

Lake County Schools

Lake Virtual Franchise



2021-22 Schoolwide Improvement Plan

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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: 9/15/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	30%
2020-21 ESSA Subgroups Represented (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*
School Grades History	2018-19: B (58%) 2017-18: A (63%) 2016-17: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	29%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

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SIP Authority

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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 to operate as a school of excellence that meets the virtual learning needs of ALL Lake County students

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Miller, Paul	Principal	Principal and Instructional Leader SIP SAC Budget Virtual School Instruction and Teacher PD Observation and Evaluation
King, Derrick	Assistant Principal	Assistant Principal and Operations Leader ESE, 504, MTSS Testing Facilities Observation and Evaluation
Clark, Stacie	Other	Student Services Specialist School Counselor Department Head Graduation

Demographic Information

Principal start date

Friday 9/15/2017, Donald (Paul) Miller

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

1,458

Identify the number of instructional staff who left the school during the 2020-21 school year.

103

Identify the number of instructional staff who joined the school during the 2021-22 school year.

130

Demographic Data

Early Warning Systems

2021-22

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	150	151	126	144	145	169	188	206	203	214	222	283	56	2257
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	0	0	1	2	7	27	32	32	18	44	54	49	34	300
Course failure in Math	0	0	1	2	7	27	32	32	18	45	51	41	24	280
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	11	26	35	45	40	67	49	82	43	398
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	37	40	59	59	53	53	93	46	448
Number of students with a substantial reading deficiency	0	0	0	0	8	28	40	45	42	39	43	65	32	342

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	3	8	9	17	22	52	51	47	45	78	84	72	14	502

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	1	0	0	0	0	1	0	0	0	10	2	17
Students retained two or more times	0	0	0	0	2	1	0	1	1	5	1	7	3	21

Date this data was collected or last updated

Monday 5/31/2021

2020-21 - 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	
Number of students enrolled	214	233	232	210	235	257	265	332	311	328	337	377	251	3582
Attendance below 90 percent	0	3	0	1	0	5	6	6	3	1	2	2	1	30
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	11	26	35	45	40	67	49	82	43	398
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	37	40	59	59	53	53	93	46	448

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	2	5	11	15	23	31	41	40	38	42	66	55	32	401

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	2	2	2	3	0	0	1	3	0	0	0	9	3	25
Students retained two or more times	0	0	0	0	2	1	3	2	0	7	2	7	4	28

2020-21 - 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	
Number of students enrolled	214	233	232	210	235	257	265	332	311	328	337	377	251	3582
Attendance below 90 percent	0	3	0	1	0	5	6	6	3	1	2	2	1	30
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	11	26	35	45	40	67	49	82	43	398
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	37	40	59	59	53	53	93	46	448

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	2	5	11	15	23	31	41	40	38	42	66	55	32	401

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	2	2	2	3	0	0	1	3	0	0	0	9	3	25	
Students retained two or more times	0	0	0	0	2	1	3	2	0	7	2	7	4	28	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				56%	68%	61%	78%	67%	60%
ELA Learning Gains				61%	63%	59%	42%	53%	57%
ELA Lowest 25th Percentile					56%	54%	40%	46%	52%
Math Achievement				59%	70%	62%	71%	69%	61%
Math Learning Gains				54%	65%	59%	51%	60%	58%
Math Lowest 25th Percentile					54%	52%		51%	52%
Science Achievement				50%	59%	56%	82%	65%	57%
Social Studies Achievement				68%	83%	78%	79%	77%	77%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	52%	-52%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	64%	49%	15%	52%	12%
Cohort Comparison		0%				
08	2021					
	2019	43%	54%	-11%	56%	-13%
Cohort Comparison		-64%				
09	2021					
	2019	0%	47%	-47%	55%	-55%
Cohort Comparison		-43%				
10	2021					
	2019	0%	48%	-48%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	53%	-53%	55%	-55%
Cohort Comparison		0%				
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	70%	58%	12%	54%	16%
Cohort Comparison		0%				
08	2021					
	2019	50%	39%	11%	46%	4%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	9%	49%	-40%	48%	-39%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	66%	1%	67%	0%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	71%	-7%	71%	-7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	67%	0%	70%	-3%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	52%	-52%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	49%	-49%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

APM or Lake Standards Assessment Proficiency (MS/HS) - Q2 = Fall (for those completed); Midyear = Winter

9th Gr: Alg. 1/Biology

10th Gr: Geo/Biology

11th Gr: USH

iReady Proficiency (Elementary) - BOY = Fall; MOY = Winter

20-21 FSA/EOC % Score 3-5 = Spring

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	73	68	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	70	53	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	61	
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19	44	
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	65	65	53
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	35	28
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	58	55
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	42	34
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	41	52
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	39	30
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		64	41
	Economically Disadvantaged Students With Disabilities		43	
	English Language Learners		50	

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		69	62
	Economically Disadvantaged			
	Students With Disabilities		60	
	English Language Learners		75	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		82	50
	Economically Disadvantaged			
	Students With Disabilities		67	
	English Language Learners		100	
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		61	63
	Economically Disadvantaged			
	Students With Disabilities		35	
	English Language Learners		43	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	81	57
	Economically Disadvantaged			
	Students With Disabilities		64	
	English Language Learners		40	
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		80	70
	Economically Disadvantaged			
	Students With Disabilities		67	
	English Language Learners		75	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		68	53
	Economically Disadvantaged			
	Students With Disabilities		57	
	English Language Learners		33	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		74	53
	Economically Disadvantaged			
	Students With Disabilities		67	
	English Language Learners		33	
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	73	63	47
	Economically Disadvantaged			
	Students With Disabilities		50	
	English Language Learners		25	

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		86	57
	Economically Disadvantaged			
	Students With Disabilities		50	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32	61	51
	Economically Disadvantaged			
	Students With Disabilities		50	
	English Language Learners		60	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students		83	59
	Economically Disadvantaged			
	Students With Disabilities		61	
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		74	49
	Economically Disadvantaged			
	Students With Disabilities		0	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	77	35
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students		83	59
	Economically Disadvantaged			
	Students With Disabilities		61	
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	78	100	56
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	19	30	28	17	24	28	29	55			
ELL	41	48	33	25	30		29				
ASN	71	69		55	25						
BLK	47	45	26	32	24	8	43	59	20		
HSP	49	47	40	36	34	38	37	57	24		

2021 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 2019-20	C & C Accel 2019-20
MUL	54	52		46	45		46	75	27		
WHT	62	51	35	53	33	20	60	77	45	96	54
FRL	42	43	33	31	29	23	37	45	8	100	69
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						

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	550
Total Components for the Federal Index	11
Percent Tested	66%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	55
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	53
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Emerging Trends:

1. Elementary students seem to struggle more in math achievement across the grade levels (K-5).
2. Learning Gains for our Lowest 25% (20-21 School Grade Data) is an area of extreme need.
3. Learning Gains overall (20-21 School Grade Data) is an area of need as well.
4. Based on Data Reports from 20-21, Subgroup participation in Advanced, Honors, AP, and Dual Enrollment courses is an area of need as well.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

1. 3rd Math - 28%; 4th Math - 34%; 5th Math - 30%; Geometry - 35% (20-21 FSA/EOC % 3-5 Score)
2. Lowest 25% - 34% ELA; 22% Math (20-21 School Grade Data)
3. Learning Gains - 49% ELA; 32% Math (20-21 School Grade Data)
4. 8.2% (avg.) of subgroups participated in Advanced, Honors, AP, and Dual Enrollment courses (20-21 Data Reports)

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

LCVS will need to improve instructional practices related to virtual engagement as well as identification of virtual students for interventions and tutoring. LCVS will also need to take action to expand opportunities for enrollment in Advanced, Honors, AP, and Dual Enrollment courses.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

1. 7th Math - 34% proficiency on Q1 LSA; 57% (20-21 FSA % 3-5 Score)
2. Alg. 1 - 32% on proficiency on Q1 LSA; 51% (20-21 EOC % 3-5 Score)

What were the contributing factors to this improvement? What new actions did your school take in this area?

The pair of teachers for 7th grade math and the triad of teachers for Alg. 1 teamed up to offer more focused Zoom sessions for regular tutoring. They saw consistent engagement in their focused, purpose-driven live lessons.

What strategies will need to be implemented in order to accelerate learning?

1. Instructional Practice: improvement of live lesson offered through Zoom by focusing on clarity/purpose and best practices for virtual student engagement.
2. Identification and Intervention: implement a plan to identify struggling virtual students and have Homeroom teachers assign them to teacher-directed intervention Zoom sessions (EQUIP tutoring/"catch-up" sessions).
3. Enrollment Procedure Change: ALL LCVS students will participate in at least one Advanced, Honors, AP, or Dual Enrollment course.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Pre-Planning PD:

1. Instructional Practice - PD course on developing a student-derived purpose/goal for lessons; roundtable to discuss engagement best practices for virtual lesson on Zoom.
2. Identification and Intervention - PD course on Virtual Homeroom SOP's; Implementation of EQUIP Tutoring and "Catch-Up" sessions.
3. Enrollment Procedure Change: PD with Student Services Team (School Counselors) on enrollment process and how to encourage students and parents who may question the changes.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

LCVS will sustain these changes through developing SOP's for Homeroom use, EQUIP session use, as well as improvements regarding observation and evaluation of purpose/goal creation and student engagement in virtual lessons.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	LCVS scored below average in ELA, Math, Science, and Social Studies Achievement categories in 2020-2021. When surveyed, LCVS Instructors stated that the biggest factor in student success (in the virtual education setting) was attendance and engagement in virtual live lessons through ZOOM. Therefore, a goal of LCVS will be increasing attendance of live lessons and, moreover, engagement of students in standards aligned instruction. We will do this through advertising live lessons, requiring attendance, and developing a clear focus (purpose/goal) for our lessons. We will also focus on fostering classroom discussions regarding content.
Measurable Outcome:	LCVS will increase ELA Achievement by 7% points (56% to 63%), Math Achievement by 5% points (45% to 50%), Science Achievement by 5% points (50% to 55%), and Social Studies Achievement by 10% points (71% to 81%).
Monitoring:	This Area of Focus will be monitored through Zoom session student attendance logs, communication logs (VSA), walk-throughs, observations, and evaluations.
Person responsible for monitoring outcome:	Paul Miller (millerp@lake.k12.fl.us)
Evidence-based Strategy:	In order to increase student achievement, we will need to first increase attendance of live lessons. Once we increase attendance through advertising and scheduling required lessons, we will have teachers focus on developing student-derived "what, why, and how" for each lesson (purpose/goal). We will also have teachers focus their efforts on fostering classroom discussions and collaboration.
Rationale for Evidence-based Strategy:	Doug Fisher found that when a teacher develops a clear focus or purpose for their standards aligned lesson, they will increase their effect size to .75. He also found that fostering authentic classroom discussions will increase effect size by .82.

Action Steps to Implement

Meet with faculty and develop plans to increase attendance of live lessons as well as student engagement in standards aligned instruction (Instructional Practice Pre-Planning PD) with student-derived "what, why, and how" for each lesson (purpose/goal).

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

Implement plans: advertising live lessons, live lesson required attendance, EQUIP sessions for tutoring and "catch-up," purpose (what, why, how) creation for lessons, engagement through classroom discussions.

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

Inspection of live lesson attendance logs, VSA communication logs, completion of walk-throughs, observations, and evaluations. If improvements are required, especially for purpose creation and classroom discussion within lessons, LCVS Administration will conduct teacher PD sessions to review virtual instruction best practices. These sessions can be one-on-one, small group (grade level or department based), or whole faculty.

Person Responsible Derrick King (kingd1@lake.k12.fl.us)

#2. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale:	An area of concern for LCVS is our 20-21 Learning Gains, both for all students and for lowest quartile students, in ELA and Math. In order to provide timely instructional intervention and support, LCVS will implement a virtual Homeroom class through which Homeroom teachers can serve as advocates for their students. Homeroom teachers will identify struggling students and assign them to both weekly EQUIP Tutoring sessions as well as monthly EQUIP "Catch-Up" sessions with their core class teachers. These required tutoring and "catch up" sessions will be focused on assisting students with D or F grades (acquiring skills and mastering content) or those that are behind pace by more than two weeks (completing required work in virtual courses). LCVS Teachers will also adjust their methods for completing DBA's (Discussion Based Assessments). Teachers will utilize DBA time for both assessment and intervention or extension based on student need.
Measurable Outcome:	LCVS will increase 10% points or more in ELA and Math Learning Gains categories. LCVS will increase 8% points or more in ELA and Math Learning Gains for Lowest Quartile.
Monitoring:	This Area of Focus will be monitored through student EQUIP session attendance logs, DBA logs, communication logs (VSA), monthly measurement of D's/F's and Behind Pace students.
Person responsible for monitoring outcome:	Derrick King (kingd1@lake.k12.fl.us)
Evidence-based Strategy:	Students will learn at high levels when presented with high expectations and supported with interventions.
Rationale for Evidence-based Strategy:	"Learning by Doing" by DuFour, DuFour, Eaker, Many, Mattos: P.165 - "Faculties that are truly committed to ensuring that every student learns at high levels will work through the scheduling and resource obstacles and create a systematic process that ensures students will receive extra time and support for learning in a timely, directive, and systematic way." - Students in Advanced, Honors, AP, and Dual Enrollment courses will need interventions and supports through teacher-directed tutoring sessions (EQUIP).

Action Steps to Implement

Conduct PD with Faculty to develop goals and purposes for both Homerooms and EQUIP sessions.

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

Assign students to grade-level Homeroom courses.

Person Responsible Stacie Clark (clarks2@lake.k12.fl.us)

Homeroom teachers complete Welcome Calls and Monthly calls to develop advocate role with students.

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

Homeroom teachers assign low graded students or behind pace students to each teacher's EQUIP Tutoring weekly session or EQUIP "Catch-Up" monthly session. Homeroom teachers will assist core teachers in monitoring student progress and response to intervention.

Person Responsible Derrick King (kingd1@lake.k12.fl.us)

Math CRT teacher and ELA CRT teacher will provide standards-focused intervention sessions for students in grade K-5 as part of the EQUIP plan. These sessions will be in addition to teacher-led EQUIP sessions and regular ZOOM-based live lessons.

Person Responsible Derrick King (kingd1@lake.k12.fl.us)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	With only an average of 8.2% of LCVS subgroups participating in Advanced, Honors, AP, or Dual Enrollment courses, this is an area that must be improved in order to truly serve ALL students.
Measurable Outcome:	LCVS will ensure at least 60% (average) of subgroup students will participate in Advanced, Honors, AP, or Dual Enrollment courses.
Monitoring:	This Area of Focus will be monitored at the time of enrollment each semester and throughout the year as measured in District-provided Data Reports. Intervention and Support opportunities through teacher-directed EQUIP sessions will also be monitored and documented.
Person responsible for monitoring outcome:	Paul Miller (millerp@lake.k12.fl.us)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Increasing subgroup enrollment in Advanced, Honors, AP, and Dual Enrollment courses as part of a culture of high expectations will improve both subgroup performance as well as over all school performance. 2. Part of the culture of high expectations must include intervention and support for students.
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. "Overcoming the Achievement Gap Trap" by Mohammed: P. 96 - Case Study: Seneca High School (Louisville, Kentucky) <ul style="list-style-type: none"> - Increasing participation in AP/Honors courses increased overall performance and graduation rates 2. "Learning by Doing" by DuFour, DuFour, Eaker, Many, Mattos: P. 175 - "It is disingenuous for any school to claim it's purpose is to help all students learn at high levels and then fail to create a system of interventions." <ul style="list-style-type: none"> - Students in AP/Honors courses will need interventions and supports through teacher-directed tutoring sessions (EQUIP).

Action Steps to Implement

Ensure ALL students, 6-12, are enrolled in at least one Advanced, Honors, AP, or Dual Enrollment course.

Person Responsible Stacie Clark (clarks2@lake.k12.fl.us)

Provide PD for Student Services (school counselors) to improve process of providing information and support to students and parents who questions Advanced, Honors, AP, or Dual Enrollment course placement.

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

Provide PD for Faculty to improve process of providing intervention and support to students enrolled in Advanced, Honors, AP, or Dual Enrollment courses. The process will start with Homeroom teachers acting as advocates for their students by enrolling them in required EQUIP Tutoring or EQUIP "Catch-Up" sessions based on students need (low grade, behind pace, etc.). Classroom teachers will then host weekly EQUIP Tutoring sessions and monthly EQUIP "Catch-Up" sessions in addition to their normal live lesson instruction and course facilitation.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Lake County Virtual School discipline data is not available on SafeSchoolsforAlex.org.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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' Administrators and Staff attend 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. Virtual Open House events are offered to students and parents at the beginning of each school year. LCVS does have an active School Advisory Council with school-based, student, parent, and community member representation..

All students and parents/guardians receive a welcome call (both Zoom-based and one-on-one calls) from each of the student's teachers informing them of course expectations, 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 during EQUIP sessions. Teachers listen to student concerns, problems, ideas, and form bonds with students.

The school counselors work with individual students and parents regarding their successes, behind pace issues, and inform them of graduation and college/technical school requirements and opportunities. Regular 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 (as long as COVID regulations allow).

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal - Mr. Miller: establishing and maintaining a focus on school-wide goals that support high expectations for ALL students.

Assistant Principal - Dr. King: ensuring faculty/staff and processes function to support high expectations for ALL students.

Administrator on Special Assignment - Ms. Chateaufneuf: ensuring faculty/staff and processes function to support high expectations for ALL students.

SAC Chairman - Mr. Householder: ensuring all stakeholders (students, parents, faculty, staff, and community members) are represented and participate in school-based decision making.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction					\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems					\$1,002.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	5100	120-Classroom Teachers	7004 - Lake Virtual Franchise	Other		\$1,002.00	
			Notes: SAI Funding to support after-hours tutoring for level 1 and 2 students.				
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups					\$0.00
Total:							\$1,002.00