

Lake County Schools

Lake Virtual Franchise



2017-18 Schoolwide Improvement Plan

Lake Virtual Franchise

200 W GOLF LINKS AVE, Eustis, FL 32726

<https://lcvs.lake.k12.fl.us/>

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)
Combination School KG-12	No	26%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	B*	I

**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 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>.

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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 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 Lake Virtual Franchise

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Vision: The vision of Lake County Virtual School is to develop, support, and expand a virtual education program that meets the 21st century learning needs of all Lake County students, both full-time and part-time, and home education students.

2. School Environment

a. 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 new enrollment periods each year 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. All students and parents/guardians also receive a welcome call from each of the student's teachers informing them of the course and the requirements. A discussion regarding any special needs of the student are is conducted.

Teachers regularly communicate with students on an individual basis as they do Discussion Based Assessments (DBA's), monthly calls, and work with students on assignments. Teachers listen to student concerns, problems, ideas, and form bonds with students. The guidance counselor works with individual students and parents regarding their successes, behind pace issues, and informs them of graduation, college and technical school requirements, and other opportunities. Face-to face meetings also occur with students to discuss their futures. Through all of this communication, students' cultures are recognized, discussed, and celebrated.

b. 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 etiquette rules of online learning and measures that can be taken should cyber bullying or other online infractions occur. The Student Code of Conduct and Rights and Responsibilities developed by Lake County Schools are both discussed during orientations and welcome calls. These standard operating procedures are implemented and monitored throughout the school year by teachers and administrators. Proper, online student behavior is expected and monitored as well by teachers during DBA's, monthly calls, discussion boards, and collaboration projects with students.

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.

Lake County Virtual School implements the policies outlined in the District's Students Rights and Responsibility Handbook. Policies related to academic integrity and the Student Code of Conduct are

discussed and reviewed during orientations and again during the welcome calls made by teachers. These procedures policies are implemented and monitored throughout the school year by both teachers and administrators.

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.

The school counselor plays a vital role during orientation meetings to inform students of the help and counseling Lake County 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 regularly contact their students to discuss academic achievements and problems the students may be having. The program coordinator, counselor, and program specialist are available to meet with students and parents if a need or concern arises. Also, the guidance counselor discussed student issues with all teachers on a weekly basis.

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 and the pace of course completion is constantly monitored by teachers, guidance counselor, and 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 zoned school where more support can be provided.

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.

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	
One or more suspensions	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	1	0	0	1	2	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	1	2	2	0	2	0	0	7

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	

c. 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: face-to-face, one-on-one phone call, online collaboration sessions, teacher's online resource links

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

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

Lake Virtual School maintains a website that contains the mission and vision of Lake County Virtual School. Coordinator also attends 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, the requirements, and a discussion regarding any special needs of the student that need to be addressed.

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

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.

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 that continues to be aired.

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

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

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
Miller, Paul	Principal
Mendez, Carolyn	Teacher, K-12
Stratton, Bridget	Teacher, K-12
Carrasquillo, Nicole	Teacher, K-12
Clark, Stacie	School Counselor
Berry, Jamie	Teacher, K-12
Taylor, Natalie	Teacher, K-12
De La Cruz, Julia	Teacher, K-12
Fiorentino, Anthony	Teacher, K-12
Husemann, Joshua	Teacher, K-12
King, Derrick	Administrative Support

b. Duties

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

Donald Paul Miller- Program Coordinator: Overall School Leadership, conducts online curriculum provider review and evaluation, develops solutions for program efficiency and increased student performance, approves/disapproves online curriculum provider contracts, reviews teacher/student contacts for fidelity, facilitates effective virtual learning labs throughout Lake County Schools, and evaluates teachers and staff.

Stacie Clark- Guidance Counselor: Conducts review of individual student files and student progress, maintains communication with students, parents/guardians, and teachers to foster a collaborative culture.

Derrick King- Program Specialist: Conducts review of individual student files and student progress, develops solutions for program efficiency and increased student performance, conducts online curriculum provider review and evaluation, and facilitates effective virtual learning labs throughout Lake County Schools.

Lead Teachers: Assist in providing information and solutions for student achievement concerns, maintains adjunct teacher/department communication.

The Leadership Team meets weekly to discuss data (ie. benchmark progress monitoring data, State FSA and EOC results), students concerns, and curriculum for the purpose of suggestions for solutions. Decisions regarding student success are made during these meeting based on the "data-supported suggestions" of all members.

The Lake County Virtual SAC committee makes suggestions and decisions as issues and concerns are discussed. Areas cited that need improvement are addressed.

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.

The school-based Leadership Team and SAC Committee 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 is taking place, and communicates with parents regarding RTI plans and related activities. All available funding sources are directed to address areas of need based on student and school data. The Leadership Team and SAC Committee work in conjunction with the Program Coordinator on a monthly basis to ensure fidelity of funding uses, plan creation, and plan implementation to meet student learning needs and goals.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Robert Householder	Parent
Paul Miller	Principal
Chris Johnson	Parent
Sydney Householder	Student
Samantha Householder	Student
MacKenzie Householder	Student
Adalys Garcia	Student
Julia DeLaCruz	Teacher
Derrick King	Education Support Employee
Jessica Hopperton	Education Support Employee

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 2016-2017 SIP was reviewed, finalized, and submitted by the SAC.

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, rigor of DBA's, and rigor of coursework to verify compliance.

The 2016-2017 SIP was very effective as student achievement scores were higher than district average. LCVS was an "A" rated school.

b. 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 team discusses areas needing improvement and devises plans to meet the needs.

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

The costs for providers was examined, explained, and approved by the SAC on April 26, 2016 . Proposed use of SAI funds and Collaboration funds were approved by SAC.

2. 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 Curriculum plan. It was implemented in all subject areas. Amount allocated last year was \$562.00.

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. Amount allocated last year was \$1000.00.

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
Miller, Paul	Principal
Mendez, Carolyn	Teacher, K-12
Stratton, Bridget	Teacher, K-12
Carrasquillo, Nicole	Teacher, K-12
Taylor, Natalie	Teacher, K-12
Berry, Jamie	Teacher, K-12
De La Cruz, Julia	Teacher, K-12
Fiorentino, Anthony	Teacher, K-12
Husemann, Joshua	Teacher, K-12
King, Derrick	Administrative Support

b. Duties

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

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 RTI, conducts assessment of skills, ensures implementation of interventions and documentation, ensures necessary professional development takes place, and communicates with parents regarding RTI plans and related activities.

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.

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 wrting 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.

2. 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 profesional 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.

3. 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.

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.

CPALMS will be used to verify rigor of virtual course content complies with Florida standards and requirements.

All curriculum providers are required to demonstrate that their curriculum meets the requirements and addresses the new Florida Standards.

Implementation of a Writing Plan to ensure rigor and Webb's DOK are implemented.

In-service is provided to review standards and expected levels of rigor as defined by Webb's DOK.

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.

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 (DBA's) will be a continuous method of determining students' grasp of the curriculum. Supplemental online assignments or redoing and resubmitting 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, math, science, and social studies scores on State exams and Lake Standards Assessments are examined to assist teachers in determining students that need extra help to become proficient.

SAI funds will be used to allow teaches to add supplementary materials and links to sites that will assist in student learning.

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 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.

Teachers will collaborate and develop targeted goals such as main idea, author's purpose, exponents, etc., that will be addressed in cross-curricular formats.

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. Writing sessions will also be required at the elementary level.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Miller, Paul, millerp@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 discussion 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 revised to assist students in communicating and validating their responses more effectively.

Teachers will collaborate and develop targeted goals such as main idea, author's purpose, exponents, etc., that will be addressed in cross-curricular formats.

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.

Incoming students all must attend the required orientation session and complete welcome calls with each of their virtual instructors. This process allows incoming students and parents/guardians the opportunity to fully understand the expectations and responsibilities of virtual students. Also, LCVS faculty members coordinate writing and reading plan implementation at different levels (middle and high) to ensure students perform at or above grade level on state and national exams. These writing and reading plan expectations are discussed during welcome calls and throughout the year during monthly calls and collaboration projects with students. The level of rigor and expectation is different based on virtual courses for middle school and high school and those differences are expressed to students through rubrics, scales, and learning goals.

As for outgoing cohorts headed to college or career opportunities, the LCVS Guidance Counselor works with students to prepare them for the next step. The Counselor encourages high school students to take AP Courses, Dual Enrollment Courses, and Vocational/CTE Courses in preparation for their future plans.

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.

Academic courses that meet high school graduation and college entrance requirements are linked with technical courses that focus on students' future career and educational goals. Teachers coordinate course content and instructional goals. The guidance counselor informs students of available AP courses and dual enrollment courses and encourages student to enroll in them.

2. 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. Lake County Virtual School will continue to expand CTE offerings as they become available from online curriculum providers.

3. 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.

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.

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.

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.** LCVS will increase utilization of its virtual education program by increasing full time and part time enrollment as well as increasing CTE course offerings. Currently, only 30% of virtual courses being taken in Lake County Schools are through LCVS. By year's end, LCVS will have 60% of all virtual courses being taken in Lake County Schools and will increase CTE course offerings through current and/or new virtual curriculum providers.
- G2.** Lake County Virtual School will improve the graduation rate by utilizing Early Warning Systems data to track, monitor, and support student pacing and performance.
- G3.** 1. Lake County Virtual School teachers will provide standards based instruction by implementing and monitoring text and evidence based writing in all content areas and implementing academic interventions as needed to improve student achievement.
- G4.** Students will not participate in cyber-bullying.

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. LCVS will increase utilization of its virtual education program by increasing full time and part time enrollment as well as increasing CTE course offerings. Currently, only 30% of virtual courses being taken in Lake County Schools are through LCVS. By year's end, LCVS will have 60% of all virtual courses being taken in Lake County Schools and will increase CTE course offerings through current and/or new virtual curriculum providers. **1a**

 G098782

Targets Supported **1b**

Indicator	Annual Target
Effective+ Administrators	60.0

Targeted Barriers to Achieving the Goal **3**

- "Buy in" from Lake County School administrators and guidance counselors.
- Lack of summer school or year round options for enrollment and lack of CTE course offerings.

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

- Plans can be developed for summer school or year round enrollment options and increasing CTE course offerings.
- With the implementation of a summer school or year round enrollment plan, date specific enrollment restrictions can be removed, thereby encouraging Lake County School to utilize LCVS year round.
- Meetings with School and District leaders will encourage the support of LCVS throughout the county.

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

The summer school/year round plan will be developed, submitted for approval, and implemented after approval. Enrollment numbers for LCVS will increase. By year's end, LCVS will have at least 60% of all virtual courses being taken in Lake County Schools. LCVS will also increase CTE course offerings through current and/or new curriculum providers.

Person Responsible

Paul Miller

Schedule

Monthly, from 9/26/2017 to 4/27/2018

Evidence of Completion

The summer school/year round plan was developed, submitted for approval, and implemented after approval. Enrollment numbers for LCVS increased. By year's end, LCVS had at least 60% of all virtual courses being taken in Lake County Schools. LCVS increased CTE course offerings by 50%.

G2. Lake County Virtual School will improve the graduation rate by utilizing Early Warning Systems data to track, monitor, and support student pacing and performance. 1a

G098783

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	65.0
Geometry EOC Pass Rate	65.0
FSA ELA Achievement	60.0
FSA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Virtual students are not physically present in classes and, therefore, tracking day-to-day student progress and issues is difficult.

Resources Available to Help Reduce or Eliminate the Barriers 2

- LCVS teachers, guidance counselor, and administrators will maintain and support communication with students and parents/guardians. Student pacing and performance will be monitored and discussed as needed during monthly calls.
- Discussion based assignments will be implemented in all virtual courses throughout the school year. 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 and ensures standards mastery.

Plan to Monitor Progress Toward G2. 8

Monthly calls and Discussion Based Assessments at appropriate levels of rigor are implemented by teachers to continuously monitor students' grasp of curriculum standards as well as student learning needs or issues.

Person Responsible

Paul Miller

Schedule

Weekly, from 8/10/2017 to 8/10/2017

Evidence of Completion

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Stacie Clark


Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

G3. 1. Lake County Virtual School teachers will provide standards based instruction by implementing and monitoring text and evidence based writing in all content areas and implementing academic interventions as needed to improve student achievement. **1a**

 G098784

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	70.0
FAA Writing Proficiency	65.0

Targeted Barriers to Achieving the Goal **3**

- Students may become frustrated if the reading level in online course work is too far above their comprehension level.

Resources Available to Help Reduce or Eliminate the Barriers **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 at the appropriate level of rigor indicated on the DOE course outline. 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 and ensures standards mastery.

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

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

Person Responsible

Paul Miller

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

The leadership team will use district benchmark scores (LSA), course progress (grades and percent complete), and state exam (FSA/EOC) results to determine completion of the goal of improved writing levels and overall ELA Standard mastery.

G4. Students will not participate in cyber-bullying. 1a

G098785

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

Targeted Barriers to Achieving the Goal 3

- Students participate freely in course discussion groups, online collaboration sessions, and group collaboration projects.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Online course etiquette and expectations will be discussed by administrators and teachers during orientations and welcome calls.
- Teachers and administrators are able to monitor all communication students make in course platforms.
- Communication in courses (white board, chat room, etc.) will be content focused and monitored.

Plan to Monitor Progress Toward G4. 8

Assess and evaluate plan for success by reviewing cyber-bullying instances.

Person Responsible

Paul Miller

Schedule

Monthly, from 8/10/2017 to 5/24/2018

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. LCVS will increase utilization of its virtual education program by increasing full time and part time enrollment as well as increasing CTE course offerings. Currently, only 30% of virtual courses being taken in Lake County Schools are through LCVS. By year's end, LCVS will have 60% of all virtual courses being taken in Lake County Schools and will increase CTE course offerings through current and/or new virtual curriculum providers. **1**

 G098782

G1.B1 "Buy in" from Lake County School administrators and guidance counselors. **2**

 B265844

G1.B1.S1 Set up meeting with each school's leadership team to discuss the importance, both fiscally and educationally, of utilizing LCVS for virtual education. **4**

 S281790

Strategy Rationale

Meeting face-to-face with school leaders and disseminating pertinent information about the benefits of utilizing LCVS will increase student enrollment in LCVS from each school.

Action Step 1 **5**

Set up meeting with each school's leadership team to discuss the importance, both fiscally and educationally, of utilizing LCVS for virtual education courses.

Person Responsible

Paul Miller

Schedule

Monthly, from 10/2/2017 to 4/27/2018

Evidence of Completion

Completed calendar of meeting times and agendas for items discussed; increase in enrollment.

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

A rotational calendar of meetings will be developed and updated to encourage utilization of LCVS by Lake County Schools.

Person Responsible

Paul Miller

Schedule

Monthly, from 10/2/2017 to 4/27/2018

Evidence of Completion

Completed calendar of meeting times and agendas for items discussed; increase in enrollment.

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

A rotational calendar of meetings will be developed and updated to encourage utilization of LCVS by Lake County Schools.

Person Responsible

Paul Miller

Schedule

Monthly, from 10/2/2017 to 4/27/2018

Evidence of Completion

Completed calendar of meeting times and agendas for items discussed; increase in enrollment.

G1.B2 Lack of summer school or year round options for enrollment and lack of CTE course offerings. **2** B265845**G1.B2.S1** Create and implement a summer school or year round option for enrollment expansion and increase CTE course offerings. **4** S281791**Strategy Rationale**

With the development and implementation of a summer school or year round option, LCVS will be able to offer open enrollment to Lake County students throughout the year. This will encourage students, parents, teachers, guidance counselors, and administrators to support and utilize LCVS. By increasing CTE course offerings LCVS will be better prepared to serve the learning needs and acceleration needs of all Lake County Schools.

Action Step 1 **5**

Develop a summer school/year round enrollment option, get the plan approved, and implement the plan. Increase CTE offerings through current and/or new online curriculum providers.

Person Responsible

Paul Miller

Schedule

Weekly, from 9/26/2017 to 4/27/2018

Evidence of Completion

Operational summer school/year round enrollment option and increased CTE offerings.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

The summer school/year round plan will be developed, submitted for approval, and implemented after approval. CTE offerings will be expanded through current and/or new online curriculum providers.

Person Responsible

Paul Miller

Schedule

Weekly, from 9/26/2017 to 4/27/2018

Evidence of Completion

The summer school/year round plan will be developed, submitted for approval, and implemented after approval. CTE course offerings will be added to program for student use.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The summer school/year round plan will be developed, submitted for approval, and implemented after approval. Enrollment numbers for LCVS will increase. By year's end, LCVS will have at least 60% of all virtual courses being taken in Lake County Schools. LCVS will increase CTE course offerings by 50%.

Person Responsible

Paul Miller


Schedule

Weekly, from 9/26/2017 to 4/27/2018

Evidence of Completion

The summer school/year round plan was developed, submitted for approval, and implemented after approval. Enrollment numbers for LCVS increased. By year's end, LCVS had at least 60% of all virtual courses being taken in Lake County Schools. LCVS increased CTE course offerings by 50%.

G2. Lake County Virtual School will improve the graduation rate by utilizing Early Warning Systems data to track, monitor, and support student pacing and performance. 1

 G098783

G2.B1 Virtual students are not physically present in classes and, therefore, tracking day-to-day student progress and issues is difficult. 2

 B265846

G2.B1.S1 The teachers will monitor student pace and maintain communication with students, parents/guardians, and counselors. 4

 S281792

Strategy Rationale

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

Action Step 1 5

Teachers will monitor student activity in courses and maintain regular contact with students, parents/guardians, and counselors.

Person Responsible

Stacie Clark

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Weekly review of student pace of students assigned to teachers.

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

Weekly reports of student progress will be created and monitored.

Person Responsible

Stacie Clark

Schedule

Weekly, from 8/24/2017 to 5/21/2018

Evidence of Completion

Saved printouts of student progress and student reviews during weekly Leadership Team Meetings.

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

Coordinator will review communication reports of teachers and student pace.

Person Responsible

Paul Miller

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Coordinator will save reports on computer and discuss issues with students, parents/guardians, counselor, and teachers as needed.

G3. 1. Lake County Virtual School teachers will provide standards based instruction by implementing and monitoring text and evidence based writing in all content areas and implementing academic interventions as needed to improve student achievement. 1

 G098784

G3.B1 Students may become frustrated if the reading level in online course work is too far above their comprehension level. 2

 B265847

G3.B1.S1 Teachers will provide additional assistance to students (to include lowest quartile) by implementing face-to-face and online collaborate sessions based on student learning needs. 4

 S281793

Strategy Rationale

Assisting students (to include lowest quartile) with face-to-face or technology based "Blackboard" collaborate sessions to implement tutoring and academic interventions will increase overall student performance.

Action Step 1 5

Teachers will provide students with additional course help in face to face or online student collaborate tutoring sessions

Person Responsible

Paul Miller

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teacher contact logs and recordings of online student collaborate tutoring sessions.

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

Monitor the communication logs of teachers and recordings of student collaborate tutoring sessions.

Person Responsible

Paul Miller

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teacher communication logs and recordings of student collaborate tutoring sessions will lead to improved student performance.

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

Students will show improvement in mastering text and evidence based writing standards.

Person Responsible

Paul Miller


Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student scores and performance data on assignments, DBA's, module exams, LSA's, and state exams (FSA/EOC).

G4. Students will not participate in cyber-bullying. 1

 G098785

G4.B1 Students participate freely in course discussion groups, online collaboration sessions, and group collaboration projects. 2

 B265848

G4.B1.S1 Teachers and administrators will establish and monitor online course etiquette and expectations. 4

 S281794

Strategy Rationale

Students will comply with online learning rules when they have an understanding of the rules and the consequences of operating outside of the rules.

Action Step 1 5

Teachers and administrators will review acceptable forms of electronic communication and online course etiquette and expectations with students during orientations and welcome calls.

Person Responsible

Paul Miller

Schedule

Semiannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Orientation attendance rosters and welcome call communication logs will be reviewed for fidelity.

Person Responsible

Stacie Clark

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

There will be reviews of evidence in teacher communication logs and orientation attendance roster.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Monitor courses and teacher communication logs for evidence of cyber-bullying; investigate reported instances of cyber-bullying as needed.

Person Responsible

Paul Miller


Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Administration will record the investigated instances and results; conference with students, parents/guardians, counselor, and teachers as needed.

G4.B1.S2 Teachers will monitor student comments and conversations in chat rooms, discussion groups, emails, and online collaborate sessions. 4

 S281795

Strategy Rationale

Students will comply with online learning rules when they are properly guided and monitored during online learning opportunities with other students.

Action Step 1 5

Teachers will guide and monitor student conversations in chat rooms, discussion groups, emails, and online collaborate sessions.

Person Responsible

Paul Miller

Schedule

Monthly, from 9/18/2017 to 5/25/2018

Evidence of Completion

Teacher contact logs, virtual student interaction examples, and recordings of student online collaborate sessions.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Teachers will correct student infractions of online learning etiquette and expectations as needed and refer to guidance counselor and administration if needed.

Person Responsible

Paul Miller

Schedule

Monthly, from 9/18/2017 to 5/25/2018

Evidence of Completion

Teacher contact logs and guidance/administration communication logs in reference to infractions.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Coordinator will review yearly overview of cyber-bullying and online learning infractions incidences.

Person Responsible

Paul Miller

Schedule












On 5/25/2018

Evidence of Completion

All cyber-bullying and online learning infractions will be addressed and resolved in order to foster a safe, online learning environment for all LCVS students.

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					
G2.MA1 M412394	Monthly calls and Discussion Based Assessments at appropriate levels of rigor are implemented by...	Miller, Paul	8/10/2017	EOC results, Benchmark results, FSA results. Pace and grades will be constantly monitored.	8/10/2017 weekly
G1.MA1 M412391	The summer school/year round plan will be developed, submitted for approval, and implemented after...	Miller, Paul	9/26/2017	The summer school/year round plan was developed, submitted for approval, and implemented after approval. Enrollment numbers for LCVS increased. By year's end, LCVS had at least 60% of all virtual courses being taken in Lake County Schools. LCVS increased CTE course offerings by 50%.	4/27/2018 monthly
G1.B1.S1.MA1 M412387	A rotational calendar of meetings will be developed and updated to encourage utilization of LCVS by...	Miller, Paul	10/2/2017	Completed calendar of meeting times and agendas for items discussed; increase in enrollment.	4/27/2018 monthly
G1.B1.S1.MA1 M412388	A rotational calendar of meetings will be developed and updated to encourage utilization of LCVS by...	Miller, Paul	10/2/2017	Completed calendar of meeting times and agendas for items discussed; increase in enrollment.	4/27/2018 monthly
G1.B1.S1.A1 A380100	Set up meeting with each school's leadership team to discuss the importance, both fiscally and...	Miller, Paul	10/2/2017	Completed calendar of meeting times and agendas for items discussed; increase in enrollment.	4/27/2018 monthly
G1.B2.S1.MA1 M412389	The summer school/year round plan will be developed, submitted for approval, and implemented after...	Miller, Paul	9/26/2017	The summer school/year round plan was developed, submitted for approval, and implemented after approval. Enrollment numbers for LCVS increased. By year's end, LCVS had at least 60% of all virtual courses being taken in Lake County Schools. LCVS increased CTE course offerings by 50%.	4/27/2018 weekly
G1.B2.S1.MA1 M412390	The summer school/year round plan will be developed, submitted for approval, and implemented after...	Miller, Paul	9/26/2017	The summer school/year round plan will be developed, submitted for approval, and implemented after approval. CTE course offerings will be added to program for student use.	4/27/2018 weekly
G1.B2.S1.A1 A380101	Develop a summer school/year round enrollment option, get the plan approved, and implement the...	Miller, Paul	9/26/2017	Operational summer school/year round enrollment option and increased CTE offerings.	4/27/2018 weekly
G2.B1.S1.MA1 M412393	Weekly reports of student progress will be created and monitored.	Clark, Stacie	8/24/2017	Saved printouts of student progress and student reviews during weekly Leadership Team Meetings.	5/21/2018 weekly
G2.MA2 M412395	Increase monitoring of students' pacing of assignments and on track performance.	Clark, Stacie	8/10/2017	Weekly reports from curriculum providers of pace and grades maintained by students.	5/24/2018 weekly
G3.MA1 M412398	Review student progress to determine if student comprehension of complex texts is increasing based...	Miller, Paul	8/10/2017	The leadership team will use district benchmark scores (LSA), course progress (grades and percent complete), and state exam (FSA/EOC) results to determine completion of the goal of improved writing levels and overall ELA Standard mastery.	5/24/2018 biweekly
G4.MA1 M412403	Assess and evaluate plan for success by reviewing cyber-bullying instances.	Miller, Paul	8/10/2017	Review of number of cyber-bullying instances by reviewing teachers logs and student emails that are visible in curriculum provider learning management system.	5/24/2018 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  M412392	Coordinator will review communication reports of teachers and student pace.	Miller, Paul	8/10/2017	Coordinator will save reports on computer and discuss issues with students, parents/guardians, counselor, and teachers as needed.	5/24/2018 biweekly
G2.B1.S1.A1  A380102	Teachers will monitor student activity in courses and maintain regular contact with students,...	Clark, Stacie	8/10/2017	Weekly review of student pace of students assigned to teachers.	5/24/2018 weekly
G3.B1.S1.MA1  M412397	Monitor the communication logs of teachers and recordings of student collaborate tutoring sessions.	Miller, Paul	8/10/2017	Teacher communication logs and recordings of student collaborate tutoring sessions will lead to improved student performance.	5/24/2018 biweekly
G3.B1.S1.A1  A380103	Teachers will provide students with additional course help in face to face or online student...	Miller, Paul	8/10/2017	Teacher contact logs and recordings of online student collaborate tutoring sessions.	5/24/2018 monthly
G4.B1.S1.MA1  M412399	Monitor courses and teacher communication logs for evidence of cyber-bullying; investigate reported...	Miller, Paul	8/10/2017	Administration will record the investigated instances and results; conference with students, parents/guardians, counselor, and teachers as needed.	5/24/2018 daily
G4.B1.S1.MA1  M412400	Orientation attendance rosters and welcome call communication logs will be reviewed for fidelity.	Clark, Stacie	8/10/2017	There will be reviews of evidence in teacher communication logs and orientation attendance roster.	5/24/2018 daily
G4.B1.S1.A1  A380104	Teachers and administrators will review acceptable forms of electronic communication and online...	Miller, Paul	8/10/2017	Teachers will document this review in communication log. Teachers will also log infractions if they occur.	5/24/2018 semiannually
G3.B1.S1.MA1  M412396	Students will show improvement in mastering text and evidence based writing standards.	Miller, Paul	8/10/2017	Student scores and performance data on assignments, DBA's, module exams, LSA's, and state exams (FSA/EOC).	5/25/2018 monthly
G4.B1.S2.MA1  M412401	Coordinator will review yearly overview of cyber-bullying and online learning infractions...	Miller, Paul	5/25/2018	All cyber-bullying and online learning infractions will be addressed and resolved in order to foster a safe, online learning environment for all LCVS students.	5/25/2018 one-time
G4.B1.S2.MA1  M412402	Teachers will correct student infractions of online learning etiquette and expectations as needed...	Miller, Paul	9/18/2017	Teacher contact logs and guidance/administration communication logs in reference to infractions.	5/25/2018 monthly
G4.B1.S2.A1  A380105	Teachers will guide and monitor student conversations in chat rooms, discussion groups, emails, and...	Miller, Paul	9/18/2017	Teacher contact logs, virtual student interaction examples, and recordings of student online collaborate sessions.	5/25/2018 monthly

V. Professional Development Opportunities

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

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	Set up meeting with each school's leadership team to discuss the importance, both fiscally and educationally, of utilizing LCVS for virtual education courses.				\$0.00
2	G1.B2.S1.A1	Develop a summer school/year round enrollment option, get the plan approved, and implement the plan. Increase CTE offerings through current and/or new online curriculum providers.				\$0.00
3	G2.B1.S1.A1	Teachers will monitor student activity in courses and maintain regular contact with students, parents/guardians, and counselors.				\$0.00
4	G3.B1.S1.A1	Teachers will provide students with additional course help in face to face or online student collaborate tutoring sessions				\$728.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300		7004 - Lake Virtual Franchise	General Fund		\$728.00
			Notes: Writing teams to develop online Blackboard Sessions and activities where students demonstrate need for improvement.			
5	G4.B1.S1.A1	Teachers and administrators will review acceptable forms of electronic communication and online course etiquette and expectations with students during orientations and welcome calls.				\$0.00
6	G4.B1.S2.A1	Teachers will guide and monitor student conversations in chat rooms, discussion groups, emails, and online collaborate sessions.				\$0.00
					Total:	\$728.00