

# Leon County Virtual School Franchise



2014-15 School Improvement Plan

## Leon County Virtual School Franchise

2757 W PENSACOLA ST, Tallahassee, FL 32304

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

18%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

30%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	NOT GRADED			

### School Board Approval

This plan was approved by the Leon County School Board on 11/18/2014.

### 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	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Leon County Virtual School's mission is to foster a virtual learning environment that meets the needs of the individual family while upholding academic integrity and promoting instructional innovation.

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

(Mirrors Leon County Schools vision statement)

Leon County Virtual School will be an engaging, safe, and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

#### School Environment

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

Our school will—

--Infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210, as applicable to grade levels, including but not limited to, the

- History of the Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans.

--Provide professional development on multicultural communication skills.

--Encourage the sharing of effective strategies for actualizing Marzano's Design Questions 8: "Establishing and Maintaining Effective Relationships with Students."

--Provide collegial support for any teacher who may need assistance in expanding positive interactions with students and parents.

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

Our school will—

--Involve all staff in modeling positive and respectful interactions with colleagues and students.

--Develop a system for monitoring arrival and departure times for students who attend on-site tutoring sessions.

##### **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**

Our school will—

--Ensure differentiation of instruction in online courses to meet the needs of all students.

--Provide pacing guides to encourage students to keep on track with assignments.

--Ensure that teachers provide frequent constructive feedback to students.

**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**

Our school will--

- Provide opportunities for virtual school students to meet together for activities that address social/emotional needs.
- Utilize data-based decision making to close academic, social-emotional, and college-career equity gaps by connecting all students with the services they need.

**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 below 90 percent—including excused/unexcused/OSS (not applicable for virtual school)
- One or more suspensions—in or out of school (not applicable for virtual school)
- Course failure in English/Language Arts or math.
- Level 1 score on state standardized assessments in English Language Arts or math.

**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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

*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**

Our school will implement the following strategies to assist students identified through the early warning system.

- Appropriate course placement.
- Weekly face-to-face tutoring sessions with lead teachers.
- Discussion-based Assessments (DBAs) held by instructor prior to section tests.
- Extended time to complete a course.
- Frequent classroom “walkthroughs” by the principal and lead teachers.

**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**

Our school will--

- Offer "Parent Academy" group sessions
- Update and advertise online activities for parents
- Offer face-to-face parent/student/teacher activities
- Ensure that online teachers contact parents.
- Ensure that lead teachers, principal, and SAC members are available to contact/meet with parents
- Administer online parent survey and review parent responses.

**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**

The school will--

- Participate in the district's Partners in Excellence Program which connects our school with the human, financial and material resources of local businesses, government agencies, and community organizations.
- Appoint a partner coordinator who is responsible for interfacing with prospective and current partners.
- Work with our SAC to plan the utilization of community resources to best support student achievement.

**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
Lowe, Jessica	Principal
Chapman, Jessica	Teacher, K-12
Crowley, Ashley	Teacher, K-12
Gimbel, Teri	Guidance Counselor
Molinaro, Dan	Teacher, K-12
Pons, Kristy	Teacher, K-12

**Duties**

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

a) Jessica Lowe, Principal-- Serves as active member of the SAC; recruits highly qualified teachers; plans and implements teacher retention strategies; verifies appropriate course placement for students; monitors student progress through virtual classroom walkthroughs; provides feedback to teachers; trains groups of teachers in Elluminate sessions; works with School-based Leadership Team (SLT) and Literacy Leadership Team (LLT) during problem-solving sessions and during parent/student/teacher conferences; manages allocation of staff and resources to address student needs;

monitors progress toward achieving SIP goals.

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b) Jessica Chapman, Lead Teacher and District Graduation Coach-- Analyzes data for appropriate course placement in English/language arts courses; mentors new and veteran teachers in presenting virtual instruction of content; monitors student progress through virtual classroom walkthroughs; provides feedback to teachers; works with SLT and LLT during problem-solving sessions and during parent/student/teacher conferences; works with district high schools in providing virtual options for students who need credit retrieval for graduation; monitors progress toward achieving SIP goals.

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c) Ashley Crowley, Lead Teacher, ESE Referral Coordinator, Guidance Counselor-- Conducts pre-enrollment conferences with parents and students to assess family needs and expectations; conducts new student orientation sessions; analyzes data for appropriate course placement in English/language arts and social studies courses; mentors new and veteran teachers in presenting virtual instruction of content; monitors student progress through virtual classroom walkthroughs; provides face-to-face and small-group instruction to students; provides feedback to teachers; works with SLT and LLT during problem-solving sessions and during parent/student/teacher conferences; serves as testing coordinator and guidance counselor for students in kindergarten through grade 12; serves as school's Suicide Risk Assessment team leader; monitors progress toward achieving SIP goals.

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d) Teri Gimbel, Lead Teacher, Guidance Counselor--Coordinates Parent Academy by conducting parent orientation and training sessions and by maintaining parent website; develops and implements a school counseling program focused on the Eight Components of College and Career Readiness.

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e) Dan Molinaro, Lead Teacher, Curriculum Developer--Analyzes data for appropriate course placement in mathematics courses; mentors new and veteran teachers in presenting virtual instruction of content; monitors student progress through virtual classroom walkthroughs; provides feedback to teachers; works with SLT and LLT during problem-solving sessions and during parent/student/teacher conferences; designs courses; provides technical assistance to online teachers and students; provides face-to-face and online tutoring sessions; monitors progress toward achieving SIP goals.

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f) Kristy Pons, Lead Teacher for STEM and CTE--Analyzes data for appropriate course placement in STEM and CTE courses; mentors new and veteran teachers in presenting virtual instruction of content; monitors student progress through virtual classroom walkthroughs; provides feedback to teachers; works with SLT and LLT during problem-solving sessions and during parent/student/teacher conferences; designs courses; provides face-to-face and online tutoring sessions; monitors progress toward SIP STEM and CTE goals.

***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***

Our school will--

--Use problem-solving to identify and align all available resources to meet the needs of students (SLT with assistance from the School Advisory Council). Problem solving model:

a) Analyzing data to define the problem.

b) Determining why the problem is occurring.

c) Developing a plan that establishes a performance goal; delineates intervention strategies; and specifies how implementation of the plan will be supported and monitored; and specifies how and when the student's progress will be monitored.

--Coordinate use of federal, state, and local funds/services/programs to maximize desired student

outcomes. (Principal with the assistance of the SLT). At the district level, department directors meet to ensure collaboration and coordination between Title I A & D; Title III-- ESOL; Title IV A & B—21st Century Program/Safety and Drug Free Schools; Title V; Title X—Homeless; Exceptional Student Education; Teaching and Learning curriculum support; Testing and Student Assessment; Title VI and the School Improvement Office; Finance Office; Human Resources; CTE; and STEM initiatives.  
 --Develop and submit grant proposals to supplement funding.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Jessica Lowe	Principal
Donna Weisman	Teacher
Freda Lewis	Education Support Employee
Todd Veasey	Parent
Ed Mansouri	Business/Community
Quinn Veasey	Student
Raquel Camacho	Parent
Kristal Franklin	Parent
Lynn Barr	Parent
Kelvin Graves	Teacher

**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 SAC co-chairs work with the School Leadership Team (SLT) and the Literacy Leadership Team (LLT) to involve SAC members in evaluating the effectiveness of the 2013-2014 SIP and involving them in a problem-solving process to address new goals, barriers, strategies, and budgets.

*Development of this school improvement plan*

The SAC co-chairs work with the SLT and the LLT to involve SAC members in the problem-solving process to address goals, barriers, strategies, and budgets for 2014-2015. The SAC co-chairs assist in presenting the draft of the SIP at the open forum and to the council members for final review.

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

The SAC co-chairs involve the members in a problem-solving process to consider the new goals, barriers, strategies in the SIP as they develop the budget for the new school year.

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

No school improvements funds were available for 2013-2014

***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
Lowe, Jessica	Principal
Bishop, Ken	Teacher, K-12
Chapman, Jessica	Teacher, K-12
Crowley, Ashley	Teacher, K-12

#### Duties

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

- Monitoring appropriate course placement in English/language arts/reading and content-area courses..
- Training online teachers to provide differentiated virtual instruction.
- Monitoring academic progress of individual students.
- Monitoring progress toward meeting SIP goals for reading and writing.

### 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**

- Professional development is provided on team building and developing positive relationships among staff members.
- The SLT and the LLT meet together frequently in learning team meetings during which research-based protocols focus the discussion on assessing students' academic needs and strategies for meeting the needs of each student.
- Student progress is monitored and instruction is modified as needed—based on collaborative decisions.

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

Recruitment Strategies (person responsible--Principal)

- Teaching positions are posted on the district's PATs employment website for teachers currently teaching for Leon County Schools.
- Only highly qualified teachers are interviewed.
- Recommendations from current principals, assistant principals, and department heads/team leaders are reviewed.

Retention Strategies (person responsible--Principal)

- Regular meetings of new teachers with Principal including welcome and follow-up after students' grace period.
- Teacher Mentor Program—Lead teachers and veteran teachers paired with new teachers and with other teachers as needed.

- Professional development—including professional learning communities (PLCs) guided by assessment of training needs.
- Leadership opportunities--encouraged by principal.

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

- Four lead teachers are paired with teachers in similar content-area subjects to assist throughout the school year. Face-to-face and virtual mentoring activities focus on discussing the following issues:
  - a. How to ask for help.
  - b. Where to find pacing guides/answer keys.
  - c. How to effectively manage the student grace period,
  - d. Calling and email strategies.
  - e. Expectations for communication with students, parents, and guidance counselors.
  - f. Grading policy and expectations.
  - g. Using Educator and Virtual School Administrator.
  - h. Course navigation.
  - i. How to solve technical problems.
  - j. Teaching strategies for online learning.
  - k. Classroom walkthroughs/course quality control.
  - l. Teacher time-management strategies.
  - m. Tracking student progress.
  - n. How to implement and document interventions
  - o. When to refer a student to the intervention team.
- The Teacher Mentoring Program will be evaluated by the Principal using virtual classroom walkthroughs.

## **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***

Our school--

- Encourages teacher participation in professional development opportunities that focus on the alignment of curriculum and instructional materials to the Florida Standards.
- Provides ongoing opportunities for growth in instructional practice and curriculum tied to the standards.
- Provides opportunities for small learning communities; problem-solving, inquiry-driven research approaches to teaching.

#### **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***

Our school--

Reviews student performance data before assigning students to courses.

- Monitors student progress in the course.
- Meets regularly to make decisions about needed interventions in writing and math instruction.

- Uses instructional strategies and tools based on student needs
- Provides opportunities for face-to-face tutorials.

**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 Year

**Minutes added to school year:**

Students can access course work during weekends, holidays, and summer vacation and can contact teachers during the extended time.

**Strategy Rationale**

Provides extended time for tutoring, as well as enrichment courses that contribute to a well-rounded education.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Lowe, Jessica, lowej@leonschools.net

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

The "Course Completion Report" will provide data on the amount of extra time used by students to complete course work.

**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**

- Meeting regularly to collaborate across grade levels and content areas to assess student concerns linked to moving from one grade level to the next.
- Designing and implementing strategies to improve curriculum and teaching strategies to meet student needs as they move through the grade levels.

**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**

- Providing academic and career planning for personally meaningful courses of study by working with each student to map out an academic and career plan that includes a variety of post-secondary options and experiences.
- Promoting increased student participation and performance in Advanced Placement (AP) coursework.
- Promoting vertical articulation for LCVS middle school students moving to the LCVS high school program

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

- By assisting students in registering for courses that will lead to their future goals.
- By encouraging dual enrollment in Lively Technical School for hands-on experience with vocational programs.

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

- Actively recruiting students to participate in dual enrollment programs and advanced placement courses that provide exposure to college-level material.
- Encouraging students to schedule accelerated courses for exposure to post-secondary expectations and material while in high school.

**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**

- Actively recruiting students to participate in dual enrollment programs and advanced placement courses that provide exposure to college-level material.
- Encouraging students to schedule accelerated courses for exposure to post-secondary expectations and material while in high school.
- Providing a Math for College and Career Readiness course especially designed for our students' needs.
- Reviewing student preparation needs.
- Individual counseling sessions with students focused on readiness for college.
- Meeting with parents to explain their role in assisting students with being ready for college

## 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

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

## Strategic Goals Summary

- G1.** Writing: As we begin a more complex state measure of performance in English/Language Arts, our school goal is for at least 50 percent of our students to score at or above the proficiency level in writing on the spring 2015 Florida Statewide Assessment (FSA).
- G2.** Math: As we begin a more complex state measure of performance in mathematics, our school goal is for at least 50 percent of our students to score at or above the proficiency level in mathematics on the spring 2015 FSA.
- G3.** Science: Our school goal for science is for at least 50 percent of our students to score at or above the proficient level in Biology 1 on the spring end-of-course exam.

## 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. Writing:** As we begin a more complex state measure of performance in English/Language Arts, our school goal is for at least 50 percent of our students to score at or above the proficiency level in writing on the spring 2015 Florida Statewide Assessment (FSA). 1a

G042780

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	50.0

**Resources Available to Support the Goal** 2

- Experienced language arts teachers. .
- Lead teacher available for face-to-face tutoring.
- Lead teacher to train/mentor online adjunct teachers

**Targeted Barriers to Achieving the Goal** 3

- Limited direct instruction in writing strategies assessed on the FSA. .

**Plan to Monitor Progress Toward G1.** 8

Review reports on progress of tutored students on writing assessments.

**Person Responsible**

Jessica Lowe

**Schedule**

Quarterly, from 12/5/2014 to 5/30/2015

**Evidence of Completion**

Review of student work on informal and formal writing assessments will show successful progress and will show that students are prepared for the FSA in writing.

**G2. Math:** As we begin a more complex state measure of performance in mathematics, our school goal is for at least 50 percent of our students to score at or above the proficiency level in mathematics on the spring 2015 FSA. **1a**

 G042782

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - All Students	59.0

**Resources Available to Support the Goal** **2**

- Teachers available for face-to-face tutoring in math

**Targeted Barriers to Achieving the Goal** **3**

- Limited direct instruction for specialized question/response format on FSA in math.

**Plan to Monitor Progress Toward G2.** **8**

Review reports on improvement in scores on math practice assessments

**Person Responsible**

Jessica Lowe

**Schedule**

Quarterly, from 10/5/2014 to 5/30/2015

**Evidence of Completion**

Review of student work on math practice assessments will show successful progress and will show that students are prepared for the FSA in mathematics.

**G3. Science:** Our school goal for science is for at least 50 percent of our students to score at or above the proficient level in Biology 1 on the spring end-of-course exam. 1a

G042783

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	50.0

**Resources Available to Support the Goal** 2

- Experienced science teachers
- 

**Targeted Barriers to Achieving the Goal** 3

- Students in grades 6-9 are often not prepared for a high-school level biology course.

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

Collect, review and discuss progress of tutored students in Biology 1 course.

**Person Responsible**

Jessica Lowe

**Schedule**

Semiannually, from 12/5/2014 to 6/30/2015

**Evidence of Completion**

Review of student work in Biology 1 will show successful progress and will show that students are prepared for the end-of-course exam.

## 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

**G1.** Writing: As we begin a more complex state measure of performance in English/Language Arts, our school goal is for at least 50 percent of our students to score at or above the proficiency level in writing on the spring 2015 Florida Statewide Assessment (FSA). **1**

 G042780

**G1.B1** Limited direct instruction in writing strategies assessed on the FSA. . **2**

 B104489

**G1.B1.S1** Provide direct instruction through face-to-face tutoring in writing skills, using "Adobe Captivate" software. **4**

 S123265

### Strategy Rationale

Face-to-face tutoring allows real-time intervention to meet the diverse needs of our online students.

### Action Step 1 **5**

Review 2014 FCAT Writing scores and schedule students for face-to-face tutoring sessions.

#### Person Responsible

Ken Bishop

#### Schedule

Monthly, from 9/30/2014 to 5/30/2015

#### Evidence of Completion

Spreadsheet of students selected, writing scores, and date scheduled.

**Action Step 2** 5

Provide face-to-face tutoring in writing skills to selected students (individually and in small groups).

**Person Responsible**

Ken Bishop

**Schedule**

Biweekly, from 10/26/2014 to 5/30/2015

***Evidence of Completion***

Lesson plans for tutoring sessions, attendance logs.

**Action Step 3** 5

Implement new writing software program in tutoring sessions.

**Person Responsible**

Ken Bishop

**Schedule**

Weekly, from 11/1/2014 to 5/31/2015

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

SLT will submit reports to Principal on focus of tutoring lesson plans and number of students attending math tutoring sessions.

**Person Responsible**

**Schedule**

Every 6 Weeks, from 9/30/2014 to 5/30/2015

***Evidence of Completion***

Tutoring lesson plans and attendance logs.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Review progress of tutored students on writing practice assessments

**Person Responsible**

Ken Bishop

**Schedule**

Biweekly, from 9/30/2014 to 5/30/2015

**Evidence of Completion**

Student writing samples--scored.

**G2. Math:** As we begin a more complex state measure of performance in mathematics, our school goal is for at least 50 percent of our students to score at or above the proficiency level in mathematics on the spring 2015 FSA. 1

G042782

**G2.B1** Limited direct instruction for specialized question/response format on FSA in math. 2

B104493

**G2.B1.S1** Require face-to-face tutoring for students scoring below Level 3 on the 2014 FCAT Math for instruction in solving word problems and responding to questions in the FSA Math format. 4

S115670

**Strategy Rationale**

Face-to-face tutoring allows real-time intervention to meet the diverse needs of our online students

**Action Step 1** 5

Review FCAT Math scores and assign students to tutoring sessions; provide tutoring sessions.

**Person Responsible**

Kelvin Graves

**Schedule**

Weekly, from 9/30/2014 to 5/30/2015

**Evidence of Completion**

Spreadsheet of selected students, test scores and tutoring session schedules; Tutoring lesson plans and log.

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

Review tutoring lesson plans and log of student participants.

**Person Responsible**

Dan Molinaro

**Schedule**

Weekly, from 9/30/2014 to 5/30/2015

**Evidence of Completion**

SLT will submit reports to Principal on focus of tutoring lesson plans and number of students attending math tutoring sessions.

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

Review student progress on math practice assessments.

**Person Responsible**

Kelvin Graves

**Schedule**

Weekly, from 10/31/2014 to 5/30/2015

**Evidence of Completion**

SLT will report to Principal on progress of tutored students.

**G3.** Science: Our school goal for science is for at least 50 percent of our students to score at or above the proficient level in Biology 1 on the spring end-of-course exam. 1

G042783

**G3.B1** Students in grades 6-9 are often not prepared for a high-school level biology course. 2

B104494

**G3.B1.S1** Provide face-to-face tutoring for students having difficulty in Biology I. 4

S115672

### Strategy Rationale

research-based strategy

### Action Step 1 5

Provide face-to-face tutoring for students having difficulty in Biology I course.

#### Person Responsible

Emily Knoblauch

#### Schedule

Biweekly, from 10/31/2014 to 6/30/2015

#### Evidence of Completion

Tutoring lesson plans and logs.

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

Review tutor lesson plans and logs of student attendance.

#### Person Responsible

Jessica Lowe

#### Schedule

Biweekly, from 11/5/2014 to 5/30/2015

#### Evidence of Completion

Tutor lesson plans and logs of student attendance.

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

review student progress in Biology 1 course through discussion based assessments and practice assessments for end-of-course exam.

**Person Responsible**

Emily Knoblauch

**Schedule**

Monthly, from 12/5/2014 to 5/1/2015

**Evidence of Completion**

Report to Principal on student progress in Biology 1.

**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	Review FCAT Math scores and assign students to tutoring sessions; provide tutoring sessions.	Graves, Kelvin	9/30/2014	Spreadsheet of selected students, test scores and tutoring session schedules; Tutoring lesson plans and log.	5/30/2015 weekly
G3.B1.S1.A1	Provide face-to-face tutoring for students having difficulty in Biology I course.	Knoblauch, Emily	10/31/2014	Tutoring lesson plans and logs.	6/30/2015 biweekly
G1.B1.S1.A1	Review 2014 FCAT Writing scores and schedule students for face-to-face tutoring sessions.	Bishop, Ken	9/30/2014	Spreadsheet of students selected, writing scores, and date scheduled.	5/30/2015 monthly
G1.B1.S1.A2	Provide face-to-face tutoring in writing skills to selected students (individually and in small groups).	Bishop, Ken	10/26/2014	Lesson plans for tutoring sessions, attendance logs.	5/30/2015 biweekly
G1.B1.S1.A3	Implement new writing software program in tutoring sessions.	Bishop, Ken	11/1/2014		5/31/2015 weekly
G1.MA1	Review reports on progress of tutored students on writing assessments.	Lowe, Jessica	12/5/2014	Review of student work on informal and formal writing assessments will show successful progress and will show that students are prepared for the FSA in writing.	5/30/2015 quarterly
G1.B1.S1.MA1	Review progress of tutored students on writing practice assessments	Bishop, Ken	9/30/2014	Student writing samples--scored.	5/30/2015 biweekly
G1.B1.S1.MA1	SLT will submit reports to Principal on focus of tutoring lesson plans and number of students attending math tutoring sessions.		9/30/2014	Tutoring lesson plans and attendance logs.	5/30/2015 every-6-weeks
G2.MA1	Review reports on improvement in scores on math practice assessments	Lowe, Jessica	10/5/2014	Review of student work on math practice assessments will show successful progress and will show that students are prepared for the FSA in mathematics.	5/30/2015 quarterly
G2.B1.S1.MA1	Review student progress on math practice assessments.	Graves, Kelvin	10/31/2014	SLT will report to Principal on progress of tutored students.	5/30/2015 weekly
G2.B1.S1.MA1	Review tutoring lesson plans and log of student participants.	Molinaro, Dan	9/30/2014	SLT will submit reports to Principal on focus of tutoring lesson plans and	5/30/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				number of students attending math tutoring sessions.	
G3.MA1	Collect, review and discuss progress of tutored students in Biology 1 course.	Lowe, Jessica	12/5/2014	Review of student work in Biology 1 will show successful progress and will show that students are prepared for the end-of-course exam.	6/30/2015 semiannually
G3.B1.S1.MA1	review student progress in Biology 1 course through discussion based assessments and practice assessments for end-of-course exam.	Knoblauch, Emily	12/5/2014	Report to Principal on student progress in Biology 1.	5/1/2015 monthly
G3.B1.S1.MA1	Review tutor lesson plans and logs of student attendance.	Lowe, Jessica	11/5/2014	Tutor lesson plans and logs of student attendance.	5/30/2015 biweekly

## 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.*

**G1. Writing:** As we begin a more complex state measure of performance in English/Language Arts, our school goal is for at least 50 percent of our students to score at or above the proficiency level in writing on the spring 2015 Florida Statewide Assessment (FSA).

**G1.B1** Limited direct instruction in writing strategies assessed on the FSA. .

**G1.B1.S1** Provide direct instruction through face-to-face tutoring in writing skills, using "Adobe Captivate" software.

### PD Opportunity 1

Provide face-to-face tutoring in writing skills to selected students (individually and in small groups).

#### Facilitator

district language arts developer

#### Participants

lead teacher for writing

#### Schedule

Biweekly, from 10/26/2014 to 5/30/2015

**G2. Math:** As we begin a more complex state measure of performance in mathematics, our school goal is for at least 50 percent of our students to score at or above the proficiency level in mathematics on the spring 2015 FSA.

**G2.B1** Limited direct instruction for specialized question/response format on FSA in math.

**G2.B1.S1** Require face-to-face tutoring for students scoring below Level 3 on the 2014 FCAT Math for instruction in solving word problems and responding to questions in the FSA Math format.

### PD Opportunity 1

Review FCAT Math scores and assign students to tutoring sessions; provide tutoring sessions.

#### Facilitator

District facilitator

#### Participants

Lead teacher for math

#### Schedule

Weekly, from 9/30/2014 to 5/30/2015

**G3.** Science: Our school goal for science is for at least 50 percent of our students to score at or above the proficient level in Biology 1 on the spring end-of-course exam.

**G3.B1** Students in grades 6-9 are often not prepared for a high-school level biology course.

**G3.B1.S1** Provide face-to-face tutoring for students having difficulty in Biology I.

**PD Opportunity 1**

Provide face-to-face tutoring for students having difficulty in Biology I course.

**Facilitator**

district facilitator

**Participants**

Lead teacher for science

**Schedule**

Biweekly, from 10/31/2014 to 6/30/2015

## Budget Rollup

Summary	
Description	Total
<b>Goal 1: Writing:</b> As we begin a more complex state measure of performance in English/Language Arts, our school goal is for at least 50 percent of our students to score at or above the proficiency level in writing on the spring 2015 Florida Statewide Assessment (FSA).	200
<b>Grand Total</b>	<b>200</b>

Goal 1: Writing: As we begin a more complex state measure of performance in English/Language Arts, our school goal is for at least 50 percent of our students to score at or above the proficiency level in writing on the spring 2015 Florida Statewide Assessment (FSA).		
Description	Source	Total
<b>B1.S1.A3</b>		200
<b>Total Goal 1</b>		<b>200</b>