

Lee County Virtual Instruction Program (District Provided)

2855 COLONIAL BLVD, Fort Myers, FL 33966

<http://lvip.leeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	14%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

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

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Lee County Virtual Instruction Program (District Provided)

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

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 academic days students are encouraged to interact with other students and 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. Â§ 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. The STAR and STAR Early Literacy test are 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 Compass Learning in Math and Reading to assess and monitor students.

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	3	1	2	1	6	0	0	0	0	0	0	0	0	13
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	0	0	0	0	0	0	0	0	
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.

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.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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 (PFEP), 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.

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.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Avery, Karla	Teacher, K-12
Shilling, Al	Principal
Pitura, Joe	Assistant Principal
Scribner, Lyndsey	Teacher, K-12
Downey, Shaye	Teacher, K-12
Gaines-Sparks, Nzingha	Attendance/Social Work
Brough, Angela	School Counselor

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 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
Lisa Marrone	Parent
Joe Pitura	Principal
Al Shilling	Principal
Erika Wood	Parent
Crystal Hernandez	Parent
Tracee Brann	Parent
Jill Comer	Parent
Oren Gottesman	Parent
Jeannette 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 2015-16 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
Avery, Karla	Teacher, K-12
Pitura, Joe	Assistant Principal
Shilling, Al	Principal
Downey, Shaye	Teacher, K-12
Gatewood, Tricia	Teacher, K-12

b. Duties

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

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.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. During this time teachers work collaboratively and cooperatively in the interest of the students at LVS Elementary.

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. AI 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.

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 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.

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.

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.

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 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.

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. Â§ 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.

All students are given STAR reading and math 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.

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.

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

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

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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 be able to participate in online interactive activities in a safe manner.
- G2.** Teachers will use the results of assessments to improve individual student performance.

Strategic Goals Detail

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

G1. Students will be able to participate in online interactive activities in a safe manner. **1a**

 G082863

Targets Supported **1b**

Indicator

Annual Target

Targeted Barriers to Achieving the Goal **3**

- Lack of online safety training for students

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Online safety training program

Plan to Monitor Progress Toward G1. **8**

Teachers will monitor their students progress using the Google survey.

Person Responsible

Karla Avery

Schedule

Weekly, from 10/18/2016 to 3/3/2017

Evidence of Completion

Google survey

G2. Teachers will use the results of assessments to improve individual student performance. 1a

G082864

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
ELA/Reading Gains	68.0
FSA Mathematics Achievement	70.0
Math Gains	65.0
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- Indirect student contact with students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 100% of students completed STAR Reading and Math at the beginning of the year.
- Virtual lessons designed by teachers using Florida ELA and Math standards as a base.
- Academic day weekly designed for ELA and Math using Florida ELA and Math standards as a base.
- Students have small group or one on one face to face opportunities to interact with their teachers.
- MTSS 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.
- Learning Management System allows for regular communication between student, teacher, and learning guide.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Joe Pitura

Schedule

Triannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teacher data reports of STAR assessments

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 be able to participate in online interactive activities in a safe manner. **1**

 G082863

G1.B3 Lack of online safety training for students **2**

 B219632

G1.B3.S1 All students will participate in online safety training. **4**

 S231953

Strategy Rationale

Students gain knowledge on how to stay safe while participating in online interactive activities.

Action Step 1 **5**

All students will be provided access to required online safety training.

Person Responsible

Shaye Downey

Schedule

On 3/3/2017

Evidence of Completion

Email sending students access to program

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Google Survey will be sent with a short quiz about online safety.

Person Responsible

Karla Avery

Schedule

On 3/3/2017

Evidence of Completion

Google Survey will generate a spreadsheet which will include students that have participated in the online safety program.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Based on survey, students will demonstrate knowledge of proper and safe online behavior.

Person Responsible

Karla Avery

Schedule

On 3/3/2017

Evidence of Completion

Google survey will include student responses to questions about online safety.

G2. Teachers will use the results of assessments to improve individual student performance. 1

G082864

G2.B1 Indirect student contact with students. 2

B219633

G2.B1.S1 Teachers will access STAR results following each STAR test and plan for intervention for individual students. 4

S231954

Strategy Rationale

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

Action Step 1 5

Teachers will use results of STAR tests to provide feedback to parents and students on areas of opportunity.

Person Responsible

Shaye Downey

Schedule

Triannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Individual reports from STAR test, contact logs

Action Step 2 5

Teachers will develop virtual lessons for students based on STAR data.

Person Responsible

Shaye Downey

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Virtual lesson recordings, virtual lesson contact 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 8/10/2016 to 5/26/2017

Evidence of Completion

Small group log sheets

Action Step 4 5

Students in need of intervention will have Learning Odyssey reading and math lessons available online at home.

Person Responsible

Karla Avery

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

STAR reports, Learning Odyssey Assignment reports

Action Step 5 5

Teachers will use Learning Management System to respond to students work with comments that will highlight student strengths and provide feedback on areas of opportunity.

Person Responsible

Karla Avery

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student contact logs

Plan to Monitor Fidelity of Implementation of G2.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 8/10/2016 to 5/26/2017

Evidence of Completion

PLC minutes.

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

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

Person Responsible

Karla Avery

Schedule

Triannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M300018	Teachers will monitor their students progress using the Google survey.	Avery, Karla	10/18/2016	Google survey	3/3/2017 weekly
G1.B3.S1.MA1 M300016	Based on survey, students will demonstrate knowledge of proper and safe online behavior.	Avery, Karla	10/18/2016	Google survey will include student responses to questions about online safety.	3/3/2017 one-time
G1.B3.S1.MA1 M300017	Google Survey will be sent with a short quiz about online safety.	Avery, Karla	10/18/2016	Google Survey will generate a spreadsheet which will include students that have participated in the online safety program.	3/3/2017 one-time
G1.B3.S1.A1 A296631	All students will be provided access to required online safety training.	Downey, Shaye	10/18/2016	Email sending students access to program	3/3/2017 one-time
G2.MA1 M300021	Teacher individual reports of data will be collected from STAR assessments.	Pitura, Joe	8/10/2016	Teacher data reports of STAR assessments	5/26/2017 triannually
G2.B1.S1.MA1 M300019	Teachers will compare student results from beginning, to mid year, to final STAR assessments.	Avery, Karla	8/10/2016	PLC minutes, spreadsheets containing data from beginning, to mid year, to final STAR assessments.	5/26/2017 triannually
G2.B1.S1.MA1 M300020	Teachers will meet in PLC to discuss the results of STAR test and plans for intervention.	Downey, Shaye	8/10/2016	PLC minutes.	5/26/2017 monthly
G2.B1.S1.A1 A296632	Teachers will use results of STAR tests to provide feedback to parents and students on areas of...	Downey, Shaye	8/10/2016	Individual reports from STAR test, contact logs	5/26/2017 triannually
G2.B1.S1.A2 A296633	Teachers will develop virtual lessons for students based on STAR data.	Downey, Shaye	8/10/2016	Virtual lesson recordings, virtual lesson contact log sheets	5/26/2017 weekly
G2.B1.S1.A3 A296634	Small group sessions at LVS office for students in need of intervention will be offered.	Downey, Shaye	8/10/2016	Small group log sheets	5/26/2017 weekly
G2.B1.S1.A4 A296635	Students in need of intervention will have Learning Odyssey reading and math lessons available...	Avery, Karla	8/10/2016	STAR reports, Learning Odyssey Assignment reports	5/26/2017 daily
G2.B1.S1.A5 A296636	Teachers will use Learning Management System to respond to students work with comments that will...	Avery, Karla	8/10/2016	Student contact logs	5/26/2017 daily

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

1	G1.B3.S1.A1	All students will be provided access to required online safety training.	\$0.00
2	G2.B1.S1.A1	Teachers will use results of STAR tests to provide feedback to parents and students on areas of opportunity.	\$0.00
3	G2.B1.S1.A2	Teachers will develop virtual lessons for students based on STAR data.	\$0.00
4	G2.B1.S1.A3	Small group sessions at LVS office for students in need of intervention will be offered.	\$0.00
5	G2.B1.S1.A4	Students in need of intervention will have Learning Odyssey reading and math lessons available online at home.	\$0.00
6	G2.B1.S1.A5	Teachers will use Learning Management System to respond to students work with comments that will highlight student strengths and provide feedback on areas of opportunity.	\$0.00
Total:			\$0.00