



**Pam Stewart, Commissioner**

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

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**Volusia County Virtual Instruction Program**

200 N CLARA AVE

Deland, FL 32720

386-734-7190

[www.volusia.k12.fl.us/curriculum/hs2/florida%20virtua](http://www.volusia.k12.fl.us/curriculum/hs2/florida%20virtua)

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## School Demographics

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**School Type**  
Combination School

**Title I**  
No

**Free and Reduced Lunch Rate**  
*[Data Not Available]*

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
*[Data Not Available]*

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## School Grades History

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## SIP Authority and Template

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

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

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

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

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

### **Part I: Current School Status**

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

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

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

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

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

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

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

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

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

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
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**

Volusia County Virtual Instruction Program

**Principal**

Melissa Carr

**School Advisory Council chair**

NA

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

Name	Title
none	
none	

**District-Level Information**

**District**

Volusia

**Superintendent**

Dr. Margaret A Smith

**Date of school board approval of SIP**

12/10/2013

### 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:**

<b>Melissa Carr</b>		
Principal	Years as Administrator: 6	Years at Current School: 1
<b>Credentials</b>	Ed.D, Ed.Leadership; Ed.Spec., Ed. Leadership; M.Ed., English Education; certified in Ed. Leadership, English 6-12, Reading endorsed	
<b>Performance Record</b>	2012-13 Volusia Online Learning, no grade; 2011-12 District Professional Development Office; 2010-11 Mainland High School, grade of B; 2009-10 grade of D; 2008-09 grade of C; 2007-08 grade of D.	

**Classroom Teachers**

**# of classroom teachers**

41

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

100%

**# certified in-field**

41, 100%

**# ESOL endorsed**

30, 73%

**# reading endorsed**

16, 39%

**# with advanced degrees**

, 0%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

, 0%

**# with 6-14 years of experience**

, 0%

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

, 0%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**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 improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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

The MTSS leadership team is a collaboration between district staff and K12, our contracted full-time virtual provider. The team identifies proper and district-based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams. The Problem Solving process is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress

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

The MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

**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**

K12's learning management system provides evidence of performance in core instruction across content areas. In addition, behavioral expectations are communicated by the district to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

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



School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school. Volusia Online Learning pyramid of systems of support for students. The foundation is building rapport and establishing an online community with weekly progress monitoring and achievement goals. If there is lack of sufficient progress for a minimum of three days teachers will incorporate academic strategies. the next level of strategies will be addressed after seven days of sufficient progress. If after fourteen days of progress and/or below proficient level administration and/or counselor will set up a conference with all concerned parties.

**Literacy Leadership Team (LLT)**

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

Name	Title
Wendy Ferranti	Volusia testing coordinator
Richard Sampson	K12 student advocate
Vicki Hamlin	Volusia counselor

**How the school-based LLT functions**

To insure literacy across all domains of instruction. The LLT functions to monitor and enhance the implementation of the School Improvement Plan goals and strategies related to literacy. The LLT meets regularly as directed by the Principal.

**Major initiatives of the LLT**

Common core literacy standards are effectively implemented throughout curriculum. The LLT, having reviewed the literacy activities embedded in the 2013-14 SIP will monitor the literacy activities of the 2013-14 SIP goals. The LLT will focus on implementation of the Common Core State Standards to more effectively enable increasing literacy achievement within all subject areas, on implementation of standards-based instruction, and of assisting students and families to understand how student grades reflect achievement of CCSS,

**Every Teacher Contributes to Reading Instruction**

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

All teachers receive professional development related to current reading research and instructional pedagogy. All classroom and virtual teachers integrate Common Core Literacy Standards into their content-specific curriculum to support their students' critical reading and writing skills.

**Preschool Transition**

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

**Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Families are informed of their virtual instruction options through district informational "open house" sessions and through district letter distributed through district preK locations throughout district.

## 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**

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, after FCAT, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

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

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and or initiatives that are used at the school and district level:

or initiatives that are used at the school and district level.

- Dual Enrollment
- Early College
- Career Academies
- High School Showcase
- Career and Technical Education Classes
- Advanced Placement Opportunities
- College Expo

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	81%	78%	No	83%
American Indian				
Asian				
Black/African American				
Hispanic				
White	86%	78%	No	87%
English language learners				
Students with disabilities				
Economically disadvantaged	58%	100%	Yes	63%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	38%	40%
Students scoring at or above Achievement Level 4	35	44%	46%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	<i>[data excluded for privacy reasons]</i>		50%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		50%

**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)		<i>[data excluded for privacy reasons]</i>	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	52%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<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.		<i>[data excluded for privacy reasons]</i>	50%

**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>	37%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	0%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	0%	No	69%
American Indian				
Asian				
Black/African American				
Hispanic				
White	68%	0%	No	71%
English language learners				
Students with disabilities				
Economically disadvantaged	34%	0%	No	41%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	16%	18%
Students scoring at or above Achievement Level 4	18	29%	31%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		<i>[data excluded for privacy reasons]</i>	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		<i>[data excluded for privacy reasons]</i>	50%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		<i>[data excluded for privacy reasons]</i>	2%
Middle school performance on high school EOC and industry certifications		<i>[data excluded for privacy reasons]</i>	50%

**High School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	66%	Yes	69%
American Indian				
Asian				
Black/African American				
Hispanic				
White	68%	66%	No	71%
English language learners				
Students with disabilities				
Economically disadvantaged	34%	100%	Yes	41%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		<i>[data excluded for privacy reasons]</i>	50%
Students in lowest 25% making learning gains (EOC)		<i>[data excluded for privacy reasons]</i>	50%

**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.		<i>[data excluded for privacy reasons]</i>	50%

**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>	13%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	58%

**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>		52%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		22%

**Area 4: Science**

**Elementary School Science**

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		27%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		27%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

**Middle School Science**

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	38%	40%
Students scoring at or above Achievement Level 4	19	49%	51%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

**High School Science**

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		50%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		100%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		50%

**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)	0		
Participation in STEM-related experiences provided for students	0	0%	

**High Schools**

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



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

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

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	1	11%	10%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	7	18%	16%
Students who fail an English Language Arts course	2	5%	3%
Students who fail two or more courses in any subject	3	8%	6%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	4	57%	55%
Students with grade point average less than 2.0	6	50%	48%
Students who fail to progress on-time to tenth grade	6	50%	48%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
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)	5	100%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

**Area 10: Additional Targets****Additional targets for the school**

NA

**Specific Additional Targets**

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

- G1.** Establish a more systematic communication plan between the district, the contracted provider, the family of each full-time virtual student in an effort to improve student performance in virtual course progression and on state standardized tests.

## Goals Detail

**G1.** Establish a more systematic communication plan between the district, the contracted provider, the family of each full-time virtual student in an effort to improve student performance in virtual course progression and on state standardized tests.

### **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**

- Training for district team on navigating K12's student data management system. Frequent communication with K12 staff to discuss student escalations. Collaboration with K12 staff on testing procedures, student scheduling and acceleration/remediation strategies.

**Targeted Barriers to Achieving the Goal**

- Ability to communicate with K12 team in a timely manner that, at times, prohibits district from resolving student issues promptly.

**Plan to Monitor Progress Toward the Goal**

Participation in monthly conference calls

**Person or Persons Responsible**

K12 team and district team

**Target Dates or Schedule:**

First Friday of each month, from September, 2013-June, 2014

**Evidence of Completion:**

meeting agendas and minutes

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Establish a more systematic communication plan between the district, the contracted provider, the family of each full-time virtual student in an effort to improve student performance in virtual course progression and on state standardized tests.

**G1.B1** Ability to communicate with K12 team in a timely manner that, at times, prohibits district from resolving student issues promptly.

**G1.B1.S1** Schedule monthly conference calls with K12 and district teams.

#### **Action Step 1**

Monthly conference calls with K12

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

district staff and K12 staff

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

the first Friday of each month

#### **Evidence of Completion**

monthly agendas and meeting notes

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

All conference call participants have received an electronic calendar notification for each scheduled meeting.

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

Melissa Carr

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

September, 2013

#### **Evidence of Completion**

schedule of calls posted on electronic calendar

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

Number of student escalations reported per month.

### **Person or Persons Responsible**

K12 and district

### **Target Dates or Schedule**

First Friday of each month

### **Evidence of Completion**

Reduction in number of student escalations reported each month.