



K¹² FLORIDA LLC OFFERS VIRTUAL INSTRUCTION DESIGNED TO ENABLE STUDENTS TO GAIN PROFICIENCY IN EACH VIRTUALLY DELIVERED COURSE OF STUDY AS SPECIFIED IN SECTION 1002.45, F.S.

K¹² Florida LLC offers virtual instruction designed to enable students to gain proficiency in each virtually delivered course of study as specified in Section 1002.45, F. S.

- **Has clearly stated and attainable educational goals**

A key part of the K¹² education program is the Individualized Learning Plan (ILP). An Individualized Learning Plan is designed for each K-8 child to ensure a customized program that fits each child's unique strengths, weaknesses, learning styles and aptitudes. An Individualized Learning Plan will be developed for each high school student also, mapping out multi-year personalized learning strategies for each student. The ILP is designed to organize and properly sequence the high school student's course work while helping articulate the student's academic strengths and weaknesses. It includes academic objectives, specifically post-high school goals. The development of the ILP is a collaborative team process involving all parties—the high school student, parent, teachers, guidance counselor, and advisor.

- **Allows teacher to adapt instruction to meet learner needs**

Teachers will provide both synchronous and asynchronous instruction and support to students and their learning coaches by phone, email, and web conferencing. The teacher will provide direct instruction through Blackboard Collaborate, a web-based conferencing platform. Students will attend classroom sessions by logging in on Blackboard Collaborate, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students. In addition to the direct instruction sessions, the K-8 teacher will conduct academic conferences with the learning coach, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons.

Teachers will regularly review data from state and school based assessments to determine a student's need for additional instruction. Based on data, teachers may direct students to attend one on one tutoring sessions, complete additional assignments in the online school or through Study Island or assignments created directly from Scantron assessments. Teachers have the ability to access data immediately and at any time. This allows teachers to provide point in time

assistance to students. Data is a tremendous tool that allows true differentiated instruction to occur at the point that will have the most impact for students.

- **Accommodates different learning styles**

Each K¹² course includes online and offline lessons and teaching tools to serve varied learning styles. Using individualized, online learning approaches, virtual charter school/virtual instruction program staff will use K¹² content and systems to ensure students are provided with the tools they need to succeed in school and beyond. The exceptional, individualized K¹² curriculum covers both the core subject areas and electives. Based on decades of education research, the K¹² curriculum packages high-quality lessons with assessments that ensure students achieve success at each level.

K¹² curriculum is known for its instruction using all modalities to help all learners to meet standards including students with disabilities, students who are gifted, and English Language Learners (ELLs). Embedded within the daily offerings in each subject area, students have the opportunity for daily exposure to grade level content materials with their general education peers, to review previously introduced materials, and be continually assessed on their mastery of state standards. Students will have access to remediation programs such as Study Island. Students with disabilities will have access to the services and supports consistent with their Individual Education Plan (IEP), including accommodations deemed appropriate by their IEP team. This includes the use of assistive technology to ensure equal access to all classroom tools, including the online curriculum.

With the ability to place students at their appropriate instructional level using a multisensory, mastery-based curriculum, the usage of assistive technology when necessary, support from a remedial reading program and the use of appropriate instructional strategies – all students will thrive.

- **Provides flexible scheduling and pacing to meet individual student needs**

The K¹² lesson planning and scheduling tools enable K-12 teachers and parents to establish a schedule for completing lessons. These tools are designed to update the plan as a K-8 student progresses through each lesson and course, allowing flexibility to increase or decrease the pace at which the student moves through the curriculum while ensuring that the student progresses towards completion in the desired time frame. Changes can be made to the schedule at any point and the remainder of the student's schedule will automatically adjust. For grades 9-12 students, teachers use these tools to establish assignment dates. They are designed to provide student and parent visibility into upcoming assignments and course progress.

Once a master schedule has been established for K-8 students, the Learning Management System (LMS) delivers lessons based upon the schedule. Each day, a student is initially directed to a screen listing the syllabus for that day and selects one of the listed lessons. As each lesson is completed, the student returns to the day's syllabus to proceed to the next subject. If a student does not complete a lesson during the session, the lesson will be rescheduled to the next day resuming at the point where the student left off. The progress tracking tool allows students,

parents and teachers to monitor student progress. In addition, information collected by the progress tracking tool regarding student performance, attendance and other data is transferred to the management system for use in providing administrative support services.

Once a master course schedule has been established by a high school teacher in the LMS, content units and assignments are delivered to students based upon the schedule. Each day, a student is initially directed to a screen listing the upcoming assignments for the course, as well as specific teacher-created announcements that assist in guiding the student's activities for the day and/or week. As each lesson is completed, the student returns to the day's assignment list to proceed to the next activity. The progress tracking tools allow students, parents and teachers to monitor student progress in each course.

- **Provides multiple learning paths to master the content based on student needs and in demonstrating mastery**

The K¹² curriculum has the flexibility to be assigned based on student need. If we have any student who is significantly below grade level in math or English language arts, the academic team can determine that it is appropriate to place the student in a lower grade level course with the designated teacher providing remediation, support, and exposure to grade level standards within online class sessions. Beyond placement at the appropriate "starting point" within the K¹² curriculum is the fact that the curriculum in grades K-8 is mastery based--repeating/reviewing previously introduced information through skills assessments and updates. For instance, new vocabulary words are introduced prior to each lesson and highlighted throughout the lesson. Assistive technology can be used when necessary to read/highlight/define unknown online print material. Audio text is also available when the team deems appropriate for the individual student.

- **Ensures targeted and timely feedback to students and parents**

K¹² teachers are expected to respond to kmails and answer phone calls within 24 hours of receipt. Teachers strive for a same day response as they recognize the importance of timely communication. Grading is expected to be completed and returned to the student within 72 hours of receipt of an assignment. Teachers provide ongoing feedback to students and parents through their grading comments, kmail communications and phone conferences. In addition to scheduled meetings, parents and students can reach out to their teachers at any time for support. They can also check progress, grades and attendance 24 hours a day 7 day week by logging into the Online School and reviewing their dashboard.

At least once a month, teachers have a conversation with parents to discuss the student's progress. The teacher reviews the online report with the parents and discusses progress in each course the student is taking. Parents have access to this online student progress report on an unlimited basis through the K¹² TotalView online student progress tracking tool. Parents are able to access information about their student's progress at any time.

K¹² will comply with Section 1003.33, F.S. by working closely with our partners to provide K-12 report cards that clearly depict and grade the student's academic performance; conduct and behavior; and attendance, including absences and tardiness. And, on the final report card for a

school year will indicate end-of-the-year status regarding performance or non-performance at grade level, acceptable or non-acceptable behavior and attendance, and promotion or retention. The school report cards will be sent home to parents twice a year.

Parents will also receive their student's state assessment reports for state level assessments (FCAT 2.0, EOCs, FAA, CELLA, and FLKRS) administered at the end of the school year. Parents will have valid and reliable state assessment information on the performance of their student with respect to state standards and a demonstrated growth over the prior school year(s).

- **Allows students to take responsibility for their own learning and progress**

To encourage student responsibility for their own learning, students can review their daily or weekly plan of assignments. Students have the flexibility to decide which subject matter they want to work on first and which they would rather attempt later in the day or week. Students at the lower grades have a visual representation of their progress within a course and in the upper grades students have access to their gradebooks and activity time. Students know the targeted percent needed to pass a class or move on to the next level. This transparency of data allows the student to see how their effort impacts their grades. It shifts the students' mentality from the teacher gave me a "B" to I earned a "B".

Teachers will meet regularly with parents via live synchronous sessions or via scheduled telephone conferences. These meetings will occur no less than once a month. Parents will be provided with a review of the results of their student's assessments, and engage in a discussion of the interventions being provided throughout the year. In addition to the meetings between parents and teachers, it is important that the student understands his or her progress and is engaged in the learning process. Therefore, students will also be a critical participant in these regular meetings. Parents and students will also have access to view daily progress within K¹²'s online school reporting system. They will be able to see how long it took for the student to pass the lesson or unit and what level of mastery the student achieved on lesson assessments. Parents and students will also be informed of the student's annual learning gains on the FCAT via an individual student report generated by the state showing the student's current and past performance on the state assessments.

- **Incorporates 21st century, transliteracy, and critical thinking skills**

The initiatives promoted by the Partnership for 21st Century Skills have been addressed by K¹²'s development teams and embodied in its courses since the Partnership's inception in 2002. The Partnership has specified six main areas of concern.

Core Subjects: English, reading, and language arts; mathematics; science; civics, government, economics, history, and geography; arts; world languages. K¹² has developed a full offering of courses in the core areas. All K¹² courses are aligned to national standards at the moment of course design. This best practice in course development builds the satisfaction of nearly all *state* standards into the very bones of our courses, because we've already satisfied *national* standards.

Our courses are research-based, and—unlike many developers of online curricula—K¹² is actually able to point to the studies to back it up, through our Evaluation and Research group. In many cases, K¹² has initiated and supervised our own studies. And K¹² courses are offered on multiple levels—including Honors and AP—to address the academic and career goals of each student.

21st Century Themes: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy. Twenty-first century themes aren't *new*—their importance has sometimes merely been overlooked in many American classrooms. K¹² courses include these themes, recognizing—by the very nature of our online environment—that global awareness is a necessity for students today. With that awareness comes the knowledge that, to compete effectively, these students need to be well-versed in the topics of business, finance, economics, and entrepreneurship. These themes are embodied both in courses that explicitly cover business and entrepreneurship issues, and in lessons in all subject areas that make connections with the themes of global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; and health literacy.

Learning and Innovation Skills: critical thinking and problem solving; creativity and innovation; communication and collaboration. Critical thinking, problem solving, and intellectual curiosity are the age-old foundations of education, which we satisfy most obviously through compliance with the standards. Innovation and creativity are invaluable learning tools that are all too often overlooked. K¹² encourages and nurtures these skills. Other skills are addressed, not through course content, but through student interaction with their teachers and their peers.

Information and Communications Technology (ICT) Literacy. In addition to a full selection of courses in technology, from basic computer literacy to Web design, C++ programming, and Flash animation, students using K¹² curriculum are ICT-literate simply by virtue of being online students. They will enter the work world already skilled with the tools used today for research, writing, data analysis, presentation, communication, and feedback, and at ease collaborating with colleagues on the other side of the office or the other side of the world. K¹² courses teach transliteracy by having students input answers in online and offline formats. Students enter answers online in various modalities including Word, PDF, drop boxes, comment boxes, discussion threads, video posts, handwriting samples, pictures in web conferencing. Students engage with teachers and other students using phone, instant messaging, web conferencing. Students demonstrate transliteracy by providing course answers in writing, type, verbally. Communication is both verbal and written.

Life and Career Skills: leadership; ethics; flexibility and adaptability; productivity and accountability; initiative and self-direction; social and cross-cultural skills; personal and social responsibility. As with other 21st century skills, life and career skills are cultivated at K¹² both through course content and by the actual act of participating in both online and real-world communities.

Assessments that measure all of these. K¹² assesses student achievement in various ways—through electronic multiple-choice and true-and-false quizzes that measure the

retention of facts, through written responses that require critical thinking, through hands-on laboratories that mimic real-world application, and through real-time interactions with teachers that reflect all of these. Students show accumulated knowledge and skill both through testing and project- or portfolio-based work. Just as they would in a brick-and-mortar classroom, students using K¹² curriculum learn to express themselves to their teachers and their peers through written and spoken word as well as through visual media, one-on-one and in small groups. Though not meeting face-to-face, teachers still develop close relationships with each and every student, and can monitor the development of personal and social skills beyond the merely academic. For further details on assessment, please refer to the specific topic in this application.

In addition to this document, which will be posted on <http://www.k12.com> (K¹² Florida LLC disclosure website), policies and procedures related to the topics discussed above can also be found at <http://www.k12.com/flva/home> and individual district virtual instruction program websites which are linked to K¹²'s Public School Options in Florida website <http://www.k12.com/participating-schools/florida>.