# LEON COUNTY VIRTUAL SCHOOL FRANCHISE

**2024-25 Schoolwide Improvement Plan**

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# School Board Approval

This plan has not yet been approved by the Leon County School Board.

# SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

| ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI) |
| --- |
| A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%. |

| TARGETED SUPPORT AND IMPROVEMENT (TSI) |
| --- |
| A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years. |

| COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) |
| --- |

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP SECTIONS | TITLE I SCHOOLWIDE PROGRAM | CHARTER SCHOOLS |
|---|---|---|
| I.A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b) | |
| I.E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II.A-E: Data Review | | 6A-1.099827(4)(a)(2) |
| III.A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III.B, IV: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| V: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

# 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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

# A. 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

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.

# B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

## Leadership Team Member #1

### Employee's Name
Jennifer Ricardo

### Position Title
Principal

### Job Duties and Responsibilities

The Principal leads the school community in developing, communicating, and implementing the school's vision. The Principal assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff and oversee facilities.

The leadership team sets high expectations for teaching and learning. The leadership team will support initiatives which foster leadership, shared decision making and a continuous improvement model. The leadership team will identify resources to increase data driven decision making to support high quality instruction. School personnel share leadership responsibilities and participate in decision making that advances the school's mission. Collectively, the team will attend grade level meetings, implement data driven intervention programs, offer onsite professional development, and visit

classrooms to observe instruction and provide feedback.

## Leadership Team Member #2

**Employee's Name**

Nikki Bradley

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

The Assistant Principal supports the Principal in promoting the vision and implementing the mission of the school.

The leadership team sets high expectations for teaching and learning. The leadership team will support initiatives which foster leadership, shared decision making and a continuous improvement model. The leadership team will identify resources to increase data driven decision making to support high quality instruction. School personnel share leadership responsibilities and participate in decision making that advances the school's mission. Collectively, the team will attend grade level meetings, implement data driven intervention programs, offer onsite professional development, and visit classrooms to observe instruction and provide feedback.

# C. Stakeholder Involvement and Monitoring

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

LCVS uses a School Advisory Council to fulfill these requirement. All required stakeholders are represented (school leadership, teachers, staff, parents, students and businesses). SAC meetings are held 4 times per year and the purpose is to assist in making decisions about the mission and educational purpose and goals of the school.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

Leadership teams and administration meet with teachers monthly for data chats and monthly committee meetings. After review of the student performance data, if needed, adjustments are made to the plan to ensure continuous improvement and learning for all students. These adjustments are brought to the SAC committee for approval.

SAC will meet quarterly throughout the 2024-2025 school year.

# D. Demographic Data

| | |
|---|---|
| **2024-25 STATUS**<br>(PER MSID FILE) | **ACTIVE** |
| **SCHOOL TYPE AND GRADES SERVED**<br>(PER MSID FILE) | **SENIOR HIGH**<br>**6-12** |
| **PRIMARY SERVICE TYPE**<br>(PER MSID FILE) | **K-12 GENERAL EDUCATION** |
| **2023-24 TITLE I SCHOOL STATUS** | **NO** |
| **2023-24 MINORITY RATE** | **50.9%** |
| **2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE** | **11.1%** |
| **CHARTER SCHOOL** | **NO** |
| **RAISE SCHOOL** | **NO** |
| **2023-24 ESSA IDENTIFICATION**<br>*UPDATED AS OF 7/25/2024 | **N/A** |
| **ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)** | |
| **2023-24 ESSA SUBGROUPS REPRESENTED**<br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | **BLACK/AFRICAN AMERICAN STUDENTS (BLK)**<br>**WHITE STUDENTS (WHT)** |
| **SCHOOL GRADES HISTORY**<br>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.* | **2023-24:**<br>**2022-23: ***<br>**2021-22: I**<br>**2020-21:**<br>**2019-20: A** |

# E. Early Warning Systems

## 1. Grades K-8

**Current Year 2024-25**

Using 2023-24 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 | |
| Absent 10% or more school days | | | | | | | 0 | 0 | 0 | 0 |
| One or more suspensions | | | | | | | 0 | 0 | 0 | 0 |
| Course failure in English Language Arts (ELA) | | | | | | | 0 | 0 | 0 | 0 |
| Course failure in Math | | | | | | | 0 | 0 | 0 | 0 |
| Level 1 on statewide ELA assessment | | | | | | | 1 | 1 | 1 | 3 |
| Level 1 on statewide Math assessment | | | | | | | 1 | 1 | 2 | 4 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | | | | | | | | | | 0 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | | | | | | | | | | 0 |

**Current Year 2024-25**

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | | | | | | | 0 | 0 | 0 | 0 |

**Current Year 2024-25**

Using the table above, complete the table below with the number of students retained:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained students: current year | | | | | | | 1 | 0 | 0 | 1 |
| Students retained two or more times | | | | | | | 0 | 0 | 0 | 0 |

## Prior Year (2023-24) As Last Reported (pre-populated)

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more school days | | 1 | 3 | | 1 | 1 | 1 | 3 | 2 | 12 |
| One or more suspensions | | | | | | | | 2 | 2 | 4 |
| Course failure in ELA | | | | | | | | | | 0 |
| Course failure in Math | | | | | | | | | | 0 |
| Level 1 on statewide ELA assessment | | | | | | 1 | | 2 | 1 | 4 |
| Level 1 on statewide Math assessment | | | | | | 1 | | 1 | 1 | 3 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | | | | | | | | | | 0 |

## Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | | | | | | 1 | | 2 | 1 | 4 |

## Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained students: current year | | | | | | | | 5 | 4 | 9 |
| Students retained two or more times | | | | | | 1 | | | | 1 |

## 2. Grades 9-12 (optional)

**Current Year (2024-25)**

Using 2023-24 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 |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Absent 10% or more school days | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 |
| Course failure in English Language Arts (ELA) | 0 | 1 | 1 | 0 | 2 |
| Course failure in Math | 0 | 1 | 2 | 0 | 3 |
| Level 1 on statewide ELA assessment | 1 | 3 | 4 | 1 | 9 |
| Level 1 on statewide Algebra assessment | 2 | 1 | 3 | 0 | 6 |

**Current Year (2024-25)**

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

| INDICATOR | GRADE LEVEL | | | | TOTAL |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 1 | 1 | 0 | 2 |

**Current Year (2024-25)**

Using the table above, complete the table below with the number of students retained:

| INDICATOR | GRADE LEVEL | | | | TOTAL |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Retained students: current year | 0 | 0 | 2 | 0 | 2 |
| Students retained two or more times | 0 | 1 | 0 | 0 | 1 |

## II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

# A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

| ACCOUNTABILITY COMPONENT | 2024 | | | 2023 | | | 2022** | | |
|---|---|---|---|---|---|---|---|---|---|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement * | 65 | 53 | 55 | 71 | 51 | 50 | 39 | 55 | 51 |
| ELA Grade 3 Achievement ** | | | 57 | 73 | | 53 | | | |
| ELA Learning Gains | 56 | 53 | 57 | | | | 53 | | |
| ELA Learning Gains Lowest 25% | 58 | 49 | 55 | | | | 38 | | |
| Math Achievement * | 49 | 43 | 45 | 46 | 45 | 38 | 27 | 36 | 38 |
| Math Learning Gains | 62 | 42 | 47 | | | | 41 | | |
| Math Learning Gains Lowest 25% | | 38 | 49 | | | 44 | | | |
| Science Achievement * | 76 | 61 | 68 | 69 | 65 | 64 | 37 | 47 | 40 |
| Social Studies Achievement * | 74 | 73 | 71 | 83 | 77 | 66 | 37 | 46 | 48 |
| Graduation Rate | 100 | 88 | 90 | 84 | 89 | 89 | 100 | 67 | 61 |
| Middle School Acceleration | | | | | | | 30 | 40 | 44 |
| College and Career Readiness | 64 | 62 | 67 | 44 | 61 | 65 | 67 | 75 | 67 |
| ELP Progress | | 46 | 49 | | 45 | 45 | | | |

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

# B. ESSA School-Level Data Review (pre-populated)

| 2023-24 ESSA FPPI | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL FPPI – All Students | 67% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the FPPI | 604 |
| Total Components for the FPPI | 9 |
| Percent Tested | 92% |
| Graduation Rate | 100% |

| ESSA OVERALL FPPI HISTORY | | | | | | |
|---|---|---|---|---|---|---|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20* | 2018-19 | 2017-18 |
| 67% | 67% | 47% | 65% | | 78% | 75% |

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

# C. ESSA Subgroup Data Review (pre-populated)

| 2023-24 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Black/African American Students | 53% | No | | |
| White Students | 68% | No | | |

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Students With Disabilities | 45% | No | | |
| Black/African American Students | 57% | No | | |
| Hispanic Students | 50% | No | | |
| Multiracial Students | 63% | No | | |
| White Students | 66% | No | | |
| Economically Disadvantaged | 53% | No | | |

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Students | | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Students With Disabilities | 18% | Yes | 1 | 1 |
| English Language Learners | | | | |
| Native American Students | | | | |
| Asian Students | 90% | No | | |
| Black/African American Students | 40% | Yes | 1 | |
| Hispanic Students | 57% | No | | |
| Multiracial Students | 65% | No | | |
| Pacific Islander | | | | |

| | 2021-22 ESSA SUBGROUP DATA SUMMARY | | | |
| --- | --- | --- | --- | --- |
| **ESSA SUBGROUP** | **FEDERAL PERCENT OF POINTS INDEX** | **SUBGROUP BELOW 41%** | **NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%** | **NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%** |
| Students | | | | |
| White Students | 65% | No | | |
| Economically Disadvantaged Students | | | | |

## D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

### 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2022-23 | C&C ACCEL 2022-23 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 65% | | 56% | 58% | 49% | 62% | | 76% | 74% | | 100% | 64% | |
| Black/ African American Students | 64% | | 50% | | 45% | 53% | | | | | | | |
| White Students | 56% | | 50% | | 43% | 75% | | 77% | 75% | | 100% | 70% | |

## 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2021-22 | C&C ACCEL 2021-22 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 71% | 73% | | | 46% | | | 69% | 83% | | 84% | 44% | |
| Students With Disabilities | 60% | | | | 30% | | | | | | | | |
| Black/African American Students | 76% | | | | 48% | | | | | | 85% | 18% | |
| Hispanic Students | 75% | | | | 25% | | | | | | | | |
| Multiracial Students | 70% | | | | 55% | | | | | | | | |
| White Students | 67% | | | | 48% | | | | | | 85% | 65% | |
| Economically Disadvantaged Students | | | | | | | | | | | 80% | 25% | |

## 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 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 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 39% | | 53% | 38% | 27% | 41% | 44% | 37% | 37% | 30% | 100% | 67% | |
| Students With Disabilities | 12% | | 27% | | 5% | 27% | | | | | | | |
| English Language Learners | | | | | | | | | | | | | |
| Native American Students | | | | | | | | | | | | | |
| Asian Students | 90% | | | | | | | | | | | | |
| Black/African American Students | 47% | | 50% | 36% | 21% | 34% | | 30% | 62% | | | | |
| Hispanic Students | 72% | | 54% | | 63% | 38% | | | | | | | |
| Multiracial Students | 80% | | | | 50% | | | | | | | | |
| Pacific Islander Students | | | | | | | | | | | | | |
| White Students | 72% | | 47% | 45% | 56% | | | 58% | 73% | | 100% | 70% | |
| Economically Disadvantaged Students | | | | | | | | | | | | | |

# E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

| SUBJECT | GRADE | 2023-24 SPRING | | | | |
| | | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| --- | --- | --- | --- | --- | --- | --- |
| Ela | 10 | 64% | 53% | 11% | 53% | 11% |
| Ela | 7 | 50% | 51% | -1% | 50% | 0% |
| Math | 7 | 60% | 55% | 5% | 47% | 13% |
| Civics | | 50% | 75% | -25% | 67% | -17% |
| Biology | | 90% | 67% | 23% | 67% | 23% |
| Geometry | | 40% | 54% | -14% | 52% | -12% |
| History | | 82% | 72% | 10% | 67% | 15% |
| Ela | 3 | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |
| Ela | 4 | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |
| Ela | 5 | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |
| Ela | 6 | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |
| Ela | 8 | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |
| Ela | 9 | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |
| Math | 3 | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |
| Math | 4 | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |
| Math | 5 | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |
| Math | 6 | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |
| Math | 8 | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |
| Science | 5 | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |
| Science | 8 | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |
| Algebra | | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |

| 2023-24 WINTER | | | | | | |
|---|---|---|---|---|---|---|
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| Algebra | | *data suppressed due to fewer than 10 students or all tested students scoring the same.* | | | | |

| 2023-24 FALL | | | | | | |
|---|---|---|---|---|---|---|
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| Algebra | | *data suppressed due to fewer than 10 students or all tested students scoring the same.* | | | | |
| History | | *data suppressed due to fewer than 10 students or all tested students scoring the same.* | | | | |

# III. Planning for Improvement

# A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

**Most Improvement**

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was College and Career Readiness. During the school year 23-24, LCVS earned a 64. The previous school year of 22-23, LCVS earned a 44. This is an increase of 20 points. During the 23-24 SY, emphasis was made on enrolling and implementing several CTE courses as well as an emphasis on dual enrollment for certain students.

**Lowest Performance**

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was Math Achievement. A contributing factor to the low performance is the employment of a new math teacher. This teacher was new to the virtual learning and teaching environment in Florida and was not proficient in the FLVS curriculum. Additionally, insufficient progress monitoring toward successful completion.

**Greatest Decline**

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline was Social Studies Achievement. During the 23-24 school year, LCVS earned a 74. During the 22-23 school year, LCVS earned an 83 in Social Studies Achievement. This is decline of 9 points.

**Greatest Gap**

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data componenet with the greatest gap when compared to the state average was in Civics. LCVS scored a 50% proficiency rate while the state average was 67%. This is a difference of 17%.

**EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One potential area of concern from the EWS data is the percentage of students scoring a Level 1 on Math Achievement (Grades 6-12 indicate 10 students performed at this level).

**Highest Priorities**

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Emphasis on improved progress monitoring to ensure Math proficiency.

Increase in Social Studies Achievment through the Civics EOC.

# B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

## Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to Social Studies

### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

This area of focus was chosen based on Civics proficiency data from the 2023-24 Civics assessment scores. The assessment results were that 50% of our students were a level of 3 of above school-wide.  It is our expectation that the use of various progress monitoring strategies, ongoing, communication based on data points, and revision of processes through our professional learning communities will help to refine and improve student performance and teacher instructional practices related to Civics content.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

50% of students scored a level 3 or above on the Civics assessment administered in 2023-2024 school year.  60% of students will score a level 3 or higher on the Civics EOC Assessment. This will be an increase in proficiency by 10 percentage points.

### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will use the District Progress Monitoring Assessment, Module Assessments and Quizzes to monitor for the desired outcome.

Strategies that will be utilized in order to achieve our intended outcome include:
- Review (Blitz) of content material leading up to EOC assessment.
- Student Data Tracking Sheets / Charts through LTI
- Increased reading and vocabulary comprehension through content
- Teaching note-taking and organizational Skills

**Person responsible for monitoring outcome**
Jennifer Ricardo, Principal

**Evidence-based Intervention:**
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**
Provide ongoing professional development for teachers for implementation of Florida Standards and analyzing data. Use goals and scales for students to track their own progress toward meeting the standards. Monitor students progress monthly and make changes if interventions are not meeting the students needs.

**Rationale:**
Students will receive targeted interventions with certified teachers. Administrators will monitor data to ensure that interventions are being implemented with fidelity. They will review data, check lesson plans and observe interventions being given during walk-throughs. Provides research-based practices that have been shown to be effective in improving students scores.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**
List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

**Person Monitoring:**                              **By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

# Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to Math

### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our math proficiency in Algebra 1 and Geometry, as indicated on EOC results, was our lowest performance level. Gaps in learning that occurred through the pandemic have created learning loss that has significantly impacted student sucess in math. Along with the gaps in learning, is the lack of

consistent attendance. Our focus is to realize an incrase in the number of students that are proficient on the Algebra 1 and Geometry EOC exams.

## Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

LCVS will match or exceed the district and State Math achievement levels as measured by the Benchmarks for Excellent Student Thinking (B.E.S.T.) EOC in Algebra I and Geometry.

## Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students will complete quarterly progress monitoring through county-made standards- aligned diagnostics for Algebra 1 and Geometry. Math support designees will provide additional intervention by meeting with students during help sessions and working with students in their virtual Math course.

## Person responsible for monitoring outcome
Jennifer Ricardo, Principal

## Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**
Implementation of the ALEKS online program (as needed) which has differentiated learning tailored specifically to each student to help build algebraic skills.

**Rationale:**
The ALEKS program comes with the adoption of the FLVS platform. The ALEKS program uses adaptive questioning to accurately assesses a student's knowledge state and then delivers targeted instruction based on the needs of the student. We will implement ALEKS into the Algebra 1 and Geometry instruction to support student learning and achievement.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
No

## Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**
Implementation of ALEKS program

**Person Monitoring:**                                   **By When/Frequency:**
Algebra 1 and Geometry Teacher                   As needed

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
LCVS will monitor the impact through monthly data chats and data reviews after each administration of the district EOC progress monitoring tool.

# IV. Positive Culture and Environment

## Area of Focus #1

Teacher Retention and Recruitment

### Area of Focus Description and Rationale
Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

LCVS has had a loss in staff due to budgetary contraints. It is imperative to keep a postiive environment for our remaining staff.  Staff will work tegiether to close the learning gaps and identify students needing additional supports.  By having staff work together as a team, we will see more colloboaration and relationship building amongst the staff.  This renewed collaboration witll increase student learning by increasing a postivie and collaborative atmosphere throughout LCVS.

### Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Positive teacher response, and student response,  to yearly Climate Survey will  increase.

### Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Through observation and attendance at school wide activities and functions by staff and families Additionally, administration will attend live lessons to observe teacher interactions with students.

### Person responsible for monitoring outcome
Administration

### Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**
N/A

**Rationale:**
N/A

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**

**Action Step #1**
Teachers will participate in subject area and virtually aligned PLC's. These PLC's will include LCVS teachers and virtual instructors from across the state.

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Jennifer Ricardo, Principal | Monthly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Administration will go over expctations of joining the PLC's during during pre-planning. Additionally, administration will provide support to teachers who need additional training and learning of the FLVS platform.

# V. Title I Requirements (optional)

## A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

**Dissemination Methods**

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

N/A

**Positive Relationships With Parents, Families and other Community Stakeholders**

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

N/A

**Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

N/A

**How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

# B. Component(s) of the Schoolwide Program Plan

## Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

# VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

**Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

Not applicable

**Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Not applicable

# VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

| BUDGET | ACTIVITY | FUNCTION/ OBJECT | FUNDING SOURCE | FTE | AMOUNT |
|---|---|---|---|---|---|
| Plan Budget Total | | | | | 0.00 |