

Lake Virtual Franchise



2015-16 School Improvement Plan

Lake Virtual Franchise

200 W GOLF LINKS AVE, Eustis, FL 32726

[no web address on file]

School Demographics

School Type

High

2014-15 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

14%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

0%

School Grades History

Year

Grade

2014-15

B*

2013-14

I

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission: The mission of Lake County Virtual School is to provide a personalized mastery-based virtual education that prepares students for 21st century success.

Provide the school's vision statement

Vision: To provide a personalized, interactive, and innovative mastery-based virtual education

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Lake County Virtual School (LCVS) provides several orientation meetings during the new enrollment period to inform parents and students about the Lake County Virtual School program and the curriculum providers. This provides an opportunity for the parents and students to meet the staff of LCVS. Pamphlets describing Lake Virtual are produced and sent to every brick and mortar school. All students and parents/guardians receive a welcome call from each of the student's teachers informing them of the course and the requirements and a discussion regarding any special needs of the student are addressed.

Teachers remain communicating with students on an individual basis as they do DBA's, monthly calls and work with students on assignments. They do listen to student concerns, problems ideas and bond with those students. The guidance counselor works with individual students and parents regarding their successes, behind pace and informs them of graduation, college and technical school requirements and opportunities, Face-to face meetings occur with students to discuss their futures.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school creates an environment where students feel safe through orientations and teacher welcome calls that inform students and parents of the online etiquette rules of online learning and measures taken should cyber bullying or other online infractions occur. The Student Code of Conduct and Rights and Responsibilities developed by Lake County are implemented.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Lake County Virtual School implements the policies outlined in the District's Students Rights and Responsibility Handbook. Policies related to academic integrity is reviewed during orientations and again during the welcome calls made by teachers.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school counselor plays a vital role during orientation meetings to inform students of the help and counseling Lake Virtual School can provide. The counselor also maintains a guidance link on the school webpage. The individual attention provided to students by our teachers also assists students

with problems or concerns as they arise. All Lake County Virtual teachers contact their students to discuss academic achievement and problems the student may be having. The program specialist, counselor and program specialist are available to meet with students and parents if a need or concern arises.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance and the pace of course completion is constantly monitored by both teachers and our program specialist. Interventions include a parent phone call by the teacher and counselor, a required parent/student conference or referral to Student Services.

Suspensions rarely occur in Lake Virtual. This is not a problem area.

Course failures or failure to stay on pace initiate teacher, counselor and program specialist communication with the student and parent. Students who do not improve are referred back to their home school where more support can be given.

Level 1 students are informed about the grade level expectations of virtual instruction. By nature of virtual instruction, students can spend more time per day on any course. If a student is not able to maintain the pace and/or attendance required for success, they are referred back to their zoned school where there are more programs and personnel to assist.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	6	7	8	9	10	11	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	1	2	0	3
Level 1 on statewide assessment	2	3	3	3	2	1	14

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	9	10	
Students exhibiting two or more indicators	4	4	8

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Teacher phone call and email

Guidance phone call and email

Program Specialist phone call and email

Tutoring

Parent/student conference with the administrator and teachers

Referral to Student Services

Referral back to zoned school

Students scoring level 1 or lower level 2 in reading are placed in Intensive Reading

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Lake Virtual School maintains a website that contains the mission and vision of Lake County Virtual School. I also attend community events where information regarding online virtual school is requested. All students and parents/guardians receive a welcome call from each of the student's teachers informing them of the course and the requirements and a discussion regarding any special needs of the student are addressed.

Teachers remain communicating with students on an individual basis as they do DBA's, monthly calls and work with students on assignments. They do listen to student concerns, problems ideas and bond with those students. The guidance counselor works with individual students and parents regarding their successes, behind pace and informs them of graduation, college and technical school requirements and opportunities, Face-to face meetings occur with students to discuss their futures.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Lake Virtual School does have an active School Advisory Council.

The Lake County Virtual School webpage is maintained

Lake County Virtual personnel have participated in a local TV station question and answer period related to virtual education tht continues to be aired.

Lake Virtual personnel attend events where they are asked to speak regarding information about virtual education and Lake Virtual.

All parents have access to their students progress and grades by using the parent portal associated with each of our curriculum providers.

The administrator or program specialist post information pertinent to students and parents on their login page

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Elchenko, Michael	Principal
Smithson, Connie	Administrative Support
Jenkins, Monica	Teacher, K-12
Mendez, Carolyn	Teacher, K-12
Miller, Paul	Teacher, K-12
Stratton, Bridget	Teacher, K-12
Christianson, Pauline	Guidance Counselor
Graham, Matthew	Teacher, K-12
Carrasquillo, Nicole	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Michael Elchenko- Leadership, review teacher/student contacts and evaluate teachers.

Barbara Augustine- Review of individual student files and progress

Constance Smithson- Review of individual student files and progress

The Leadership Team meets several times per week to discuss program implementation, student progress and curriculum provider implementation. We meet with teachers on a weekly basis to discuss areas of concern and to seek suggestions for solutions.

The Lake County Virtual SAC committee makes suggestions and they are discussed. Areas cited that need improvement are addressed.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school based team offers a vision for data-based decision making, ensures that the school is implementing RtI, conducts assessment of skills, ensures implementation of interventions and documentation, ensures necessary professional development, and communicates with parents regarding RtI plans and related activities.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Robert Householder	Parent
Michael Elchenko	Principal
Hannah Householder	Student
Laura Yeo	Parent
Paul Miller	Teacher
Constance Smithson	Education Support Employee
Chris Johnson	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Improvement Plan was reviewed and approved by the SAC on 9/16/2015. Feedback and areas to improve are monitored throughout the year. The SAC reviews student achievement and recommendations for improvement are discussed.

The SAC is informed about the Leadership Team's review of CPALMS, standards and rigor and reviews DBA's and rigor of coursework to verify compliance.

The plan was very effective as student achievement scores were higher than district average.

Development of this school improvement plan

The SAC shares ideas for the SIP, reviews the plan, approves the plan, and makes decisions regarding the implementation of the plan. The leadership discuss areas needing improvement and devises plans to meet the needs.

Preparation of the school's annual budget and plan

The budget was reviewed with SAC on 9/16/2015. The costs for providers was examined and explained. Proposed use of SAI funds and Collaboration funds were approved.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAI Funds were used to implement and amend a Writing Across the Curriculums plan. It was implemented in all subject areas.

Collaboration funds were used to read, review and discuss the books Mind Set and The Happiness Advantage. Techniques have been implemented to improve communication with students and parents.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Elchenko, Michael	Principal
Smithson, Connie	Administrative Support
Graham, Matthew	Teacher, K-12
Jenkins, Monica	Teacher, K-12
Mendez, Carolyn	Teacher, K-12
Stratton, Bridget	Teacher, K-12
Miller, Paul	Teacher, K-12
Christianson, Pauline	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The team will analyze data to identify areas that need attention. The team will formulate school-wide literacy goals and monitor implementation of literacy strategies. This year there will be a focus on developing our students' skills in reading in the content area and mathematics. The pace of students will be closely monitored.

The school based team offers a vision for data-based decision making, ensures that the school is implementing Rtl, conducts assessment of skills, ensures implementation of interventions and documentation, ensures necessary professional development, and communicates with parents regarding Rtl plans and related activities.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All Lake County Virtual teachers meet on Wednesday mornings to review and discuss writing, reading and mathematics strategies. Teachers collaborated this summer to develop a writing plan and discuss how they can assist each other in a cross-curricular effort.

Florida standards are reviewed and discussion occurs in the Leadership Team meetings as to the rigor of the DBA's used and student work submitted.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The school will advertise positions in printed and on-line formats and interview teachers who are certified in the subject area of instruction. The school will provide a variety of professional development opportunities (some on-site and some web based). The school will also provide instructional support as needed with the help of the program specialist and education program providers. For additional support, new teachers will be provided with experienced mentors.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are provided with training in the education programs they will be using upon hire. This training is done through the providers and is web based. Throughout the year, new teachers continue to work with our education program providers and the program specialist to develop the skills needed to effectively use our programs of instruction. New teachers are provided with experienced mentors for support. We select teachers that have experience teaching virtual courses in the same subject area so that they can offer course specific support in addition to on-line instructional format support.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers attended in-service during the summer to review the new Florida standards. CPALMS will be used to verify rigor of content complies with Florida standards and requirements.

All curriculum providers are required to demonstrate that the curriculum meets the requirements and

address the new Florida Standards.
Implementation of Writing Plan to ensure rigor and Webb's DOK are implemented.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Student results on State required tests will be evaluated. Course offerings are provided that best meet the needs of students.

Teachers will be using online Elluminate sessions as a strategy to explain and provide instruction. Discussion based assessments will be a continuous method of determining student grasp of the curriculum. Supplemental online assignments or having redo and resubmit assignments will be implemented when students do not demonstrate proficiency.

Face-to-face tutoring will be made available for students wanting and needing extra assistance in mastering the curriculum. Teachers will also visit school virtual learning labs to provide assistance to students.

Reading, writing and math scores on State exams are examined to assist teachers determine students that need extra help to become proficient.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Students may work on the online curriculum for extended times on during the day and on weekends. Teachers can communicate with students via email, text and phone after typical school hours to assist students, tutor students and grade assignments.

Strategy Rationale

Virtual instruction allows for an individualized mastery approach to learning. Students needing more assistance are monitored and contacted by their teachers via phone and email to assist students. Writing sessions will also be required at the elementary level.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Elchenko, Michael, elchenkom@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Lake Virtual School will use results of County developed benchmark tests, EOCs and discussions based assessments to monitor strategies implemented to assist students become proficient or advanced on state assessments. A writing plan has been developed and will be reevised to assist students communicate and validate their responses more effectively.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

As virtual students, they are able to work from the home with parents as guides. They are also provided opportunities for educational social interaction through field trips, tutor sessions, and enrichment opportunities with their teacher. The gradual shift from a home environment to a social environment makes the transition smooth for students.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Academic courses that meet high school graduation and college entrance requirements are linked with technical courses that focus on the students' future career and educational goals. Teachers coordinate course content and instructional goals.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Lake County Virtual School is preparing students to be college and career ready through high expectations and tying the curriculum to their future endeavors. Florida Virtual released several new CTE course this year.

Foundations of Web Design can lead to industry certification in Dreamweaver

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Lake County Virtual School is committed to preparing our students to be college and career ready so that they can experience success beyond high school. Lake County Virtual School's guidance counselor is very involved in making sure that students meet all requirements as well as take the necessary courses to graduate high school and enter college and/or the workforce.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The counselor and program specialist review student transcripts to assure the student is prepared for postsecondary success. Lake Virtual will increase the number of CTE courses offered with the goal of having students earn Industry certifications. The counselor maintains a guidance area on the school website to keep parents and students informed of options, programs and required testing.

Needs Assessment

Problem Identification**Data to Support Problem Identification****Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Lake County Virtual School will utilize Early Warning Systems data to track, monitor, and support student pacing and performance.
- G2.** 1. Lake Virtual School teachers will provide standards based instruction by implementing and monitoring text and evidence based writing in all content areas to improve student achievement.
- G3.** Students will not participate in cyber-bullying.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Lake County Virtual School will utilize Early Warning Systems data to track, monitor, and support student pacing and performance. 1a

 G071203

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	65.0
Geometry EOC Pass Rate	65.0
FAA Reading Proficiency	60.0
FAA Reading Proficiency	60.0

Resources Available to Support the Goal 2

- Course material is in an engaging format because it is on-line and utilizing technology.
- Students have the ability to work at their own pace
- Students have the ability to collaborate in an on-line format with peers from other schools
- Students can work during times that are a good fit for them.
- Discussion based assessments will be implemented. Prior to all unit tests, the teacher will make a phone call to the student to verify they know the information and it is the student doing the work. This preserves academic integrity.

Targeted Barriers to Achieving the Goal 3

- In a virtual school, teachers are not physically present during class time to ensure that students are actively engaged in learning.
- In a virtual school, the curriculum is created and set by our providers and cannot be altered to fit students' interests.

Plan to Monitor Progress Toward G1. 8

County developed benchmark testing will be implemented. Discussion based assessments are implemented by teachers to continuously monitor students grasp of curriculum standards.

Person Responsible

Michael Elchenko

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

EOC results, Benchmark results, FSA results. Pace and grades will be constantly monitored.

Plan to Monitor Progress Toward G1. 8

Increase monitoring of students' pacing of assignments and on track performance.

Person Responsible

Pauline Christianson

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Weekly reports from curriculum providers of pace maintained by students and their grades.

G2. 1. Lake Virtual School teachers will provide standards based instruction by implementing and monitoring text and evidence based writing in all content areas to improve student achievement. 1a

G071204

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	60.0
FAA Writing Proficiency	60.0

Resources Available to Support the Goal 2

- Student access to complex and challenging text for all courses
- Teachers have the ability to provide students with additional time for assignments
- Teachers can provide students with individualized assistance from the teacher with phone calls when needed
- Teachers can provide students with the option of redoing assignments that they were not able to complete successfully
- Discussion based assignments will be implemented. Prior to all unit tests, the teacher will make a phone call to the student to verify they know the information and it is the student doing the work. This preserves academic integrity.

Targeted Barriers to Achieving the Goal 3

- Some students may become frustrated if the reading level is too far above their comprehension level.
- In a virtual school, the curriculum is created and set by our providers and cannot be altered to fit students' interests. Supplemental assignments can be included.

Plan to Monitor Progress Toward G2. 8

Review student progress to determine if student comprehension of complex texts is increasing based upon their submitted written assignments.

Person Responsible

Michael Elchenko

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The leadership team will use district benchmark scores, course progress (grades and percent complete), and County developed benchmark to determine completion of the goal of improved writing.

G3. Students will not participate in cyber-bullying. 1a

 G071205

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	95.0

Resources Available to Support the Goal 2

- Opportunities for bullying are limited because of the learning format
- Teachers are able to monitor all communication students make in courses
- Communication in courses (white board, chat room, etc.) should be content focused

Targeted Barriers to Achieving the Goal 3

- Students have the ability to write their own comments in the course chat rooms for other students to see

Plan to Monitor Progress Toward G3. 8

Assess success by reviewing cyber-bullying instances

Person Responsible

Connie Smithson

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Review of number of cyber-bullying instances by reviewing teachers logs and student emails that are visible in curriculum provider learning management system.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Lake County Virtual School will utilize Early Warning Systems data to track, monitor, and support student pacing and performance. **1**

 **G071203**

G1.B1 In a virtual school, teachers are not physically present during class time to ensure that students are actively engaged in learning. **2**

 **B185761**

G1.B1.S1 The teachers will monitor student pace and maintain communication with students, parents and counselors **4**

 **S197166**

Strategy Rationale

Communication with students, parents and counselors will help ensure students are on pace to complete courses.

Action Step 1 **5**

Teachers will monitor student activity in courses and maintain regular contact with students.

Person Responsible

Connie Smithson

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Weekly review of student pace of students assigned to teachers.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Weekly reports of student progress will be created and monitored.

Person Responsible

Connie Smithson

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Saved printouts of student progress

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Coordinator will review communication reports of teachers and student pace.

Person Responsible

Michael Elchenko

Schedule

Biweekly, from 8/29/2014 to 6/5/2015


Evidence of Completion

Coordinator will save reports on computer.

G2. 1. Lake Virtual School teachers will provide standards based instruction by implementing and monitoring text and evidence based writing in all content areas to improve student achievement. **1**

 G071204

G2.B1 Some students may become frustrated if the reading level is too far above their comprehension level. **2**

 B185763

G2.B1.S1 Teachers can provide additional assistance to students in need during after school enrichment/help sessions that will be located at schools throughout the district. **4**

 S197168

Strategy Rationale

Assist students with face-to-face or technology based "Elluminate" students to dialogue improvements needed.

Action Step 1 **5**

Teachers will provide students with additional course help in face to face or Elluminate tutoring sessions

Person Responsible

Michael Elchenko

Schedule

Monthly, from 8/24/2015 to 8/24/2015

Evidence of Completion

Teacher logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Monitor the attendance and completion of course and monthly calls.

Person Responsible

Michael Elchenko

Schedule

Biweekly, from 9/5/2014 to 6/5/2015

Evidence of Completion

The leadership team will monitor student pace attendance reports and communication logs of teachers.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Determine effectiveness of tutoring sessions

Person Responsible

Michael Elchenko

Schedule

Monthly, from 9/5/2014 to 5/29/2015

Evidence of Completion

The leadership team will review attendance records and student progress (course progress and benchmark assessment scores) to determine effectiveness

G2.B1.S2 Utilize document based assessments to determine student readiness and transfer of instruction 4

 S197169

Strategy Rationale

Provide practice for students that meet the rigor of new Florida standards.

Action Step 1 5

Teachers will develop and implement a writing plan in core subjects and monitor student proficiency with rubrics that meet the rigor of the Florida Standards.

Person Responsible

Michael Elchenko

Schedule

Monthly, from 8/24/2015 to 8/24/2015

Evidence of Completion

Teacher developed writing plans. Monitor teacher logs to ensure implementation of the writing plans.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Person Responsible

Schedule


Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G3. Students will not participate in cyber-bullying. 1 G071205**G3.B1** Students have the ability to write their own comments in the course chat rooms for other students to see **2** B185765**G3.B1.S1** Teachers will establish rules/norms for chat room communication **4** S197171**Strategy Rationale**

Students will comply with rules when they have an understanding of them and the consequences.

Action Step 1 5

Teachers will review acceptable forms of electronic communication with students

Person Responsible

Michael Elchenko

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachers will document this in communication log. Teachers will also log infractions if they occur.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Review course communication

Person Responsible

Connie Smithson

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

There will be reviews of evidence in teacher communication logs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 **7**

Investigate reported instances of cyber-bullying

Person Responsible

Connie Smithson

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Administration will record the investigated instance and results

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will monitor student activity in courses and maintain regular contact with students.	Smithson, Connie	8/24/2015	Weekly review of student pace of students assigned to teachers.	5/31/2016 weekly
G2.B1.S1.A1	Teachers will provide students with additional course help in face to face or Elluminate tutoring sessions	Elchenko, Michael	8/24/2015	Teacher logs	8/24/2015 monthly
G2.B1.S2.A1	Teachers will develop and implement a writing plan in core subjects and monitor student proficiency with rubrics that meet the rigor of the Florida Standards.	Elchenko, Michael	8/24/2015	Teacher developed writing plans. Monitor teacher logs to ensure implementation of the writing plans.	8/24/2015 monthly
G3.B1.S1.A1	Teachers will review acceptable forms of electronic communication with students	Elchenko, Michael	8/18/2014	Teachers will document this in communication log. Teachers will also log infractions if they occur.	6/5/2015 daily
G1.MA1	County developed benchmark testing will be implemented. Discussion based assessments are implemented by teachers to continuously monitor students grasp of curriculum standards.	Elchenko, Michael	8/24/2015	EOC results, Benchmark results, FSA results. Pace and grades will be constantly monitored.	5/31/2016 weekly
G1.MA2	Increase monitoring of students' pacing of assignments and on track performance.	Christianson, Pauline	8/24/2015	Weekly reports from curriculum providers of pace maintained by students and their grades.	6/9/2016 weekly
G1.B1.S1.MA1	Coordinator will review communication reports of teachers and student pace.	Elchenko, Michael	8/29/2014	Coordinator will save reports on computer.	6/5/2015 biweekly
G1.B1.S1.MA1	Weekly reports of student progress will be created and monitored.	Smithson, Connie	9/1/2015	Saved printouts of student progress	5/31/2016 quarterly
G2.MA1	Review student progress to determine if student comprehension of complex texts is increasing based upon their submitted written assignments.	Elchenko, Michael	8/18/2014	The leadership team will use district benchmark scores, course progress (grades and percent complete), and County developed benchmark to determine completion of the goal of improved writing.	6/5/2015 biweekly
G2.B1.S1.MA1	Determine effectiveness of tutoring sessions	Elchenko, Michael	9/5/2014	The leadership team will review attendance records and student progress (course progress and benchmark assessment scores) to determine effectiveness	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Monitor the attendance and completion of course and monthly calls.	Elchenko, Michael	9/5/2014	The leadership team will monitor student pace attendance reports and communication logs of teachers.	6/5/2015 biweekly
G2.B1.S2.MA1	[no content entered]			once	
G2.B1.S2.MA1	[no content entered]			once	
G3.MA1	Assess success by reviewing cyber-bullying instances	Smithson, Connie	8/18/2014	Review of number of cyber-bullying instances by reviewing teachers logs and student emails that are visible in curriculum provider learning management system.	6/5/2015 monthly
G3.B1.S1.MA1	Investigate reported instances of cyber-bullying	Smithson, Connie	8/18/2014	Administration will record the investigated instance and results	6/5/2015 daily
G3.B1.S1.MA1	Review course communication	Smithson, Connie	8/18/2014	There will be reviews of evidence in teacher communication logs	6/5/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will monitor student activity in courses and maintain regular contact with students.				\$0.00
2	G2.B1.S1.A1	Teachers will provide students with additional course help in face to face or Elluminate tutoring sessions				\$1,859.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6300		7004 - Lake Virtual Franchise	General Fund		\$1,859.00
			Notes: Writing teams to develop online Elluminate Sessions.			
3	G2.B1.S2.A1	Teachers will develop and implement a writing plan in core subjects and monitor student proficiency with rubrics that meet the rigor of the Florida Standards.				\$845.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6300		7004 - Lake Virtual Franchise	General Fund		\$845.00
			Notes: Writing teams to revise writing plan.			
4	G3.B1.S1.A1	Teachers will review acceptable forms of electronic communication with students				\$0.00
Total:						\$2,704.00