



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Lake Virtual Instruction Program (District Provided)**

200 W GOLF LINKS AVE

Eustis, FL 32726

352-253-6641

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

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## School Demographics

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<b>School Type</b> Combination School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 44%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 19%

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## School Grades History

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<b>2013-14</b> F	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>	<b>2009-10</b>
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## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	3	Ella Thompson

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Lake Virtual Instruc Prog (District Provided)

##### Principal

Michael Elchenko

##### School Advisory Council chair

Robert Householder

##### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Michael Elchenko	Principal
Constance Smithson	Program Specialist
Barbara Augustine	Guidance Counselor

#### District-Level Information

##### District

Lake

##### Superintendent

Dr. Susan Moxley

##### Date of school board approval of SIP

12/16/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

- Robert Householder- Chair
- Michael Elchenko
- Barbara Augustine
- Constance Smithson- Secretary
- Chris Johnson
- Julia Chrisman
- Mike Straub

#### Involvement of the SAC in the development of the SIP

The SAC shares ideas for the SIP, reviews the plan, approves for the plan, and makes decisions regarding the implementation of the plan.

#### Activities of the SAC for the upcoming school year

The SAC works towards establishing a vision for the school and checks progress and gives feedback and suggestions. The SAC provides input and feedback in the process of developing and implementing a school improvement plan and school budget.

**Projected use of school improvement funds, including the amount allocated to each project**

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Michael Elchenko**

Principal

Years as Administrator: 23

Years at Current School: 1

**Credentials**

Degrees: Bachelor of Science from Pennsylvania State University, Masters of Education in Educational Leadership from University of Central Florida

Certifications: Masters Educational Leadership, Math 6-12

**Performance Record**

Learning Gains and moved Oak Park Middle to "B"  
Eustis High maintained "C"

Umatilla High moved to "B" and later maintained "C"- reading gains and lowest quartile gains

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Constance Smithson</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Reading/Literacy, Mathematics, Science, Data	
<b>Credentials</b>	Degrees: BA in English from University of Florida, Masters in Curriculum and Instruction specializing in Educational Technology from University of Florida Certifications: English 6-12, Elementary Education, Media Specialist, ESOL Endorsed, National Board Certified	
<b>Performance Record</b>	Teacher with Round Lake Elementary where school maintained an "A" Grade level and department chair at Mount Dora Middle- school moved from a "C" to a "B" Department chair at Umatilla High School- increased percent of level 4 and 5 scores, increased percent making annual gains- school maintain a "C"	

**Classroom Teachers**

<b># of classroom teachers</b>	26
<b># receiving effective rating or higher</b>	0%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	26, 100%
<b># ESOL endorsed</b>	15, 58%
<b># reading endorsed</b>	5, 19%
<b># with advanced degrees</b>	10, 38%
<b># National Board Certified</b>	1, 4%
<b># first-year teachers</b>	0, 0%
<b># with 1-5 years of experience</b>	0, 0%
<b># with 6-14 years of experience</b>	20, 77%



**# with 15 or more years of experience**

6, 23%

**Education Paraprofessionals****# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the 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 (Little Lincoln, Vschoolz, and Florida Virtual School) and the program specialist to develop the skills needed to effectively use our programs in 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.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The school based team offers a vision for data-based decision making, ensures that the school is implementing RtI, conducts assessment of skills, ensures implementation of interventions and

documentation, ensures necessary professional development, and communicates with parents regarding Rtl plans and related activities.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Michael Elchenko- Leadership

Barbara Augustine- Review of individual student files and progress

Constance Smithson- Review of individual student files and progress

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The leadership team will meet weekly in order to coordinate school-wide efforts. Individual student files will be maintained for review at all meetings or as needed. Data meetings will be held three times a year to analyze data and determine student needs.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

We will make use of the following data sources for baseline data: Florida Comprehensive Assessment Test (FCAT), Progress Monitoring and Reporting Network (PMRN), and FAIR Assessment and Department of Education. For midyear data, we will use: FAIR. For end of year data, we will use: FCAT and FAIR.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Professional development will be provided to teachers during elluminate sessions and face to face meetings throughout the year. Parents will receive regular updates regarding student progress from the school.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,200

The school will provide afternoon enrichment and instructional help sessions for students throughout the year. We will use various school locations throughout the county so that locations are convenient for families. Teachers will work collaboratively to plan the enrichment and review lessons.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

The school will use district benchmark assessments to determine the effectiveness of this program. The assessments will be completed on-line through edusoft.

**Who is responsible for monitoring implementation of this strategy?**

Teachers and the leadership team will review the assessment results to determine the effectiveness of this program.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Michael Elchenko	Principal
Barbara Augustine	Guidance Counselor
Constance Smithson	Program Specialist
Bridgett Stratton	Teacher
Wendy Bridges	Teacher

**How the school-based LLT functions**

The team meets twice a year to determine how to incorporate literacy into the school in a cohesive and effective manner.

**Major initiatives of the LLT**

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 writing in the content area.

**Every Teacher Contributes to Reading Instruction**

**How the school ensures every teacher contributes to the reading improvement of every student**

Every teacher contributes to the reading improvement of every student by focusing on reading strategies to help students better grasp the content. Because the curriculum is virtual, reading is a key component in each class.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

Lake County Virtual School is preparing students to be college and career ready through high expectations and tying the curriculum to their future endeavors.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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

### **Strategies for improving student readiness for the public postsecondary level**

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.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		57%		
American Indian				
Asian		100%		
Black/African American		25%		
Hispanic		39%		
White		64%		
English language learners				
Students with disabilities		71%		
Economically disadvantaged		53%		

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	21%	30%
Students scoring at or above Achievement Level 4	42	38%	40%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	17	89%	90%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		100%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		<i>[data excluded for privacy reasons]</i>	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		38%		
American Indian				
Asian		100%		
Black/African American		0%		
Hispanic		8%		
White		48%		
English language learners				
Students with disabilities		50%		
Economically disadvantaged		19%		

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	[data excluded for privacy reasons]		85%
Students in lowest 25% making learning gains (EOC)	[data excluded for privacy reasons]		100%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		60%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		40%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		20%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		30%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		50%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		20%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			3
Participation in STEM-related experiences provided for students			50%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	31	27%	35%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			0%
Passing rate (%) for students who take CTE-STEM industry certification exams			0%



**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	31	27%	35%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	10%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	100%	100%

**Area 8: Early Warning Systems**

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0	14	17%	10%
Students who fail to progress on-time to tenth grade	9	6%	4%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Lake Virtual School would like to increase parent involvement so that our students are more likely to experience success.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Attendance at Lake Virtual School Orientations			90%
Attendance at Conferences			90%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Students will not participate in cyber-bullying.
- G2.** Students' comprehension of rigorous text will improve in all curriculum areas.
- G3.** Student engagement in active learning will increase in all areas to facilitate improved learning.

## Goals Detail

### G1. Students will not participate in cyber-bullying.

#### Targets Supported

- Social Studies
- U.S. History EOC
- Civics EOC
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

#### Resources Available to Support the Goal

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

#### Targeted Barriers to Achieving the Goal

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

### Plan to Monitor Progress Toward the Goal

#### Person or Persons Responsible

#### Target Dates or Schedule:

#### Evidence of Completion:

**G2. Students' comprehension of rigorous text will improve in all curriculum areas.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE

**Resources Available to Support the Goal**

- We have access to complex and challenging text for all courses
- we have the ability to provide students with additional time for assignments
- we can also provide students with individualized assistance from the teacher with phone calls as needed
- we can provide students with the option of redoing assignments that they were not able to complete successfully

**Targeted Barriers to Achieving the Goal**

- Some students may become frustrated if the reading level is too far above their comprehension level.

## Plan to Monitor Progress Toward the Goal

Review student progress to determine if student comprehension of complex texts is increasing

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Throughout the year

**Evidence of Completion:**

The leadership team will use district benchmark scores, course progress (grades and percent complete), and FAIR to determine completion of goal

**G3. Student engagement in active learning will increase in all areas to facilitate improved learning.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Course material is in an engaging format because it is on-line and utilizing technology.
- students have the ability to work at their own pace
- students have the ability to collaborate in an on-line format with peers from other schools
- students have the ability to work in an environment that has minimal distractions

- students can work during times that are a good fit for them.

### **Targeted Barriers to Achieving the Goal**

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

### **Plan to Monitor Progress Toward the Goal**

The leadership team will monitor student progress (percent of course completed, grades, dates of last assignment submitted)

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule:**

Throughout the year

#### **Evidence of Completion:**

The student progress (or lack of) will demonstrate the level of student engagement

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Students will not participate in cyber-bullying.

**G1.B1** students have the ability to write their own comments in the course chat rooms for other students to see

**G1.B1.S1** Teachers will establish rules/norms for chat room communication

#### Action Step 1

Teachers will go over acceptable forms of electronic communication with students

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Start of courses (welcome calls) and review periodically

#### Evidence of Completion

Teachers will document this in their communication log

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

Leadership Team

#### Person or Persons Responsible

Review course communication

#### Target Dates or Schedule

Throughout the year

#### Evidence of Completion

Review evidence in teacher contact logs



## Plan to Monitor Effectiveness of G1.B1.S1

Investigate reported instances of bullying

### Person or Persons Responsible

Leadership team

### Target Dates or Schedule

Throughout the year

### Evidence of Completion

Administration will record the investigated instance and results

**G2.** Students' comprehension of rigorous text will improve in all curriculum areas.

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

**G2.B1.S2** Teachers can provide additional assistance to students in need during after school enrichment/help sessions that will be located at schools throughout the district.

### Action Step 1

Provide students with additional course help in face to face tutoring sessions

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Throughout the year- as needed

### Evidence of Completion

Attendance will be recorded and student progress will be monitored through course grades and benchmark assessments

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2**

Monitor the attendance and completion of tutoring sessions

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Throughout the year

#### **Evidence of Completion**

The leadership will attend tutoring sessions and collect attendance reports for students at tutoring sessions

### **Plan to Monitor Effectiveness of G2.B1.S2**

Determine effectiveness of tutoring sessions

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Throughout the school year

#### **Evidence of Completion**

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

**G3. Student engagement in active learning will increase in all areas to facilitate improved learning.**

**G3.B1** In a virtual school, teachers are not physically present during class time to ensure that students are actively engaged in learning.

**G3.B1.S2** Teachers can make contact with students and parents when students do not show progress (phone, e-mail, and text).

**Action Step 1**

Make contact with students and parents when students are not showing progress in courses

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Throughout the year- as needed

**Evidence of Completion**

Teachers will document all contact (e-mail, text, and phone calls)

**Plan to Monitor Fidelity of Implementation of G3.B1.S2**

Review student progress and teacher contact logs

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Throughout the year

**Evidence of Completion**

The leadership team will be able to see the documented contact between teachers and students and parents

## Plan to Monitor Effectiveness of G3.B1.S2

Review student progress and teacher contact logs

### **Person or Persons Responsible**

Leadership Team

### **Target Dates or Schedule**

Throughout the year

### **Evidence of Completion**

The leadership team will be able to review student progress (course completion percentages, grades, and last assignment submitted dates) to determine student progress and engagement

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How federal, state, and local funds, services, and programs are coordinated and integrated at the school**

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

## Appendix 2: Budget to Support School Improvement Goals