

Leon County Virtual School Franchise

283 TROJAN TRAIL, Tallahassee, FL 32311

<http://www.leongoesvirtual.net>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	11%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2016-17	2015-16	2014-15
Grade	A	A	A*

**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 Leon 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	29
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	30

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Leon County Virtual School Franchise

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Leon County Virtual School's mission is to foster a virtual learning environment that meets the needs of the individual family while upholding academic integrity and promoting instructional innovation.

b. Provide the school's vision statement.

(Mirrors Leon County Schools vision statement)

Leon County Virtual School will be an engaging, safe, and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

2. School Environment

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

Our school will—

--Infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210, as applicable to grade levels, including but not limited to, the:

- History of the Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

--Provide professional development on multicultural communication skills.

--Embed cultural activities within curriculum and daily course work.

--Encourage the sharing of effective strategies for implementing LeonLEADS Domain 4: Professional Responsibilities, positively contributing to the school culture.

--Provide professional development and support for any teacher who may need assistance in expanding positive interactions with students and parents.

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

Our school will—

--Involve all staff in modeling positive and respectful interactions with colleagues and students.

--Continue monitoring arrival and departure times of students who attend face to face instruction, Working on the Work (WOW) days, and on-site tutoring sessions.

--Continue developing a "college-going culture" and encourage career readiness through the Eight Components of College and Career Readiness.

c. 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.

Our school will—

- Ensure differentiation of instruction in online courses to meet the needs of all students.
- Provide pacing guides to encourage students to keep on track with assignments.
- Ensure that teachers provide frequent constructive feedback to students.

d. 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.

Our school will--

- Provide Working on the Work (WOW) days monthly- which are opportunities for virtual school students to meet together for academic activities and teacher/student and student/student activities.
- Utilize data-based decision making to close academic, social-emotional, and college-career equity gaps by connecting all students with the services they need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

- Attendance below 90 percent—including excused/unexcused/OSS (not applicable for virtual school)
- One or more suspensions—in or out of school (not applicable for virtual school)
- Course failure in English/Language Arts or math.
- Level 1 score on state standardized assessments in English language arts or math.
- Failure to follow course pacing guide.

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

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Our school will implement the following strategies to assist students identified through the early warning system.

- Appropriate course placement.
- Weekly face-to-face tutoring sessions with lead teachers.
- Discussion-based Assessments (DBAs)- oral assessments held by instructor prior to module tests.

- Extended time to complete a course.
- Teacher training in rules and procedures for notifying students of lack of progress.
- Frequent classroom “walkthroughs” by the principal, assistant principal and lead teachers.
- Close monitoring of student academic progress by our Lead Teacher Intervention (LTI) team and by our Guidance team.
- Student required to attend weekly tutoring if behind.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Our school will--

- Offer “Parent Academy” group sessions
- Update and advertise online activities for parents
- Offer face-to-face parent/student/teacher activities
- Ensure that teachers contact parents for academic updates on their student on a monthly basis.
- Ensure that lead teachers, principal, assistant principal, and SAC members are available to contact/meet with parents
- Offer teacher training on effective strategies for conducting supportive and effective communication with parents.
- Administer online parent survey and review parent responses related to parent involvement with the school.

2. 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.

The school will--

- Participate in the district's Partners in Excellence Program which connects our school with the human, financial and material resources of local businesses, government agencies, and community organizations.
- Apply for grants that will connect Leon County Virtual School with the community.
- Appoint a partner coordinator who is responsible for interfacing with prospective and current partners.
- Work with our SAC to plan the utilization of community resources to best support student achievement.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Lowe, Jessica	Principal
Crowley, Ashley	Teacher, K-12
Gimbel, Teri	School Counselor
Bishop, Ken	Teacher, K-12
Graves, Kelvin	Teacher, K-12

b. Duties

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

a) Jessica Lowe, Principal-- Serves as active member of the SAC; recruits highly qualified teachers; plans and implements teacher retention strategies; verifies appropriate course placement for students; monitors student progress through virtual classroom walkthroughs; provides feedback to teachers; trains groups of teachers in Illuminate sessions; works with School-based Leadership Team (SLT) and Literacy Leadership Team (LLT) during problem-solving sessions and during parent/student/teacher conferences; manages allocation of staff and resources to address student needs; monitors progress toward achieving SIP goals.

b) VACANT, Assistant Principal (Duties are assumed by principal)-- Plans and implements teacher retention strategies; verifies appropriate course placement for students; monitors student progress through virtual classroom walkthroughs; provides feedback to teachers; trains groups of teachers in Illuminate sessions; works with SLT and LLT during problem-solving sessions and during parent/student/teacher conferences; monitors progress toward achieving SIP goals.

c) Ashley Crowley, Lead Teacher, ESE Referral Coordinator, Guidance Counselor-- Conducts pre-enrollment conferences with parents and students to assess family needs and expectations; conducts new student orientation sessions; analyzes data for appropriate course placement in English/language arts and social studies courses; mentors new and veteran teachers in presenting virtual instruction of content; monitors student progress through virtual classroom walkthroughs; provides face-to-face and small-group instruction to students; provides feedback to teachers; works with SLT and LLT during problem-solving sessions and during parent/student/teacher conferences; serves as testing coordinator and guidance counselor for students in kindergarten through grade 5; serves as school's Suicide Risk Assessment team leader; monitors progress toward achieving SIP goals.

d) Teri Gimbel, Guidance Counselor--Coordinates Parent Academy by conducting parent orientation and training sessions and by maintaining parent website; develops and implements a school counseling program focused on the Eight Components of College and Career Readiness; serves as testing coordinator and guidance counselor for students in grades 6 through 12; monitors progress toward achieving SIP goals.

e) Ken Bishop, Lead Teacher for Language Arts/Reading--Analyzes data for appropriate placement in English/language arts courses; mentors new and veteran teachers in presenting virtual instruction of content; monitors student progress through virtual classroom walkthroughs; provides feedback to teachers; works with SLT and LLT during problem-solving sessions and during parent/student/teacher conferences; works with district high schools in providing virtual options for students who need credit retrieval for graduation; monitors. progress toward achieving SIP goals.

f) Kelvin Graves, Lead Teacher, --Analyzes data for appropriate course placement in mathematics courses; mentors new and veteran teachers in presenting virtual instruction of content; monitors

student progress through virtual classroom walkthroughs; works with SLT and LLT during problem-solving sessions and during parent/student/teacher conferences; provides technical assistance to online teachers and students; provides face-to-face and online tutoring sessions; monitors progress toward achieving SIP goals.

2. 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.

Our school will--

--Use problem-solving to identify and align all available resources to meet the needs of students (SLT with assistance from the School Advisory Council). Problem solving model:

- a) Analyzing data to define the problem.
- b) Determining why the problem is occurring.
- c) Developing a plan that establishes a performance goal; delineates intervention strategies; and specifies how implementation of the plan will be supported and monitored; and specifies how and when the student's progress will be monitored.

--Coordinate use of federal, state, and local funds/services/programs to maximize desired student outcomes. (Principal with the assistance of the SLT). At the district level, department directors meet to ensure collaboration and coordination between Title I A & D; Title III-- ESOL; Title IV A & B—21st Century Program/Safety and Drug Free Schools; Title V; Title X—Homeless; Exceptional Student Education; Teaching and Learning curriculum support; Testing and Student Assessment; Title VI and the School Improvement Office; Finance Office; Human Resources; CTE; and STEM initiatives.

--Develop and submit grant proposals to supplement funding.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jessica Lowe	Principal
Teri Gimbel	Teacher
Ed Mansouri	Business/Community
Alan McQuaig	Student
Hannah Schimek	Student
Shelly Roslund	Parent
Garrett Roslund	Student
Karen Bristow	Parent
Kristy Farmer	Teacher
Lynnita Lucas	Education Support Employee
Natalie Thomas	Business/Community
Derek Grubbs	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC co-chairs work with the School Leadership Team (SLT) and the Literacy Leadership Team (LLT) to involve SAC members in evaluating the effectiveness of the 2016-2017 SIP and involving them in a problem-solving process to address new goals, barriers, strategies, and budgets.

b. Development of this school improvement plan

The SAC co-chairs work with the SLT and the LLT to involve SAC members in the problem-solving process to address goals, barriers, strategies, and budgets for the 2017-2018 school year. The SAC co-chairs assist in presenting the draft of the SIP at the open forum and to the council members for final review.

c. Preparation of the school's annual budget and plan

The SAC co-chairs involve the members in a problem-solving process to consider the new goals, barriers, strategies in the SIP as they develop the budget for the new school year.

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

There were zero dollars allocated to the SIP funds for the previous school year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lowe, Jessica	Principal
Bishop, Ken	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

--Monitoring appropriate course placement in English/language arts/reading and content-area courses..

--Training online teachers to provide differentiated virtual instruction.

--Monitoring academic progress of individual students.

--Monitoring progress toward meeting SIP goals for reading and writing.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

- Professional development is provided on team building and developing positive relationships among staff members.
- The SLT and the LTI team meet together frequently in learning team meetings during which research-based protocols focus the discussion on assessing students' academic needs and strategies for meeting the needs of each student.
- Student progress is monitored and instruction is modified as needed—based on collaborative decisions.

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

Recruitment Strategies (person responsible--Principal)

- Teaching positions are posted on the district's PATs employment website for teachers currently teaching for Leon County Schools.
- Only highly qualified teachers are interviewed.
- Recommendations from current principals, assistant principals, and department heads/team leaders are reviewed.

Retention Strategies (person responsible--Assistant Principal)

- Regular meetings of new teachers with Principal including welcome and follow-up after students' grace period.
- Teacher Mentor Program—Lead teachers and veteran teachers paired with new teachers and with other teachers as needed.
- Professional development—including professional learning communities (PLCs) guided by assessment of training needs.
- Leadership opportunities--encouraged by principal.

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

- Four lead teachers are paired with teachers in similar content-area subjects to assist throughout the school year. Face-to-face and virtual mentoring activities focus on discussing the following issues:
 - a. How to ask for help.
 - b. Where to find pacing guides/answer keys.
 - c. How to effectively manage the student grace period.
 - d. Calling and email strategies.
 - e. Expectations for communication with students, parents, and guidance counselors.
 - f. Grading policy and expectations.
 - g. Using Educator and Virtual School Administrator.
 - h. Course navigation.
 - i. How to solve technical problems.
 - j. Teaching strategies for online learning.
 - k. Classroom walkthroughs/course quality control.
 - l. Teacher time-management strategies.
 - m. Tracking student progress.
 - n. How to implement and document interventions
 - o. When to refer a student to the intervention team.

- The Teacher Mentoring Program will be evaluated by the Principal using virtual classroom walkthroughs.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our school--

- Encourages teacher participation in professional development opportunities that focus on the alignment of curriculum and instructional materials to the Florida Standards.
- Provides ongoing opportunities for growth in instructional practice and curriculum tied to the standards.
- Provides opportunities for small learning communities; problem-solving, inquiry-driven research approaches to teaching.

b. Instructional Strategies

1. 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.

Our school--

Reviews student performance data before assigning students to courses.

- Monitors student progress in the course.
- Meets regularly to make decisions about needed interventions in writing and math instruction.
- Uses instructional strategies and tools based on student needs
- Provides opportunities for face-to-face tutoring sessions.

2. 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 Year

Minutes added to school year:

Students can access course work during weekends, holidays, and summer vacation and can contact teachers during the extended time.

Strategy Rationale

Provides extended time for tutoring, as well as enrichment courses that contribute to a well-rounded education.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lowe, Jessica, lowej@leonschools.net

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

The "Course Completion Report" will provide data on the amount of extra time used by students to complete course work.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

--Meeting regularly to collaborate across grade levels and content areas to assess student concerns linked to moving from one grade level to the next.

--Designing and implementing strategies to improve curriculum and teaching strategies to meet student needs as they move through the grade levels.

b. College and Career Readiness

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

--Providing academic and career planning for personally meaningful courses of study by working with each student to map out an academic and career plan that includes a variety of post-secondary options and experiences.

--Promoting increased student participation and performance in Advanced Placement (AP) coursework.

--Promoting increased student participation in Dual-Enrollment coursework.

--Promoting increased student participation in coursework resulting in readiness for industry

certification exams.

--Promoting vertical articulation for LCVS middle school students moving to the LCVS high school program

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

--By assisting students in registering for courses that will lead to their future goals.

--By encouraging dual enrollment in Lively Technical School for hands-on experience with vocational programs.

--By implementing a three course progression CTE program wherein students can earn industry certifications.

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

--Actively recruiting students to participate in dual enrollment programs and advanced placement courses that provide exposure to college-level material.

--Encouraging students to schedule accelerated courses for exposure to post-secondary expectations and material while in high school.

4. 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.

--Actively recruiting students to participate in dual enrollment programs and advanced placement courses that provide exposure to college-level material.

--Encouraging students to schedule accelerated courses for exposure to post-secondary expectations and material while in high school.

--Reviewing student preparation needs.

--Individual counseling sessions with students focused on readiness for college.

--Meeting with parents to explain their role in assisting students with being ready for college.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** English/Language Arts (ELA): As we continue a more complex state measure of performance in English/Language Arts, our school goal is for at least 60% of our students to score at or above the proficiency level on the ELA section of the spring 2018 Florida Standards Assessment (FSA). State average in 2016-2017: 50%.
- G2.** Math: As we continue a more complex state measure of performance in mathematics, our school goal is for at least 55% of our students to score at or above proficiency level on the Math section of the spring 2018 Florida Standards Assessment (FSA). State average in 2016-2017: 55%.
- G3.** CTE: At least 50% of our students will participate in College and Career Acceleration Coursework with successful completions resulting in credit earned. Successful completion is defined as follows: College credit earned through AP exams, IB exams, or dual enrollment courses, or CAPE industry certification earned through successful completion of industry certification examinations. State average in 2015-2016 (lagged date) 50%

Strategic Goals Detail

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

G1. English/Language Arts (ELA): As we continue a more complex state measure of performance in English/Language Arts, our school goal is for at least 60% of our students to score at or above the proficiency level on the ELA section of the spring 2018 Florida Standards Assessment (FSA). State average in 2016-2017: 50%. **1a**

G096212

Targets Supported **1b**

Indicator	Annual Target
ELA Achievement District Assessment	60.0

Targeted Barriers to Achieving the Goal **3**

- Limited face-to-face interaction with online students. .

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Experienced language arts teachers that are able to engage students in the online environment.
- Lead teachers available for face-to-face tutoring for students who need additional support.
- Lead teachers to train/mentor online adjunct teachers.
- FSA ELA practice assessments and administration of practice assessments during face to face tutoring.

Plan to Monitor Progress Toward G1. **8**

Review reports on the progress of tutored students on ELA practice assessments.

Person Responsible

Jessica Lowe

Schedule

Every 6 Weeks, from 9/29/2017 to 5/4/2018

Evidence of Completion

Review of student work on informal and formal ELA practice assessments will show student progress and measure preparedness for the ELA assessment.

G2. Math: As we continue a more complex state measure of performance in mathematics, our school goal is for at least 55% of our students to score at or above proficiency level on the Math section of the spring 2018 Florida Standards Assessment (FSA). State average in 2016-2017: 55%. **1a**

G096213

Targets Supported **1b**

Indicator	Annual Target
Math Achievement District Assessment	55.0

Targeted Barriers to Achieving the Goal **3**

- Limited face-to-face interaction with online students.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Four lead teachers available for face-to-face tutoring in math for students needing additional support.
- Lead teachers to train/mentor online adjunct teachers.
- Experienced math teachers that are able to engage students in the online environment.
- FSA math practice assessments and administration of these assessments during face to face tutoring.

Plan to Monitor Progress Toward G2. **8**

Review reports on tutored students' improvement in scores on math practice assessments

Person Responsible

Jessica Lowe

Schedule

Quarterly, from 11/2/2017 to 5/2/2018

Evidence of Completion

Review of student work on math practice assessments will show successful progress and will show that students are prepared for the FSA in mathematics.

G3. CTE: At least 50% of our students will participate in College and Career Acceleration Coursework with successful completions resulting in credit earned. Successful completion is defined as follows: College credit earned through AP exams, IB exams, or dual enrollment courses, or CAPE industry certification earned through successful completion of industry certification examinations. State average in 2015-2016 (lagged date) 50% **1a**

G096214

Targets Supported **1b**

Indicator	Annual Target
High School Acceleration	50.0

Targeted Barriers to Achieving the Goal **3**

- CTE - Because we schedule students according to their graduation needs, and sometimes get students toward the end of their academic career, it is difficult to have a large group participation in CTE coursework.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Teacher devoted to CTE coursework.
- Guidance counselor assisting with CTE placement and acceleration (placement of students).
- Elective block with dedicated courses that have an industry-certification component.
- Industry-certification opportunities threaded into core coursework where needed.

Plan to Monitor Progress Toward G3. **8**

Teri Gimbel will continue to offer dual enrollment courses to our students that qualify and will monitor their progress in those courses.

Person Responsible

Teri Gimbel

Schedule

Quarterly, from 9/29/2017 to 9/29/2017

Evidence of Completion

Placement into courses/Evidence of success as provided by professors.

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. English/Language Arts (ELA): As we continue a more complex state measure of performance in English/Language Arts, our school goal is for at least 60% of our students to score at or above the proficiency level on the ELA section of the spring 2018 Florida Standards Assessment (FSA). State average in 2016-2017: 50%.

1

G096212

G1.B1 Limited face-to-face interaction with online students. . 2

B258892

G1.B1.S1 Provide direct instruction through face-to-face tutoring in the language arts/reading skills assessed on the ELA section of the FSA, 4

S274147

Strategy Rationale

Face-to-face tutoring by language arts teachers allows real-time intervention to meet the diverse needs of our online students.

Action Step 1 5

Review 2016 ELA scores and schedule students for face-to-face tutoring sessions.

Person Responsible

Ken Bishop

Schedule

Quarterly, from 9/30/2017 to 5/30/2018

Evidence of Completion

Spreadsheet with names of students selected for tutoring and their 2016 ELA scores.
Communication about face-to-face tutoring sessions.

Action Step 2 5

Provide face-to-face tutoring in ELA skills to selected students (individually and in small groups).

Person Responsible

Ken Bishop

Schedule

Biweekly, from 10/3/2017 to 5/2/2018

Evidence of Completion

Lesson plans for tutoring sessions, online class developed for tutoring sessions, and attendance logs.

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

SLT will submit reports to Assistant Principal on focus of tutoring lesson plans and number of students attending tutoring sessions.

Person Responsible

Ken Bishop

Schedule

Every 6 Weeks, from 10/3/2017 to 5/2/2018

Evidence of Completion

Tutoring lesson plans for ELA practice and attendance logs.

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

Review progress of tutored students on ELA practice assessments

Person Responsible

Jessica Lowe

Schedule

Every 6 Weeks, from 9/30/2017 to 5/30/2018

Evidence of Completion

Review of lesson plans for tutoring sessions; review of tutored students' scores on ELA practice assessments.

G2. Math: As we continue a more complex state measure of performance in mathematics, our school goal is for at least 55% of our students to score at or above proficiency level on the Math section of the spring 2018 Florida Standards Assessment (FSA). State average in 2016-2017: 55%. **1**

 G096213

G2.B1 Limited face-to-face interaction with online students. **2**

 B258893

G2.B1.S1 Require face-to-face tutoring for students scoring below district's proficiency level on math section of the 2106 FSA. Instruction in solving word problems and responding to questions in the FSA Math format. **4**

 S274148

Strategy Rationale

Face-to-face tutoring allows real-time intervention to meet the diverse needs of our online students.

Action Step 1 **5**

Review FSA math scores and assign students to tutoring sessions.

Person Responsible

Kelvin Graves

Schedule

Semiannually, from 9/29/2017 to 1/14/2018

Evidence of Completion

Spreadsheet of names of selected students and their 2016 FSA math scores.

Action Step 2 **5**

Provide face-to-face tutoring for selected students in math skills assessed on the FSA (individually and in small groups).

Person Responsible

Kelvin Graves

Schedule

Weekly, from 9/6/2017 to 5/30/2018

Evidence of Completion

Attendance reports for students who attended tutoring session.

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

Review tutoring lesson plans and log of student participants.

Person Responsible

Jessica Lowe

Schedule

Every 2 Months, from 10/31/2017 to 5/2/2018

Evidence of Completion

SLT will submit reports to Assistant Principal on focus of tutoring lesson plans and number of students attending math tutoring sessions.

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

Review student progress on FSA Math practice assessments.

Person Responsible

Kelvin Graves

Schedule

Biweekly, from 10/3/2017 to 5/2/2018

Evidence of Completion

SLT will report to Assistant Principal on progress of tutored students.

G3. CTE: At least 50% of our students will participate in College and Career Acceleration Coursework with successful completions resulting in credit earned. Successful completion is defined as follows: College credit earned through AP exams, IB exams, or dual enrollment courses, or CAPE industry certification earned through successful completion of industry certification examinations. State average in 2015-2016 (lagged date) 50% **1**

G096214

G3.B1 CTE - Because we schedule students according to their graduation needs, and sometimes get students toward the end of their academic career, it is difficult to have a large group participation in CTE coursework. **2**

B258894

G3.B1.S1 Students will join elective blocks with an industry certification component. Students will be steered to this direction if they are not otherwise accelerating via dual enrollment or Advanced Placement coursework. **4**

S274149

Strategy Rationale

We discovered that we have a solid group of students who take advantage of dual-enrolling for acceleration. For those students that do not dual-enroll, we are offering another way to accelerate via a course that has a component for industry certification upon completion.

Action Step 1 **5**

Guidance counselor and Assistant Principal will assist in placement of students into CTE courses who are not accelerating in other ways.

Person Responsible

Jessica Lowe

Schedule

Semiannually, from 9/1/2017 to 5/2/2018

Evidence of Completion

Placement into coursework / successful completion of coursework.

Action Step 2 5

Students taking CTE courses will be progress monitored for successful completion, and will be encouraged to complete the industry certification exam upon successful completion of the coursework.

Person Responsible

Jessica Lowe

Schedule

Weekly, from 9/1/2017 to 5/2/2018

Evidence of Completion

Successful completion of CTE coursework as well as earned industry certification.

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

Progress Monitor student progress in CTE courses, percentage complete will be an indicator of student readiness for industry certification exam(s).

Person Responsible

Teri Gimbel

Schedule

Monthly, from 9/7/2017 to 5/2/2018

Evidence of Completion

Student percentage complete.

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

Collect data on the percentage of students who show readiness to complete an industry certification exam.

Person Responsible

Jessica Lowe

Schedule

Semiannually, from 9/1/2017 to 5/30/2018

Evidence of Completion

Percentage complete, grades, pretests within coursework.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.MA1 M395328	Teri Gimbel will continue to offer dual enrollment courses to our students that qualify and will...	Gimbel, Teri	9/29/2017	Placement into courses/Evidence of success as provided by professors.	9/29/2017 quarterly
G2.B1.S1.A1 A368010	Review FSA math scores and assign students to tutoring sessions.	Graves, Kelvin	9/29/2017	Spreadsheet of names of selected students and their 2016 FSA math scores.	1/14/2018 semiannually
G2.MA1 M395325	Review reports on tutored students' improvement in scores on math practice assessments	Lowe, Jessica	11/2/2017	Review of student work on math practice assessments will show successful progress and will show that students are prepared for the FSA in mathematics.	5/2/2018 quarterly
G1.B1.S1.MA1 M395321	SLT will submit reports to Assistant Principal on focus of tutoring lesson plans and number of...	Bishop, Ken	10/3/2017	Tutoring lesson plans for ELA practice and attendance logs.	5/2/2018 every-6-weeks
G1.B1.S1.A2 A368009	Provide face-to-face tutoring in ELA skills to selected students (individually and in small groups).	Bishop, Ken	10/3/2017	Lesson plans for tutoring sessions, online class developed for tutoring sessions, and attendance logs.	5/2/2018 biweekly
G2.B1.S1.MA1 M395323	Review student progress on FSA Math practice assessments.	Graves, Kelvin	10/3/2017	SLT will report to Assistant Principal on progress of tutored students.	5/2/2018 biweekly
G2.B1.S1.MA1 M395324	Review tutoring lesson plans and log of student participants.	Lowe, Jessica	10/31/2017	SLT will submit reports to Assistant Principal on focus of tutoring lesson plans and number of students attending math tutoring sessions.	5/2/2018 every-2-months
G3.B1.S1.MA1 M395327	Progress Monitor student progress in CTE courses, percentage complete will be an indicator of...	Gimbel, Teri	9/7/2017	Student percentage complete.	5/2/2018 monthly
G3.B1.S1.A1 A368012	Guidance counselor and Assistant Principal will assist in placement of students into CTE courses...	Lowe, Jessica	9/1/2017	Placement into coursework / successful completion of coursework.	5/2/2018 semiannually
G3.B1.S1.A2 A368013	Students taking CTE courses will be progress monitored for successful completion, and will be...	Lowe, Jessica	9/1/2017	Successful completion of CTE coursework as well as earned industry certification.	5/2/2018 weekly
G1.MA1 M395322	Review reports on the progress of tutored students on ELA practice assessments.	Lowe, Jessica	9/29/2017	Review of student work on informal and formal ELA practice assessments will show student progress and measure preparedness for the ELA assessment.	5/4/2018 every-6-weeks
G1.B1.S1.MA1 M395320	Review progress of tutored students on ELA practice assessments	Lowe, Jessica	9/30/2017	Review of lesson plans for tutoring sessions; review of tutored students' scores on ELA practice assessments.	5/30/2018 every-6-weeks
G1.B1.S1.A1 A368008	Review 2016 ELA scores and schedule students for face-to-face tutoring sessions.	Bishop, Ken	9/30/2017	Spreadsheet with names of students selected for tutoring and their 2016 ELA scores. Communication about face-to-face tutoring sessions.	5/30/2018 quarterly
G2.B1.S1.A2 A368011	Provide face-to-face tutoring for selected students in math skills assessed on the FSA...	Graves, Kelvin	9/6/2017	Attendance reports for students who attended tutoring session.	5/30/2018 weekly
G3.B1.S1.MA1 M395326	Collect data on the percentage of students who show readiness to complete an industry certification...	Lowe, Jessica	9/1/2017	Percentage complete, grades, pretests within coursework.	5/30/2018 semiannually

V. Professional Development Opportunities

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

G3. CTE: At least 50% of our students will participate in College and Career Acceleration Coursework with successful completions resulting in credit earned. Successful completion is defined as follows: College credit earned through AP exams, IB exams, or dual enrollment courses, or CAPE industry certification earned through successful completion of industry certification examinations. State average in 2015-2016 (lagged date) 50%

G3.B1 CTE - Because we schedule students according to their graduation needs, and sometimes get students toward the end of their academic career, it is difficult to have a large group participation in CTE coursework.

G3.B1.S1 Students will join elective blocks with an industry certification component. Students will be steered to this direction if they are not otherwise accelerating via dual enrollment or Advanced Placement coursework.

PD Opportunity 1

Students taking CTE courses will be progress monitored for successful completion, and will be encouraged to complete the industry certification exam upon successful completion of the coursework.

Facilitator

Jessica Lowe, Administrators

Participants

Lee Greenfield, Lead Teacher

Schedule

Weekly, from 9/1/2017 to 5/2/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Review 2016 ELA scores and schedule students for face-to-face tutoring sessions.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7004 - Leon County Virtual School Franchise			\$0.00
2	G1.B1.S1.A2	Provide face-to-face tutoring in ELA skills to selected students (individually and in small groups).				\$0.00
3	G2.B1.S1.A1	Review FSA math scores and assign students to tutoring sessions.				\$0.00
4	G2.B1.S1.A2	Provide face-to-face tutoring for selected students in math skills assessed on the FSA (individually and in small groups).				\$0.00
5	G3.B1.S1.A1	Guidance counselor and Assistant Principal will assist in placement of students into CTE courses who are not accelerating in other ways.				\$0.00
6	G3.B1.S1.A2	Students taking CTE courses will be progress monitored for successful completion, and will be encouraged to complete the industry certification exam upon successful completion of the coursework.				\$0.00
Total:					\$0.00	