

Florida Virtual School

# FLORIDA VIRTUAL MIDDLE SCHOOL



## 2026-27 Schoolwide Improvement Plan

# Table of Contents

SIP Authority ..... 1

I. School Information ..... 2

    A. School Mission and Vision ..... 2

    B. School Leadership Team, Stakeholder Involvement and SIP  
    Monitoring ..... 2

    C. Demographic Data..... 7

    D. Early Warning Systems ..... 8

II. Needs Assessment/Data Review ..... 11

    A. ESSA School, District, State Comparison ..... 12

    B. ESSA School-Level Data Review ..... 13

    C. ESSA Subgroup Data Review ..... 14

    D. Accountability Components by Subgroup..... 15

    E. Grade Level Data Review ..... 18

III. Planning for Improvement..... 19

IV. Positive Learning Environment ..... 31

V. Title I Requirements (optional)..... 35

VI. ATSI, TSI and CSI Resource Review ..... 42

VII. Budget to Support Areas of Focus ..... 43

## School Board Approval

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

## SIP Authority

---

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

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

---

The Department's SIP template meets:

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

## Purpose and Outline of the SIP

---

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

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

---

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

### Provide the school's vision statement

---

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

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

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

#### Leadership Team Member #1

##### Employee's Name

Sheri Sico

ssico@flvs.net

##### Position Title

Principal

##### Job Duties and Responsibilities

---

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

## Leadership Team Member #2

**Employee's Name**

Katrina Nichols

knichols@flvs.net

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

---

Supports the academic, operational, and engagement goals of the school through collaboration with students, families, and staff. Assists in monitoring and implementing school initiatives, programs, and systems to ensure a high-quality virtual learning experience.

## Leadership Team Member #3

**Employee's Name**

Christina Arnold

charnold@flvs.net

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

---

Assists the principal in the overall administration and continuous improvement of the school, supporting student success and organizational effectiveness. Coordinates and oversees assigned areas of responsibility while building strong relationships with students, families, staff, and community partners.

## Leadership Team Member #4

**Employee's Name**

Andrea Banks

abanks@flvs.net

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

---

Supports the principal in leading school operations, instructional programs, and student services to ensure a positive and productive learning environment. Performs assigned leadership responsibilities and coordinates initiatives designed to support student achievement and school improvement efforts.

## Leadership Team Member #5

### Employee's Name

Melissa Perez

meperez@flvs.net

### Position Title

Assistant Principal

### Job Duties and Responsibilities

---

Supports the implementation of school improvement goals through leadership of assigned instructional, operational, and student support initiatives. Collaborates with staff, students, and families to promote student achievement, engagement, and continuous improvement.

## Leadership Team Member #6

### Employee's Name

Kate Wynn

kwynn@flvs.net

### Position Title

Assistant Principal

### Job Duties and Responsibilities

---

Assists in the development, implementation, and monitoring of school improvement efforts focused on academic achievement, student engagement, and organizational effectiveness. Coordinates assigned programs and initiatives to support a positive and productive learning environment.

## Leadership Team Member #7

### Employee's Name

Nicole Griffin

ngriffin@flvs.net

### Position Title

ESE Manager

### Job Duties and Responsibilities

---

Provides leadership and support for exceptional student education initiatives, ensuring students receive appropriate services and opportunities for academic growth. Monitors program effectiveness and collaborates with stakeholders to improve outcomes for students with disabilities.

## 2. Stakeholder Involvement

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

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

---

The school leadership team, teachers, staff, students, families, community partners, and the School Advisory Council (SAC) all play an important role in the success of our school. Their perspectives and contributions are valued as we engage stakeholders throughout the School Improvement Plan (SIP) process, including during our quarterly SAC meetings. To ensure stakeholders remain informed and involved, information is shared through a variety of communication channels, including email, newsletters, meetings, the Family Resource Center, and the school website, where the SIP and public notices for upcoming SAC meetings are available for review.

During each SAC meeting, stakeholders are encouraged to participate in discussions regarding the school's strengths, areas for growth, and improvement priorities. Opportunities for input may include public comment periods, surveys, questionnaires, and open dialogue. These engagement opportunities allow stakeholders to review data, share feedback, and contribute ideas that support continuous school improvement. All stakeholder voices are welcomed and valued throughout this collaborative process.

The draft SIP is shared with stakeholders for review and feedback to ensure that the plan accurately reflects the needs and priorities of our school community. Feedback is carefully considered, and revisions may be made as needed to ensure the plan remains responsive and adaptable. By actively involving a diverse range of stakeholders, the school develops a comprehensive School Improvement Plan that promotes shared ownership and supports improved 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)).

---

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

## C. Demographic Data

|                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2026-27 STATUS</b><br>(PER MSID FILE)                                                                                                                     | <b>ACTIVE</b>                                                                                                                                                                                                                                                                                                              |
| <b>SCHOOL TYPE AND GRADES SERVED</b><br>(PER MSID FILE)                                                                                                      | <b>MIDDLE/JR. HIGH<br/>6-8</b>                                                                                                                                                                                                                                                                                             |
| <b>PRIMARY SERVICE TYPE</b><br>(PER MSID FILE)                                                                                                               | <b>K-12 GENERAL EDUCATION</b>                                                                                                                                                                                                                                                                                              |
| <b>2025-26 TITLE I SCHOOL STATUS</b>                                                                                                                         |                                                                                                                                                                                                                                                                                                                            |
| <b>2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>                                                                                                         | <b>31.3%</b>                                                                                                                                                                                                                                                                                                               |
| <b>CHARTER SCHOOL</b>                                                                                                                                        | <b>NO</b>                                                                                                                                                                                                                                                                                                                  |
| <b>RAISE SCHOOL</b>                                                                                                                                          | <b>NO</b>                                                                                                                                                                                                                                                                                                                  |
| <b>2025-26 ESSA IDENTIFICATION</b><br>*UPDATED AS OF 07/09/2026                                                                                              | <b>N/A</b>                                                                                                                                                                                                                                                                                                                 |
| <b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>                                                                                                |                                                                                                                                                                                                                                                                                                                            |
| <b>2025-26 ESSA SUBGROUPS REPRESENTED</b><br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | <b>STUDENTS WITH DISABILITIES (SWD)</b><br><b>ENGLISH LANGUAGE LEARNERS (ELL)</b><br><b>ASIAN STUDENTS (ASN)</b><br><b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b><br><b>HISPANIC STUDENTS (HSP)</b><br><b>MULTIRACIAL STUDENTS (MUL)</b><br><b>WHITE STUDENTS (WHT)</b><br><b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b> |
| <b>SCHOOL GRADES HISTORY</b><br><i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>                                                       | <b>2025-26: B</b><br><b>2024-25: B</b><br><b>2023-24: B</b><br><b>2022-23: B</b><br><b>2021-22:</b>                                                                                                                                                                                                                        |

## D. Early Warning Systems

### 1. Grades K-8

#### 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 |
|---------------------------------------------------------------------------------------------------------------------------|-------------|---|---|---|---|---|-----|-----|-----|-------|
|                                                                                                                           | K           | 1 | 2 | 3 | 4 | 5 | 6   | 7   | 8   |       |
| School Enrollment                                                                                                         |             |   |   |   |   |   | 628 | 785 | 979 | 2,392 |
| Absent 10% or more school days                                                                                            |             |   |   |   |   |   |     |     |     | 0     |
| One or more suspensions                                                                                                   |             |   |   |   |   |   |     |     |     | 0     |
| Course failure in English Language Arts (ELA)                                                                             |             |   |   |   |   |   | 0   | 2   | 2   | 4     |
| Course failure in Math                                                                                                    |             |   |   |   |   |   | 4   | 5   | 2   | 11    |
| Level 1 on statewide ELA assessment                                                                                       |             |   |   |   |   |   | 39  | 55  | 75  | 169   |
| Level 1 on statewide Math assessment                                                                                      |             |   |   |   |   |   | 70  | 75  | 119 | 264   |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) |             |   |   |   |   |   |     |     |     | 0     |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          |             |   |   |   |   |   |     |     |     | 0     |

#### Current Year 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 |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| Students with two or more indicators |             |   |   |   |   |   | 1 | 3 | 2 | 6     |

#### Current Year 2026-27

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     |             |   |   |   |   |   |   | 2 |   | 2     |
| Students retained two or more times |             |   |   |   |   |   |   |   |   | 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 |
|---------------------------------------------------------------------------------------------------------------------------|-------------|---|---|---|---|---|-----|-----|------|-------|
|                                                                                                                           | K           | 1 | 2 | 3 | 4 | 5 | 6   | 7   | 8    |       |
| School Enrollment                                                                                                         |             |   |   |   |   |   | 672 | 850 | 1009 | 2,531 |
| Absent 10% or more school days                                                                                            |             |   |   |   |   |   |     |     |      | 0     |
| One or more suspensions                                                                                                   |             |   |   |   |   |   |     |     |      | 0     |
| Course failure in English Language Arts (ELA)                                                                             |             |   |   |   |   |   | 5   | 8   | 1    | 14    |
| Course failure in Math                                                                                                    |             |   |   |   |   |   | 2   | 4   | 2    | 8     |
| Level 1 on statewide ELA assessment                                                                                       |             |   |   |   |   |   | 48  | 91  | 119  | 258   |
| Level 1 on statewide Math assessment                                                                                      |             |   |   |   |   |   | 80  | 126 | 143  | 349   |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) |             |   |   |   |   |   |     |     |      | 0     |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          |             |   |   |   |   |   |     |     |      | 0     |

### Prior Year (2025-26) 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 | 6 | 2 | 10    |

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

The number of students retained:

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

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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

Data for 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*                                                 | 74     | 74        | 62     | 68     | 68        | 58     | 66     | 66        | 53     |
| Grade 3 ELA Achievement                                          |        |           | 19     |        |           | 27     |        |           | 21     |
| ELA Learning Gains                                               | 63     | 63        | 61     | 59     | 59        | 59     | 61     | 61        | 56     |
| ELA Lowest 25th Percentile                                       | 56     | 56        | 53     | 51     | 51        | 52     | 52     | 52        | 50     |
| Math Achievement*                                                | 60     | 60        | 65     | 57     | 57        | 63     | 62     | 62        | 60     |
| Math Learning Gains                                              | 53     | 53        | 62     | 51     | 51        | 62     | 62     | 62        | 62     |
| Math Lowest 25th Percentile                                      | 56     | 55        | 57     | 45     | 45        | 57     | 58     | 58        | 60     |
| Science Achievement                                              | 58     | 58        | 57     | 54     | 54        | 54     | 52     | 52        | 51     |
| Social Studies Achievement*                                      | 82     | 82        | 77     | 78     | 78        | 73     | 79     | 79        | 70     |
| Graduation Rate                                                  |        |           |        |        |           |        |        |           |        |
| Middle School Acceleration                                       | 68     | 68        | 82     | 56     | 56        | 77     | 50     | 50        | 74     |
| College and Career Acceleration                                  |        |           |        |        |           |        |        |           |        |
| Progress of ELLs in Achieving English Language Proficiency (ELP) |        |           |        |        |           | 53     |        |           | 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                  | 63% |
| OVERALL FPPI Below 41% - All Students        | No  |
| Total Number of Subgroups Missing the Target | 0   |
| Total Points Earned for the FPPI             | 570 |
| Total Components for the FPPI                | 9   |
| Percent Tested                               | 97% |
| Graduation Rate                              |     |

| ESSA OVERALL FPPI HISTORY |         |         |         |         |           |          |
|---------------------------|---------|---------|---------|---------|-----------|----------|
| 2025-26                   | 2024-25 | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* |
| 63%                       | 58%     | 60%     | 65%     | 58%     | 63%       |          |

## 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          | 49%                             | No                 |                                                       |                                                       |
| English Language Learners           | 48%                             | No                 |                                                       |                                                       |
| Asian Students                      | 73%                             | No                 |                                                       |                                                       |
| Black/African American Students     | 61%                             | No                 |                                                       |                                                       |
| Hispanic Students                   | 62%                             | No                 |                                                       |                                                       |
| Multiracial Students                | 66%                             | No                 |                                                       |                                                       |
| White Students                      | 64%                             | No                 |                                                       |                                                       |
| Economically Disadvantaged Students | 57%                             | 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                                   | 74%      |                  | 63%    | 56%         | 60%       | 53%     | 56%          | 58%      | 82%     | 68%       |                   |                   |              |
| Students With Disabilities                     | 52%      |                  | 54%    | 55%         | 43%       | 49%     | 43%          | 35%      | 68%     | 44%       |                   |                   |              |
| English Language Learners                      | 52%      |                  | 63%    | 63%         | 46%       | 52%     | 47%          | 19%      | 43%     |           |                   |                   |              |
| Asian Students                                 | 84%      |                  | 76%    | 81%         | 81%       | 66%     | 45%          | 62%      | 91%     | 75%       |                   |                   |              |
| Black/African American Students                | 68%      |                  | 61%    | 55%         | 49%       | 53%     | 56%          | 51%      | 81%     | 72%       |                   |                   |              |
| Hispanic Students                              | 72%      |                  | 63%    | 56%         | 57%       | 52%     | 56%          | 52%      | 81%     | 67%       |                   |                   |              |
| Multiracial Students                           | 80%      |                  | 61%    | 54%         | 67%       | 57%     | 50%          | 64%      | 88%     | 76%       |                   |                   |              |
| White Students                                 | 76%      |                  | 63%    | 55%         | 62%       | 53%     | 58%          | 61%      | 81%     | 67%       |                   |                   |              |
| Economically Disadvantaged Students            | 66%      |                  | 58%    | 52%         | 50%       | 51%     | 53%          | 45%      | 76%     | 60%       |                   |                   |              |

| 2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
|------------------------------------------------|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
|                                                | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2023-24 | C&C ACCEL 2023-24 | ELP PROGRESS |
| All Students                                   | 68%      |                  | 59%    | 51%         | 57%       | 51%     | 45%          | 54%      | 78%     | 56%       |                   |                   |              |
| Students With Disabilities                     | 44%      |                  | 49%    | 38%         | 45%       | 45%     | 40%          | 36%      | 63%     | 43%       |                   |                   |              |
| English Language Learners                      | 51%      |                  | 54%    | 52%         | 44%       | 46%     | 30%          | 23%      | 55%     | 21%       |                   |                   |              |
| Asian Students                                 | 78%      |                  | 68%    | 61%         | 83%       | 68%     | 50%          | 81%      | 100%    | 69%       |                   |                   |              |
| Black/African American Students                | 61%      |                  | 57%    | 52%         | 42%       | 46%     | 48%          | 34%      | 64%     | 44%       |                   |                   |              |
| Hispanic Students                              | 67%      |                  | 60%    | 53%         | 51%       | 49%     | 42%          | 49%      | 76%     | 52%       |                   |                   |              |
| Multiracial Students                           | 70%      |                  | 65%    | 67%         | 59%       | 60%     | 59%          | 52%      | 75%     | 48%       |                   |                   |              |
| White Students                                 | 70%      |                  | 58%    | 46%         | 61%       | 51%     | 45%          | 60%      | 80%     | 60%       |                   |                   |              |
| Economically Disadvantaged Students            | 61%      |                  | 58%    | 50%         | 46%       | 48%     | 41%          | 41%      | 68%     | 43%       |                   |                   |              |

Page 16 of 44

| 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
|------------------------------------------------|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
|                                                | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2022-23 | C&C ACCEL 2022-23 | ELP PROGRESS |
| All Students                                   | 66%      |                  | 61%    | 52%         | 62%       | 62%     | 58%          | 52%      | 79%     | 50%       |                   |                   |              |
| Students With Disabilities                     | 39%      |                  | 55%    | 48%         | 43%       | 60%     | 57%          | 32%      | 60%     | 33%       |                   |                   |              |
| English Language Learners                      | 47%      |                  | 60%    | 63%         | 49%       | 65%     | 60%          | 33%      | 53%     | 21%       |                   |                   |              |
| Asian Students                                 | 76%      |                  | 71%    | 50%         | 86%       | 78%     |              | 56%      | 85%     | 62%       |                   |                   |              |
| Black/African American Students                | 56%      |                  | 53%    | 53%         | 41%       | 54%     | 54%          | 39%      | 67%     | 34%       |                   |                   |              |
| Hispanic Students                              | 65%      |                  | 61%    | 58%         | 59%       | 62%     | 61%          | 48%      | 83%     | 47%       |                   |                   |              |
| Multiracial Students                           | 67%      |                  | 55%    | 34%         | 60%       | 58%     | 56%          | 58%      | 69%     | 56%       |                   |                   |              |
| White Students                                 | 68%      |                  | 62%    | 51%         | 67%       | 62%     | 59%          | 56%      | 82%     | 52%       |                   |                   |              |
| Economically Disadvantaged Students            | 61%      |                  | 61%    | 54%         | 55%       | 60%     | 54%          | 45%      | 68%     | 40%       |                   |                   |              |

## 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            | 6     | 79%                                                                                      | 79%      | 0%                | 62%   | 17%            |
| ELA            | 7     | 77%                                                                                      | 77%      | 0%                | 62%   | 15%            |
| ELA            | 8     | 70%                                                                                      | 70%      | 0%                | 60%   | 10%            |
| Math           | 6     | 62%                                                                                      | 62%      | 0%                | 60%   | 2%             |
| Math           | 7     | 42%                                                                                      | 42%      | 0%                | 53%   | -11%           |
| Math           | 8     | 55%                                                                                      | 55%      | 0%                | 61%   | -6%            |
| Science        | 8     | 49%                                                                                      | 49%      | 0%                | 52%   | -3%            |
| Civics         | 7     | 90%                                                                                      | 90%      | 0%                | 77%   | 13%            |
| Civics         | 8     | 82%                                                                                      | 82%      | 0%                | 75%   | 7%             |
| Biology        | 8     | 99%                                                                                      | 99%      | 0%                | 91%   | 8%             |
| Algebra        | 7     | 89%                                                                                      | 89%      | 0%                | 96%   | -7%            |
| Algebra        | 8     | 78%                                                                                      | 78%      | 0%                | 84%   | -6%            |
| Geometry       | 8     | 90%                                                                                      | 90%      | 0%                | 95%   | -5%            |
| Civics         | 6     | * data suppressed due to fewer than 10 students or all tested students scoring the same. |          |                   |       |                |

### III. Planning for Improvement

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

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

##### **Most Improvement**

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

---

Acceleration showed the most significant improvement, increasing by 12 percentage points from 56% to 68%. This growth reflects intentional efforts to expand access and support for advanced academic opportunities. The school implemented targeted scheduling to identify students ready for acceleration, and provided mentoring to guide students through rigorous coursework. Teachers collaborated to embed enrichment strategies within core instruction, ensuring all students had pathways to advanced learning. These actions fostered a culture of high expectations and academic confidence, resulting in measurable gains in student participation and success in accelerated programs.

##### **Lowest Performance**

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

---

The lowest-performing data component was Math Learning Gains, which reached 53%, reflecting only a 2-percentage-point increase from the previous year. While this represents slight improvement, overall performance remains below expectations for middle-grade virtual learners. Several factors contributed to the limited gains. Many students struggled with the increased rigor of grade-level math standards when working independently in the virtual environment, particularly with multi-step problem-solving and application-based tasks. Inconsistent pacing, irregular logins, and gaps in assignment completion reduced opportunities for students to receive timely feedback and targeted support. Additionally, students who attended fewer live lessons demonstrated lower mastery on progress-monitoring assessments, indicating that synchronous instruction remains a critical component of success in virtual math learning. Multi-year trends show that Math Learning Gains have remained relatively stagnant, highlighting the need for more structured intervention, increased guided practice, and consistent progress monitoring to support student growth in the virtual setting.

##### **Greatest Decline**

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

---

The data review for the prior year indicates that no data component showed a decline. All assessed areas either improved or remained stable, with Math Learning Gains increasing to 53% (+2 points)

and other components maintaining performance levels. Although no decline was identified, the school recognizes that stable performance does not yet meet desired proficiency or growth expectations, particularly in the virtual learning environment.

Several factors continue to influence student outcomes and remain areas of focus despite the absence of a decline. Students working in a virtual setting often experience inconsistent pacing, irregular logins, and reduced opportunities for real-time feedback, which can limit progress in mastering grade-level standards. Additionally, students who attend fewer live lessons or struggle with independent learning routines demonstrate slower growth, indicating the need for continued emphasis on structured intervention, increased engagement strategies, and targeted small-group support.

While no component declined, the school will use this analysis to strengthen instructional practices and ensure that stable performance transitions into meaningful, sustained growth across all grade levels.

### **Greatest Gap**

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

---

The component with the greatest performance gap compared to the state was Grade 7 Mathematics, where proficiency was 42%, compared to the state average of 53%, representing an 11-percentage-point gap. Additional mathematics performance data indicates similar gaps in Grade 8 Mathematics, Algebra 1, and Geometry, suggesting the need for continued focus on mathematics achievement across grade levels. Contributing factors may include challenges with mastery of grade-level mathematical concepts, difficulty applying mathematical reasoning to multi-step problem-solving tasks, and inconsistent student engagement with instructional supports. As a virtual school, variations in live lesson attendance, assignment pacing, and participation in intervention opportunities may have limited students' access to timely feedback and targeted instruction. Data analysis also indicates a need to strengthen opportunities for students to engage in collaborative problem-solving, mathematical discourse, and targeted remediation of prerequisite skills. To address these gaps, the school will continue to implement data-driven instructional practices, targeted interventions, small-group support, and strategies designed to increase student engagement and achievement in mathematics.

### **EWS Areas of Concern**

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

---

Two areas of concern identified through Early Warning Systems (EWS) data are the number of students performing at Level 1 on PM 3 in both ELA and Math. While these numbers have declined year over year, they are still areas to pay close attention to.

In ELA, a total of 169 students scored at Level 1:

- Grade 6: 39 students
- Grade 7: 55 students
- Grade 8: 75 students

In Math, the number is even higher, with 264 students scoring at Level 1:

- Grade 6: 70 students
- Grade 7: 75 students
- Grade 8: 119 students

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

### Highest Priorities

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

---

*Based on performance data, virtual engagement patterns, and multi-year trends, the school has identified the following five highest priorities for the upcoming school year:*

1. **Strengthen Science Achievement** — Increase conceptual understanding through virtual labs, literacy integration, and targeted small-group instruction.
2. **Improve Math Proficiency** — Reverse the downward trend with more guided practice, expanded synchronous support, and frequent progress monitoring.
3. **Increase Consistent Engagement** — Improve live-lesson attendance, pacing consistency, and assignment completion through proactive outreach and structured routines.
4. **Expand Targeted Intervention** — Provide timely, data-driven interventions for students falling behind, with a focus on subgroup gaps and virtual learning independence.
5. **Continue Expanding Academic Acceleration Opportunities** - Sustain and scale effective acceleration strategies to build upon recent academic gains and ensure that all students have access to rigorous, enriching learning experiences.

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

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

### Area of Focus #1

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

#### Instructional Practice specifically relating to Math

##### Area of Focus Description and Rationale

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

---

The primary area of focus for grades 6–8 remains improving mathematics proficiency and accelerating learning gains, particularly among students in the lowest 25% achievement bracket. In 2025, only 56.6% of students in these grade levels scored proficient in math. However, in 2025–26, math proficiency increased to 60%, reflecting positive progress toward closing achievement gaps. Overall learning gains also improved from 51% to 53%, and, most notably, those in the lowest quartile rose significantly from 45% to 56%. While these gains demonstrate that targeted supports are having an impact, there is still a need to sustain and deepen this progress. Moving into the 2026–27 school year, the focus will remain on strengthening targeted interventions for struggling learners and on ensuring that all students receive consistent, high-quality on-grade-level instruction to continue accelerating achievement and closing remaining gaps.

##### 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, 56% of 6–8 grade students will make a learning gain on FAST PM3, a 3% increase from 2025-26.

##### Monitoring

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

---

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

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

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

**Person responsible for monitoring outcome**

Sheri Sico

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

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

**Rationale:**

Recent FAST results indicate that many students require additional support to achieve grade-level proficiency and demonstrate measurable learning gains in math. In response, FVMS is implementing a structured, consistent intervention model that increases the quality of targeted instruction. Live math lessons ensure alignment to standards and provide students with regular, high-quality instruction. The integration of interactive tools such as Nearpod, Wayground, Classroom Screen, and data-driven IXL assignments enhances engagement while allowing differentiation and immediate, tailored feedback for individual student needs. Ongoing progress monitoring through DBAs and individualized data chats following each FAST window ensures that instruction is responsive and personalized.

Additionally, Super Owl Sessions (SOS) provide targeted small-group support to reinforce skills and address specific learning gaps. To further support student success, FVMS is incorporating Generative AI education for students and families to promote responsible use of digital tools and extend learning

beyond the classroom.

**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**

Required Live Lesson Attendance

**Person Monitoring:**

Sheri Sico

**By When/Frequency:**

Monthly

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

FVMS will implement a structured intervention plan that includes required live math lessons for all students, supported by interactive tools like Nearpod, Wayground and IXL. Formative assessments will be used to collect real-time data, guiding instruction and identifying student needs. Teachers will monitor progress through FAST results, supplemental program data, and regular PLC meetings.

**Action Step #2**

Individual Data Chats

**Person Monitoring:**

Sheri Sico and Melissa Martin

**By When/Frequency:**

3 times a year

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

After each FAST progress monitoring window, math teachers will conduct individual data chats with students to review their performance. These conversations will include analysis of FAST results, IXL trends, and quiz or assignment scores to identify strengths and areas for growth.

Each meeting will result in student-specific goals and strategies, which will be documented in a shared tracker or student portfolio. Progress toward these goals will be monitored in subsequent data chats and evaluated through performance improvements across FAST PM1, PM2, and PM3 assessments.

**Action Step #3**

Targeted IXL Plans

**Person Monitoring:**

Melissa Martin and math instructors

**By When/Frequency:**

Monthly

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

Based on FAST and classroom data, math teachers will assign targeted IXL skills weekly to individual students or small groups to address specific learning needs.

Teachers and the instructional coach will monitor progress monthly by reviewing IXL reports, tracking time on task, skills mastered, and SmartScore improvements. This ongoing review will help ensure that interventions are effective and aligned with student growth goals.

**Action Step #4**

## Enhanced Module and Test Review

**Person Monitoring:**

Melissa Martin and math instructors

**By When/Frequency:**

Monthly

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

Students must complete and submit guided notes from the module exam study guide before receiving access to the module exam. This ensures engagement with key concepts, reinforces understanding, and allows teachers to verify readiness and provide support as needed, promoting stronger content mastery and accountability.

## Area of Focus #2

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

### Instructional Practice specifically relating to Science

**Area of Focus Description and Rationale**

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

---

Over the past several years, our school has experienced fluctuations in 8th grade science proficiency as measured by the Statewide Science Assessment (SSA). In the 2023–24 school year, proficiency declined significantly from 61% to 45%, raising concerns about student readiness and content mastery. Encouragingly, in 2024–25, proficiency improved to 49%, and continued to show growth in 2025–26, increasing to 50%. Additionally, overall science proficiency including Biology rose from 54% to 58% during the 2025–26 school year, reflecting positive momentum across science content areas.

While this progress is promising, there is still a clear need for continued improvement, particularly in 8th grade SSA performance. Strengthening science proficiency remains essential for developing students' critical thinking, problem-solving skills, and foundational understanding of scientific concepts. As a result, our focus will remain on increasing SSA performance through targeted instructional strategies and interventions that support student mastery and long-term academic success.

**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 academic year, FVMS 8th graders will achieve a **52% proficiency rate** as measured on the 8th grade science assessment (SSA). This represents a **3% increase** from the

2025-26 proficiency rate of 49%.

**Monitoring**

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

---

Monitoring the growth of 8th grade science proficiency is essential for reaching our goal of a 53% proficiency rate by the end of this academic year. Ongoing progress monitoring plays a vital role, offering valuable insights into students' mastery of key science concepts aligned with state standards in a virtual learning setting.

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

Professional development sessions will be integral to enhancing instructional practices in the virtual environment. These sessions will equip teachers with effective strategies for virtual science instruction, innovative assessment techniques, and methods for engaging students remotely. With these tools, teachers will implement best practices to address diverse learning needs effectively.

Ongoing monitoring ensures timely, data-driven instructional adjustments. By responding quickly to assessment data, teachers can provide targeted support and meaningful opportunities for growth through real-time feedback.

Additionally, IXL has been implemented for grades 6–8 science, providing students with a tool to practice skills, reinforce key concepts, and receive immediate, personalized feedback. This process empowers students to track progress, identify areas for improvement, and take ownership of their learning in the virtual setting.

**Person responsible for monitoring outcome**

Andrea Banks

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

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

**Rationale:**

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

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Science Progress Monitoring Assessments

**Person Monitoring:**

Science Teachers

**By When/Frequency:**

Quarterly

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

Teachers will administer progress monitoring assessments in grades 6–8 and use the data to identify areas where students need additional support. Teachers will collaboratively analyze results to identify patterns and areas of struggle.

Based on this analysis, teachers will adjust instruction by:

Revisiting challenging concepts

Providing additional practice

Differentiating instruction to meet diverse learning needs

**Action Step #2**

SSA Boot Camps

**Person Monitoring:**

Sam Copeman

**By When/Frequency:**

Quarterly

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

Develop targeted SSA Boot Camp sessions based on student performance on progress monitoring assessments.

Identify teachers to facilitate the sessions.

Administer a post-assessment following each boot camp to measure student progress and identify remaining gaps.

Track student participation and compare performance data to evaluate the effectiveness of the sessions on SSA outcomes.

**Action Step #3**

Slice of Science Spiral Reviews

**Person Monitoring:**

Sam Copeman

**By When/Frequency:**

Monthly

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

Teachers will include “Slice of Science” spiral review questions in the waiting room during Class Time sessions.

Questions will be aligned to SSA item specifications and reviewed during the first 5–10 minutes of class.

Students will complete an exit ticket to assess understanding.

Teachers will use exit ticket data to identify misconceptions and plan targeted “Slice of Science” follow-up lessons.

**Action Step #4**

Priority Standards Planning

**Person Monitoring:**

Sam Copeman

**By When/Frequency:**

Weekly.Bi-Weekly

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

Teachers will review Science Achievement Level Descriptions to ensure alignment with state standards.

Teachers will develop synchronous and asynchronous resources focused on priority standards.

Middle school teachers (grades 6–8) will analyze 2025-26 SSA district and state data to identify gaps and strengthen instructional resources.

Science teachers will participate in weekly content meetings to collaborate, refine instructional practices, and improve student outcomes.

**Area of Focus #3**

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

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

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

The Area of Focus for ELA across grades 6–8 is to strengthen students’ ability to comprehend complex texts, build academic vocabulary, and produce evidence-based writing within a virtual learning environment. This focus emphasizes explicit vocabulary instruction, close reading routines, structured writing tasks, and increased opportunities for guided practice through synchronous and asynchronous instruction. In grades 6–8, students will engage with grade-level texts using digital annotation tools, interactive reading platforms, and scaffolded questioning designed to deepen comprehension and analytical thinking. Strong reading comprehension is also foundational to success across content areas, including mathematics, science, and social studies, as students must

be able to understand complex directions, analyze information, and apply critical-thinking skills. Beyond academics, reading comprehension is a vital life skill that supports effective communication, problem-solving, informed decision-making, and lifelong learning.

**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, 65% of 6–8 grade students will make a learning gain on FAST PM3, a 2% increase from 2025-26.

**Monitoring**

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

---

Monitoring progress toward this goal will be collaborative, consistent, and data-driven. Teachers in grades 6–8 will meet regularly in Professional Learning Communities (PLCs) to analyze comprehension assessment data, vocabulary mastery, writing performance, and progress within digital reading platforms. These collaborative discussions will help identify trends in student achievement, guide instructional adjustments, and ensure interventions are aligned with the unique needs of virtual learners.

Ongoing review will include biweekly monitoring of comprehension checks, writing samples, vocabulary assessments, and student engagement with digital annotation tools and reading activities. Teachers will also track live lesson attendance, participation, and completion of interactive tasks to ensure students are actively engaging with grade-level texts. Data collected through instructional platforms and formative assessments will be used to provide timely feedback, adjust instruction, and support individual student growth. Students will engage in formative feedback cycles and goal-setting opportunities that promote ownership of learning and strengthen reading, writing, and critical-thinking skills.

Professional development will focus on effective literacy instruction, vocabulary development, close reading strategies, evidence-based writing practices, and the purposeful integration of technology to support reading comprehension. Additionally, small-group instruction and intervention sessions will be reviewed regularly to ensure they effectively address identified skill gaps and accelerate student achievement. Quarterly leadership data reviews and ongoing family communication regarding student progress, assignment completion, and reading expectations will help ensure support remains responsive, targeted, and impactful for all learners.

**Person responsible for monitoring outcome**

Sheri Sico & Kristen Rossheim

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

FVMS will implement a comprehensive, evidence-based ELA intervention plan designed to strengthen comprehension of complex texts and improve writing proficiency across grades 6–8. Teachers will deliver twice-weekly live ELA lessons using an instructional-coach–designed template that embeds close reading, vocabulary routines, and modeled writing. Students will use interactive tools such as digital annotation platforms, Nearpod, and collaborative writing applications to deepen engagement with grade-level texts. Targeted small-group instruction will be provided based on FAST, progress-monitoring, and platform-embedded data. Students will also participate in individual ELA data chats after each FAST window to set goals and review progress. SOS sessions will offer additional small-group support for students needing reteaching or extended practice. Generative AI education will be provided to students and families to promote responsible use of digital tools for reading, summarizing, and writing support.

**Rationale:**

ELA performance showed meaningful improvement across all major indicators, with overall proficiency increasing to 74% (+5 points), learning gains rising to 63% (+4 points), and learning gains for the bottom 25% improving to 56% (+5 points). These upward trends demonstrate that targeted instructional practices—such as explicit vocabulary instruction, close reading routines, and structured writing tasks—positively impacted student learning in the virtual environment. Despite this progress, the data also indicates that students continue to need consistent support in comprehending complex texts and producing evidence-based writing, particularly those who struggle with pacing or independent learning. The improvements across proficiency and growth confirm that the school’s instructional shifts are working, but they also highlight the importance of continuing to strengthen core ELA routines, expand small-group instruction, and maintain data-driven intervention cycles to ensure sustained gains for all learners.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Live ELA Lesson Requirement

**Person Monitoring:**

Sheri Sico

**By When/Frequency:**

Bi-Monthly

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

FVMS will implement a structured ELA intervention plan that includes required live ELA lessons for all students, supported by digital annotation tools, interactive reading platforms, and modeled writing

routes. Teachers will use formative assessments, comprehension checks, and writing samples to collect real-time data and adjust instruction. Progress will be monitored through FAST results, platform-embedded reading data, and monthly PLC reviews.

### **Action Step #2**

Individual ELA Data Chats

#### **Person Monitoring:**

Kristen Rossheim and Sheri Sico

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

3 times/year

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

After each FAST progress-monitoring window, ELA teachers will conduct data chats with students to review performance on comprehension tasks, vocabulary assessments, and writing samples. Students will set personalized goals and identify strategies for improvement. Progress will be monitored in subsequent data chats and evaluated through improvements across FAST PM1, PM2, and PM3.

### **Action Step #3**

Targeted Small-Group Instruction & Digital Practice

#### **Person Monitoring:**

Kristen Rossheim and ELA instructors

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

Monthly

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

Based on FAST and classroom data, ELA teachers will provide targeted small-group instruction and assign digital reading and writing tasks aligned to individual student needs. Teachers and the instructional coach will monitor progress monthly by reviewing reading logs, annotation data, writing rubrics, and platform-generated reports. Time on task, skill mastery, and growth in comprehension and writing will be tracked to ensure interventions are effective and aligned to student goals.

## **IV. Positive Learning Environment**

### **Area of Focus #1**

Teacher Retention and Recruitment

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

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

Our primary focus is retaining and recruiting high-quality teachers, emphasizing creating a positive school culture and environment. During the middle school years, it is essential to have experienced teachers who understand the unique developmental needs of adolescents. High teacher turnover rates can disrupt the continuity of instruction, leading to gaps in student learning and negatively impacting academic achievement. When students are taught by experienced, well-supported teachers, they are more likely to receive high-quality instruction that addresses their individual learning needs. A stable teaching staff also helps build strong student-teacher relationships, which is

crucial for student engagement and success.

As a virtual program, we faced unique challenges with teacher retention. Many teachers left our school to seek 12-month roles within the district that offered higher salaries. Additionally, some teachers sought other roles that were unavailable at our school. Our goal is to improve teacher well-being, foster professional growth, and enhance job satisfaction by implementing targeted strategies to address these issues. Creating a supportive and collaborative atmosphere will help retain teachers and attract new, talented educators to our school. This will lead to better student learning outcomes and overall school success.

### **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.

---

From August 2025 to June 2026, approximately 8% of the instructional staff left the school. Our goal is to reduce the teacher turnover rate by 2% by the end of the 2026-2027 school year.

### **Monitoring**

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

---

We will use a comprehensive approach to ensure the desired outcomes. Monthly individual meetings with administrators will provide personalized feedback, support, and professional development needs. Schoolwide surveys will gather feedback to assess overall progress and identify areas needing improvement. Additionally, individual meetings with the principal will help monitor job satisfaction and alignment with broader school objectives. This ongoing monitoring strategy aims to promote continuous improvement, enhancing student achievement outcomes by promptly addressing challenges and reinforcing successful practices.

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

Sheri Sico

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

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

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

To achieve our goal of reducing the teacher turnover rate, we are enhancing several evidence-based interventions: New Teacher Onboarding sessions, the School Communities using our schoolwide "Houses" system, Professional Development Programs, and the Owls Resource site, which serves as a centralized platform for all teacher-related resources. These interventions are evolving based on their proven effectiveness in enhancing teacher retention and support.

**Rationale:**

Research indicates that comprehensive onboarding, a strong sense of community, continuous professional development, and access to resources are critical factors in improving teacher retention. New Teacher Onboarding sessions are crucial for integrating new staff members into the school culture and providing them with the tools and support they need to succeed. The School Communities, organized through our schoolwide "Houses" system, foster a sense of belonging and community among teachers, enhancing collaboration and support. Professional Development Programs are designed to address ongoing learning and growth needs, keeping teachers engaged and motivated in their roles. The Owls Resource site centralizes access to essential resources, streamlining information and support for teachers. The effectiveness of these interventions will be monitored regularly through attendance, participation rates, surveys, and usage analytics. By regularly reviewing these metrics and feedback, we can make data-driven adjustments to ensure that the interventions meet their objectives and support our goal of reducing teacher turnover.

**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**

New Teacher Onboarding Sessions

**Person Monitoring:**

Sheri Sico

**By When/Frequency:**

Ongoing

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

We will conduct comprehensive onboarding sessions for all new teachers, including orientation on school policies, introduction to the school culture, training on the use of teaching tools and resources, as well as partnering new teachers with a mentor Teacher on Assignment. These sessions will be held at the start of the school year and periodically throughout the year as needed. The onboarding sessions will be monitored through feedback provided by new teachers following the sessions. We will also track the retention rates of new teachers and compare them to previous years to assess any improvements.

**Action Step #2**

School Communities Using the "Houses" System

**Person Monitoring:**

Sheri Sico

**By When/Frequency:**

Ongoing

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

We will enhance the schoolwide "Houses" system, which groups teachers into smaller, supportive communities. The impact of the school communities will be monitored through feedback from teachers to gather insights into their sense of belonging and support. We will also track participation rates in House meetings and activities.

**Action Step #3**

## Professional Development Programs

**Person Monitoring:**

Sheri Sico

**By When/Frequency:**

Ongoing

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

We will offer a range of professional development programs tailored to the needs of our teaching staff. These programs will include workshops, training sessions, and opportunities for collaborative planning and learning. The professional development programs will be monitored through evaluations completed by participants at the end of each training session. We will also track attendance and assess whether the professional development activities lead to improved classroom performance.

**Action Step #4**

Owls Resource Site

**Person Monitoring:**

Sheri Sico

**By When/Frequency:**

Ongoing

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

We will refine and maintain the Owls Resource site, a centralized platform that provides access to all teacher-related resources, including coaching tools and instructional guides. The site will be regularly updated to ensure the information is current and relevant. The Owls Resource site will be monitored through usage analytics to track how frequently teachers access the site and which resources are most utilized. Regular reviews of site usage data and user feedback will help us make necessary improvements and ensure the site meets the needs of our teaching staff.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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

#### Dissemination Methods

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

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

---

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

The SIP will be shared at each quarterly School Advisory Council (SAC) meeting for monitoring and approval. SAC meetings are open to the public, and all parents, students, and staff members are welcome to attend. The approved SIP will also be made available to stakeholders through the weekly newsletter, the school website, and the Board Meeting docs.

In addition, SIP goals and action steps will be supported by staff members within the schools. Progress towards reaching goals will be discussed consistently through multiple forums, including but not limited to staff meetings, Professional Learning Communities (PLCs), and data discussions.

[https://www.flvs.net/student-parent-resources/family-support/titles/title-i-part-a?utm\\_source=fvhswebsite&utm\\_medium=referral](https://www.flvs.net/student-parent-resources/family-support/titles/title-i-part-a?utm_source=fvhswebsite&utm_medium=referral)

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

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

---

Schools communicate via email, FOCUS portal messages, text messages, and phone calls. It is the expectation of all staff to provide feedback within 24 hours. Teachers will communicate progress updates weekly, and parents will have a monthly one-on-one session with their teacher to review progress, address any concerns, and communicate any upcoming important events.

Additionally, FVMS maintains a weekly newsletter for all stakeholders. This newsletter contains information to assist families in navigating technical platforms, understanding strategies for success, who to contact for specific items, and more.

In an effort to build relationships with our community, FVMS involves a community member representative on the SAC. Additionally, partnerships are formed to support college and career planning, career and technical education, STEM, and experiential learning. Students can participate in these activities, as well as in-person meet-ups and field trips.

[https://www.flvs.net/student-parent-resources/family-support/titles/title-i-part-a?utm\\_source=fvhswebsite&utm\\_medium=referral](https://www.flvs.net/student-parent-resources/family-support/titles/title-i-part-a?utm_source=fvhswebsite&utm_medium=referral)

### **Plans to Strengthen the Academic Program**

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

---

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

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

At FVMS, regular attendance during class time is essential to creating a dynamic and supportive

learning environment. Live class sessions allow for meaningful student-teacher interaction, real-time feedback, and timely academic intervention when needed. Additionally, these sessions provide students with opportunities for authentic practice of multiple concepts - areas where we've seen our students benefit from guided instruction and collaborative learning.

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

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

### **How Plan is Developed**

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

---

The Title I school-wide plan is developed in coordination and integration with Title II, Title III, Title IV, Title IX, and Perkins V Federal Programs. FVMS maximizes resources and ensures a well-rounded education by using a Comprehensive Needs Assessment planning guide to identify barriers to learning and areas of strength. The eight-step problem-solving process is followed to develop goals, and the findings are shared during the Comprehensive Needs Assessment annual meeting. FVMS also coordinates with the ESE and Student Services teams to plan student support during the CNA meeting and at least monthly throughout the school year.

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

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

#### Improving Student's Skills Outside the Academic Subject Areas

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

---

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

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

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

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

## Preparing for Postsecondary Opportunities and the Workforce

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

---

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

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

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

## Addressing Problem Behavior and Early Intervening Services

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

1114(b)(7)(A)(iii)(III)).

---

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

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

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

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

### **Professional Learning and Other Activities**

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

---

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

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

### **Strategies to Assist Preschool Children**

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

---

Not applicable

## 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/<br>OBJECT | FUNDING<br>SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total |          |                     |                   |     | 0.00   |