Lee County Virtual Instruction Program (District Provided)

2015-16 School Improvement Plan

Lee County Virtual Instruction Program (District Provided)

2855 COLONIAL BLVD, Fort Myers, FL 33966

http://lvip.leeschools.net

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	No	0%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	21%

School Grades History

Year	2014-15	2013-14
Grade	A*	D

Preliminary 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.

Table of Contents

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, B or C 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

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.

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.

School Environment

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.

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 academic days students are encouraged to interact with other students and the teacher in a non-threatening environment.

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.

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 MTSSS 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.

Early Warning Systems

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

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

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. The STAR and STAR Early Literacy test is used to monitor progress in reading for Grades K-5. In Grades 3-5 students with Level 1 scores in ELA or Math are monitored. This year we are implementing iready in Math to assess and monitor students.

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

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Attendance below 90 percent	3	1	2	1	6	13
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	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
Students exhibiting two or more indicators		

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

Teachers work with students one on one or in small group to improve student performance in ELA or Math. Parent training is offered for parents in the program to provide more support at home as the Learning Guide. Daily ParentLink message is being sent if student is not logged in to attendance by 3:00 p.m.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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.

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

For LVS elementary there is a need to build relationships with the local community to be able to secure and use resources to support the students in our school.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Avery, Karla	Teacher, K-12
Shilling, Al	Principal
Berry, Meredith	Other
Pitura, Joe	Assistant Principal
Scribner, Lyndsey	Teacher, K-12
Davis, Natalee	Guidance Counselor
Maki, Malissa	Attendance/Social Work

Duties

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 FCAT scores, work samples, anecdotals) 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

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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michelle Barr	Parent
Lisa Marrone	Parent
Joe Pitura	Principal
Al Shilling	Principal
Stephanie Swetland	Parent
Phillip Murray	Parent
Caroline Crews	Parent

Duties

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

Evaluation of last year's school improvement plan

At our last SAC meeting of the 2014-15 school year, we reviewed our progress from the year as well as discussed difficulties that arose.

Development of this school improvement plan

Discussion regarding the SIP occurred at the first SAC meeting of the year on Thursday, September 24. Lyndsey Scribner presented the overall goals.
SAC met and approved this SIP on September 24, 2015.

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.

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

$194.65 was used to purchase Reading & Language games

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Avery, Karla	Teacher, K-12
Pitura, Joe	Assistant Principal
Shilling, Al	Principal
Downey, Shaye	Teacher, K-12
Gatewood, Tricia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

1. Focus on teaching/requiring 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.

Public and Collaborative Teaching

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

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

Teachers have a dedicated planning time one time per month to work together in a PLC. During this time teachers work collaboratively and cooperatively in the interest of the students at LVS Elementary.

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. Al Shilling
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 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.

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 verteran 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 activites: guided Instructions, shadowing, online collaborative sessions, sharing of best practices, peer teacher meetings, and teacher observations.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The teachers at LVS elementary cross check the Curriculum provider standards (provided by curriculum provider on a spreadsheet) to the Florida Standards and the District Academic Plan to insure that the standards are met in depth as outlined in the District Academic Plan. Teachers monitor the FSA website and utilize the CPALMS website in formulating questions for Discussion Based Assessments. In the occurrence where a standard is not covered, teachers supplement the instruction for the grade level.

Instructional Strategies

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

The school analyzes the data from the 3rd, 4th and 5th grade state assessment to assess the need of the students and modifies and supplements the curriculum that is provided. In math our students showed a lower level of proficiency so we modified the curriculum so that we would be able to cover all standards tested before the state assessment is given. In writing our students showed a lower level of proficiency so the curriculum has been modified to include more writing in response to text. The instruction is differentiated in that students may work at their own pace within guidelines. The curriculum also offers extension/enrichment activities for students that encourage application of their knowledge. For grades K-5 the school uses STAR data to identify students in need of intervention. Small group and one on one instruction is provided.

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*

Student Transition and Readiness

PreK-12 Transition

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

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

We give placement tests/readiness tests to all Kindergarten students. All students are given STAR tests. We then meet with parents to discuss results. Based on testing results, we give a list of written strategies for parents to use during instruction.

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.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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. Elementary teachers will track reading standards for progress monitoring of all elementary students through STAR testing during the 2015-2016 school year.

G2. Teacher engagement will increase at least .2 in the Q12 area of Q03, at work, I have the opportunity to do what I do best every day, as measured by the FY Gallup Teacher Engagement Survey.

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. Elementary teachers will track reading standards for progress monitoring of all elementary students through STAR testing during the 2015-2016 school year. `1a`

🔍 G074146

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- 100% of students completed STAR at the beginning of the year.
- Virtual lessons designed by teachers using Florida ELA standards as a base.
- Academic day once a month designed for reading using Florida ELA standards as a base.
- Students have small group or one on one face to face opportunities to interact with their teachers.
- MTSSS process to identify students needing intervention.
- We have student-usage logs and student-action logs to monitor access and progress.
- Our teachers are highly-qualified.
- Our teachers are available from 8am-8pm on school days.
- Our teachers work as a team and collaborate together in PLC's.
- We have many parents who are involved in their student's progress.

Targeted Barriers to Achieving the Goal `3`

- Indirect student contact with students needing intervention.

Plan to Monitor Progress Toward G1. `8`

Teacher individual reports of data will be collected from STAR assessments.

Person Responsible
Joe Pitura

Schedule
Triannually, from 9/10/2015 to 6/6/2016

Evidence of Completion
Teacher data reports of STAR assessments

G2. Teacher engagement will increase at least .2 in the Q12 area of Q03, at work, I have the opportunity to do what I do best every day, as measured by the FY Gallup Teacher Engagement Survey. 1a

🔍 G074147

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Staff is provided with Lee Virtual School handbook.
- System in place for technology support.
-

Targeted Barriers to Achieving the Goal 3

- Low teacher/staff morale.

Plan to Monitor Progress Toward G2. 8

Staff will take Gallup Poll at the end of the year.

Person Responsible

Al Shilling

Schedule

Annually, from 8/17/2015 to 6/10/2016

Evidence of Completion

Gallup Poll increase in the Q12 area of Q03

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. Elementary teachers will track reading standards for progress monitoring of all elementary students through STAR testing during the 2015-2016 school year. 1

🔑 G074146

G1.B1 Indirect student contact with students needing intervention. 2

🔑 B193578

G1.B1.S1 Teachers will access STAR results following each STAR test and plan for intervention. 4

🔑 S205122

Strategy Rationale

Accessing results immediately will enable teachers to monitor the progress of students in real time and offer intervention strategies.

Action Step 1 5

Teachers will use STAR results as progress monitoring and to plan intervention strategies.

Person Responsible

Shaye Downey

Schedule

Triannually, from 8/27/2015 to 6/3/2016

Evidence of Completion

Individual reports from STAR test.

Action Step 2 `5`

Teachers will develop virtual classes for students needing intervention.

Person Responsible

Shaye Downey

Schedule

Weekly, from 9/1/2015 to 6/6/2016

Evidence of Completion

Virtual lesson recordings, virtual lesson log sheets

Action Step 3 `5`

Small group sessions at LVS office for students in need of intervention will be offered.

Person Responsible

Shaye Downey

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Small group log sheets

Action Step 4 `5`

Students in need of intervention will have iReady reading lessons available online at home.

Person Responsible

Shaye Downey

Schedule

Weekly, from 10/5/2015 to 6/3/2016

Evidence of Completion

iReady reports to be pulled by student's teacher.

Action Step 5 `5`

Teachers will access standards report for parents and give suggestions on how to work with his/ her student at home.

Person Responsible

Shaye Downey

Schedule

Triannually, from 9/4/2015 to 6/3/2016

Evidence of Completion

Parent/Teacher conference logs

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

Teachers will meet in PLC to discuss the results of STAR test and plans for intervention.

Person Responsible

Shaye Downey

Schedule

Monthly, from 9/10/2015 to 6/6/2016

Evidence of Completion

PLC minutes.

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

Teachers will compare results from beginning, to mid year, to final STAR assessments.

Person Responsible

Karla Avery

Schedule

Triannually, from 9/10/2015 to 6/6/2016

Evidence of Completion

PLC minutes, spreadsheets containing data from beginning, to mid year, to final STAR assessments.

G2. Teacher engagement will increase at least .2 in the Q12 area of Q03, at work, I have the opportunity to do what I do best every day, as measured by the FY Gallup Teacher Engagement Survey. 1

🔑 G074147

G2.B5 Low teacher/staff morale. 2

🔑 B193584

G2.B5.S1 Team Building Activities 4

🔑 S205128

Strategy Rationale

Staff will have opportunity to interact with each other in a non-threatening atmosphere that encourages fun, laughter and interaction.

Action Step 1 5

Team building activities during faculty meetings

Person Responsible

Shaye Downey

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Faculty meeting agendas

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Communication of agenda to facilitators of team building activities

Person Responsible

Joe Pitura

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Faculty meeting agendas

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Insure that team building activities occur at each faculty meeting

Person Responsible

Joe Pitura

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Observation and faculty meeting agenda

G2.B5.S2 Suggestion Box 4

🔑 S205129

Strategy Rationale

Staff will be able to express concerns, suggestions, and questions anonymously. Submissions will be addressed by administration.

Action Step 1 5

Suggestion Box

Person Responsible

Joe Pitura

Schedule

Daily, from 9/18/2015 to 6/10/2016

Evidence of Completion

Administration will check the box weekly for submissions and address concerns, questions, and suggestions.

Action Step 2 `5`

After administration checks suggestion box, they will address concerns at monthly faculty meeting.

Person Responsible

Schedule

Monthly, from 9/18/2015 to 5/20/2016

Evidence of Completion

Faculty meeting agenda

Plan to Monitor Fidelity of Implementation of G2.B5.S2 `6`

Weekly updates by administration through Google Docs

Person Responsible

Joe Pitura

Schedule

Weekly, from 9/18/2015 to 6/10/2016

Evidence of Completion

Google Docs, Emails

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 `7`

Staff will take concern of unanswered submission to their team leader.

Person Responsible

Shaye Downey

Schedule

Monthly, from 9/18/2015 to 6/10/2016

Evidence of Completion

Type of submissions change, number of submissions decrease

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will use STAR results as progress monitoring and to plan intervention strategies.	Downey, Shaye	8/27/2015	Individual reports from STAR test.	6/3/2016 triannually
G2.B5.S1.A1	Team building activities during faculty meetings	Downey, Shaye	8/17/2015	Faculty meeting agendas	6/10/2016 monthly
G2.B5.S2.A1	Suggestion Box	Pitura, Joe	9/18/2015	Administration will check the box weekly for submissions and address concerns, questions, and suggestions.	6/10/2016 daily
G1.B1.S1.A2	Teachers will develop virtual classes for students needing intervention.	Downey, Shaye	9/1/2015	Virtual lesson recordings, virtual lesson log sheets	6/6/2016 weekly
G2.B5.S2.A2	After administration checks suggestion box, they will address concerns at monthly faculty meeting.		9/18/2015	Faculty meeting agenda	5/20/2016 monthly
G1.B1.S1.A3	Small group sessions at LVS office for students in need of intervention will be offered.	Downey, Shaye	9/1/2015	Small group log sheets	6/3/2016 weekly
G1.B1.S1.A4	Students in need of intervention will have iReady reading lessons available online at home.	Downey, Shaye	10/5/2015	iReady reports to be pulled by student's teacher.	6/3/2016 weekly
G1.B1.S1.A5	Teachers will access standards report for parents and give suggestions on how to work with his/her student at home.	Downey, Shaye	9/4/2015	Parent/Teacher conference logs	6/3/2016 triannually
G1.MA1	Teacher individual reports of data will be collected from STAR assessments.	Pitura, Joe	9/10/2015	Teacher data reports of STAR assessments	6/6/2016 triannually
G1.B1.S1.MA1	Teachers will compare results from beginning, to mid year, to final STAR assessments.	Avery, Karla	9/10/2015	PLC minutes, spreadsheets containing data from beginning, to mid year, to final STAR assessments.	6/6/2016 triannually
G1.B1.S1.MA1	Teachers will meet in PLC to discuss the results of STAR test and plans for intervention.	Downey, Shaye	9/10/2015	PLC minutes.	6/6/2016 monthly
G2.MA1	Staff will take Gallup Poll at the end of the year.	Shilling, Al	8/17/2015	Gallup Poll increase in the Q12 area of Q03	6/10/2016 annually
G2.B5.S1.MA1	Insure that team building activities occur at each faculty meeting	Pitura, Joe	8/17/2015	Observation and faculty meeting agenda	6/10/2016 monthly
G2.B5.S1.MA1	Communication of agenda to facilitators of team building activities	Pitura, Joe	8/17/2015	Faculty meeting agendas	6/10/2016 monthly
G2.B5.S2.MA1	Staff will take concern of unanswered submission to their team leader.	Downey, Shaye	9/18/2015	Type of submissions change, number of submissions decrease	6/10/2016 monthly
G2.B5.S2.MA1	Weekly updates by administration through Google Docs	Pitura, Joe	9/18/2015	Google Docs, Emails	6/10/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will use STAR results as progress monitoring and to plan intervention strategies.	$0.00
2	G1.B1.S1.A2	Teachers will develop virtual classes for students needing intervention.	$0.00
3	G1.B1.S1.A3	Small group sessions at LVS office for students in need of intervention will be offered.	$0.00
4	G1.B1.S1.A4	Students in need of intervention will have iReady reading lessons available online at home.	$0.00
5	G1.B1.S1.A5	Teachers will access standards report for parents and give suggestions on how to work with his/her student at home.	$0.00
6	G2.B5.S1.A1	Team building activities during faculty meetings	$0.00
7	G2.B5.S2.A1	Suggestion Box	$0.00
8	G2.B5.S2.A2	After administration checks suggestion box, they will address concerns at monthly faculty meeting.	$0.00
		Total:	$0.00