

**FLORIDA VIRTUAL ACADEMY AT PINELLAS COUNTY
RESPONSE TO
SCHOOL BOARD OF PINELLAS COUNTY
VIRTUAL CHARTER APPLICATION REVIEW
February 11, 2013**

Educational Plan

1. Mission, Guiding Principles and Purpose

- **As required in state statutes' Guiding Principles for charter schools: The Applicant does not clarify what is innovative about the program that makes it different from the District Virtual Instruction Program. Does not list any unique courses or industry certifications.**

This issue would need further clarification before a final contract is approved.

As stated in our charter application (see p. 10), our application was submitted in the spirit of creating options, and increasing the learning opportunities for students in Pinellas County. This school will provide an innovative public school option not widely participated in in the state of Florida. In the 2011-2012 school year, there were 3.4 million PreK-12 students in the state of Florida. Of those 3.4 million, only 8,779 (0.26%) completed a fulltime program of virtual instruction.¹

The most important difference between FLVA and the District Virtual Instruction Program is that FLVA will be a free-standing public school--a virtual charter school--with its own community of students, teachers, administrators, and governing board members. Every teacher, administrator, counselor, and, most of all, the students at FLVA will be focusing their talents and efforts on the very specific task of making this type of learning environment an innovative success. For the FLVA Board, this school and its unique instructional model and operations will be our primary focus in terms of governance and setting policy. This is crucial in that the success of an online school is often achieved through non-traditional thinking. Innovation is a product of both design and implementation. On both fronts, the FLVA community will be able to dedicate their time and talents in a singularly focused manner. Our students and families will benefit from this singular focus. Organizations focus on what is most important to them. Our Board will be focused on FLVA's success.

In pages 13-18 of the Educational Plan in our charter application, we address how FLVA will be an innovative program in the Pinellas County school district. We recognize that while full-time online education is certainly still in its early stages of development, it is not entirely novel - virtual learning, in and of itself, is not new to the education world. As we move towards full-time virtual charter schools, however, we are engaging in an innovative K-12 public education model which uses virtual learning to give parents and students opportunities that haven't been fully accessible in public education in the past. With this model, students have the flexibility to work on a truly individualized schedule, and educators have a viable solution to the problem that

¹ 2011-2012 Florida Department of Education data

has plagued them for years - how to engage parents in their child's learning process. Virtual learning has answered many needs for students and parents and Florida's Digital Learning Act is making this a real possibility in Florida.

As a Board we are eager to see where the Florida Digital Learning Act takes education, and, from the early stages of its enactment, we want to take advantage of all of the benefits that virtual learning has to offer: parental involvement, encouraging flexible learning schedules and styles, instantaneous data collection and intervention, one-on-one teacher and pupil interaction, individual learning plans, student-to-student interaction that doesn't recognize geographic distance, and so on. As a school it will not be enough for us to simply provide virtual courses. Finding a way to blend all of the above benefits of virtual learning is innovative and is what we are aiming to do.

K¹² has associations with a network of schools across the U.S. and internationally. FLVA students will benefit from this through the ability to communicate and collaborate from their computers with other students of their age group anywhere in the world. FLVA will take the concept of a pen pal to a new level, not only offering social and cultural interactions, but teaching its pupils 21st century writing and communication skills in the process.

This model directly engages parents, not only in their child's learning and with their children's teachers, but with other parents via a variety of family support programs and activities, connecting parents all over the world. K¹² provides access to an online community for FLVA's students, teachers, and parents including a speaker series, roundtable discussions, and informal discussion rooms. In addition, as a Board, we want parents directly involved as board or committee members to help shape the policies and procedures for FLVA.

The only way the above can be accomplished is with a solid infrastructure. And, frankly, it is the infrastructure that K¹² has to offer that will make FLVA truly innovative:

- A **Learning Management System** that provides access to over 22,000 online lessons and courses;
- **Lesson Planning and Scheduling Tools** that enable K-12 teachers and parents to establish an easy to use schedule for completing lessons.
- **Progress Tracking Tools** that allow students, parents and teachers to monitor student progress, student performance, attendance and other relevant data.
- A **Student Administration Management System** that captures raw student data, stores it, organizes it, and integrates with other systems.
- A variety of **Family Support Sessions** that include a weekly speaker series, optional monthly parent workshops and discussions with parents from all over the country and the world, and community support.

FLVA can offer every component of the educational development and delivery process – a fully integrated system of teaching, learning, tracking, remediating, teacher training, and parental involvement in an innovative public education model that seeks to provide students and parents an innovative choice in public education.

FLVA will provide the consistency, continuity, and continuum of education that some parents seek because it will best serve the needs of their children. Most significantly, FLVA will differentiate itself by providing a complete virtual school learning environment and community focused on the individual needs of each student. FLVA will be part of a network connecting similar virtual academies (in 32 states in the 2012-2013 school year) to each other and the resources and experience of our partner, K¹². Being part of this network will be valuable to everyone associated with FLVA--students, parents, Board, and staff. Schools in the network will share best practices in all aspects of virtual education. This is where we are likely to see the spark of future innovations and improvements. FLVA will provide comprehensive wraparound services targeted to both individual student needs and the benefit of the school community including:

- development of strong community within the virtual academy;
- access to the best and most current virtual instruction curriculum, assessment and instruction techniques based on solid research;
- customizing each student's education to their own individual learning plan;
- academic success at the school and individual student levels resulting from teachers' instruction and constant monitoring of student growth and achievement with interventions as needed;
- national and local parent trainings and networking;
- frequent (i.e., every two to three week) teacher/parent communication through emails and scheduled meetings;
- establishment of unique settings for students and parents to interact;
- connecting students on a regular basis with students across the United States in similar virtual academies and across the world through networking and K¹² national competitions (e.g., art contest and spelling bees) and International Clubs;
- access to the entire K¹² suite of services and instructional curriculum (currently including K¹², Aventa, A+, and Middlebury Interactive Languages) to include world languages, credit recovery courses, remedial courses, and AP courses;
- participation in a national advanced learners programs;
- participation in a national math lab;
- school led trips, for example, visits to colleges, grade level specific trips such as student summer trips overseas, etc.;
- school prom;
- school graduation ceremonies;
- national college guidance through a network of K¹² counselors;
- school community service opportunities;
- student-developed student body council;
- school extracurricular activities: possibilities would include the development of a golf club, chess club, and bowling club. These and more have developed at similar virtual academies; and
- FLVA will become a fully accredited full time virtual school.

FLVA is not only innovative for students and parents, but also for teachers and administrators. On page 22 of our application, we address this major difference. The full-time charter school will offer highly trained teachers access to the tools they need to measure student achievement

growth via ongoing student assessments with instant feedback to track student progress. Teachers will have the time to work with students in small or one-on-one interactive breakout sessions and teachers will also have frequent direct contact with parents via regular telephone and email communications. And, teachers themselves will have an abundance of learning opportunities afforded to them by being part of the K¹² learning community.

Teachers will participate in task forces that will shape the K¹² curriculum and instructional model in the coming years. Virtual academy teachers participate regularly in K¹² driven innovations that are focused on drawing on their teaching expertise and helping to make virtual teachers better at their job. The experience virtual academy teachers gain through working on these task forces is invaluable in their professional growth and is experience they cannot get anywhere else. K¹² has created opportunities for virtual academy teachers to gain certification in the use of Blackboard Collaborate through a variety of K¹² and Blackboard Collaborate developed training courses. K¹² has established relationships with colleges to provide courses for virtual academy teachers to gain graduate credit in the field of virtual learning.

Teachers will work together to develop innovative programs for students and solve problems that are unique to the virtual school setting. Teachers will look for opportunities for their students, such as participating in science fairs, applying for student leadership opportunities and grants, guiding students that are interested in government affairs to apply for governor's school. Establishing a school community to meet the academic needs of the students and their desire to create clubs and other student led experiences is one of the many keys to the success of a virtual academy.

The current Pinellas County School District VIP program that utilizes K¹² as a provider for 2012-13 is a one year contract for K-5. The district VIP option does not offer K¹² curriculum for all grades K-12. Therefore, the FLVA charter school option will be a new option for parents in the district and will provide parents the certainty of the same high quality curriculum for at least the term of the charter contract.

Students who are enrolled in FLVA will have access to the entire K¹² suite of services and instructional curriculum (currently including K¹², Aventa, A+, and Middlebury Interactive Languages) to include world languages, credit recovery courses, remedial courses, and AP courses. K¹² has the largest digital curriculum portfolio for the K-12 online education industry: nearly 700 courses across kindergarten, elementary, middle and high school, including world languages. This combined portfolio contains over 100,000 hours of instructional content and over one million visual, audio and interactive instructional elements.

K¹² has won numerous awards in recognition of their web-based curriculum, innovative program, and leadership in the field of online and blended learning including:

- Leading Provider of Online Curriculum to School Districts, 2012 EdNet Insight
- Winner, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Whole Curriculum Program category for Mathematics. *Fundamentals of Geometry and Algebra* program (online and offline)
- Finalist, 2012 EdTech Digest Digital Textbook Award for *World History: Our Human Story*

- Finalist, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Reading and Language Arts category for Kindergarten Language Arts program (online and offline)
- Winner, 2011 Readers' Choice Award by *District Administration* magazine: Online Education Curriculum
- Finalist, 2011 Association of Education Publishers (AEP) Golden Lamp Award: Math+ Program
- Finalist, 2011 AEP Distinguished Achievement Awards
 - Science: Environmental Science course
 - Science: Virtual Labs/Biology
 - Technology: Timed Reading Practice
 - Math: Math+ Program
- Finalist, 2011 The Software Information Industry Association, CODiE™ Awards
 - Best Mathematics Instructional Solution: Math+
 - Best Public Virtual School Solution for Students to K12 Inc.
- Winner, 2010 United States Distance Learning Association (USDLA) 21st Century Best Practices Award to K12 Inc.
- Bronze Award Winner, 2010 USDLA Best Practices in Distance Learning Programming: *K12 Inc. Honors Earth Science Program*
- Winner, 2009 AEP Distinguished Achievement Award, High School *Algebra* textbook
- Ohio Virtual Academy and Pennsylvania Virtual Charter School, Parent's Choice Winners in GreatSchools.net/*Business Week* January, 2009 School Rankings (*Both statewide online public schools use the K¹² curriculum.*)
- Co-Recipient with Florida Virtual Academy, 2007 ITFlorida Government Technology Leadership Award
- ComputED's Education Software Review Award for Innovation, 2007 Winner: *K¹² Online School (Learning Management System)*
- Finalist, 2006 AEP Distinguished Achievement Award for K¹² Grade 4 Art

From kindergarten through 8th grade, K¹² courses are categorized into six core courses: Language Arts/English, Mathematics, Science, History, Art, and Music— plus adaptive K-5 math courses and MARK¹² adaptive reading remediation courses. In addition, K¹² provides multiple levels of World Languages. Their proprietary curriculum includes all of the courses that students need to complete their core kindergarten through 8th grade education—in more than 700 engaging lessons in each subject. These courses focus on developing fundamental skills and teaching the key knowledge building blocks or schemas that each student will need to master the major subject areas, meet state standards and complete more advanced coursework. The curriculum is mastery-based with assessments built into every lesson to ensure mastery and provide for remediation or enrichment where necessary.

Enhancements to the K¹² K-8 curriculum include a variety of innovative games—from “xGerms Computational Fluency,” which features colorful germ characters and a fun laboratory theme, to “Spell-n-Stack,” an arcade-style spelling drill game. K¹² has also launched mobile applications for the iPhone and iPod Touch, available as free downloads on iTunes. These apps include “K¹²

Money,” which lets students solve math problems using currency, and “K¹² Timed Reading Practice,” which helps them calculate their reading pace in words per minute.

FLVA high school students will be offered a broad selection of courses to meet all graduation requirements as well as a diversity of electives both designed to help students earn their high school diploma and find their own path to post-high school success—whether that’s in college or in the workforce. Math, English, Science, and History courses will be offered in a range of levels including Advanced Placement— plus remediation and credit recovery courses to meet the needs of diverse learners. High school students can also take up to four years of a world language (depending on the language) and have art course options to choose from to fulfill graduation requirements. In addition, a large variety of electives will be provided. Unlike other programs, where a student must be in a particular “academic path”, the K¹² program allows students to chart their own course, choosing from among the levels of courses to match their aptitude and goals. So, if a student excels in Math and Science, they may take all Honors/AP courses in those subjects, while choosing from among the Comprehensive English and History courses. These multiple course levels prevent students from being “locked in” to one level of a particular subject, and account for natural progress and growth.

Many K¹² science courses now include interactive vLabs (virtual labs). These highly engaging online experiments enable students to demonstrate the scientific method, test a hypothesis, witness various outcomes, and examine sources of error. Course vLabs can be used to reinforce concepts learned in the hands-on labs or, when appropriate, supplement or replace certain onsite labs.

Many K¹² textbooks, reference guides, literature readers, and lab manuals are now also offered as online books (a.k.a. eBooks), and are optimized for use with mobile devices. Plus, K¹² has launched new mobile applications for the iPhone and iPod Touch, available as free downloads on iTunes. These apps include “K¹² Algebra I Study and Review” and “K¹² Periodic Table,” which students can use to reinforce course concepts.

Students will also have opportunities to participate in a national advanced learners program, the national math lab (a synchronous math remediation program for students in grades 5 through 11 which focuses on specific strand mastery providing additional assistance to students in areas in which they struggle the most in addition to a student’s direct instruction sessions with their content teacher), and K¹²’s Success Over Summer program to promote student engagement.

The goal of our school will be to connect FLVA students to the information and resources they need to identify their interests and make informed decisions about life after high school: college, careers, and beyond. As described on pages 52 and 53 of our charter application, K¹²’s core curriculum is enhanced by a wide array of electives that enriches students’ education in essential areas—including those identified by 21st Century Skills and STEM initiatives—and will leave FLVA students well-prepared for the world beyond high school. K¹²’s elective curriculum includes courses in world languages, science, social science, fine arts, technology and computer science, business, communications, and more. Advanced Placement courses, for which students may receive college credit, are also available.

In addition to course offerings, FLVA middle and high school students and their families will be offered the opportunity to attend weekly K¹² online College and Career Workshops presented by experts on college and career preparation as well as guest speakers who represent a wide array of job industries (e.g., 2012-2013 career workshops about skilled trades and apprenticeships, arts and media, business and entrepreneurship, law, public safety and security, health and human services, and STEM). Students who participate in the K¹² College and Career Workshops will recognize the following outcomes:

- Understand the relationship between high school academics and experiential activities to college majors and careers
- Identify personal interests, values and preferences
- Identify post-secondary pathways available and understand application and admissions processes
- Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions
- Identify resources for continued exploration of career interests and post-secondary education pathways.

2. Target Population and Student Body

- **Applicant states that the enrollment percentages were based on parent contacts or inquiries from Pinellas County residents. Because K¹² is the district VIP Provider some of those parent contacts could have been sent to the K¹² for information on district VIP program inquiries. Applicant does not state how these parent contacts were identified. Does not include any sample of written contact inquiries.**

Virtual education program inquiries are differentiated according to a specific program in K¹²'s database when an application for enrollment is submitted. On pages 25-27 of our charter application, we explain that we conservatively based our FLVA enrollment projections of only 5% of inquiries on K¹²'s more than 10 years of experience with the rate of enrollments which actually result from inquiries and the rate of enrollment growth each year the school is in operation (both based on strong and effective outreach and recruitment plans developed by K¹²). The projections and grade level distributions are comparable to the distributions in similar virtual charter schools utilizing the K¹² curriculum in states where there is a similar district online offering utilizing the K¹² curriculum or a similar curriculum. The rate of enrollment growth each year the school is in operation is also based on historical trends in similar virtual charter schools with which K¹² is associated, the highest growth rates being in the first years of operation and gradually decreasing growth rates as grades are added and the school has been in operation for a few years. K¹²'s experience is also that the demographics of the inquiring families typically mirror the demographics of the locality from which they come.

K¹² informs us that inquiries most often come by way of written inquiries or inbound phone calls. Families who, for example, attend an information session about K¹² virtual education programs open to interested families and the general public or learn about K¹² virtual education programs through the media and complete a written or phone contact inquiry will have their inquiry transferred into an electronic format for a response.

- **It is unclear if Virtual Charter will provide part time enrollment opportunities to students.**

Unless otherwise required by law in an IEP, according to Florida statutes, virtual charter schools provide full-time online instruction to eligible students (s. 1002.33):

s. 1002.33 Charter schools.—

(1) AUTHORIZATION.—Charter schools shall be part of the state’s program of public education. All charter schools in Florida are public schools. A charter school may be formed by creating a new school or converting an existing public school to charter status. A charter school may operate a virtual charter school pursuant to s. 1002.45(1)(d) to provide full-time online instruction to eligible students, pursuant to s. 1002.455, in kindergarten through grade 12.

3. Educational Program Design

- **It is unclear if the school's attendance process ensures compliance to attendance requirements. Applicant states that teachers will be responsible for validating student attendance, but it is unclear how this is accomplished.**

FLVA will comply with Section 1011.61 (1)(c)(III), F.S. regarding full-time equivalent students in kindergarten through grade 12 enrolled in a virtual charter school:

Section 1011.61(1)(c)(III) A full-time equivalent student for students in kindergarten through grade 12 in a full-time virtual instruction program under s. 1002.45 or a virtual charter school under s. 1002.33 shall consist of six full-credit completions or the prescribed level of content that counts toward promotion to the next grade in programs listed in s. 1011.62(1)(c). Credit completions may be a combination of full-credit courses or half-credit courses. Beginning in the 2014-2015 fiscal year, when s. 1008.22(3)(g) is implemented, the reported full-time equivalent students and associated funding of students enrolled in courses requiring passage of an end-of-course assessment shall be adjusted after the student completes the end-of-course assessment.

The process for tracking student performance and progress toward completion was described on page 33 of our charter application:

Once a master schedule has been established for K-8 students, the LMS delivers lessons based upon the schedule. Each day, a student is initially directed to a screen listing the syllabus for that day and selects one of the listed lessons. As each lesson is completed, the student returns to the day’s syllabus to proceed to the next subject. If a student does not complete a lesson during the session, the lesson will be rescheduled to the next day resuming at the point where the student left off. The progress tracking tool allows students, parents and teachers to monitor student progress. In addition, information collected by the progress tracking tool regarding student performance, attendance and other data is transferred to the management system for use in providing administrative support services.

- **It is unclear what the applicant's mastery level percentage will be for each class.**

The Online School defines mastery at 80% on daily assessments for grades K-8. High school courses are not mastery based, rather percentage and letter grades are assigned for each lesson assignment. FLVA will follow the district's grading scale for high school including End of Course exams.

These issues would need further clarification before a final contract is approved.

4. Curriculum Plan

- **The curriculum plan is not appropriate for students due to noncompliance with statutory requirements:**
 - **The applicant will not begin to address Common Core standards until 2014-2015.**

We assume that the review comments refer to footnotes on pages 81 and 82 of our charter application which state that, beginning in 2014-2015, the state of Florida is planning to transition to common core assessments for reading, math, and end of course exams which are aligned to the Common Core State Standards and, at that time, FLVA will revise the school goals to align with these new assessments.

On page 91 of our charter application, we stated *"FLVA acknowledges the state's transition to the Common Core State Standards and intention to utilize the common assessments beginning in 2014-15. FLVA will make the transition to Common Core State Standards and common assessments at the same time as the state."*

- **Applicant does not identify the school placement team is to assign students classes.**

As stated on page 84 of our charter application, and in the Draft Student Progression Plan (Attachment 5 of the application), the Head of School will determine grade placement which will also include class assignment.

We also noted that, among the positive comments in "Section 5 Student Performance, Assessment and Evaluation", the reviewers stated this strength of our charter application: "Placement and progression plans aligned with state statutes."

- **Applicant did not define how the 90 minute reading block for instruction will happen for K-5.**

In Section 5(A): Curriculum Plan (A) "Provide evidence that reading is a primary focus of the school", we discussed the K¹² elementary Language Arts curriculum which has a comprehensive

focus on phonics, decoding, meaning and comprehension to teach children how to read. This part of our application describes how children learn to read using the K¹² curriculum.

In order to achieve Florida's goal of having every child reading at or above grade level, the reading block should include all elements of the formula during an uninterrupted block of time that is at least 90 minutes in length:

Five components of reading:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary and
- Comprehension

3 types of assessment:

- Screening
- Progress Monitoring
- Diagnostic

Initial Instruction

- Whole Group Instruction
- Differentiated Instruction

Immediate Intensive Intervention

- In addition to the 90 minutes

As we stated on page 49 of our charter application, a student identified as not meeting the district or state requirements for proficiency in reading, based on locally determined assessments and statewide assessments will be given intensive reading instruction immediately following the identification of the reading deficiency in addition to the required 90 minutes of uninterrupted core reading instruction. Students will participate in instruction that focuses on specific reading strategies, phonemic awareness, and other areas as identified in small group sessions via Blackboard Collaborate. This instruction will be in addition to grade level instruction. Parents will also be offered reading workshops that will model for them techniques to help and support their students. Throughout the school year, teachers will administer benchmark assessments to determine and monitor progress. Information from the assessments will be shared with the parents during the established and regular reviews of the student's individual learning plan (ILP).

The ILP will include instructional and support services to be provided to meet the desired levels of performance. ELL students will meet with the committee to include strategies in their plan.

Identified students will be placed in an intensive reading course in addition to their grade level course. The elementary course is a three-stage adaptive remediation course giving students the opportunity to master missed concepts in a way that accelerates them through the remediation process. Students will work to develop oral reading, comprehension, phonics, spelling, and fluency skills. They also practice grammar, usage, mechanics, and composition. The engaging course features compelling graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on.

In a virtual setting, the 90 minute reading block consists of a combination of teacher led direct instruction by a highly qualified reading teacher, the daily assignments offered by the OLS, and independent reading. The teacher led sessions may include large or small group instruction to meet the needs of the students.

- **Applicant does not address teacher authorization process for delivery of AP courses.**

FLVA will ensure that all teachers of AP courses are authorized to teach those courses based on the teachers' appropriate certifications. Although the AP Course Audit does not mandate a type or amount of teacher professional development, FLVA will provide our teachers teaching AP courses with the opportunity to attend a professional development experience in their subject area before teaching an AP course for the first time, and on a periodic basis thereafter. Examples may include College Board workshops, independent Summer Institutes endorsed by the College Board, as well as professional development provided by our education service provider, K¹² Florida LLC.

- **PE is incorrectly listed as an elective.**

We understand that physical education is mandated for Florida public school elementary and middle school students (unless waived as provided by Florida statute) as well as public high school students (including 1 credit in physical education to include the integration of health as a requirement for high school graduation). This requirement is included in the list of credits required for graduation from FLVA (24 Credit Standard High School Diploma) on page 85 of our charter application.

These issues would need further clarification before a final contract is approved.

5. Student Performance, Assessment and Evaluation

- **Reading or Math learning growth goals are not included.**

Please see attached edited goals.

- **Science or Writing Goals are not included.**

Please see attached edited goals.

- **Goals for assessments other than FCAT not included.**

Please see attached edited goals.

- **Goal 2 “parent engagement” specifies that there will be a signed student-parent-teacher compact to promote parent engagement but there are no goals concerning the degree to which parents are expected to be engaged.**

Please see attached edited goals.

Throughout the application we emphasize the importance of the role of the learning coach—who may be a parent, or another responsible adult designated by the parent, who helps guide a student through their daily coursework using the K¹² curriculum and Online School including the goals and objectives in Section 5 Student Performance, Assessment, and Evaluation.

Measurable Outcome 2.3 (page 82 of the charter application) states that: *One hundred percent of students will have a signed, individualized student-parent-teacher compact developed in partnership and outlining how students, parents, and educators, share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve high standards.*

- *Compacts will be maintained in the student’s file and regularly updated based on evidence of student progress.*

In the edited goals we have incorporated in our responses to the Pinellas reviewer comments, we have added one additional evaluation measure:

- *Parents are expected to be engaged in one hundred percent of the agreements in the signed student-parent-teacher compact and the quarterly updating of the compact.*

The compact referenced in the goal is the Individual Learning Plan referred to throughout the charter application.

- **Goal 3 specifies professional development opportunities but lack specific goals for participation in professional development (e.g. 95-100% of teachers will attend all monthly professional development opportunities).**

Please see attached edited goals.

- **Criteria for grade acceleration are not well defined.**

House Bill 7059 relating to Acceleration Options in Public Education went into effect July 1, 2012. The memorandum from the FLDOE providing a summary of the changes, frequently asked questions by topic area, and resources was given to Superintendents and Assistant Superintendents on August 17, 2012 (16 days after the due date for the charter application). The legislation requires the principal (Head of School) to establish student eligibility requirements and procedures.

In our application (page 84), we do specify the following about grade acceleration:

FLVA students who have mastered grade level course work, score at Achievement Level 3, 4 or 5 on the reading and math FCAT, and meet or exceed teacher expectations at for their grade level will be recommended for grade acceleration. Decisions about grade acceleration will be made during a conference with the student, parents, and teachers based on student work and test scores. The final decision for grade acceleration will be the responsibility of the Head of School. Following the acceleration placement of a student, monthly conferences will be scheduled between the student, parents, and teachers to ensure the student is performing at grade level or higher with a formal evaluation of student work and achievement being conducted midyear to ensure appropriateness the of acceleration placement and to adjust the placement if necessary.

The FLVA Board will work with our Head of School to establish all elements of eligibility and procedures for grade acceleration which are consistent with House Bill 7059.

These issues would need further clarification before a final contract is approved.

6. Exceptional Students

Does not provide a completely clear description of the levels of service the school will provide to students with disabilities.

FLVA will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40%-80% of instruction occurring in a class with nondisabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations (as stated on p.105 of our charter application).

- **IEP processes identified are not what are utilized in Pinellas.**

FLVA would like the opportunity to work with Pinellas County Schools to develop or modify current district processes to ensure they are applicable to the virtual charter school setting.

- **Unclear of the diploma options and if they will provide modifications to the curriculum when required.**

Please refer to pages 85-86 in our charter application for a description of diploma options that will be available at FLVA. Modifications will be determined by the IEP team and included

within the body of the IEP, when deemed appropriate, to provide a Free and Appropriate Public Education (FAPE) to a student.

- **Unclear of the school's processes for completing RTI, evaluations and placement into ESE.**

In our charter application, please refer to pages 10-13 and 463-464 (under heading of “Required Progress Monitoring”) for descriptions of FLVA’s RtI process. If there is not an adequate response to the interventions initiated by general education, the general education teacher, parent, academic administrator and any other staff member who may provide support to the student will meet to discuss next steps. Next steps could include more intensive intervention provided by the general education teacher, a change in the intervention itself, or could include the decision to make a referral for evaluation. If an evaluation is requested, an informed consent is signed by the parent and the school conducts the appropriate evaluation(s) to provide information for the team to assist in making the determination of whether the student is eligible for ESE services. All evaluations are completed within the 60 day timeline. When the evaluation(s) are completed, the general education teacher, evaluator(s), parent, academic administrator, ESE representative, and student as appropriate meet to review the evaluation results, data collected through the RtI process and any other relevant documentation to determine if the student meets the eligibility criteria to be considered an ESE student.

- **Unclear what the applicant considers a reasonable distance for transportation.**

Typically 20 miles or less is considered a reasonable distance for a family to travel for services. However, this may vary depending on student needs. Providers are identified as close as possible to minimize the time spent in travel to and from services.

- **Does not provide a clear description of the levels of service the school will provide to Gifted students.**

- **No realistic gifted enrollment expectation**

The enrollment expectation of gifted students is similar to the current percentage of gifted students served in Pinellas Co. (approximately 4%).

- **No clear expectation for staff member who holds the gifted endorsement.**

The teacher holding the gifted endorsement will be the person responsible for the case management of these students and their educational plans. Please refer to case manager responsibilities outlined on page 107 of our charter application.

- **No clear description of how the school will implement state/district requirements for referral/eligibility.**

Referrals for consideration of gifted eligibility may come directly from parents or through the ILP review process as a general education teacher observes the student’s progress in the assigned curriculum and works directly with the student in the online classroom. Eligibility will be based

upon the current guidelines set within the Pinellas County ESE Policies and Procedures Plan currently approved by the Florida Department of Education.

- **No clear description of the development and implementation of students' Educational Plans.**

Educational plans will be developed and implemented in the same way that IEPs are developed and implemented. Please refer to pages 107-108 in our charter application.

- **No clear description of the service delivery model for gifted education.**

Please refer to pages 113, 451, and 455 of our charter application for a description of how FLVA will serve gifted and talented students. In addition to the appropriate course assignment based on the student's academic needs and strengths (which could include advancement to higher course level), each identified gifted student will have the opportunity to receive direct instruction from the assigned gifted teacher. This direct instruction will take place in the online classroom setting and will focus on the goals of the student's educational plan. The teacher will provide the opportunity for students to fully master not only grade level content but also create a learning environment conducive to developing and expanding each student's individual area of giftedness.

- **No clear description of the curriculum guidelines, section focused on advanced learners.**

The K¹² curriculum is a rigorous academic program for any student and historically gifted students are fully enriched and engaged in grade level courses. However, as the educational plan is developed there is the option to place the student in higher level courses to better meet their level of intellectual capability and academic achievement. This decision is made by the team with careful consideration of the implications that may surround such a change in course placement.

These issues would need further clarification before a final contract is approved.

7. English Language Learners

- **References made in the application do not imply the use of the district entry assessment but refer to a different assessment for 6A-6.0902 - Requirements for Identification, Eligibility, and Programmatic Assessment.**

The school will use the same or a comparable state approved assessment for identification and further testing of students.

- **The application does not state state-approved district ESOL exit criteria. (p. 118). See 6A-6.0903 – Requirements for Exiting ELLs from the ESOL Program.**

FLVA will comply with Rule 6A-6.0903 – Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program as follows:

Students in K-2

ELLs in grades K-2 are eligible for exit from the ESOL program upon scoring Proficient at the applicable grade level on each CELLA subtest administered annually pursuant to Rule 6A-6.9021, FAC.

Grades 3-9

Students in grades 3-9 are eligible for exit from the ESOL program upon scoring Proficient at the applicable grade level on each CELLA subtest administered annually pursuant to Rule 6A-6.9021, FAC and at or above Level 3 on the applicable FCAT in Reading.

Grades 10-12

Students in grades 10-12 are eligible for exit from the ESOL program upon scoring Proficient at the applicable grade level on each CELLA subtest administered annually pursuant to Rule 6A-6.9021, FAC, and scoring sufficiently on the grade 10 FCAT in Reading to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.

These issues would need further clarification before a final contract is approved.

II. Organizational Plan

9. Governance

- **The school contracts with K12, an approved provider of virtual instruction services. No mention of a request for proposal is mentioned. It contracts with K12 for the day-to-day operation of the school not just the academics. The administrative and instructional employees of the school will be K12 employees. The Board of the school will not be involved with the day to day operations or the finances and the other oversight issues required by law. The application states that K12 will be responsible for all matters concerning the operation of the school. This lack of oversight has been a problem for other charter school boards. The application does allow the school to terminate the contract with K12 for cause.**

Although there is no requirement that a Request for Proposal process be utilized, the management agreement was meticulously negotiated by the Southwest Florida Virtual Charter School Board with assistance of well-known Florida counsel with significant charter law expertise. The Board, pursuant to the explicit terms of its agreement with K¹², maintains full control for adoption of the annual school budget, all school policies, and overseeing K¹²'s implementation of those policies. See Section 3.2 of the Services Agreement (Attachment 3 of the charter application). The proposed operation of the school is entirely consistent with charter school law, the Digital Learning Now Act, and the role that education service providers play in numerous successful charter schools both in Florida and around the nation.

- **The Board plans on holding 4 meetings a year with 2 held in Pinellas County. A representative of the Board, not necessarily one of the Board members, will be**

physically present at the Pinellas meeting. None of the three board members are residents of Pinellas County. This proposal limits access to the board members when questions or problems arise.

We stated in our application that our Board will hold regular and annual meetings, with at least two regular meetings being held in the Pinellas County school district as required in the Digital Learning Now Act and the School Choice Act (see p. 144 of our charter application). Although not required by statute, one of the current Southwest Florida Virtual Charter School Board members, Michael Benjamin, is a resident of Pinellas County.

- **It is unclear how the governing board will fulfill its statutory obligations, as the service agreement with K12 indicates that this ESP will provide all services.**

Please see our response above to the first comment in Section 9 Governance.

These issues would need further clarification before a final contract is approved.

10. Management

- **The service agreement cedes almost all responsibility to manage the total operations of the school to the ESP.**

Please see our response above to the first comment in Section 9 Governance.

- **The comments described in section 9 also apply to this section.**

Please refer to our responses to Section 9 reviewer comments.

These issues would need further clarification before a final contract is approved.

11. Education Service Providers

- **The attached service agreement between the charter school board and the ESP (K12) does not provide for an arm's length relationship between the entities. This contract was agreed upon by the parties but there appears to be no way for the board to cancel or non-renew the contract without cause. The contract overtly benefits the ESP. It is reasonable to contract with K12 but there should be a balanced contract that indicates some give and take.**

The Services Agreement clearly spells out in section 9.3 that K¹² will not have any role or relationship with the Board that, in effect, substantially limits the Board's ability to exercise its rights, including termination rights, under the Services Agreement. None of the Board's voting power shall be vested in K¹² or its directors, trustees, members, managers, officers, Shareholders, or employees, and none of the voting power of K¹²'s board of directors or Shareholders of K¹² shall be vested in the Board's or its Charter Authorizer's directors, trustees, members, managers,

officers, shareholders, or employees. Each Party agrees that it will not take any action that would cause the Board and K¹² to be members of the same control group, as defined in Section 1.150 et seq. of the regulations under the IRC, or related persons, as defined in Section 144(a)(3) of the IRC.

The Board and its attorney have agreed by their own volition to enter into a Services Agreement with K¹² that would allow the Board to terminate this agreement under three circumstances:

1. Termination for Cause (Section 11.1 of Services Agreement): Termination for cause shall mean the breach of any material term or failure to fulfill any material condition, term, provision, representation, warranty, covenant or obligation contained in this Agreement, and a failure to cure such a breach within forty-five (45) days after receiving written notification from the terminating Party. The Board and its attorney, along with K¹², have mutually agreed to termination for cause on both sides in order to protect both the School and the continuity of its program, and the initial financial investment and risk sustained by K¹² during the preliminary years of the School.

If either party believes there is a breach of contract, and a dispute were to arise, an impartial dispute resolution process is clearly defined in Section 21.1 of the services agreement.

2. Termination upon loss of program approval, charter, or non-profit status (Section 11.3 of Services Agreement): This provision recognizes that the School is subject to decisions made at the district or state level.

3. Change in applicable law (Section 11.6 of Services Agreement): This provision recognizes that the School is subject to decisions made at the state or federal level.

According to Section 5.2 of the Services Agreement, either party may provide the other with written notice of non-renewal at least two (2) years before the expiration of the then-current Initial Term or Renewal Term. Cause is not required for non-renewal of the contract.

The Board has received two blanket protections and commitments from K¹² that are almost unique in the business or charter fields. First, K¹² provides a financial guarantee to the school as long as certain basic requirements are met. See Section 4.1. This is an extraordinary commitment that assures the financial health and viability of the school, even in turbulent fiscal times such as these. Second, notwithstanding the ever-changing legal and regulatory environment inherent in Florida, the Board has achieved a blanket commitment to operate the charter school in accord with whatever that changing regulatory environment may be. See Section 2.5.1.

The Board also receives the products and services of the highest quality provider, in our judgment, of these services in the nation, and receives them at a price and terms consistent with the national marketplace for such services.

The Board could not disagree more with the assertion that, in essence, it and its experienced legal counsel were taken advantage of by K¹². The Board negotiated a solid and fair agreement with a partner that this district has already recognized as a leader in the field of virtual education.

This issue would need further clarification before a final contract is approved.

13. Student Recruitment and Enrollment

- **There are no references to the student population in Pinellas or any specifics to the recruitment plan.**

As stated on p. 25 of our charter application, in our research about Pinellas County student demographics, we referred to Pinellas County student demographic data available from several sources including the Pinellas County schools and Florida Department of Education websites. As stated in our charter application (see pp. 9-10 and 25), we projected our economically disadvantaged, students with disabilities, and English Language Learner populations to be the same proportion of our projected enrollment as these subgroups of students which were enrolled in Pinellas County schools in the 2011-2012 school year.

On pages 178-180 we describe our recruitment plan in detail.

- **Attached is a proposed enrollment acceptance form from Osceola County Schools the parent must sign that states, “I understand failure to comply with any school policy may result in my student's voluntary withdrawal”. This does not appear to be a “voluntary” withdrawal from the school but an involuntary one. We have not accepted this in any other application as it would allow the removal of a student from the charter school for behavior issues by the parent or student.**

The statement will be revised to read: *“I understand failure to comply with any school policy may result in corrective action or withdrawal from the program per the Student Handbook or Code of Conduct.”* Issues of behavior will be addressed in the School Handbook and Code of Conduct.

- **The form also requires the parent to agree that the student may not participate in public school activities. The law allows that charter school students are eligible to participate in an interscholastic activity at the public school to which the student would be otherwise assigned to attend. This form requires parents to sign a form that would take away the right by law to participate in interscholastic extracurricular activities.**

The referenced Enrollment Acceptance Form, which was included in our charter application as an example of the type of form that could be used, will be revised to state that parents understand that virtual charter school students may participate in other Florida public schools’ activities as permitted by applicable Florida statutes including Section 1006.15(3)(d), F.S.

This issue would need further clarification before a final contract is approved.

III. Business Plan

14. Budget

- **Enrollment projections seem high.**

The enrollment projections in this application are substantially more conservative than our similar application in the preceding year--ranging from 42-45 percent less depending on the year projected. Unlike our previous application that projected an enrollment based on a simple percentage of district student population, this application more thoroughly considered actual consumer demand response data and enrollment conversion experience from similar markets. To develop the school's enrollment projections for the term of the charter, we took into consideration the number of Pinellas County families who have contacted K¹² directly to express their interest in virtual education for their children. K¹² reports having received nearly 6,138 inquiries in Pinellas County from March 2005 to June 2012 which represents 5.9% of the total public school population in Pinellas County.

Based on K¹²'s experience with the rate of first year enrollments in K-8 virtual schools which actually result from inquiries, we conservatively projected a first year enrollment of 5% of inquiries. The projections and grade level distributions are comparable to the distributions in similar virtual charter schools in states where there is a similar district online offering. The rate of enrollment growth each year the school is in operation is also based on historical trends in similar virtual charter schools with which K¹² is associated, the highest growth rates being in the first years of operation and gradually decreasing growth rates as grades are added and the school has been in operation for a few years.

- **No contingency plan was identified if anticipated enrollment was not met.**

Our application includes a contingency plan for unlikely but significant shortfalls in enrollment in the form of a 50 percent enrollment budget in Appendix 15. Additionally, both our 100 and 50 percent budgets include a contingency reserve of three percent.

- **FTE is only earned on completed and passed courses which may jeopardize the integrity of the budget.**

AND

- **K-5 students must be promoted to the next grade to earn FTE, this action may jeopardize the budget.**

As discussed in "Section 14: Budget" of our application, we acknowledge that funding is based on "successful completion". Based on the experience of our ESP, K¹², with passing/completion rates in the Florida virtual instruction program in Pinellas County in 2011-2012 (87%) and K¹²'s experience as a statewide provider in the Florida Virtual Academy from 2005-2008 (92% passing/completion rate statewide), the projected student completion and passing rate was calculated for FLVA as an average of these two rates. This average rate (89%), in regards to the budget, was applied to the student revenue rate to partially calculate our forecasted revenue.

These issues would need further clarification before a final contract is approved.

FLORIDA VIRTUAL ACADEMY AT PINELLAS COUNTY
CHARTER APPLICATION
PROPOSED REVISION SECTION 5(A)
2.11.13

Section 5. Student Performance, Assessment, and Evaluation

- A. State the school's educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student progress and performance will be evaluated, and the specific results to be attained.**

Florida Virtual Academy's education goals and objectives for improving student achievement are based on the progress and performance of students on the Florida Comprehensive Assessment Test (FCAT) 2.0 and Florida End-of-Course (EOC) Assessments. FCAT is a valid and reliable measure of student performance that provides objective, external empirical evidence of the school's performance. Indicators of individual student progress and performance will be evaluated each year based on a high standard of student performance. Goals and measureable objectives are set for the school as a whole as well as each grade span in Reading, Math, Science, and End-of Course Exams (EOC). At this time, FCAT 2.0 Reading and Math and Algebra I EOC goals are set. However, goals for other EOCs, e.g., Geometry, Biology, U.S. History, and Civics have not been set because the state has not yet conducted standard setting to determine the passing standard. As standard setting is approved by the State Board of Education for EOCs, FLVA will consider and develop related performance and improvement goals.

Each year, the administrative staff at FLVA, along with the school board, will review the performance and progress on the following goals to determine if adjustments need to be made.

Goal 1: Florida Virtual Academy's primary educational goal is to earn an "A" – a school making excellent progress - under Florida's school grading system (Florida Statute 1008.34) by 2015-16, its third year of operation.

Measurable Objectives Reading Achievement 1.1: FLVA school goals are initially based on district level reading achievement data for the grade and grade span. Goals are increased based on improvements made at the district and state level. At a minimum, school goals for reading increase by 3 percent each year at the elementary school levels and 2 percent each year at the middle and high school level. After baseline data is established for the school at the conclusion of its first year of operation, school level goals will be reevaluated for appropriateness.

Reading FCAT 2.0	State 2012 Percent Proficient	Pinellas 2012 Percent Proficient	School Goal 2013-14	School Goal 2014- 15 ²	School Goal 2015-16	School Goal 2016-17	School Goal 2017-18
Grade 3	56	56	56	59	62	65	68
Grade 4	62	60	60	63	66	69	72
Grade 5	61	60	60	63	66	69	72
Elementary	60	59	59	62	65	68	71
Grade 6	57	54	54	56	58	60	62
Grade 7	58	57	57	59	61	63	65
Grade 8	55	52	52	54	56	58	60
Middle	57	54	54	56	58	60	62
Grade 9	52	54		54	56	58	60
Grade 10	50	49			49	51	53
High	52	52			53	55	57

Measurable Objectives Mathematics Achievement 1.2: FLVA school goals are initially based on district level math achievement data for the grade and grade span. Goals are increased based on improvements made at the district and state level. At a minimum, school goals for math increase by 3 percent each year. After baseline data is established for the school, school level goals will be reevaluated for appropriateness.

Math FCAT 2.0	State 2012 Percent Proficient	Pinellas 2012 Percent Proficient	School Goal 2013-14	School Goal 2014- 15 ³	School Goal 2015-16	School Goal 2016-17	School Goal 2017-18
Grade 3	58	50	50	53	56	59	62
Grade 4	60	53	53	56	59	62	65
Grade 5	57	55	55	58	61	64	67
Elementary	58	53	53	56	59	62	65

² Beginning in 2014-15, Florida is planning to transition to common core assessments for reading aligned with the Common Core State Standards. At that time, FLVA will revise the school goals to align with the new reading assessments.

³ Beginning in 2014-15, Florida is planning to transition to common core assessments for math aligned with the Common Core State Standards. At that time, FLVA will revise the school goals to align with the new math assessments.

Grade 6	53	50	50	53	56	59	62
Grade 7	56	52	52	55	58	61	64
Grade 8	57	48	48	51	54	57	60
Middle	55	50	50	53	56	59	62

Measurable Objectives Reading and Mathematics Learning Gains 1.3: FLVA school goals are initially based on district level reading and math learning gains data. A learning gain is measured as a year's worth of progress in a year's time as defined under Florida's school grading formula. Goals are increased based on improvements made at the district and state level. At a minimum, school goals for reading and math learning gains increase by 2 percent each year. After baseline data is established for the school, school level goals will be reevaluated for appropriateness.

Learning Gains FCAT 2.0	Pinellas 2012 Percent Making Gains	School Goal 2013-14	School Goal 2014-15 ⁴	School Goal 2015-16	School Goal 2016-17	School Goal 2017-18
Reading	63	64	66	68	70	72
Math	64	65	67	69	71	73

Measurable Objectives Algebra I EOC 1.4: FLVA school goals are initially based on district level Algebra I data for the grade and overall. Goals are increased based on improvements made at the district and state level. At a minimum, the school goals for Algebra I increase each year. After baseline data is established for the school, school level goals will be reevaluated for appropriateness. The overall calculation is weighted based on the number of students assessed and passing in each grade.

Algebra I EOC	State 2012 Percent Proficient	Pinellas 2012 Percent Proficient	School Goal 2013-14	School Goal 2014-15 ⁵	School Goal 2015-16	School Goal 2016-17	School Goal 2017-18
Grade 7	94	92	92	94	96	98	100
Grade 8	86	75	75	78	81	84	87
Grade 9	49	34		34	39	43	48
Grade 10	26	19			19	24	29
Grade 11	29	18				18	23
Grade 12	33	28					28
Overall	59	53	53	56	59	62	65

⁴ Beginning in 2014-15, Florida is planning to transition to common core assessments for reading and math aligned with the Common Core State Standards. At that time, FLVA will revise the school goals to align with the new reading and math assessments.

⁵ Beginning in 2014-15, Florida is planning to transition to common core assessments for the end of course exams aligned with the Common Core State Standards. At that time, FLVA will revise the school goals to align with the new assessments.

Measurable Objectives Writing 1.5: FLVA school goals are initially based on district level writing data for the grade. Goals are increased based on improvements made at the district and state level. At a minimum, school goals for writing increase by 2 percent each year in grade 4 and 10 and 3 percent each year in grade 8. The goal is the percent of students scoring at a 3.5 and above. After baseline data is established for the school, school level goals will be reevaluated for appropriateness.

Writing FCAT 2.0	State 2012 Percent 3.5 and Above	Pinellas 2012 Percent 3.5 and Above	School Goal 2013-14	School Goal 2014- 15 ⁶	School Goal 2015-16	School Goal 2016-17	School Goal 2017-18
Elementary Grade 4	48	48	49	51	53	55	57
Middle Grade 8	52	46	47	50	53	56	59
High Grade 10	60	61	62	64	66	68	70

Measurable Objectives Science and Biology EOC 1.6: FLVA school goals for grades 5 and 8 Science are initially based on district level Science FCAT 2.0. Since the cut scores for Biology EOC have recently been adopted, FLDOE has not yet retrofitted the 2012 administration data to the new cut scores so there is no district level data available on the FLDOE website to determine percent proficient at this time. Goals are increased based on improvements made at the district and state level. At a minimum, the school goals for Science increase by 2 percent each year. After baseline data is established for the school, school level goals will be reevaluated for appropriateness. Biology goals will be set after the 2013 administration of Biology EOC.

Science FCAT 2.0/ Biology EOC	State 2012 Percent Proficient	Pinellas 2012 Percent Proficient	School Goal 2013-14	School Goal 2014-15 ⁷	School Goal 2015-16	School Goal 2016-17	School Goal 2017-18
Elementary Grade 5	51	49	50	52	54	56	58
Middle Grade 8	46	45	46	48	50	52	54
High	na	na	na	na	na	na	na

⁶ Beginning in 2014-15, Florida is planning to transition to common core assessments for reading aligned with the Common Core State Standards; the reading assessment includes components of writing. If Florida discontinues the FCAT writing when common assessments are administered, FLVA will not have separate writing targets.

⁷ Beginning in 2014-15, Florida is planning to transition to common core assessments. Since there is no common assessment planned for science in 2014-15. It is assumed that FCAT Science will continue to be administered but these goals will be reevaluated for appropriateness. The FCAT Biology EOC will also be administered, so, after baseline data is established the goals will also be reevaluated the following year for appropriateness.

Biology							
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Measurable Objectives for SAT 10 Reading and Mathematics 1.7: FLVA school goals for SAT 10 Reading and Mathematics are initially based on district and state level SAT 10 data administered in 2008 and prior as part of the FCAT. Goals are increased based on improvements in the National Percentile Rank (NPR) made at the district and state level. At a minimum, the school goals for SAT 10 increase by 2 percent each year. After baseline data is established for the school, school level goals will be reevaluated for appropriateness and specifically developed for each grade level include K-2 and 11-12, rather than using the elementary or high school goals.

Reading SAT 10	State 2008 NPR	Pinellas 2008 NPR	School Goal 2013-14	School Goal 2014-15	School Goal 2015-16	School Goal 2016-17	School Goal 2017-18
Grade 3	60	61	63	65	67	69	71
Grade 4	69	70	72	74	76	78	80
Grade 5	73	74	76	78	80	82	84
Elementary	67	68	70	72	74	76	78
Grade 6	65	67	69	71	73	75	77
Grade 7	70	73	75	77	79	81	83
Grade 8	68	69	71	73	75	77	79
Middle	68	70	72	74	76	78	80
Grade 9	67	68	70	72	74	76	78
Grade 10	71	69	71	73	75	77	79
High	69	69	71	73	75	77	79

Math SAT 10	State 2008 NPR	Pinellas 2008 NPR	School Goal 2013-14	School Goal 2014-15	School Goal 2015-16	School Goal 2016-17	School Goal 2017-18
Grade 3	63	63	65	67	69	71	73
Grade 4	71	74	76	78	80	82	84
Grade 5	77	79	81	83	85	87	89
Elementary	70	72	74	76	78	80	82
Grade 6	71	74	76	78	80	82	84
Grade 7	72	74	76	78	80	82	84
Grade 8	74	74	76	78	80	82	84
Middle	72	74	76	78	80	82	84
Grade 9	73	73	75	77	79	81	83
Grade 10	63	62	64	66	68	70	72
High	78	78	80	82	84	86	88

Goal 2: To employ various parental engagement strategies to effectively engage our parents in a meaningful and purposeful way.

- *Measurable Outcome 2.1:* One hundred percent of parents will have access to online parenting materials including information about learning objectives that are appropriate for their child's age and grade level, effective learning strategies for difficult content areas, etc.
 - FLVA will maintain a list of assigned parent log on IDs and a list of materials selected for inclusion in the online parenting resources which are grade appropriate, and evidence and scientifically based.
- *Measurable Outcome 2.2:* FLVA will develop an online lending library that parents will be able to access 24 hours a day, seven days a week from August-May.
 - FLVA will provide parental access to the lending library throughout the year and evidence that the materials in the lending library are scientifically based to improve student achievement.
- *Measurable Outcome 2.3:* One hundred percent of students will have a signed, individualized student-parent-teacher compact developed in partnership and outlining how students, parents, and educators, share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve high standards.
 - Compacts will be maintained in the student's file and regularly updated based on evidence of student progress.
 - Parents are expected to be engaged in one hundred percent of the agreements in the signed student-parent-teacher compact and the quarterly updating of the compact.
- *Measurable Outcome 2.4:* FLVA will develop a mentor program in which one hundred percent of newly enrolled families can be paired with an experienced learning coach who will be available to share tips for a successful school year. Parent mentors will be provided training to support them in this role.
 - Calendar of mentor program events, participation logs, and content of mentor activities will be maintained as evidence.
- *Measurable Outcome 2.5:* FLVA will conduct outings and/or online field trips at least once per month during the school year for students and parents to have the opportunity to meet other families in both educational and social environments.
 - Meetings' and activities' agendas and participation logs will be maintained as evidence.

Goal 3: To ensure a collaborative environment for teachers and administrative staff is developed and nurtured.

- *Measurable Outcome 3.1:* Monthly professional development opportunities will be provided to educators at FLVA to enhance the knowledge, skills and expectations necessary to increase student learning. Student data from state and school-based assessments will be used to drive content of teacher professional development.
 - Teachers are identified for professional development opportunities on an individual basis, not all teachers will be required to participate in all professional development opportunities. However, one hundred percent of teachers identified for an individualized professional development opportunity are expected to participate.

- Meeting agendas, participation logs, professional development content, and student data used to determine professional development opportunities and offerings will be maintained as evidence.
- *Measurable Outcome 3.2:* Training will be provided to teachers bi-monthly to assist them in supporting students and families effectively.
 - One hundred percent of teachers are expected to participate in these bi-monthly trainings.
 - Meeting agendas, participation logs, and training content materials will be maintained as evidence.
- *Measurable Outcome 3.3:* A professional resource library will be created to allow teachers to have immediate access to high-quality professional resources. Resources will be selected based on student achievement needs and educator professional needs.
 - The process used to select materials as well as the professional resource library itself will be maintained as evidence.