

2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Virtual Franchise
200 W GOLF LINKS AVE
Eustis, FL 32726
352-253-6550

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 29%
Alternative/ESE Center No	Charter School No	Minority Rate 26%

School Grades History

2013-14 NOT GRADED	2012-13	2011-12	2010-11
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SIP Authority and Template

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

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I 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

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

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

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

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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Lake Virtual Franchise

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 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
Florida

Certifications: Educational Leadership, Math 6-12

Performance Record

Learning Gains and moved Oak Park Middle to "B"
Eustis High maintained "C"
Umatilla High moved to a "B" and later maintained a "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:

Constance Smithson		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, Mathematics, Science, Data	
Credentials	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	
Performance Record	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 10th grade level 4 and 5 reading scores, increased percent making annual gains- school maintained a "C"	

Classroom Teachers

of classroom teachers

26

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

26, 100%

ESOL endorsed

15, 58%

reading endorsed

5, 19%

with advanced degrees

10, 38%

National Board Certified

1, 4%

first-year teachers

0, 0%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

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 < 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 RtI 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), DoraAdam assessment for elementary school students and district benchmark assessments for middle and high school students. For midyear data, we will use: the DoraAdam and benchmark assessments again. For end of year data, we will use: FCAT and DoraAdam.

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 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
Bridget 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 developing our students' skills in reading 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 course.

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

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****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)	<i>[data excluded for privacy reasons]</i>		85%
Students in lowest 25% making learning gains (EOC)	<i>[data excluded for privacy reasons]</i>		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	<i>[data excluded for privacy reasons]</i>		60%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		40%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		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	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		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			
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			
Passing rate (%) for students who take CTE-STEM industry certification exams			

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

Goals Detail

G1. 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 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

- 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 when 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

G2. 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 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 at a time that is a good fit for them

Targeted Barriers to Achieving the Goal

- In an virtual school, teachers are not physically present during clas 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

G3. 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 courses
- 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

Asses success by reviewing cyber-bullying instances

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Midyear and end of year

Evidence of Completion:

Review of number of cyber-bullying instances by reviewing

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students' comprehension of rigorous text will improve in all curriculum areas.

G1.B1 Some students may become frustrated if the reading level is too far above their comprehension level.

G1.B1.S1 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 G1.B1.S1

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 team will attend tutoring sessions and collect attendance reports for students at tutoring sessions

Plan to Monitor Effectiveness of G1.B1.S1

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

G2. Student engagement in active learning will increase in all areas to facilitate improved learning.

G2.B2 In an virtual school, teachers are not physically present during clas time to ensure that students are actively engaged in learning.

G2.B2.S1 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

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B2.S1

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 documented contact between teachers and students and parents

Plan to Monitor Effectiveness of G2.B2.S1

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

G3. Students will not participate in cyber-bullying.

G3.B1 students have the ability to write their own comments in the course chat rooms for other students to see

G3.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 during welcome calls and review periodically

Evidence of Completion

Teachers will document this in communication log

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

Review course communication

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

There will review evidence in teacher communication logs

Plan to Monitor Effectiveness of G3.B1.S1

Investigate reported instances of cyber-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

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