

Lake County Schools

# Lake Virtual Franchise



2019-20 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>20</b>
<b>Budget to Support Goals</b>	<b>21</b>

## Lake Virtual Franchise

200 W GOLF LINKS AVE, Eustis, FL 32726

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

### Demographics

**Principal: Donald (Paul) Miller**

Start Date for this Principal: 9/30/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	30%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: B (58%) 2017-18: A (63%) 2016-17: A (67%) 2015-16: B (57%) 2014-15: B (56%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## 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](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>20</b>
<b>Budget to Support Goals</b>	<b>21</b>

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

### 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	12%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	A	A	B

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<https://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.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Mission: The mission of Lake County Virtual School is to provide a personalized, mastery-based education in a safe, supportive online environment that promotes self discipline, motivation, and excellence in learning.

#### Provide the school's vision statement.

Vision: The vision of Lake County Virtual School is to develop, support, and expand a highly-rated virtual education program that meets the 21st century learning needs of ALL Lake County students.

### 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
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	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	5	5	3	6	1	8	5	6	15	5	6	17	82	
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	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	2	0	1	2	1	0	1	7	

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	0	0	0	

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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)**

10

**Date this data was collected or last updated**

Monday 8/26/2019

**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	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	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	4	0	0	1	3	0	0	8

**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	0	0	0	

**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	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	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	4	0	0	1	3	0	0	8

**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	0	0	0	

## 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	56%	68%	61%	79%	67%	57%
ELA Learning Gains	61%	63%	59%	71%	65%	57%
ELA Lowest 25th Percentile	0%	56%	54%	0%	50%	51%
Math Achievement	59%	70%	62%	79%	69%	58%
Math Learning Gains	54%	65%	59%	58%	67%	56%
Math Lowest 25th Percentile	0%	54%	52%	0%	65%	50%
Science Achievement	50%	59%	56%	81%	64%	53%
Social Studies Achievement	68%	83%	78%	85%	82%	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	0 (0)	5 (0)	5 (0)	3 (0)	6 (0)	1 (0)	8 (0)	5 (0)	6 (0)	15 (0)	5 (0)	6 (0)	17 (0)	82 (0)
Attendance below 90 percent	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)
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)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (4)	0 (0)	1 (0)	2 (1)	1 (3)	0 (0)	1 (0)	7 (8)

### 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					
	2018					
Cohort Comparison						
04	2019					
	2018					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	0%	52%	-52%	54%	-54%
	2018	60%	47%	13%	52%	8%
Same Grade Comparison		-60%				
Cohort Comparison		0%				
07	2019	64%	49%	15%	52%	12%
	2018	58%	48%	10%	51%	7%
Same Grade Comparison		6%				
Cohort Comparison		4%				
08	2019	43%	54%	-11%	56%	-13%
	2018	0%	55%	-55%	58%	-58%
Same Grade Comparison		43%				
Cohort Comparison		-15%				
09	2019	0%	47%	-47%	55%	-55%
	2018	91%	46%	45%	53%	38%
Same Grade Comparison		-91%				
Cohort Comparison		0%				
10	2019	0%	48%	-48%	53%	-53%
	2018	86%	49%	37%	53%	33%
Same Grade Comparison		-86%				
Cohort Comparison		-91%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	0%	53%	-53%	55%	-55%
	2018	60%	49%	11%	52%	8%
Same Grade Comparison		-60%				
Cohort Comparison		0%				
07	2019	70%	58%	12%	54%	16%
	2018	83%	59%	24%	54%	29%
Same Grade Comparison		-13%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	50%	39%	11%	46%	4%
	2018	0%	39%	-39%	45%	-45%
Same Grade Comparison		50%				
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019	9%	49%	-40%	48%	-39%
	2018	0%	51%	-51%	50%	-50%
Same Grade Comparison		9%				
Cohort Comparison		9%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	66%	1%	67%	0%
2018	75%	61%	14%	65%	10%
Compare		-8%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	71%	-7%	71%	-7%
2018	67%	70%	-3%	71%	-4%
Compare		-3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	67%	0%	70%	-3%
2018	94%	69%	25%	68%	26%
Compare		-27%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	52%	-52%	61%	-61%
2018	0%	62%	-62%	62%	-62%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	49%	-49%	57%	-57%
2018	70%	50%	20%	56%	14%
Compare		-70%			

### 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	58	58		52	50		55	64		100	16
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
WHT	78	35		73	50		82	80		91	38
FRL	69	50		64	40						
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
WHT	78	73		78	56		79	82		65	25
FRL										59	20

### 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	58
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	464
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	

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
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	57
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.**

Science Achievement showed the lowest performance (50%). While the Biology EOC pass rate was solid (67%), the 8th grade science FSA pass rate was not (9%). There were several factors that impacted these scores, specifically teacher student load, instructional focus area (Biology), and 8th grade acceleration students (took Bio EOC rather than 8th grade FSA).

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

Science Achievement showed the greatest decline from the prior year (82% to 50%). Factors are the same as listed in (a.) above.

**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.**

Science Achievement showed the greatest gap when compared to the state average. Factors are the same as listed in (a.) above.

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

ELA Learning Gains showed the most improvement (42% to 61%). Last year, the LCVS Faculty and Staff committed to incorporating ELA-focused live lessons with high-level texts and annotations to improve student comprehension and ELA skills. These live lessons were implemented across and within the different curriculum areas.

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

Based on the EWS Data, there are two areas of concern: 6th grade math and 9th grade math - Alg. 1 (the two areas with multiple returning level 1 math students).

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

1. Improvement of Student achievement in Science (at least +5% improvement)
2. Improvement of Student achievement in ELA (at least +5% improvement)
3. Improvement of Student Achievement in Math (at least +5% improvement)
4. Improvement of Student Achievement in Social Studies (at least +5% improvement)
5. Improvement of ELA and Math Learning Gains (at least +5% improvement for both)

### **Part III: Planning for Improvement**

**Areas of Focus:**

#1	
<b>Title</b>	Academic Area of Focus: LCVS will improve Student Achievement in ELA, Math, Social Studies, and Science through implementing curriculum-focused live lessons that have a clear purpose and incorporate high impact, collaborative learning strategies.
<b>Rationale</b>	LCVS experienced declines in all Student Achievement categories last school year. LCVS did see a large improvement (19%) in ELA learning gain as that was a major focus area for live lessons. LCVS Faculty and Staff all engaged in ELA-focused live lessons to improve skills and comprehension, specifically for students in the lowest 25%. These lessons had a clear purpose and incorporated high impact, collaborative learning strategies. I believe this same process can be utilized in specific curriculum areas to see improvement across the board for LCVS.
<b>State the measurable outcome the school plans to achieve</b>	LCVS will improve Student Achievement in ELA, Math, Social Studies, and Science by 5 percentage points each through implementing curriculum-focused live lessons that have a clear purpose and incorporate high impact, collaborative learning strategies.
<b>Person responsible for monitoring outcome</b>	Paul Miller (millerp@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	Focused Instruction and Collaborative Learning
<b>Rationale for Evidence-based Strategy</b>	<p>LCVS must improve instruction, level of student engagement, and overall student performance by focusing on clear, purposeful (relevant) live lessons that incorporate collaborative learning experiences for the students. As a Faculty and Staff, we must believe in this process and support its incorporation in all curriculum areas. LCVS instructors consistently provide guided instruction to students and independent learning opportunities are interwoven into the online curriculum. However, there is room for improvement regarding instructional focus and collaborative learning.</p> <p>As Fisher and Frey (2014) stated, "we believe that all four phases of the gradual release of responsibility framework - focused instruction, guided instruction, collaborative learning, and independent learning - are necessary if we want student to learn deeply, think critically and creatively, and be able to mobilize learning strategies" (p.14).</p>
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Discuss relevant student data (FSA/EOC, LSA) with LCVS teachers at the beginning of the year during Faculty Data Chats.</li> <li>2. Assist teachers in developing curriculum-based live lessons that have a clear purpose and relevance (why) for students. Also assist with incorporation of collaborative learning strategies built around high level texts/documents that will foster discussion and community learning.</li> <li>3. Review, observe, and evaluate the implementation process.</li> <li>4. Provide feedback to teachers regarding live lessons and use of data to drive focused lessons.</li> <li>5. Repeat process after each LSA Cycle.</li> </ol>



**Person Responsible** Paul Miller (millerp@lake.k12.fl.us)

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#2	
<b>Title</b>	School Culture Area of Focus: LCVS will increase its capacity to provide students with expanded opportunities for educational experiences such as cross curricular live lessons, clubs, field trips, CTE and Elective Courses, and on site tutoring.
<b>Rationale</b>	Currently LCVS is limited in capacity to provide educational experiences inside and outside the traditional virtual classroom. In order to provide a more robust educational experience and sense of community for full-time virtual students, LCVS will increase frequency of both cross-curricular live lessons and club meetings, increase field trip opportunities, expand CTE and Elective course options, and provide on-site tutoring with student work stations.
<b>State the measurable outcome the school plans to achieve</b>	Through these expanded educational opportunities that foster academic excellence and connections among students, parents, faculty members, and community members, LCVS will improve its school climate and create a more inclusive environment. LCVS will offer at least 2 cross-curricular live lessons and 2 club meetings (Beta and History Clubs) every month. LCVS will conduct at least one field trip every month. LCVS will set up new CTE/ Elective courses (American Sign Language and Criminal Justice Operations) for student choices this year. LCVS will also set up improved student work stations to facilitate on-site tutoring every week.
<b>Person responsible for monitoring outcome</b>	Paul Miller (millerp@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	<p>Improve Learning by Building Community</p> <p>LCVS, while still being a distance learning program, is a school and, therefore, must develop an effective school community to foster student success.</p> <p>As Daresh and Lynch (2010) clearly noted:</p>
<b>Rationale for Evidence-based Strategy</b>	There is little doubt that there are increasing calls for effective organizations of all types – schools, businesses, hospitals, and so on – to adopt philosophies that indicate that they are functioning more effectively because they have chosen to follow the advice of ardent recent contributors such as Peter Senge (1990), Roland Barth (1990), Richard DuFour and Robert Eaker (1998), and many others. Each of these authors have suggested that when effort is spent in any organization to create a sense of community through the intentional focusing of resources of common goals, the result will always be increased productivity of members of the organization and, ultimately, high degrees of performance. (p. 7)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Work with and assist LCVS teachers in developing online, cross-curricular live lessons that foster community-based learning.</li> <li>2. Work with and assist LCVS teachers in conducting monthly club meetings (both online and in-person) as well as community service projects.</li> <li>3. Work with and assist LCVS teachers and school counselor in conducting field trips that support educational community goals.</li> <li>4. Set up ASL and Criminal Justice course shells and hire certified adjunct instructors to facilitate these new online course options.</li> <li>5. Procure new computers (Chromebooks) for test lab so that old testing laptops can be utilized to create student work station that will support on-site tutoring.</li> </ol>

**Person Responsible** Paul Miller (millerp@lake.k12.fl.us)

### #3

<b>Title</b>	Intervention Area of Focus: LCVS will support students with required live lesson or in-person interventions based on Discussion Based Assessment performance as well as Lake Standards Assessment performance.
<b>Rationale</b>	Based on student data (EWS), LCVS needs to develop an improved system that will identify struggling students, positively implement effective remediation (live lessons or in-person tutoring), and allow students the opportunity to redo assessments or exams to show standards mastery. The expectation of all students is the same: standards mastery and successful achievement.

**State the measurable outcome the school plans to achieve** LCVS will increase Science, Math, and ELA achievement of the lowest 25% by 5 percentage points (based on previous scores).

**Person responsible for monitoring outcome** Paul Miller (millerp@lake.k12.fl.us)

**Evidence-based Strategy** Live Lesson and In-Person Interventions that will support struggling virtual students in meeting high expectations for ALL Students.

**Rationale for Evidence-based Strategy** LCVS Faculty and Staff will support ALL students by clearly communicating and maintaining high expectations. The Faculty and Staff will also implement a positive remediation process for low performing science, math, and ELA students which will provide support and scaffolding (live lesson and in-person tutoring) to assist them in meeting these high expectations.

"Teachers should develop expectations for students' success in class and then behave in ways that are consistent with these expectations" (Marzano, 2007, p. 173).

### Action Step

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Meet with LCVS Faculty and Staff to develop criteria for identifying low-performing students (EWS Data, DBA and LSA Performance).</li> <li>2. Faculty will develop live lesson and in-person plans for positive remediation based on student needs.</li> <li>3. Mr. King will assist LCVS Faculty in contacting students/parents and ensuring student attendance of remediation lessons. Mr. King will also develop a roster of students who are in this process.</li> <li>4. Conduct mid-year review (January) of student progress on DBA and LSA scores</li> <li>5. Continue plan or make improvements as needed.</li> </ol>
<b>Person Responsible</b>	Derrick King (kingd1@lake.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).**

## 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.**

Lake County Virtual School maintains a website that contains the mission and vision of Lake County Virtual School. This website is updated quite often to keep students, parents, and community member up to date on school information and events. LCVS' Coordinator attends community events where information regarding online virtual school is requested. Other personnel also attend events where they are asked to speak regarding Lake County Virtual School. LCVS does have an active School Advisory Council.

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 often occur with students to discuss their futures. Lake County Virtual also offers field trips and club opportunities to increase student and parent/guardian involvement.

### 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 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 website. 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 discusses student issues with all teachers on a weekly basis. The guidance counselor is also LCVS' Mental Health Liaison and provides assistance as needed with the support of Student Services.

**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.

**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 as well as IEP and 504 status. 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. Students with IEP's and 504's are supported by the LCVS guidance and administrative teams as well as all virtual instructors.

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

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. Lake County Virtual School will be expanding CTE course offerings and options for all Lake County Students.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Academic Area of Focus: LCVS will improve Student Achievement in ELA, Math, Social Studies, and Science through implementing curriculum-focused live lessons that have a clear purpose and incorporate high impact, collaborative learning strategies.	\$0.00
2	III.A.	Areas of Focus: School Culture Area of Focus: LCVS will increase its capacity to provide students with expanded opportunities for educational experiences such as cross curricular live lessons, clubs, field trips, CTE and Elective Courses, and on site tutoring.	\$0.00

3	III.A.	<b>Areas of Focus: Intervention Area of Focus: LCVS will support students with required live lesson or in-person interventions based on Discussion Based Assessment performance as well as Lake Standards Assessment performance.</b>				<b>\$1,002.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	7004 - Lake Virtual Franchise	General Fund		\$1,002.00
			<i>Notes: SAI</i>			
<b>Total:</b>						<b>\$1,002.00</b>