

The School District of Lee County

Lee County Virtual Franchise



2016-17 School Improvement Plan

Lee County Virtual Franchise

2855 COLONIAL BLVD, Fort Myers, FL 33966

<http://lvip.leeschools.net>

School Demographics

| | | |
|---|--|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 6-12</p> | <p>2015-16 Title I School</p> <p>No</p> | <p>2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</p> <p>15%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2015-16 Minority Rate (Reported as Non-white on Survey 2)</p> <p>21%</p> |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| Grade | A | A* | B | A |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-----------------------------|
| Not In DA | Southwest | Jim Browder |
| Former F | Turnaround Status | |
| No | None | |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of The Lee Virtual School is to expand access for all students to rigorous, relevant curriculum that incorporates skills and knowledge students need to succeed in the 21st century, delivered electronically with dynamic scheduling and pacing.

b. Provide the school's vision statement

To be a globally competitive virtual school providing quality, student centered education which develops model citizens using challenging, innovative and active learning.

2. School Environment

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

Lee Virtual Schools strives to build relationships with students through monthly phone calls, and Discussion Based Assessments (DBAs.) Through the phone calls the teacher interacts with the parents and students gaining information about the student's background, learning style etc. Relationships with parents and students are initiated in the LVS informational nights and orientations. During these events teachers at LVS learn information about the family and student to assist the parents in making the best decision possible for the education of their child. Students are also invited to attend optional academic days in which the teacher works closely with the student.

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

Students are encouraged to call their teachers anytime between 8 a.m. and 8 p.m. during the week. They may email their teacher at any time. Teachers at LVS are able to give the students individual attention during phone calls and make it a point to find out more about the student as a person. At subject area office days students are encouraged to interact with the teacher in a non-threatening environment.

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

During orientation and the first day programs the teachers at LVS give clear guidelines concerning staying on pace and completing their work completely. If a student is not on pace or completing work the teacher will contact the parent.

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

LVS follows the district guidelines in providing guidance or ESE services to students in need of these services.

Teachers follow the MTSS process with a designated Learning Resource Specialist. There is a documented process to review IEP's. Teachers are provided with a list of full time students that have either a 504 or IEP.

3. Early Warning Systems

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

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

At LVS we monitor attendance daily by a person dedicated to attendance. If a student has repeated absences (2 or more) the teacher is contacted, then parents are contacted.

Since we are a virtual school, we do not have suspensions.

If a student fails their virtual courses or does not complete them, there will be a discussion of the appropriateness of a virtual program for the student.

If a student is a Level 1 on state assessments, there will be a discussion of the appropriateness of placing the student in an all-reading at grade level environment.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 1 | 0 | 3 | 5 | 14 | 30 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 2 | 5 | 1 | 0 | 11 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

If a student has a Level 1 on a statewide assessment, teachers work with them one-on-one, either virtually or in person, in prep sessions in that critical subject.

Teachers offer whole-group review sessions for EOCs and FSA.

A daily Parentlink message is sent to parents if students have not logged in for attendance by 3pm.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Overall, Lee Virtual School wants to increase parent participation in school meetings, fundraisers, and volunteer opportunities. Our parents are required to communicate with each teacher on a monthly basis regarding their student's progress. However, there is a lack of participation in extra opportunities for parents, including fundraisers, volunteering, and SAC meetings.

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

LVS strives to build partnerships with the local community through fundraisers with local business; field trips to local businesses/organizations; and our Executive Internship program where seniors volunteer at local business/non-profit organizations. We have also started a National Junior Honor Society and National Honor Society to encourage student achievement and are looking for partnerships for community service and fundraising. We are continually looking for new partnerships.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

| Name | Title |
|------------------------|------------------------|
| Shilling, Al | Principal |
| Scribner, Lyndsey | Teacher, K-12 |
| Pitura, Joe | Assistant Principal |
| Brough, Angela | Guidance Counselor |
| Gaines-Sparks, Nzingha | Attendance/Social Work |

b. Duties

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

Classroom Teacher * Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FSA/EOC scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing * Attend MTSS Team meetings to collaborate on & monitor students who are struggling * Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports. * Deliver instructional interventions with fidelity

Principal/Assistant Principal * Facilitate implementation of the MTSS problem-solving process in your building

* Provide or coordinate valuable and continuous professional development * Assign paraprofessionals to support MTSS implementation when possible * Attend MTSS Team meetings to

be active in the MTSS change process * Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist * Often MTSS Team facilitators * Schedule and attend MTSS Team meetings * Maintain log of all students involved in the MTSS process * Send parent invites * Complete necessary MTSS forms * Conduct social-developmental history interviews when requested

School Psychologist * Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports * Monitor data collection process for fidelity * Review & interpret progress monitoring data * Collaborate with MTSS Team on effective instruction & specific interventions * Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist * Consult with MTSS Team regarding intensive interventions * Incorporate MTSS data when making eligibility decisions Specialist (Behavior, OT, PT, ASD) * Consult with MTSS Team * Provide staff trainings

Social Worker * Attend MTSS Team meetings when requested * Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative * Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork * Conduct language screenings and assessments * Provide ELL interventions at all tiers

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

The MTSS Problem-Solving team at type name of school here meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------|--------------------|
| Michelle Barr | Parent |
| Stephanie Swetland | Parent |
| Joe Pitura | Principal |
| Al Shilling | Principal |
| Maudeen Scott | Parent |
| Erika Wood | Parent |
| Crystal Hernandez | Parent |
| Tracee Brann | Parent |
| Jill Comer | Parent |
| Rock Aboujaoude | Business/Community |
| Jeanette Burgess | Parent |
| Michayla Lopez | Student |
| Lucien Sanford | Student |

b. Duties

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

a. Evaluation of last year's school improvement plan

At our last SAC meeting of the 2015-2016 school year, we reviewed our progress from the year as well as discussed difficulties that arose.

b. Development of this school improvement plan

Discussion regarding the SIP occurred at the first SAC meeting of the year on Thursday, September 22. Joe Pitura presented the overall goals and targets for the district.

c. Preparation of the school's annual budget and plan

The Lee Virtual School SAC is made aware of the school's budget through our SAC meetings. Members are able to ask any questions and any concerns are addressed. SAC does approve the allocation of school improvements funds and A+ money.

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

No school improvement funds were used last year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|--------------------|---------------------|
| Shilling, Al | Principal |
| Pitura, Joe | Assistant Principal |
| Kroll, Liz | Teacher, K-12 |
| Bailey, Danielle | Teacher, K-12 |
| Mikolajczyk, Julie | Teacher, K-12 |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

1. Focus on teaching/requireing all grade levels to write in complete sentences with proper capitalization and punctuation.
2. Increase fluency and comprehension of the students' reading in their curriculum.
3. Use inquiry based and higher order questioning to develop students' reading comprehension as well as writing skills.

D. Public and Collaborative Teaching

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

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

Teachers have a dedicated planning time one time per month to work together in a PLC grouped by grade level. Teachers also have a monthly virtual, state-wide PLC of virtual teachers based on subject area. During this time teachers work collaboratively and cooperatively in the interest of the students.

A teacher leader model of organization is implemented at Lee Virtual School.

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

1. Incorporate the use of a web based "Virtual Teacher Interest" survey to cultivate teachers who have an interest and desire to instruct in the virtual realm prior to actual openings for employment.
2. The hiring process is collaborative. Candidates are interviewed by the principal and then by a panel of veteran teachers. This model allows for the veteran teachers to give the candidate a realistic perspective on the job and for the candidate to ask any questions that are best answered by the teachers fulfilling the job requirements. Conducting interviews in this way helps to foster our environment of team players that work well with each other.
3. Utilize a continuous improvement model with feedback from existing teachers to maintain a challenging environment that also fosters personal growth for instructional staff while empowering them to make decisions that determine the direction of the school.
4. In order to recruit and retain high quality, highly qualified teachers to Lee Virtual School we will require teachers to attend training from Florida Virtual School and other curriculum providers, prior to the start of the school year. We will also pair new teachers with veteran teachers whenever possible to help in the transition from traditional classroom teaching to the virtual classroom.

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

Each year, new virtual teachers are paired with a veteran virtual teacher. These pairings are done to align with subject areas/grade levels as much as possible. The mentor teachers are available to answer

any questions that the mentee teacher may have. Planned mentoring activities: guided Instructions, shadowing, online collaborative sessions, sharing of best practices, peer teacher meetings, and teacher observations.

Mentor teachers complete a formal checklist that outlines the new teacher's proficiency in required skills. The checklist is then verified by the teacher leader and administration before the new teacher is released to work independently.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Lee Virtual School uses multiple online curriculum providers. Their courses are aligned to state and national standards. Teachers also compare courses to make sure they meet the standards outlined in the districts academic plans. If there are any gaps between the curriculum and standards, teachers work to fill in those gaps.

b. Instructional Strategies

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

The school analyzes the data from state assessment to assess the need of the students and modifies and supplements the curriculum that is provided. There are many opportunities for students to attend virtual lessons and in-person subject areas at the office to assist students in preparing for these assessments. Teachers are also available for one-on-one help in order to prepare for the assessments.

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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

We hold a School Choice Open House in January and offer information sessions throughout the year.

We have a new student orientation with several sessions during the end of the school year and at the beginning of the next school year.

We require all parents/students to attend a first day of school to receive materials and introduce them to the curriculum and the policies and procedures of the school.

b. College and Career Readiness

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

Students, parents and counselors meet annually to address academic goals and career planning. Students complete a personal education plan and are encouraged to take courses that allow exploration of interests. Students are assisted during registration for classes for the next year by their teachers, and guidance counselors to ensure appropriate placement into courses. This information is shared with parents prior to official registration. Students discuss schedules and career/college planning with guidance throughout the year.

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

Students at Lee Virtual School are provided opportunities to attend field trips around the community that are tied to course specific content and that help prepare them for post secondary study in their field of choice. We have also established an executive internship program in which seniors must complete 75 hours in a guided internship of their choosing.

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

Currently with the adoption of common core standards, Lee Virtual has begun to focus on these standards which are central to many post secondary skills. The school encourages students to take AP, IB, or DE classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures. Teachers will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary.

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

For students that score low on ACT/SAT/PERT, they take English 4 for College Prep and/or Math for College Readiness to help prepare them for their post secondary options.

Seniors complete an Executive Internship where they get to evaluate their interests and obtain real-world skills.

Reps from a variety of local schools come to class meetings to talk with students about their post secondary options. Students also have the opportunity to participate in tours of local post secondary options.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** Students will have the opportunity to interact with their peers in a safe environment at Lee Virtual School.

- G2.** Lee Virtual School secondary will use results of assessments to improve individual student performance and also to improve the instructional program.

Strategic Goals Detail

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

G1. Students will have the opportunity to interact with their peers in a safe environment at Lee Virtual School. 1a

G082714

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

Targeted Barriers to Achieving the Goal 3

- Indirect student contact and not visually knowing our students

Resources Available to Support the Goal 2

- Student ID card with pictures
- Lee Virtual School Safety Plan

Plan to Monitor Progress Toward G1. 8

Students must present a school issued photo ID when they come to the building.

Person Responsible

Al Shilling

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

If a student comes without a school issued ID, they will be scheduled for a picture to obtain the ID.

G2. Lee Virtual School secondary will use results of assessments to improve individual student performance and also to improve the instructional program. 1a

G081222

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA ELA Achievement | 80.0 |
| ELA/Reading Gains | 75.0 |
| FSA ELA Achievement | 78.0 |
| ELA/Reading Gains | 72.0 |
| FSA Mathematics Achievement | 70.0 |
| Math Gains | 60.0 |
| Geometry EOC Pass Rate | 60.0 |
| Algebra II EOC Pass Rate | 40.0 |

Targeted Barriers to Achieving the Goal 3

- Students not utilizing teacher feedback to improve understanding and assessment performance.

Resources Available to Support the Goal 2

- Different technology programs: Owl Purdue, Shmoop, Nearpod, Movenote
- Google classroom
- Virtual classroom
- Individual writing conferences
- Individualized feedback for students
- Audio readers for help reading difficult text
- Teachers post resources: videos, worksheets, websites, study guides.

Plan to Monitor Progress Toward G2. 8

PLC Student Data sheet will show trends in student performance of pace and grade

Person Responsible

AI Shilling

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Monthly PLC Student Data sheet

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Students will have the opportunity to interact with their peers in a safe environment at Lee Virtual School.

1

 G082714

G1.B1 Indirect student contact and not visually knowing our students **2**

 B219192

G1.B1.S1 Ensure that each student has a school photo ID card. **4**

 S231559

Strategy Rationale

To identify students when they attend any school events, school office, testing, etc.

Action Step 1 **5**

Ensure that all students have a school photo ID

Person Responsible

AI Shilling

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Students will have their school issued photo ID when they come to the building.

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

Ensure that students have their school issued photo ID when they come to the building.

Person Responsible

Al Shilling

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Students that come without an ID badge will be scheduled for a picture to receive a school issued ID badge.

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

Students that come to the building must present their school issued photo ID.

Person Responsible

Al Shilling

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

If a student attends without a school issued ID, they will be scheduled for a picture to obtain an ID badge.

G2. Lee Virtual School secondary will use results of assessments to improve individual student performance and also to improve the instructional program. 1

G081222

G2.B1 Students not utilizing teacher feedback to improve understanding and assessment performance. 2

B214509

G2.B1.S1 Encourage students and parents to use their teacher's feedback to submit low quality work. Also to contact that teacher for help in revising the work. 4

S226759

Strategy Rationale

If students revise assignments, they will have a better understanding of the curriculum and assignment. This will help them perform better on module tests and standardized assessments.

Action Step 1 5

Teachers will encourage students/parents to revise work through verbal and written contact.

Person Responsible

Joe Pitura

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student gradebooks with teacher feedback; VSA Contact logs; Student grade reports

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

Administration will look at the Gradebooks of low performing students to see the quality of teacher feedback and if assignments are being revised. Also will check VSA contact logs to see if teachers are speaking with students/parents regarding revisions.

Person Responsible

Joe Pitura

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student gradebooks; VSA Contact Logs

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

Teachers and Administration will review monthly PLC data of student grades and percentage complete

Person Responsible

Joe Pitura

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student Gradebooks; VSA Contact Log; PLC Student Data worksheets

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|--------------|-------------------------------|--|----------------------|
| 2016 | | | | | |
| G1.MA1  M299141 | Students must present a school issued photo ID when they come to the building. | Shilling, AI | 8/10/2016 | If a student comes without a school issued ID, they will be scheduled for a picture to obtain the ID. | 5/31/2017 daily |
| G2.MA1  M288037 | PLC Student Data sheet will show trends in student performance of pace and grade | Shilling, AI | 8/10/2016 | Monthly PLC Student Data sheet | 5/31/2017 monthly |
| G2.B1.S1.MA1  M288035 | Teachers and Administration will review monthly PLC data of student grades and percentage complete | Pitura, Joe | 8/10/2016 | Student Gradebooks; VSA Contact Log; PLC Student Data worksheets | 5/31/2017 monthly |
| G2.B1.S1.MA1  M288036 | Administration will look at the Gradebooks of low performing students to see the quality of teacher... | Pitura, Joe | 8/10/2016 | Student gradebooks; VSA Contact Logs | 5/31/2017 weekly |
| G2.B1.S1.A1  A287714 | Teachers will encourage students/ parents to revise work through verbal and written contact. | Pitura, Joe | 8/10/2016 | Student gradebooks with teacher feedback; VSA Contact logs; Student grade reports | 5/31/2017 daily |
| G1.B1.S1.MA1  M299140 | Students that come to the building must present their school issued photo ID. | Shilling, AI | 8/10/2016 | If a student attends without a school issued ID, they will be scheduled for a picture to obtain an ID badge. | 5/31/2017 daily |
| G1.B1.S1.MA1  M299139 | Ensure that students have their school issued photo ID when they come to the building. | Shilling, AI | 8/10/2016 | Students that come without an ID badge will be scheduled for a picture to receive a school issued ID badge. | 5/31/2017 daily |
| G1.B1.S1.A1  A296045 | Ensure that all students have a school photo ID | Shilling, AI | 8/10/2016 | Students will have their school issued photo ID when they come to the building. | 5/31/2017 weekly |

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

Budget Data

| | | | |
|---------------|-------------|---|---------------|
| 1 | G1.B1.S1.A1 | Ensure that all students have a school photo ID | \$0.00 |
| 2 | G2.B1.S1.A1 | Teachers will encourage students/parents to revise work through verbal and written contact. | \$0.00 |
| Total: | | | \$0.00 |