person Monitoring:

Suzanna Pacheco, Kaleigh McCoy, Corey Johns, Natalie VanHook

By When/Frequency:

Ongoing

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

FVHS will strengthen and expand support for students participating in accelerated programs, including AICE, AP, CTE, and Dual Enrollment, by fostering collaboration among school counselors, program leaders, teachers, and curriculum and assessment teams. The school will establish clear expectations and consistent communication with students, families, and staff while providing ongoing support to promote student engagement, retention, and achievement within acceleration pathways.

Additionally, teacher feedback will be used to identify professional learning and resource needs that enhance program implementation and instructional effectiveness. The impact of this action step will be monitored through semesterly reviews of program enrollment, student retention, course completion, exam participation, credential attainment, and overall acceleration outcomes. Monitoring data will be used to identify areas for improvement, inform supports for students and teachers, and ensure the continued growth and success of accelerated learning opportunities across the school.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

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

Early Warning Systems were identified as a critical need based on the analysis of student performance data. FVHS monitors student attendance and academic progress through weekly Student Progress Reports and the Homeroom Model safety net system. Additionally, attendance at intervention sessions has been made mandatory to ensure students receive targeted support. The school will closely monitor attendance trends and patterns among its most at-risk learners to facilitate timely interventions and improve student outcomes.

Measurable Outcome

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

By June of 2027, the school plans to achieve a 1% increase in the graduation rate, from 97% to 98% by increasing parent and student awareness and engagement.

Monitoring

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

In the area of Positive Culture and Environment, progress toward the desired outcomes will be monitored through a continuum of tiered interventions implemented by the RtI-B Team (Teachers on Assignment), school counselors, the Graduation Assurance Coach, and Student Services personnel. The RtI-B Team will focus on promoting positive behavioral and academic outcomes for students who

are experiencing challenges in coursework completion or overall academic success.

A comprehensive safety net system, grounded in the school's homeroom model, will be utilized to provide differentiated levels of support based on student need. Students who are maintaining success in their courses will receive ongoing monthly monitoring and support from their homeroom teacher, in addition to regular communication with their academic content teachers.

Students who begin to fall behind in three to four courses will receive weekly homeroom monitoring and targeted RtI-B interventions, as appropriate. Students who are struggling in five to six courses will participate in weekly RtI-B intervention sessions facilitated by a Teacher on Assignment (TOA), with support focused on study skills, time management, organization, and addressing individual circumstances that may impact academic performance.

Students who continue to experience significant academic challenges despite these interventions will be referred to school counselors, the Graduation Assurance Coach, school administrators, and, when appropriate, the Student Services Team. These stakeholders will collaborate to develop and implement additional supports designed to promote student engagement, academic achievement, and successful course completion.

Person responsible for monitoring outcome

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

Evidence-based Intervention:

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

Description of Intervention #1:

The Homeroom Model provides a systematic framework for monitoring, supporting, and celebrating student progress on a weekly basis. Central to this model is the Student Progress Report (SPR), which serves as an early warning system by providing key performance indicators, including course pace, current grades, and last date of course access. Students who are on pace and successfully passing all courses continue to receive monthly relationship-building outreach from their homeroom teacher to foster engagement and maintain strong school-to-home connections. Students who begin to fall behind, fail, or demonstrate non-attendance in one to two courses receive additional communication and support from their content-area teachers. Students who are behind or failing in three to four courses receive targeted weekly support from their homeroom teachers to identify and address barriers to success. Students who are behind or failing in five to six courses receive enhanced intervention through the RtI-B team, whose members regularly communicate with students and families to provide individualized support and connect them with available resources. For students requiring more intensive intervention, support is expanded to include school counselors, administrators, the Graduation Assurance Coach, and Student Services personnel. This evidence-

based, multi-tiered system proactively identifies students in need of support, addresses concerns related to attendance, behavior, and academic performance, and fosters positive partnerships with students and families through consistent, collaborative communication.

Rationale:

Our SPR provides intensive, individualized support to students who have fallen off track and face significant challenges to success. This has Moderate evidence as referenced in the Preventing Dropout in Secondary Schools IES Practice Guide, <https://ies.ed.gov/ncee/wwc/PracticeGuide/24> (“Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.”) More recent references include: National Center for Education Statistics (NCES) Early Warning Indicators Johns Hopkins Everyone Graduates Center resources on Early Warning Systems and graduation pathways

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Homeroom Model

Person Monitoring:

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

By When/Frequency:

Weekly from August 2026 through May 2027

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

Staff will continue to implement the Homeroom Model to systematically monitor student engagement, foster meaningful relationships, and maintain consistent communication with students and families.

Action Step #2

Content Teacher Support

Person Monitoring:

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

By When/Frequency:

Weekly from August 2026 through May 2027

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

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

Action Step #3

RTI-B Team Support

Person Monitoring:

By When/Frequency:

Suzanna Pacheco and Nicole Elenzweig

Weekly from August 2026 through May 2027

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

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

Action Step #4

Referral to Counselors/Administration/Graduation Assurance Coach/Student Services Team

Person Monitoring:

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

By When/Frequency:

Weekly from August 2026 through May 2027

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

Referral to Counselors/Administration/Graduation Assurance Coach/Student Services Team for students who are failing or behind in 5-6 classes for more than 8 weeks in a row - school counselors, assistant principals, graduation assurance coach, mental health counselors, student services team.

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 communicated to all stakeholders, including students, families, staff, school leadership, and community members. The SIP will be reviewed, monitored, and approved during quarterly School Advisory Council (SAC) meetings, which are open to the public and welcome participation from parents, students, and staff. The approved SIP will be made available through district and school communication channels and Board meeting documentation. Progress toward SIP goals and action steps will be monitored and supported by school staff throughout the year and regularly discussed through staff meetings, Professional Learning Communities (PLCs), School-Based Leadership Team meetings, and ongoing data review processes. These collaborative structures will ensure continuous monitoring, accountability, and alignment of efforts to improve student outcomes.

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)).

FVHS communicates with families and stakeholders through multiple platforms, including email, FOCUS portal messages, text messages, phone calls, newsletters, and the school website. The Parent Liaison presents the PFEP and School-Parent Compact at School Advisory Council (SAC) meetings and provides staff with professional learning on family engagement at the start of each

school year. FVHS also offers parent information sessions aligned to School Improvement Plan (SIP) priorities and goals. Weekly newsletters are shared with students and families through FOCUS and other school communication channels to provide information on academic programs, student supports, and school initiatives. To strengthen community partnerships, FVHS includes a community representative on the SAC and collaborates with external organizations to support college and career readiness, Career and Technical Education (CTE), STEM opportunities, and experiential learning. Additionally, FVHS hosts annual virtual college and career fairs to connect students and families with postsecondary and workforce opportunities.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Florida Virtual High School fosters a positive and supportive school culture by prioritizing parent and family engagement as a critical component of student success. We recognize the important role families play in supporting academic achievement and provide all parents with the School-Parent Compact during enrollment to establish shared expectations and highlight opportunities for involvement.

FVHS is committed to engaging families in all aspects of its Title I program through meaningful consultation and ongoing opportunities for input. Parents are invited to provide feedback on the Parent and Family Engagement Plan, and the School Advisory Council (SAC) plays an active role in reviewing and providing input on school and district initiatives, including the School Improvement Plan (SIP).

To support continuous improvement, FVHS regularly gathers feedback from families through a Parent Satisfaction Survey administered each fall and spring. The survey collects input on curriculum, family engagement activities, school communication, and student achievement. Additionally, surveys are distributed following Title I meetings to gather stakeholder feedback on planned activities and the use of Title I funds. Feedback collected through these efforts is carefully reviewed and used to strengthen programs, enhance family engagement, and support improved student outcomes.

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 Schoolwide Plan is developed through coordination and integration with Title II, Title III,

Title IV, Title IX, and Perkins V federal programs. FVHS leverages these resources to support a well-rounded educational experience and uses a Comprehensive Needs Assessment (CNA) planning process to identify strengths, barriers to learning, and areas for improvement. The school follows an eight-step problem-solving process to develop goals and priorities, and the results are shared with stakeholders during the annual Comprehensive Needs Assessment meeting. FVHS also collaborates closely with Exceptional Student Education (ESE) and Student Services teams during the CNA process and through ongoing monthly meetings to plan, monitor, and coordinate supports that address the diverse needs of students throughout the school year.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

The school places a strong emphasis on the holistic development of students by providing a variety of supports that extend beyond academics. These supports include school counseling, school-based mental health services, specialized student support services, mentoring opportunities, and initiatives designed to strengthen students' social, emotional, and life skills. To ensure these services effectively meet student needs, school counselors collaborate regularly with the Student Services team to review, monitor, and coordinate supports. In addition, both the Student Services team and school counselors offer monthly sessions for students and families based on feedback gathered through parent and student surveys administered during the previous school year and at the beginning of the current year. The school also conducts an annual Comprehensive Needs Assessment meeting to review progress toward established goals, identify emerging needs, and develop strategic priorities that promote a supportive and well-rounded learning environment for all students.

Preparing for Postsecondary Opportunities and the Workforce

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

FVHS consistently provides students and families with information regarding academic pathways, postsecondary opportunities, and workforce readiness through a variety of communication and engagement efforts. During the summer, families complete an onboarding course that introduces key aspects of the school, including academic programs, graduation requirements, and school counselor contact information. At the start of each school year, students and families are invited to attend grade-level information sessions led by school counselors, where academic options, graduation planning, and postsecondary opportunities are reviewed.

Throughout the year, school counselors host monthly information sessions focused on opportunities such as AICE, Dual Enrollment, Advanced Placement, and Career and Technical Education (CTE) programs. Students and families may attend these sessions live or access recorded presentations. Additional information, resources, and opportunities are regularly shared through the FVHS weekly

newsletter, *Week at a Glance (WAAG)*, as well as other school communication channels. FVHS also provides opportunities for direct postsecondary and career exploration through annual virtual college and career fairs and CTE-focused events. School counselors work with students and families throughout the year to review transcripts, develop and update four-year academic plans, and provide individualized guidance to support college and career readiness goals. During the spring course registration period, counselors offer information sessions to ensure students and families are aware of available academic opportunities, including specialized sessions focused on Dual Enrollment, AICE, CTE, and Advanced Placement programs.

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)).

FVHS implements a schoolwide tiered model designed to prevent and address behavioral concerns while providing early intervention services aligned with the requirements of the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA). This framework ensures that all students, including students with disabilities, have access to the academic, behavioral, and social-emotional supports needed for success.

A collaborative team consisting of administrators, teachers, school counselors, student services personnel, and exceptional student education staff works together to plan, implement, and monitor supports through a Multi-Tiered System of Supports (MTSS). At Tier 1, universal supports are provided to all students through schoolwide expectations, positive behavior practices, and proactive interventions that promote student success. At Tier 2, targeted interventions are provided for students identified as at risk through strategies such as small-group support, counseling services, and skill-building opportunities. At Tier 3, individualized and intensive interventions are implemented for students with significant academic or behavioral needs, including special education services and supports when appropriate under IDEA.

The school uses a data-driven approach to identify student needs, monitor progress, and evaluate the effectiveness of interventions. Student data are regularly reviewed to ensure supports are matched to individual needs and adjusted as necessary. FVHS also coordinates closely with IDEA requirements to ensure eligible students receive appropriate services and supports through their Individualized Education Programs (IEPs). Early intervening services are utilized to provide additional academic and behavioral assistance for students demonstrating risk factors but who may not yet qualify for special education services.

To support effective implementation, FVHS provides ongoing professional learning for staff on intervention practices, behavioral supports, and student success strategies. Families and community stakeholders are engaged through regular communication and collaboration to support student

growth and achievement. The effectiveness of the MTSS framework is continuously monitored through data reviews, progress monitoring, and stakeholder feedback, with adjustments made as needed to ensure positive outcomes. Through this comprehensive and coordinated approach, FVHS promotes a supportive learning environment that advances both academic and behavioral success for all students while maintaining compliance with IDEA and ESSA requirements.

Professional Learning and Other Activities

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

At FVHS, we prioritize ongoing professional learning and collaboration to strengthen instructional practices and improve student outcomes. Administrators, instructional leaders, and staff regularly analyze school, grade-level, course, and student data to identify instructional needs, monitor student progress, recognize trends, and adjust strategies to better support student achievement. To support continuous improvement, staff participate in two Professional Learning Community (PLC) meetings each month, in addition to ongoing professional learning opportunities.

FVHS also utilizes Pathways, a digital platform that provides access to a wide range of recorded professional learning sessions. This resource allows educators to engage in on-demand learning that aligns with their individual needs, schedules, and professional goals while ensuring access to current instructional practices, resources, and best practices.

In addition, FVHS provides both district-wide and school-based professional learning opportunities on a monthly basis. These collaborative learning experiences allow educators to share effective practices, exchange ideas, and build collective capacity to support student success. Through these ongoing opportunities for professional growth, FVHS fosters a culture of continuous learning, collaboration, and instructional excellence.

In terms of teacher recruitment and retention, FVHS remains committed to maintaining a fully certified instructional staff and aligning staffing decisions to student needs. This commitment reflects the school's dedication to creating a positive and supportive work environment while recognizing the importance of strong relationships between educators and students. By investing in and supporting its teachers, particularly in high-need subject areas, FVHS ensures students have access to high-quality instruction that prepares them for future success.

Strategies to Assist Preschool Children

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

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 (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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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