Suwannee Virtual School

2019-20 Schoolwide Improvement Plan

Table of Contents

Suwannee Virtual School

305 PINEWOOD DR SW, Live Oak, FL 32064

suwanneevirtual.sites.thedigitalbell.com

Demographics

Principal: Angelia Stuckey

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students White Students*
School Grades History	2018-19: C (46%) 2017-18: I (%) 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Suwannee County School Board on 8/27/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	No	0%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2018-19	2017-18
Grade	C	I

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

District Mission
Suwannee County Schools will educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens.

Suwannee Virtual School's mission is to provide flexible options for all students to meet their educational needs on a pathway to individual success.

Provide the school's vision statement.

District Vision
Suwannee County School District will be a system of excellence ensuring all students are prepared for personal success.

The vision for Suwannee Virtual School is to have students establish goals for their future and assist them as they develop a plan to achieve those goals.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Braun, Karen	Assistant Principal	The principal and assistant principal serve as active members of the SAC, recruit highly qualified teachers and provide professional development and feedback for teachers, monitor progress toward achieving SIP goals, ensure policy and procedures are in place, enroll students, and facilitate conferences involving the teacher and the student including parents. In addition, both monitor and mentor students who meet the requirements of the early warning system.
Hester, Angela	Teacher, K-12	The full time teacher serves as an active member of the SAC and is the teacher for the full-time students in grades K-5 and full/part-time students in grades 6-8. The part-time teachers serve as members of the SAC. They monitor students daily and communicate with students in the respective courses.
Stuckey, Angelia	Principal	The principal and assistant principal serve as active members of the SAC, recruit highly qualified teachers and provide professional development and feedback for teachers, monitor progress toward achieving SIP goals, ensure policy and procedures are in place, enroll students, and facilitate conferences involving the teacher and the student including parents. In addition, both monitor and mentor students who meet the requirements of the early warning system.
Allen, Richard	Other	The Student and Safety Advocate provides mentoring to at-risk students, assists teachers in support of content delivery, works closeley with the district safety specialist and monitors the grounds. The Student and Safety Advocate also assists in the enforcement of rules and proctors state assessments as needed.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	3	5	7	3	5	13	13	18	0	0	0	0	0	67
Attendance below 90 percent	0	0	0	0	0	1	0	1	3	0	0	0	0	5
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	1	0	0	0	0	0	1	1	3
Level 1 on statewide assessment	0	0	0	1	1	1	0	1	2	0	1	2	1	10

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

3

Date this data was collected or last updated

Sunday 8/18/2019

Prior Year - As Reported

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	1	1	1	0	3
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	0	0	0	0	1	3	0	4
Level 1 on statewide assessment	0	0	0	0	1	3	0	1	1	2	2	4	0	14

The number of students with two or more early warning indicators:

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

Prior Year - Updated

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	1	1	1	0	3
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	0	0	0	0	1	3	0	4
Level 1 on statewide assessment	0	0	0	0	1	3	0	1	1	2	2	4	0	14

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	59%	53%	61%	0%	49%	57%
ELA Learning Gains	35%	54%	59%	0%	51%	57%
ELA Lowest 25th Percentile	0%	40%	54%	0%	38%	51%
Math Achievement	45%	55%	62%	0%	53%	58%
Math Learning Gains	43%	57%	59%	0%	57%	56%
Math Lowest 25th Percentile	0%	47%	52%	0%	47%	50%
Science Achievement	0%	64%	56%	0%	55%	53%
Social Studies Achievement	0%	64%	78%	0%	74%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	3 (0)	5 (0)	7 (0)	3 (0)	5 (0)	13 (0)	13 (0)	18 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	67 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	1 (0)	3 (0)	0 (1)	0 (1)	0 (1)	0 (0)	5 (3)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	1 (3)	1 (0)	3 (4)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (0)	1 (1)	1 (3)	0 (0)	1 (1)	2 (1)	0 (2)	1 (2)	2 (4)	1 (0)	10 (14)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	56%	-56%	58%	-58%
	2018					
Cohort Comparison						
04	2019	0%	48%	-48%	58%	-58%
	2018					
Cohort Comparison		0%				
05	2019	0%	47%	-47%	56%	-56%
	2018					
Cohort Comparison		0%				
06	2019	0%	46%	-46%	54%	-54%
	2018	0%	41%	-41%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2019	0%	42%	-42%	52%	-52%
	2018	0%	44%	-44%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019					
	2018	0%	51%	-51%	58%	-58%
Cohort Comparison		0%				
09	2019	0%	47%	-47%	55%	-55%
	2018	0%	45%	-45%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	51%	-51%	53%	-53%
	2018	70%	44%	26%	53%	17%
Same Grade Comparison		-70%				
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	0%	61%	-61%	62%	-62%
	2018					
Cohort Comparison						
04	2019	0%	50%	-50%	64%	-64%
	2018					
Cohort Comparison		0%				
05	2019	0%	43%	-43%	60%	-60%
	2018					
Cohort Comparison		0%				
06	2019	0%	45%	-45%	55%	-55%
	2018	0%	38%	-38%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	50%	-50%	54%	-54%
	2018	0%	44%	-44%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019					
	2018	0%	19%	-19%	45%	-45%
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	0%	44%	-44%	53%	-53%
	2018					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
08	2019					
	2018	0%	54%	-54%	50%	-50%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	66%	-66%	67%	-67%
2018	64%	64%	0%	65%	-1%
Compare		-64%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	68%	-68%	71%	-71%
2018	0%	61%	-61%	71%	-71%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	64%	-64%	70%	-70%
2018	0%	64%	-64%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	44%	-44%	61%	-61%
2018	0%	45%	-45%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	59%	-59%	57%	-57%
2018	0%	47%	-47%	56%	-56%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	59	33		40	40						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	175
Total Components for the Federal Index	4
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

SVS Percent Tested climbed 19% from 2018. Even with that increase there were a few students that were coded in Focus in a way that missed the State Survey which reflected our Percent Tested to show below 95%.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Social Studies achievement showed the greatest decline district-wide. However, the margin of decline was only 2%. Other areas district wide indicated that their was improvement. In the area of Science, the district exceeded the state average!

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Although we have no data shown that compares to past years' state average, we must increase our Percent Tested to be above 95%. The trend over the past two years shows that SVS is testing a higher percentage of its students.

Which data component showed the most improvement? What new actions did your school take in this area?

The state average for improvement in Science was 56% and in Suwannee District was 64%! Suwannee widened the growth from just 3% difference compared to the State level up to 8%.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The top concern for SVS moving forward is the Percent Tested. Another concern include Attendance which in the virtual world equates to Log Ins, Screen Time, Pacing and Completions.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Percent Tested
2. Course Completions
3. Performance Levels on State Testing
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Percent Tested
Rationale	Because of some discrepancies inside Production verses Survey, the percentage tested for SVS was below 95%.

State the measurable outcome the school plans to achieve	SVS plans to test 95% of its students.
Person responsible for monitoring outcome	Karen Braun (karen.braun@suwannee.k12.fl.us)
Evidence-based Strategy	Maintaining proper attendance rosters and coding inside the student information system in a time sensitive manner in regards to state Survey data will ensure that individual students are accounted for and participate in state testing near the end of the school year.
Rationale for Evidence-based Strategy	There has been three different administrations in three years at SVS. SVS is now in a place to follow policies and procedures implemented to achieve 95% tested.
Action Step	
Description	1. Assistant Principal will maintain testing lists to guide appropriate state testing. 2. Assistant Principal will work in tandem with district testing coordinator to schedule and administer state exams. 3. Assistant Principal will ensure that parent contact is made to schedule/re-schedule exams. 4. 5.
Person Responsible	Karen Braun (karen.braun@suwannee.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Other priorities outside of SVS' Area of Focus include Safety, Course Completions, and Performance Level on State Testing.
Following the district's safety drill schedule with faculty/staff and reviewing and practicing the Emergency Response Plan will help prioritize Safety campus wide.
Teacher Contact with students and families will likely increase Course Completions.
Teacher Contact and interaction with individual students will likely increase Performance Levels on State Testing.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Face to face enrollment meetings and regular contact with families will cultivate positive relationships with parents and SVS families. SVS is housed inside the Resource Center for District and many parents, business owners and other school administrators regularly walk through the building. This contact also builds positive relationships with community stakeholders.

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

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 leadership team at Suwannee Virtual School regularly meets to collaborate across grade levels and content areas to assess student concerns linked to moving from one grade level to the next. In addition, the team collaborates with virtual providers to ensure the curriculum is aligned with our district traditional schools. Finally, the SVS team develops and delivers to the staff strategies to improve curriculum and teaching strategies to meet student needs as they move through the grade levels.

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

Our school will use problem-solving to identify and align all available resources to meet the needs of students.

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

Coordinate use of federal, state, and local funds/services/programs to maximize desired student outcomes.

At the district level, department directors meet to ensure collaboration and coordination between Title I A & D; Title III-- ESOL; Title IV A & B—21st Century Program/Safety and Drug Free Schools; Title V; Title X—Homeless; Exceptional Student Education; Teaching and Learning curriculum support; Testing and Student Assessment; Title VI and the School Improvement Office; Finance Office; Human Resources; CTE; and STEM initiatives.

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.

Suwannee Virtual School is housed next to RiverOak Technical College. The resources available at RTC are available for our SVS students to make a smooth transition into a college or career track. For example, a financial aid coordinator is on the RTC campus at all times for students and adults. In addition, SVS has added Grad Track, a program through Edgenuity, that allows students in grades 9-12 to enroll in Advanced Business Cluster (ABC) courses. These courses show a wide range of college and career opportunities to students as they make decisions for their future. Finally, SVS partners with area colleges and universities to offer dual enrollment courses and all the resources those institutions provide.

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

Enrollment meetings regularly provide the opportunity to discuss life after high school for each student. The Assistant Principal and Counselor discuss academic standards, annual testing and goals for academic achievement as well as opportunities for success.