

**Spring Independent School District
Virtual School High School
2018-2019 Campus Improvement Plan**



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Comprehensive Needs Assessment

Revised/Approved: September 6, 2018

Demographics

Demographics Summary

The Virtual Learning Program (VLP) is a non-traditional program that serves all Spring Independent School District students in grades 7 through 8 and serves all high school students in the state of Texas. The VLP has 3 programmatic areas of focus: ASAP {flexible}, Virtual {grades 7-12 before and after school}, and TxVSN {outside of SISD}. The Achieving Success Alternative Program (ASAP) supports SISD students in grades 10 thru 12 who wish to attend school on a flexible schedule. The Virtual program supports SISD students in grade 7 through 12 who wish to take a distance learning course before, during, or after their regular school day. The Texas Virtual School Network (TxVSN) supports students from all districts in the state of Texas who wish to take a distance learning course before, during, or after their regular school day.

There are approximately a total of 45 students and 26 staff members in the Virtual Learning Program. The VLP is 95% economically disadvantaged based upon student qualifications for free or reduced lunch.

Demographics Strengths

Diversity and prior experience with the challenges that exist on a large comprehensive campus provide teachers and students with a common bond that results in the creation of a community of peers who desire growth for all Virtual Learning Program students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Regular school attendance remains a challenge for many students who are not intrinsically motivated to graduate from high school.

Root Cause: The culture of campuses that many students attended does not consistently emphasize and/or foster the importance of regular school attendance.

Problem Statement 2: 90% of the students served by the Virtual Learning Program are at risk of dropping out of high school or not graduating with their cohort. **Root Cause:** Poor attendance and the inability for comprehensive high schools to offer non-traditional opportunities to students.

Problem Statement 3: Enrollment in ASAP is too low. **Root Cause:** Lack of visibility, marketing, and explanation of who we are and what we do.

Student Academic Achievement

Student Academic Achievement Summary

Data points related to student academic achievement for the 2017-2018 school year are as follows:

98% (513/520) of ASAP courses were completed with a grade of 70 or higher.

92% (520/565) of Virtual courses were completed with a grade of 70 or higher. 176 of Virtual students graduated in the 2017-2018 school year.

88% (14/16) of TxVSN courses were completed with a grade of 70 or higher.

118 ASAP students were classified as seniors. Of these 118 students, 60 students graduated in the 2017-2018 school year; representing 51% of 12th grade ASAP students.

Student Academic Achievement Strengths

The Virtual Learning Program experienced tremendous growth in the participation rate on state assessments. Participation increased from 65% in the 2015-2016 school year to 90% in the 2016-2017 school year, and 95% in the 2017-2018 school year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There has been a lack of growth in student performance on the US History EOC exam. **Root Cause:** Pre-existing deficits, students not assigned to the US History course in a timely manner, lack of engaging lessons to allow students to make connections in content.

Problem Statement 2: Insufficient progress in Mathematics courses. **Root Cause:** Inadequate teaching practices, pre-existing deficits, failure to utilize differentiated instructional strategies

Problem Statement 3: Specific EOC performance and growth data that yields a 1:1 correlation to an ASAP teacher is almost nonexistent. **Root Cause:** Open enrollment format of the ASAP program

School Processes & Programs

School Processes & Programs Summary

For the 2018-19 school year there will be changes related to the instructional delivery and progress monitoring practices in place for students. Specifically, targeted action steps will be taken to implement best practices for delivering quality instruction and differentiating formative and summative assessments. VLP teachers will be exposed to additional professional development related to instruction and assessment as well as opportunities to plan with fellow content area teachers to gain a greater understanding of rigor and their related discipline. Additionally, all support and leadership staff members will have a responsibility related to progress monitoring.

SISD Development Specialists will work closely with VLP teachers to provide instructional support and feedback. VLP Instructional Specialists will attend trainings with the VLP Administrator designed to improve literacy and student growth in the core content areas. Members of the VLP Leadership Support Team will have an active role in all content-area PLC meetings to guide conversations and decisions regarding instruction, student data, and academic growth.

Program manuals and guiding documents will continue to be developed and/or refined to reflect the current practices within the VLP. Specific processes for each of the 3 programs governed by the VLP will be developed and communicated to stakeholders. Support staff within the VLP will define and develop specific guiding documents for the services they provide our students.

Organizational priorities for 2018-19 will be Excellence, Systems, and Quality Instruction.

School Processes & Programs Strengths

Guiding documents and structures have been developed for several aspects of our program to eliminate confusion as to who does what. ASAP students follow the same instructional calendar as other students in the district, eliminating their feelings of being 'left out' or 'left behind'.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Confusion remains among SISD campus counselors and administrators as to what feature of the VLP is appropriate for various situations. **Root Cause:** Consistent marketing and promotion of the featured programs within the VLP is needed.

Perceptions

Perceptions Summary

MISSION

The Virtual Learning Program is dedicated to preparing every student for successful entry into college and/or the workforce by upholding a standard of excellence that fosters individualization, innovation, and inspiration.

VISION

The Virtual Learning Program will serve as a flagship institution that provides a high quality, non-traditional learning environment where students experience opportunity and choice as they thrive academically, personally, and socially.

BELIEFS

We believe education is a key component that determines the quality of a student's future

1. We believe student success is dependent upon the removal or minimization of distractions; and, this can only be achieved through a strong partnership with our families, communities, and neighboring schools
2. We believe highly diverse learning environments designed to meet the unique needs and interests of all students are the only way to prepare students for success in a global society
3. We believe students should be empowered to achieve their goals by teaching them to plan for success while exposing them to the varied opportunities needed to excel.
4. We believe that anything less than excellent is below standard.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Insufficient knowledge and awareness of the Virtual Learning Program. **Root Cause:** Poor communication (written and face-to-face) to all stakeholders as it relates to the featured programs offered by the VLP.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus and/or district planning and decision making committee(s) meeting data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student failure and/or retention rates

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Other additional data


Goals

Goal 1: Reach every student.

Performance Objective 1: Increase ASAP student enrollment in A.S.A.P by 50% by June 28, 2019 from 190 students to 285 students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Update current program flyer by August 1, 2018	Webmaster VLP Administrator	Increase awareness of VLP Increase enrollment in VLP programs, especially ASAP				
2) Distribute program flyers to area locales inside and outside of SISD. These include, but are not limited to: SISD Police Department (Truancy Division) SISD high school campus front desks SISD high school campus counselor suites SISD high school campus attendance offices Local barber shops Local beauty salons Local churches Local apartment complexes	Instructional Specialist VLP Administrator	Increase awareness of VLP Increase enrollment in VLP programs, especially ASAP				
3) Staff information/recruiting tables at the following events: a. SISD high school Open House events b. SISD high school Curriculum Night events c. SISD high school College and Career events/forums	Counselor VLP Administrator	Increase awareness of VLP Increase enrollment in VLP programs, especially ASAP				
						

Goal 1: Reach every student.

Performance Objective 2: At least 80% of 12th grade students in A.S.A.P. will graduate by August 17, 2019.

Evaluation Data Source(s) 2: eSchool graduation report

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) All ASAP students will have one-on-one academic advising sessions with the counselor to ensure students are on track to graduate.	Counselor	Student awareness of graduation requirements				
	VLP Administrator	Student's ability to monitoring their progress toward meeting graduation requirements Increased Graduation rates				
2) All ASAP students in need of an EOC will have face-to-face instructional time to strengthen student performance on EOCs. Online supplemental materials and resources will be used in addition to face-to-face lessons.	Instructional Specialist	Increase student achievement on EOCs				
	Testing Coordinator	Increased Graduation rates				
	VLP Administrator	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 2000.00)				
3) All ASAP students will receive explicit support with understanding their assessment scorecards to identify their strengths and weaknesses as it relates to each content EOC.	VLP Testing Coordinator	Improved student performance				
	Instructional Specilaist					

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


Goal 1: Reach every student.

Performance Objective 3: 90% of ASAP students will complete at least 6 courses by July 31, 2019.

Evaluation Data Source(s) 3: Edgenuity Completion Report

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
<p>1) Pull-out lessons will occur in a blended learning environment where students will use computers during a face-to-face instructional lesson.</p> <p>Tablets and related protection accessories and resources will be purchased.</p> <p>Cable locks will be purchased to secure laptops in classrooms.</p> <p>Online supplemental instructional resources will be purchased. These include but are not limited to BrainPop, Flocabulary, ALEKS, HedgeHog, etc.</p>	Jeanine Wilson	Students will complete courses				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 4000.00)						
<p>2) Additional course electives will be offered to students to allow them a greater opportunity to satisfy graduation requirements. eDynamics, a repository of online elective courses, and Gizmos, an online interactive resource, will be purchased for student use.</p>	VLP Administrator	<p>Increased numbers of high school course completions.</p> <p>Increased numbers of students graduating from high school.</p>				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 10000.00)						
<p>3) Teachers will plan and implement blended lessons that integrate the following components:</p> <p>online content</p> <p>online interactive activities</p> <p>hands-on activities</p> <p>interdisciplinary content</p> <p>student-developed products</p>	<p>Teachers</p> <p>Learning Specialists</p> <p>Team Leaders</p>	<p>Increased course grades.</p> <p>Increased course completion.</p>				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 1000.00)						
<p>4) The Instructional Specialist is responsible for ensuring that all instruction is rigorous, relevant, and engaging. Additionally, they will support administrators and teachers in the identification, intervention and management of at-risk students and prepare these students for academic success by training teachers on best practices in all academic areas.</p>	Jeanine Wilson	<p>Reduce drop out and increase graduation rate</p> <p>Increased academic achievement</p>				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 150000.00)						

5) Students will be engaged in enhancement sessions, intensive remediation, and basic course extensions that utilize supplemental printed materials for instruction. General supplies required to develop and print these materials will be purchased. This includes but is not limited to poster maker, ink, poster printing paper, laminating film, etc.						
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 1000.00)					
6) The Academic Completion Specialist is responsible for ensuring that all students at risk of graduating are provided the required direction, tools, and support to successfully complete high school. They are also responsible for the identification of at-risk students as well as training/informing stakeholders on effective strategies to decrease student disengagement and dropout.	Director of Student Affairs	Increased graduation rate Decreased dropout rate Decreased retention rate among overage middle school students				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 225000.00)					
7) Students will participate in field trips designed to enhance mastery of key concepts taught in virtual courses. Field trips will be designed to afford student's opportunities to access real-world experiences. Field trips will serve as a supplement to the core classroom instruction.	Instructional Specialist VLP Administrator	Increased student achievement Increased student engagement				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00)					
8) Students will participate in field trips designed to enhance mastery of key concepts taught in virtual courses. Field trips will be designed to afford student's opportunities to access real-world experiences. Field trips will serve as a supplement to the core classroom instruction.	Instructional Specialist VLP Administrator	Increased student achievement Increased student engagement				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00)					
						

Goal 1: Reach every student.

Performance Objective 4: Strong Literacy Foundation for All

Embed Literacy Throughout and Establish Strong Literacy Framework for English Language Learners

In Virtual school courses, 80% of the scholars will perform successfully on district-developed checkpoints aligned to state standards (80% meets; 50% masters).

Additionally, as evidenced by EOY Texas English Language Proficiency Assessment System (TELPAS) composite rating, at least 80% of all English language scholars enrolled in ASAP on or before October 28 will be able to:

- increase language proficiency by at least one level
- use knowledge of their L1 to enhance vocabulary in L2
- use context of connected discourse in vocabulary development
- develop their oral language through structured listening and discussion
- use the writing process to compose multiple texts aligned to the TEKS in each grade level

Evaluation Data Source(s) 4: Course completions in Edgenuity, STAAR-EOC data, STAT lists, RtI lists

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Research-based best practices will be implemented by all teachers to ensure the effective integration of reading and writing in every discipline. Materials and resources will be purchased to support students that include books, supplemental reading and writing materials, general school supply materials required for hands-on student activities in tutorials, thesauri, dictionaries, writing pads, etc.	Instructional Specialists VLP Administrator					
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 1000.00)						
						

Goal 1: Reach every student.


Performance Objective 5: Excellent Curriculum and Instruction
Continuously Monitor TEKS-based Instructional Delivery

Spring ISD staff will demonstrate a commitment to TEKS-based instructional delivery through regular observation support and adjustments as evidenced by:

All of the lesson plans developed by at least 90% of teachers will be 100% aligned to the TEKS. Of these TEKS-based lesson plans, at least 80% of teachers will implement 100% of the instructional strategies identified in their TEKS-based lesson plan.

Evaluation Data Source(s) 5: T-TESS, developmental walks and informal observations data

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) All instructional specialists and the VLP administrator will be trained on effective developmental walks, T-TESS rubric alignment, and coaching strategies.	VLP Administrator					
2) Instructional Specialists, Lead Teachers, the Educational Technologist, and the VLP Administrator will attend trainings, workshops, webinars, etc. relevant to effective coaching support for instructional personnel. These trainings, workshops, webinars, etc. will be provided by outside entities that include Region IV ESC, TCEA, TxDLA, HCDE, iSTE, Florida Virtual School, TASSP, etc.						
		Funding Sources: 199 State SCE - State Compensatory Education (PIC - 1000.00)				
						


Goal 1: Reach every student.

Performance Objective 6: Excellent System of Support and Acceleration
Expand current Tiered System for Student Support

By October 12, all STAT and RtI processes will be implemented by 100% of the VLP teachers.

Evaluation Data Source(s) 6: Course completions in Edgenuity, STAAR-EOC data, STAT lists, RtI lists

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) STAT and RtI processes will be implemented and monitored with complete fidelity for all students in the ASAP and Virtual Course programs.	Instructional Specialists VLP Administrator	Student Achievement Course Completion				
2) Synchronous tutorials for students in the ASAP and Virtual Course programs will be scheduled as needed. Zoom licenses will be purchased to allow teachers to conduct synchronous tutorial lessons.	VLP Administrator Instructional Specialists	Student Achievement Course Completion				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 2000.00)						
						

Goal 2: Excellence in every school

Performance Objective 1: 100% of the students in the ASAP program and the Virtual school course program will have access to excellent personnel who are fully equipped to meet the varied needs of students.

Evaluation Data Source(s) 1: Graduation Rates; Virtual Learning Program Weekly Data Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Research-based instructional materials will be purchased for student use during hands-on, engaging lessons.	VLP Administrator Instructional Specialists Team Leaders	Increased Course completion Increased student achievement				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 3000.00)					
2) Texas-certified teachers in the appropriate content areas will be secured to provide supplemental instructional support to students enrolled in high school courses.	VLP Administrator Instructional Specialists	Increased course completion				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 5000.00)					
3) Highly-qualified paraprofessionals in the appropriate content areas will be secured to plan supplemental lessons to support student learning in targeted high school courses.	VLP Administrator Instructional Specialist	Increased Course Completion Increased Content Mastery Increased student achievement on STAAR-EOC assessments				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 2500.00)					
4) Students will engage in innovative, engaging tutorial sessions that will be conducted in a blended, hybrid, or traditional learning environment. Students will utilize various technology products to enhance their learning and allow them to receive additional instruction on course content to ensure maximum student achievement. Students will create authentic products to demonstrate their learning and scan into software that allows them to compile team projects and student-created lesson activities. To facilitate this, district-approved educational applications, tablets, multi-functional printer, SMART-Boards, SMART Board accessories, external monitors, Flocabulary, Gizmos, Hedge Hog STAAR-prep, etc. will be purchased. These applications will be used for students to complete instructional activities such as interactive labs, mathematical computations, scientific processes, revising and editing, collaborative problem solving, design and interpret outcomes, etc.	Instructional Specialists VLP Administrator	Increased student achievement on STAAR-EOC assessments Increase Course Completion				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 5000.00)					



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 2: Excellence in every school

Performance Objective 2: Excellent Leadership Teams in Every School


Implement Collaborative Leadership Teams

Data Driven Action Planning (DDAP) will be used effectively by Collaborative Leadership Teams 100% of the time.

Evaluation Data Source(s) 2: PLC Meeting Minutes will include the attachment of student data reviewed and/or considered for the development of lesson plans and tutorials. PLC Meeting Minutes will have guiding questions for PLCs to provide a written response. These responses will serve as further evidence of the use of student data during PLC decision making.

Data Walls

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) All leadership staff will participate in professional development that highlight research-based best practices for non-traditional educational programs. Professional development will occur in face-to-face workshops, online workshops/webinars, blended and hybrid models. Print and web-based materials and books will be purchased for leaders as well.	VLP Administrator	Increased student achievement Increased leadership capacity among leadership team Increased teacher effectiveness				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 750.00)					
2) Instructional Specialists, Academic Completion Specialists, and the VLP Administrator will have memberships in professional development organizations designed to enhance leadership expertise in dropout prevention, online learning, and iNACOL standards.	VLP Administrator	Increased student achievement Increased leadership capacity among leadership team Increased teacher effectiveness				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 500.00)					
3) Instructional Specialists, Academic Completion Specialists, and/or the VLP Administrator will attend national and/or local conferences specifically designed to enhance leadership expertise in dropout prevention, online learning, and iNACOL standards.	VLP Administrator Director of Student Affairs	Increased graduation rate Increased student achievement				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 2000.00)					
						

Goal 2: Excellence in every school

Performance Objective 3: Excellent Leadership Teams in Every School
Build Capacity for Developing Teacher Talent

Leadership capacity for developing teacher talent will be strengthened as evidenced by:

At least 80% of teachers will improve on The Rigor Relevance Framework Quadrants based upon the feedback provided by ICLE.

Evaluation Data Source(s) 3: T-TESS, Student Growth Measures and Surveys. Rigor Relevance Framework Teacher Report.

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) All instructional staff will participate in professional development that highlight research-based best practices for non-traditional educational programs. Professional development will occur in face-to-face workshops, online workshops/webinars, blended and hybrid models. Print and web-based materials and books will be purchased for teachers as well.	Instructional Specialists VLP Administrator					
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 1000.00)						
						

Goal 3: High Performance from every employee

Performance Objective 1: 100% of the Virtual Learning Program staff will receive high-quality, research-based professional development designed to increase their ability to meet the varied needs of students.

Evaluation Data Source(s) 1: T-TESS; Student Achievement Data

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Virtual teachers will participate in online instructor professional development series to certify them as online instructors in the state of Texas.	VLP Administrator Team Leads Instructional Specialists	Increased student achievement in an online environment. Differentiated learning experiences in an online environment.				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 2500.00)					
2) ASAP teachers will engage in professional development opportunities designed to enhance their knowledge of differentiated learning for students at risk of graduating.	VLP Administrator Instructional Specialist Team Leader	Student Achievement Differentiated Instruction Decreased Dropout rate Increased Graduation rate				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 2000.00)					
3) All VLP teachers will continue their involvement and collaboration in training from industry-respected professional organizations such as ICLE, Kagan, HCDE, etc.	Instructional Specialists Team Leaders	Increased achievement Increased rigor and student engagement during lessons				
						

Goal 4: Opportunities and choice for every family.

Performance Objective 1: The VLP will have at least a 90% participation rate on state-mandated STAAR-EOC assessments.

Evaluation Data Source(s) 1: TEA STAAR-EOC assessment report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) All ASAP students will take their EOC on the ASAP campus. Instructional materials required to prepare students for EOC exams will be purchased for student use.	VLP Administrator Learning Specialists Team Leaders	Increased participation on state-mandated EOC exams.				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 500.00)						
						

Goal 4: Opportunities and choice for every family.


Performance Objective 2: 100% of SISD students enrolled in a virtual course with the Virtual Learning Program will experience a rigorous learning experience with an increased emphasis on academic integrity and differentiation.

Evaluation Data Source(s) 2: Virtual Learning Program Weekly Data Report

Virtual course walk-thrus and course audits

Virtual course audit report

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) ProctorU will be purchased to allow students to take assessments in their virtual course anytime, anywhere, under the supervision of an adult.	VLP Administrator Instructional Specialist	Increased levels of academic integrity to ensure that the work submitted in online courses is authentic to the student.				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 6000.00)					
2) Virtual course teachers will receive specific training from industry-respected professional organizations such as ICLE, TxDLA, TCEA, iNACOL, FLVS, and Regions 10 and 12.	VLP Administrator	Increased levels of academic achievement. Increased relevance in instructional activities.				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 1000.00)					
3) Targeted recruitment measures will be implemented to increase awareness of the VLP and its benefits to stakeholders. Informational mailings to parents, guardians, students, etc. of the VLP will be sent to increase awareness and involvement in supplemental activities designed to support student success.	Counselor Instructional Specialists VLP Administrator	Increased enrollment Increased attendance Increased student achievement				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 500.00)					
4) Students will participate in field trips designed to enhance mastery of key concepts taught in courses. Field trips will be designed to afford student's opportunities to access real-world experiences. Field trips will serve as a supplement to the core classroom instruction.	Instructional Specialist VLP Administrator	Increased student achievement Increased student engagement				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00)					
						

Goal 4: Opportunities and choice for every family.

Performance Objective 3: Impact graduation rates for ASAP and/or Virtual students who are in danger of dropping out of school or have dropped out and have returned to earn their high school diploma.

Evaluation Data Source(s) 3: Virtual Leadership Team Meeting Agendas, VLP program calendar, VLP enrollment, Sign-in sheets

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Students will be exposed to one-on-one academic advising from campus counselor	Campus Counselor VLP Administrator	Increase graduation rates				
Problem Statements: Student Achievement 1						
2) Students will participate in interactive sessions with in-district and out-of-district professionals to expose them to the benefits of obtaining a high school diploma.	Counselor VLP Administrator	Increase graduation rates				
3) Students will participate in field trips designed to expose students to options available to those who hold a diploma. Field trips will be based upon research-based methods that have proven to improve a student's desire to complete their high school diploma and pursue the college or career of their choice.	VLP Counselor Instructional Specialist VLP Administrator	Increase graduation rates				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 1500.00)						
4) A tiered approach will be implemented to ensure students attend school as required.	All VLP Staff All Campus Counselors VLP Administrator	Increase course completion rates Increase graduation rates				
5) Students without computers and/or internet at home will be allowed to work on Edgenuity coursework on Fridays. These Friday sessions will be scheduled in advanced to allow students ample opportunity to arrange for transportation.	Instructional Specialist Registrar Team Lead VLP Administrator	Increased course completions Increased graduation rates				
						

Performance Objective 3 Problem Statements:


Student Achievement
Problem Statement 1: Inability to accurately track the number of virtual students who graduate Root Cause 1: Report generating abilities in eSchool do not currently exist.

Goal 4: Opportunities and choice for every family.

Performance Objective 4: 100% of ASAP and Virtual students will have the opportunity to participate in activities designed by the VLP in an effort to continue a comprehensive college and career awareness program. The purpose of the program is to increase the percentage of graduating scholars that leave the VLP college and career ready.

Evaluation Data Source(s) 4: SAT and AP performance, college admission data, military enlistment data

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) At least 1 field trip per semester will be scheduled for students to visit area colleges and trade schools.	Counselor Instructional Specialist	Increased student achievement Increased graduation rate Decreased dropout rate				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 500.00)					
2) Representatives from area trade institutions, colleges, career networks, military recruitment centers, and staffing centers will be invited to conduct presentations on campus.	Counselor Instructional Specialist	Increased college/career/military readiness Increased graduation rate				
						

Goal 5: Engaged Stakeholders in Every Community

Performance Objective 1: VLP staff will attend at least 75% of scheduled Open House events on SISD middle and high school campuses to increase the engagement of parents and community members as it relates to the programs available through the VLP.

Evaluation Data Source(s) 1: Sign-In sheets, parent surveys

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) VLP team members will attend Open House events at all middle and high schools to share information about the VLP. Informational packets and brochures will be made available to all families in attendance.	Counselor Instructional Specialists					
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 500.00)						

State Compensatory

Budget for Virtual School High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6118.00	6118 Extra Duty Stipend - Locally Defined	\$2,000.00
6118.WU	6118 Extra Duty Stipend - Locally Defined	\$5,000.00
6121.WU	6121 Extra Duty Pay/Overtime - Support Personnel	\$2,000.00
6100 Subtotal:		\$9,000.00
6200 Professional and Contracted Services		
6239.WU	6239 ESC Services	\$1,000.00
6295.WU	6295 Printing Costs - Locally Defined	\$1,000.00
6200 Subtotal:		\$2,000.00
6300 Supplies and Services		
6321.SS	6321 Textbooks	\$15,000.00
6329.WU	6329 Reading Materials	\$2,000.00
6394.WU	6394 General Supplies - Locally Defined	\$5,000.00
6398.WU	6398 Computer Supplies/Software - Locally Defined	\$5,000.00
6399.WU	6399 General Supplies	\$5,000.00
6300 Subtotal:		\$32,000.00
6400 Other Operating Costs		
6411.WU	6411 Employee Travel	\$2,000.00
6412.FT	6412 Student Travel	\$1,000.00

6495.WU	6495 Membership Fees	\$1,000.00
6499.WU	6499 Miscellaneous Operating Costs	\$2,000.00
	6400 Subtotal:	\$6,000.00

Personnel for Virtual School High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Williams	Academic Completion Specialist	Westfield HS	1
Dundra Hollins	Academic Completion Specialist	Dekaney HS	1
Kimberley Booker	Instructional Specialist	ASAP	1
LaKeyla Murray	Instructional Specialist	Virtual	1
Sojourner McLemore	Academic Completion Specialist	Spring HS	1

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Jeanine Wilson	Administrator
Classroom Teacher	Artis Wilson	Teacher
Non-classroom Professional	Kimberley Booker	Instructional Specialist

Campus Funding Summary

199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	EOC prep materials (print, web-based, and interactive)		\$2,000.00
1	3	1	Cable locks will be purchased to secure laptops in classrooms.	1998-11-0149-24-58 6399.WU	\$1,500.00
1	3	1	BrainPop will be purchased to provide supplemental instructional resources to students in classrooms	1998-11-0149-24-58 6321.SS	\$2,500.00
1	3	2	Online Courseware, Online strategies for students, Research-based instructional materials		\$10,000.00
1	3	3	Materials for lesson prep and implementation		\$1,000.00
1	3	4	2 FTEs- Instructional Specialists		\$150,000.00
1	3	5	General supplies required to develop and print these materials will be purchased. This includes poster maker, ink, poster printing paper, etc.		\$1,000.00
1	3	6	Salary-Academic Completion Specialists 3 FTEs		\$225,000.00
1	4	1	Books, supplemental reading and writing materials, general school supply materials required for hands-on student activities in tutorials, thesauri, dictionaries, writing pads, etc.		\$1,000.00
1	5	2	Trainings, workshops, webinars, etc. will be provided by outside entities that include Region IV ESC, TCEA, TxDLA, HCDE, iSTE, Florida Virtual School, TASSP, etc.		\$1,000.00
1	6	2	Zoom licenses		\$2,000.00
2	1	1	Research-based supplemental instructional materials		\$3,000.00
2	1	2	Supplemental Pay for TX-Certified Teachers		\$5,000.00
2	1	3	Supplemental Pay for TX-Certified Teachers; supplemental instructional materials and resources		\$2,500.00
2	1	4	District-approved educational applications, tablets, classroom printer, SMART-Boards, SMART Board accessories, Flocabulary, Gizmos, Hedge Hog STAAR-prep, etc.		\$5,000.00
2	2	1	Print and web-based materials and books		\$750.00

2	2	2	Membership Fees		\$500.00
2	2	3	Conference registration		\$2,000.00
2	3	1	Training session registrations (face-to-face and online) and books.		\$1,000.00
3	1	1	Professional Development, Instructional Strategies and Pedagogy materials		\$2,500.00
3	1	2	Professional Development; Pedagogical Resources;		\$2,000.00
4	1	1	Instructional materials and services		\$500.00
4	2	1	Proctor U		\$6,000.00
4	2	2	Professional development session registration		\$1,000.00
4	2	3	Print materials for distribution		\$500.00
4	3	3	Field Trips		\$1,500.00
4	4	1	Field trip bus and meals		\$500.00
5	1	1	Printing of information materials		\$500.00
Sub-Total					\$431,750.00
Budgeted Fund Source Amount					\$445,000.00
+/- Difference					\$13,250.00
Grand Total					\$431,750.00