

# Lake Virtual Franchise



2014-15 School Improvement Plan

## Lake Virtual Franchise

200 W GOLF LINKS AVE, Eustis, FL 32726

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

29%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

26%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

NOT GRADED

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. 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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 virtual education that prepares students for 21st century success.

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

Vision: To provide a personalized, interactive, and innovative mastery-based virtual education

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Lake County Virtual School (LCVS) provides several orientation meetings during the new enrollment period to inform parents and students about the Lake County Virtual School program and the curriculum providers. This provides an opportunity for the parents and students to meet the staff of LCVS.

All students and parents/guardians receive a welcome call from each of the student's teachers informing them of the course and the requirements and a discussion regarding any special needs of the student are addressed.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

The school creates an environment where students feel safe through orientations and teacher welcome calls that inform students and parents of the online etiquette rules of online learning and measures taken should cyber bullying or other online infractions occur.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Lake County Virtual School implements the policies outlined in the District's Students Rights and Responsibility Handbook. Policies related to academic integrity is reviewed during orientations and again during the welcome calls made by teachers.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school counselor plays a vital role during orientation meetings to inform students of the help and counseling Lake Virtual School can provide. The counselor also maintains a guidance link on the school webpage. The individual attention provided to students by our teachers also assists students with problems or concerns as they arise.

#### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).



**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Attendance and the pace of course completion is constantly monitored by both teachers and our program specialist. Interventions include a parent phone call by the teacher and counselor, a required parent/student conference or referral to Student Services.

Suspensions rarely occur in Lake Virtual. This is not a problem area.

Course failures or failure to stay on pace initiate teacher, counselor and program specialist communication with the student and parent. Students who do not improve are referred back to their home school where more support can be given.

Level 1 students are informed about the grade level expectations of virtual instruction. By nature of virtual instruction, students can spend more time per day on any course. If a student is not able to maintain the pace and/or attendance required for success, they are referred back to their zoned school where there are more programs and personnel to assist.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	6	7	8	9	10	11	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	2	3	3	3	2	1	14

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Teacher phone call and email  
 Guidance phone call and email  
 Program Specialist phone call and email  
 Tutoring  
 Parent/student conference with administrator and teachers  
 Referral to Student Services  
 Referral back to zoned school

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Lake Virtual School would like to increase parent involvement so that our students are more likely to experience success.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Lake Virtual School does have an active School Advisory Council.

The Lake County Virtual School webpage is maintained

Lake County Virtual personnel have participated in a local TV station question and answer period related to virtual education that continues to be aired.

Lake Virtual personnel attend events where they are asked to speak regarding information about virtual education and Lake Virtual.

All parents have access to their students progress and grades by using the parent portal associated with each of our curriculum providers.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

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

Name	Title
Elchenko, Michael	Principal
Smithson, Connie	Administrative Support

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Michael Elchenko- Leadership, review teacher/student contacts and evaluate teachers.

Barbara Augustine- Review of individual student files and progress

Constance Smithson- Review of individual student files and progress

The Leadership Team meets several times per week to discuss program implementation, student progress and curriculum provider implementation. We meet with teachers on a weekly basis to discuss areas of concern and to seek suggestions for solutions.

The Lake County Virtual SAC committee makes suggestions and they are discussed. Areas cited that need improvement are addressed.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school based team offers a vision for data-based decision making, ensures that the school is implementing Rtl, conducts assessment of skills, ensures implementation of interventions and documentation, ensures necessary professional development, and communicates with parents regarding Rtl plans and related activities.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Rovert Householder	Parent
Michael Elchenko	Principal
Chris Johnson	Parent
Hannah Householder	Student
Laura Yeo	Parent
Paul Miller	Teacher
Constance Smithson	Education Support Employee
	Student

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The School Improvement Plan was reviewed and approved by the SAC. Feedback and areas to improve are monitored throughout the year.

*Development of this school improvement plan*

The SAC shares ideas for the SIP, reviews the plan, approves the plan, and makes decisions regarding the implementation of the plan.

*Preparation of the school's annual budget and plan*

The budget was reviewed with SAC on 8/27/2014. The costs for providers was examined and explained. Proposed use of SAI funds and Collaboration funds were approved.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Not applicable

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Elchenko, Michael	Principal
Smithson, Connie	Administrative Support
Bridges, Wendy	Teacher, K-12
Marconi, Paul	Teacher, K-12
Mendez, Carolyn	Teacher, K-12
Stratton, Bridget	Teacher, K-12
Miller, Paul	Teacher, K-12

**Duties*****Describe how the LLT promotes literacy within the school***

The team will analyze data to identify areas that need attention. The team will formulate school-wide literacy goals and monitor implementation of literacy strategies. This year there will be a focus on developing our students' skills in reading in the content area and mathematics. The pace of students will be closely monitored.

The school based team offers a vision for data-based decision making, ensures that the school is implementing RtI, conducts assessment of skills, ensures implementation of interventions and documentation, ensures necessary professional development, and communicates with parents regarding RtI plans and related activities.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

All Lake County Virtual teachers meet on Wednesday mornings to review and discuss writing, reading and mathematics strategies. Teachers collaborated this summer to develop a writing plan and discuss how they can assist each other in a cross-curricular effort

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The school will advertise positions in printed and on-line formats and interview teachers who are certified in the subject area of instruction. The school will provide a variety of professional development opportunities (some on-site and some web based). The school will also provide instructional support as needed with the help of the program specialist and education program providers. For additional support, new teachers will be provided with experienced mentors.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers are provided with training in the education programs they will be using upon hire. This training is done through the providers and is web based. Throughout the year, new teachers continue to work with our education program providers and the program specialist to develop the skills needed to effectively use our programs of instruction. New teachers are provided with experienced mentors for support. We select teachers that have experience teaching virtual courses in the same subject area so that they can offer course specific support in addition to on-line instructional format support.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Teachers attended in-service during the summer to review the new Florida standards. CPALMS will be used to verify rigor of content complies with Florida standards and requirements. All curriculum providers are required to demonstrate that the curriculum meets the requirements and address the new Florida Standards.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Student results on State required tests will be evaluated. Course offerings are provided that best meet the needs of students.

Teachers will be using online Illuminate sessions as a strategy to explain and provide instruction. Discussion based assessments will be a continuous method of determining student grasp of the curriculum. Supplemental online assignments or having redo and resubmit assignments will be implemented when students do not demonstrate proficiency.

Face-to-face tutoring will be made available for students wanting and needing extra assistance in mastering the curriculum. Teachers will also visit school virtual learning labs to provide assistance to students.

Reading, writing and math scores on State exams are examined to assist teachers determine students that need extra help to become proficient.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: Extended School Day**

**Minutes added to school year:**

Students may work on the online curriculum for extended times on during the day and on weekends. Teachers can communicate with students via email, text and phone after typical school hours to assist students, tutor students and grade assignments.

**Strategy Rationale**

Virtual instruction allows for an individualized mastery approach to learning. Students needing more assistance are monitored and contacted by their teachers via phone and email to assist students. Writing sessions will also be required at the elementary level.

**Strategy Purpose(s)**

- Core Academic Instruction
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Elchenko, Michael, elchenkom@lake.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Lake Virtual School will use results of County developed benchmark tests, EOCs and discussions based assessments to monitor strategies implemented to assist students become proficient or advanced on state assessments. A writing plan has been developed to assist students communicate and validate their responses more effectively.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

As virtual students, they are able to work from the home with parents as guides. They are also provided opportunities for educational social interaction through field trips, tutor sessions, and enrichment opportunities with their teacher. The gradual shift from a home environment to a social environment makes the transition smooth for students.

**College and Career Readiness**

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

Academic courses that meet high school graduation and college entrance requirements are linked with technical courses that focus on the students' future career and educational goals. Teachers coordinate course content and instructional goals.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

Lake County Virtual School is preparing students to be college and career ready through high expectations and tying the curriculum to their future endeavors. Florida Virtual released several new

CTE course this year.

Foundations of Web Design can lead to industry certification in Dreamweaver

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Lake County Virtual School is committed to preparing our students to be college and career ready so that they can experience success beyond high school. Lake County Virtual School's guidance counselor is very involved in making sure that students meet all requirements as well as take the necessary courses to graduate high school and enter college and/or the workforce.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

The counselor and program specialist review student transcripts to assure the student is prepared for postsecondary success. Lake Virtual will increase the number of CTE courses offered with the goal of having students earn Industry certifications. The counselor maintains a guidance area on the school website to keep parents and students informed of options, programs and required testing.

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Lake County Virtual School will utilize Early Warning Systems data to track, monitor, and support student pacing and performance.
- G2.** 1. Lake Virtual School teachers will provide standards based instruction by implementing and monitoring text and evidence based writing in all content areas to improve student achievement.
- G3.** Students will not participate in cyber-bullying.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*



**G1.** Lake County Virtual School will utilize Early Warning Systems data to track, monitor, and support student pacing and performance. 1a

 G041946

### Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	65.0
Geometry EOC Pass Rate	65.0
FAA Reading Proficiency	60.0
FAA Reading Proficiency	60.0

### Resources Available to Support the Goal 2

- Course material is in an engaging format because it is on-line and utilizing technology.
- Students have the ability to work at their own pace
- Students have the ability to collaborate in an on-line format with peers from other schools
- Students can work during times that are a good fit for them.
- Discussion based assessments will be implemented. Prior to all unit tests, the teacher will make a phone call to the student to verify they know the information and it is the student doing the work. This preserves academic integrity.

### Targeted Barriers to Achieving the Goal 3

### Plan to Monitor Progress Toward G1. 8

County developed benchmark testing will be implemented. Discussion based assessments are implemented by teachers to continuously monitor students grasp of curriculum standards.

#### Person Responsible

Michael Elchenko

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

EOC results, Benchmark results, FSA results. Pace and grades will be constantly monitored.

### Plan to Monitor Progress Toward G1. 8

Increase monitoring of students' pacing of assignments and on track performance.

#### Person Responsible

Connie Smithson

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Weekly reports from curriculum providers of pace maintained by students and their grades.

**G2. 1.** Lake Virtual School teachers will provide standards based instruction by implementing and monitoring text and evidence based writing in all content areas to improve student achievement.

1a

G041745

**Targets Supported**

1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0
FAA Writing Proficiency	60.0

**Resources Available to Support the Goal**

2

- Student access to complex and challenging text for all courses
- Teachers have the ability to provide students with additional time for assignments
- Teachers can provide students with individualized assistance from the teacher with phone calls when needed
- Teachers can provide students with the option of redoing assignments that they were not able to complete successfully
- Discussion based assignments will be implemented. Prior to all unit tests, the teacher will make a phone call to the student to verify they know the information and it is the student doing the work. This preserves academic integrity.

**Targeted Barriers to Achieving the Goal**

3

- Some students may become frustrated if the reading level is too far above their comprehension level.
- In a virtual school, the curriculum is created and set by our providers and cannot be altered to fit students' interests. Supplemental assignments can be included.

**Plan to Monitor Progress Toward G2.**

8

Review student progress to determine if student comprehension of complex texts is increasing based upon their submitted written assignments.

**Person Responsible**

Michael Elchenko

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

The leadership team will use district benchmark scores, course progress (grades and percent complete), and County developed benchmark to determine completion of the goal of improved writing.

**G3. Students will not participate in cyber-bullying.** 1a

G041747

**Targets Supported** 1b

Indicator	Annual Target
	100.0

**Resources Available to Support the Goal** 2

- Opportunities for bullying are limited because of the learning format
- Teachers are able to monitor all communication students make in courses
- Communication in courses (white board, chat room, etc.) should be content focused

**Targeted Barriers to Achieving the Goal** 3

- Students have the ability to write their own comments in the course chat rooms for other students to see

**Plan to Monitor Progress Toward G3.** 8

Assess success by reviewing cyber-bullying instances

**Person Responsible**

Connie Smithson

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Review of number of cyber-bullying instances by reviewing teachers logs and student emails that are visible in curriculum provider learning management system.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       **S123456** = Quick Key

**G2.** 1. Lake Virtual School teachers will provide standards based instruction by implementing and monitoring text and evidence based writing in all content areas to improve student achievement. **1**

 **G041745**

**G2.B1** Some students may become frustrated if the reading level is too far above their comprehension level. **2**

 **B101416**

**G2.B1.S1** Teachers can provide additional assistance to students in need during after school enrichment/help sessions that will be located at schools throughout the district. **4**

 **S112614**

### Strategy Rationale

Assist students with face-to-face or technology based "Elluminate" students to dialogue improvements needed.

### Action Step 1 **5**

Teachers will provide students with additional course help in face to face or Elluminate tutoring sessions

### Person Responsible

Michael Elchenko

### Schedule

Monthly, from 10/1/2014 to 5/29/2015

### Evidence of Completion

Teacher logs

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Monitor the attendance and completion of tutoring sessions

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Determine effectiveness of tutoring sessions

**Person Responsible**

**Schedule**

***Evidence of Completion***

The leadership team will review attendance records and student progress (course progress and benchmark assessment scores) to determine effectiveness

**G2.B1.S2** Utilize document based assessments to determine student readiness and transfer of instruction **4**

 S112615

**Strategy Rationale**

Provide practice for students that meet the rigor of new Florida standards.

**Action Step 1** **5**

Teachers will develop and implement a writing plan in core subjects and monitor student proficiency with rubrics that meet the rigor of the Florida Standards.

**Person Responsible**

Michael Elchenko

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Teacher developed writing plans. Monitor teacher logs to ensure implementation of the writing plans.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** **6**

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** **7**

**Person Responsible**


**Schedule**

***Evidence of Completion***

**G3. Students will not participate in cyber-bullying.** 1

 G041747

**G3.B1** Students have the ability to write their own comments in the course chat rooms for other students to see 2

 B101419

**G3.B1.S1** Teachers will establish rules/norms for chat room communication 4

 S112617

**Strategy Rationale**

Students will comply with rules when they have an understanding of them and the consequences.

**Action Step 1** 5

Teachers will review acceptable forms of electronic communication with students

**Person Responsible**

Michael Elchenko

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Teachers will document this in communication log. Teachers will also log infractions if they occur.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Review course communication

**Person Responsible**

**Schedule**

***Evidence of Completion***

There will review evidence in teacher communication logs

## Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Investigate reported instances of cyber-bullying

**Person Responsible**

**Schedule**

**Evidence of Completion**

Administration will record the investigated instance and results

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Teachers will provide students with additional course help in face to face or Elluminate tutoring sessions	Elchenko, Michael	10/1/2014	Teacher logs	5/29/2015 monthly
G3.B1.S1.A1	Teachers will review acceptable forms of electronic communication with students	Elchenko, Michael	8/18/2014	Teachers will document this in communication log. Teachers will also log infractions if they occur.	6/5/2015 daily
G2.B1.S2.A1	Teachers will develop and implement a writing plan in core subjects and monitor student proficiency with rubrics that meet the rigor of the Florida Standards.	Elchenko, Michael	8/18/2014	Teacher developed writing plans. Monitor teacher logs to ensure implementation of the writing plans.	6/5/2015 monthly
G1.MA1	County developed benchmark testing will be implemented. Discussion based assessments are implemented by teachers to continuously monitor students grasp of curriculum standards.	Elchenko, Michael	8/18/2014	EOC results, Benchmark results, FSA results. Pace and grades will be constantly monitored.	6/5/2015 weekly
G1.MA2	Increase monitoring of students' pacing of assignments and on track performance.	Smithson, Connie	8/18/2014	Weekly reports from curriculum providers of pace maintained by students and their grades.	6/5/2015 weekly
G2.MA1	Review student progress to determine if student comprehension of complex texts is increasing based upon their submitted written assignments.	Elchenko, Michael	8/18/2014	The leadership team will use district benchmark scores, course progress (grades and percent complete), and County developed benchmark to determine completion of the goal of improved writing.	6/5/2015 biweekly
G2.B1.S1.MA1	Determine effectiveness of tutoring sessions		The leadership team will review attendance records and student progress (course progress and benchmark assessment scores) to	once	



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			determine effectiveness		
G2.B1.S1.MA1	Monitor the attendance and completion of tutoring sessions		The leadership team will attend tutoring sessions and collect attendance reports for students at tutoring sessions	once	
G2.B1.S2.MA1	[no content entered]			once	
G2.B1.S2.MA1	[no content entered]			once	
G3.MA1	Assess success by reviewing cyber-bullying instances	Smithson, Connie	8/18/2014	Review of number of cyber-bullying instances by reviewing teachers logs and student emails that are visible in curriculum provider learning management system.	6/5/2015 monthly
G3.B1.S1.MA1	Investigate reported instances of cyber-bullying		Administration will record the investigated instance and results	once	
G3.B1.S1.MA1	Review course communication		There will review evidence in teacher communication logs	once	

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
Grand Total	0