Lake County Schools

Lake Virtual Franchise

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	30%
2021-22 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	2021-22: I (%) 2018-19: B (58%) 2017-18: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	30%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	I		B	B

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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 Field trips, Clubs, and Family Engagement

Demographic Information

Principal start date
Friday 9/15/2017, Donald (Paul) Miller

Number of teachers with a 2022 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 2022 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.*

12

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

376

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	10	10	28	25	16	20	29	29	42	33	33	40	61	376
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	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 2022 statewide FSA ELA assessment	0	0	0	0	4	6	3	5	9	3	5	9	2	46
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	5	6	6	8	6	8	7	2	52
Number of students with a substantial reading deficiency	0	0	0	0	0	2	1	2	1	0	0	0	0	6

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Friday 8/26/2022

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	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

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	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
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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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		64%	55%				56%	68%	61%
ELA Learning Gains							61%	63%	59%
ELA Lowest 25th Percentile								56%	54%
Math Achievement		44%	42%				59%	70%	62%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Math Learning Gains							54%	65%	59%
Math Lowest 25th Percentile								54%	52%
Science Achievement		65%	54%				50%	59%	56%
Social Studies Achievement		66%	59%				68%	83%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	0%	52%	-52%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	64%	49%	15%	52%	12%
Cohort Comparison		0%				
08	2022					
	2019	43%	54%	-11%	56%	-13%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	0%	53%	-53%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	70%	58%	12%	54%	16%
Cohort Comparison		0%				
08	2022					
	2019	50%	39%	11%	46%	4%
Cohort Comparison		-70%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	9%	49%	-40%	48%	-39%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	67%	66%	1%	67%	0%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	71%	-7%	71%	-7%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	67%	0%	70%	-3%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	52%	-52%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	49%	-49%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	31	34	24	13	32	36	17	17		61	36
BLK	56	45		30	57		44	57		59	47
HSP	57	44	27	37	55		43	75		68	58
MUL	53	44		33	43						
WHT	65	62	50	53	45	29	67	69	69	76	57
FRL	44	43	24	27	40	36	47	38		63	56

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		
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	573
Total Components for the Federal Index	11
Percent Tested	89%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

Part III: Planning for Improvement

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. Achievement is increasing overall (+3 points average across content areas - ELA 62, Math 44, SCI 60, SS 68).

2. Math Achievement is below average, especially in elementary grades (Math 44).
3. Learning Gains and Learning Gains of lowest 25% are increasing (+11 points for Gains, +9 points for Lowest 25% - average across ELA and Math)
4. Graduation rate has decreased (-25 points)
5. Students with disabilities (SWD), while showing improvements and gains in almost all categories, are still performing below average in achievement. (Achievement - ELA 31, Math 13, SCI 17, SS 17)

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Needs Improvement:
1. Math Achievement overall; grade 3-6 focus area.
2. Graduation Rate (71%) needs improvement.
3. SWD Achievement needs improvement in all content areas.

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

Contributing Factors and Actions:
1. Math Achievement: Missed instructional time (up to 2 years) due to COVID-19; corrective actions will include increased Zoom-based and in-person tutoring sessions for support in closing the learning gap.

2. Graduation Rate: LCVS enrolled thousands of students during the 20-21 and 21-22 school year and many students decided to transfer, not participate in courses and required state testing, or take GED options; corrective actions will include a return to pre-COVID-19 LCVS Enrollment SOP's and best practices.

3. SWD Achievement: LCVS has a very new ESE Department (only in existence for 2 years) and is still in the process of developing and implementing the most effective supports and interventions for SWD's in a virtual education setting; corrective actions will include hiring of extra ESE professionals and reorganization of ESE department to allow teachers to provide optimal supports and interventions that drive student achievement.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Most Improved:
1. Learning Gains
2. Learning Gains of Lowest 25%
3. Participation in Advanced, Honors, AP, and Dual Enrollment courses (85%)

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

LCVS created and implemented an "EQUIP Session" plan to support students. Zoom-based EQUIP Tutoring Sessions were held by all teachers at least once a week. Zoom-based EQUIP Catch-Up Sessions were held by all teacher at least once a month. Virtual Homeroom courses were also established for all students to provide each student and parent an advocate within the school. All students were encouraged to participate in at least one Advanced, Honors, AP, or Dual Enrollment course during scheduling.

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

LCVS will accelerate learning this coming year by doubling the amount of EQUIP Tutoring session (2 per week offered by instructors). LCVS will also offer in-person EQUIP tutoring sessions on campus in

conjunction with the Zoom-based offerings. LCVS will be implementing "Collaborative DBA's" for the first time to improve student engagement with Zoom-based lessons and sessions.

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.

Professional Developments:
1. Mindset Training
2. Collaborative DBA Training and Best Practices PLC
3. NearPod PD

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 a shared calendar to support time frames for intervention and support, EQUIP sessions across grade levels and content areas, as well as improvement regarding observation and evaluation of the EQUIP Sessions and Collaborative DBA's.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	LCVS scored below average in Math Achievement and saw only minimal increases in Achievement in other categories. 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. This has proven true when comparing student Zoom-based live lesson attendance logs in comparison to their success on FSA's and EOC's. Students who attend Zoom-based live lessons and tutoring perform extensively better on FSA's and EOC's. 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. In an effort to extend collaboration among students that further learning, we will implement a "Collaborative DBA" process.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	LCVS will increase ELA Achievement by 8% points (62% to 70%), Math Achievement by 8% points (44% to 52%), Science Achievement by 10% points (60% to 70%), and Social Studies Achievement by 10% points (68% to 78%).
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This Area of Focus will be monitored through Zoom session student attendance logs, communication logs (VSA), walk-throughs, observations, and evaluations. Teachers will also measure the effectiveness of Collaborative DBA's through formal methods (DPP, etc.) as well as informal methods (Best Practices PLC's).
Person responsible for monitoring outcome:	Paul Miller (millerp@lake.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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). In addition, meet with faculty to discuss and develop new mindsets about what a DBA can be in terms of a "Collaborative Time" that engages many students at one time during a "required-attendance" event. Develop a plan and implement Collaborative DBA's while meeting once a month to discuss issues, solutions, and best practices.

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. Positive Culture and Environment specifically relating to Early Warning Signs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	A major area of concern for LCVS is our Graduation Rate. Due to COVID-19 related influxes of students, unfortunately our graduation rate has tumbled to 71%. Many student who enrolled during the pandemic chaos chose not to complete courses or state required tests, chose to transfer in stat or out of state, or chose to take a quick exit option like the GED, etc. Many of LCVS' normal SOP's and best practices for enrollment were put aside during the pandemic in an effort to expedite a virtual learning option for students. LCVS must return to pre-COVID-19 enrollment SOP's and Best Practices to ensure graduation rates climb while also ensuring students have the correct educational placement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	LCVS' Graduation rate for 2022-2023 (that will be reported on the school grade for 2023-2024) will be 80% or higher.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	LCVS Administration and Student Services (Counselor and Grad. Resource Facilitator) will meet once a month to review seniors in jeopardy of not graduating for any reason. Communications from all department to those students and families will be completed on a monthly basis as well. Students will be required to participate in state testing if needed.
Person responsible for monitoring outcome:	Paul Miller (millerp@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	LCVS will implement pre-COVID-19 Enrollment SOP's and Best Practices. This includes In-person Required Orientations, Student Services/Administration approval, Required parent consultations, etc. Students will also be required to participate in state testing or be returned to zoned school or home education.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	LCVS will return to its previous operations regarding enrollment as those practices showed great success in terms of high graduation rates, year over year.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Conduct Monthly Senior Review Meetings

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

Ensure LCVS Enrollment SOP's and Best Practices are implemented and followed.

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

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	LCVS' SWD's are scoring below average in Achievement (ELA 31, Math 13, SCI 17, SS 17). These important students will need more intense support and intervention from both general education teacher as well as ESE Support Teachers. LCVS will hire 2 more instructors (1 ESE, Intensive Reading, 1 ESE, ELA, Intensive Reading) to lighten the load of all ESE teachers, thereby creating more time in each educators day to provide support and intervention. LCVS' general education teachers will also be increasing the amount of EQUIP Tutoring sessions (2 per week) offered with ESE Support and "push-in."
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	SWD Achievement will Increase 9 points in ELA (31 to 40), 10 points in Math (13 to 23), 10 points in Science and Social Studies (17 to 27).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	LCVS ESE Department and Administration will monitor progress of ESE students on a monthly basis. Support and push-in will be monitored by ESE School Specialist and LCVS Admin will ensure student learning needs are met through intervention and support.
Person responsible for monitoring outcome:	Derrick King (kingd1@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students will be encouraged to learn at high levels when presented with high expectations and supported with interventions.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific 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."

| **Describe the resources/ criteria used for selecting this strategy.** | - Students in Advanced, Honors, AP, and Dual Enrollment courses will need interventions and supports through teacher-directed, ESE supported tutoring sessions (EQUIP). |

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Meet with Faculty and Staff to develop plan to increase EQUIP Tutoring Sessions to 2 per week. Discuss what it looks like for ESE Teacher push-in (even in DBA's as well).

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

Hire two Instructional Professionals to support ESE department and goals.

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

Conduct monthly progress monitoring meeting with ESE, Admin, and Student Services.

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

#4. Positive Culture and Environment specifically relating to Increased Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	LCVS will increase students' opportunities to be on campus, participate in field trips, participate in clubs, and collaborate with other virtual learners. When surveyed, teachers stated that students who participated in clubs, field trips, or other events on campus were much more likely to then participate in subsequent Zoom sessions.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	1. Host 1st Annual Open house Event. 2. Provide once a month opportunity to be on campus to complete Mental Health Course with LCVS Staff. 3. Provide open tutoring hours in portables at least one week a month (operating around testing schedule). 4. Set up Program Specialist as Field Trip, Event, and Club Coordinator. 5. Host at least 1 monthly club meeting on campus, in person.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored through completion of events and verification of events on the shared LCVS Events calendar.
Person responsible for monitoring outcome:	Paul Miller (millerp@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students who are attend school and are engaged with other students, faculty and staff, will improve achievement scores.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Going back to Area of Focus #1, "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. This has proven true when comparing student Zoom-based live lesson attendance logs in comparison to their success on FSA's and EOC's. Students who attend Zoom-based live lessons and tutoring perform extensively better on FSA's and EOC's." If LCVS can provide more consistent opportunities for students to come on campus and participate in events, etc,. we believe it will increase attendance and engagement in online Zoom-based sessions. With improved attendance and engagement comes improved student achievement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Meet with Faculty and Staff to discuss rationale for increased engagements; develop plan to host monthly mental health courses, events, field trips, and club meeting.

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

Develop shared events calendar, ensure all SOP's are followed, and carry out plans with communication and completion.

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Grade 4 in 2021-2022: 50% scored below level 3 on FSA ELA

Area of Focus for 5th grade in 2022-2023: Increased ELA-focused EQUIP Tutoring Sessions happening twice per week.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

Grade 5 (same cohort representing 4th grade from last year) will improve ELA Achievement by 10 points or more (50 to 60+).

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

LCVS Administration and Literacy Coach (Ms. Cathy Lewis) will monitor progress of ELA iReady and FAST performance throughout the school year. Administration will ensure that students have the opportunity to attend and engage in at least 2 EQUIP ELA Tutoring sessions per week.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Miller, Paul, millerp@lake.k12.fl.us

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Last year, the LCVS 3rd Gr. math instructor kept track of attendance of Zoom-based EQUIP tutoring sessions and compared that to FSA Scores. Of her 27 students, 12 passed the Math FSA with a 3 or higher (44%). Of those 12, 11 attended sessions very regularly, at least once per week, sometimes more with FSA prep sessions (92%). Of the 15 that did not pass (56%), only 3 attended sessions with some regularity (20%). 80% of the students who did not pass also did not attend EQUIP Sessions...

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Attending Zoom-based sessions with virtual teachers is the most impactful action that students can take to be successful. LCVS will require these sessions and, in fact, double the amount offered each week. Students attendance and engagement in Zoom-based EQUIP Tutoring sessions is directly related to improved student achievement.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Develop and enact plan to increase EQUIP Tutoring Session to 2 per week per class, specific focus on ELA for 5th grade.	Miller, Paul, millerp@lake.k12.fl.us
Have Literacy Coach (as well as other experts - ESE, Intensive Reading, etc.) push into ELA EQUIP Sessions to provide intervention and supports through break out rooms (small group instruction) and collaborative opportunities (students small group learning activities).	Lewis, Cathy, lewisc@lake.k12.fl.us
Conduct monthly progress monitoring meetings with Literacy Coach to discuss FAST/iReady performance.	King, Derrick, kingd1@lake.k12.fl.us

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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.

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

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. Mott: ensuring faculty/staff and processes function to support high expectations for ALL students.
Student services Chair/Program Specialist - Ms. Stacie Clark: Events, Field Trips, and Clubs Coordinator
SAC Chairman - Mr. Householder: ensuring all stakeholders (students, parents, faculty, staff, and community members) are represented and participate in school-based decision making.