



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lee County Virtual Franchise

2855 COLONIAL BLVD

Fort Myers, FL 33966

239-337-8178

<http://lvip.leeschools.net>

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 25%
Alternative/ESE Center No	Charter School No	Minority Rate 19%

School Grades History

2013-14 B	2012-13 A	2011-12 A	2010-11
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Lee County Virtual Franchise

Principal

Albert Shilling

School Advisory Council chair

Scott Salanda

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Al Shilling	Principal
Shaye Downey	Elementary Lead Teacher
Tricia Gatewood	Elementary PLC leader
Monieg Sill	Middle School PLC leader
Lyndsey Scribner	High School PLC leader

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC includes Lee Virtual Faculty and Staff:

1. Al Shilling: Principal
2. Lyndsey Scribner: Teacher
3. Ann Taylor: Secretary
4. Sara Oliver: Teacher
5. Wanda Noel: Teacher

Parents: Lisa Marrone, Andrea Wells, Stephanie Swetland, Amy Salazar, Lisa Etheridge, Michelle Karim, Sheryl Salanda, Scott Salanda (chairperson)

Involvement of the SAC in the development of the SIP

Discussion regarding the SIP occurred at the first SAC meeting of the year on September 11, 2013. Lyndsey Scribner presented the goal, barriers, and strategies. SAC members then discussed these

barriers and strategies and offered new strategies to overcome different barriers. At this meeting, Mr. Shilling discussed the scores from the previous year and the finances of the school. SAC met and approved this SIP on Wednesday, October 9, 2013.

Activities of the SAC for the upcoming school year

The primary focus of SAC will be parent and community involvement. The SAC will be focusing on increasing parental participation and will try to increase the numbers of parents participating in SAC. The SAC would also like to bring on various community/business members this year. The plan consists of educating parents on what SAC is and how it impacts the school. Through disseminating information about what SAC is the committee hopes this will increase interest in membership. Through out the year, SAC will also actively evaluate the SIP goal and measures being taken to achieve this goal.

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds will be used to hold writing workshops for students in K-10th grade. These writing workshops will focus on writing in complete sentences, capitalization, and punctuation as well as higher order responses.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Albert Shilling		
Principal	Years as Administrator: 7	Years at Current School: 5
Credentials	BSA - Mass Communications Masters in Science, Education Leadership	
Performance Record	<p>2012-13 School Grade: A</p> <p>For the 2013 testing year, of the students at Lee Virtual 84% scored 3 or higher on the Reading FCAT; 47% scored 3.5 or higher on FCAT writing; 77% scored 3 or higher on the Algebra I EOC; 68% scored 3 or higher on the Geometry EOC; and 55% scored 3 or higher on the Biology EOC.</p> <p>For the 2013 testing year, students at Lee Virtual made learning gains.</p> <p>Reading: 61% of students made gains; 80% of the lowest 25% of students made gains.</p> <p>Math: 61% of students made gains; 54% of the lowest 25% of students made gains.</p> <p>The target AMO for Reading in 2017 is 85% and the school's 2013 score of students performing satisfactory is already 84%. The target AMO for Math in 2017 is 86% and the school's 2013 score of students performing satisfactory is already 71%.</p>	

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
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Areas [none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

17

receiving effective rating or higher

17, 100%

Highly Qualified Teachers

100%

certified in-field

17, 100%

ESOL endorsed

17, 100%

reading endorsed

2, 12%

with advanced degrees

6, 35%

National Board Certified

1, 6%

first-year teachers

0, 0%

with 1-5 years of experience

2, 12%

with 6-14 years of experience

12, 71%

with 15 or more years of experience

3, 18%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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. Al Shilling

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. Al Shilling

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Classroom Teacher * Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT 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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Lee Virtual School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Albert Shilling	Principal
Shaye Downey	Elementary Teacher
Tricia Gatewood	Elementary Teacher
Kelly Welborn	Middle School Language Arts/Reading Teacher

Name	Title
Liz Kröll	High School English Teacher

How the school-based LLT functions

The Literacy Leadership Team meets once a quarter and for special circumstances to consider solutions to issues or areas of concern. The team reviews reading initiatives, with emphasis on reading in content areas. The LLT reviews baseline testing data and FAIR data to discuss students that may need additional interventions. The LLT plans staff professional development for instructional staff.

Major initiatives of the LLT

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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Since our curriculum is online and is not teacher-directed, the student must read their lessons. The nature of our program naturally lends itself to extensive reading and improving reading skills. Reading strategies are built

into the curriculum. When a teacher talks with a student and discovers a lack of comprehension of the material, reading strategies are usually discussed.

Teachers have professional development that reinforces reading strategies in the content area. On-going best practices are shared at weekly faculty meetings.

Again this year, teachers will be encouraged to take CAR-PD training.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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 a new executive internship program in which seniors must complete 75 hours in a guided internship of their choosing.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	84%	Yes	77%
American Indian				
Asian				
Black/African American				
Hispanic	67%	83%	Yes	70%
White	75%	84%	Yes	78%
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	33	30%	35%
Students scoring at or above Achievement Level 4	59	54%	58%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	43	61%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		85%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	[data excluded for privacy reasons]		60%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	24	47%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	71%	No	78%
American Indian				
Asian				
Black/African American				
Hispanic				
White	73%	79%	Yes	75%
English language learners				
Students with disabilities				
Economically disadvantaged				

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	39	61%	70%
Students in lowest 25% making learning gains (EOC)	<i>[data excluded for privacy reasons]</i>		64%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		60%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	44%	47%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		35%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		42%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		36%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		45%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		20%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		8
Participation in STEM-related experiences provided for students	20	11%	15%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	3%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	100%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	3%
CTE-STEM program concentrators	5		5
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	20	11%	15%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	100%	100%

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	59	55%	30%
Students in ninth grade with one or more absences within the first 20 days	4	27%	20%
Students in ninth grade who fail two or more courses in any subject	1	6%	3%
Students with grade point average less than 2.0	3	3%	2%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	3	2%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	30	65%	97%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	14	50%	100%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents participating in SAC.	10	18%	20%
Increase the number of families attending Choice Open House.	20	%	50%
Increase the number of parents volunteering throughout the year.	5	2%	5%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- We pair each new teacher with a mentor teacher.
- We have student-usage logs and student-action logs to monitor access and progress.
- We provide opportunities for students to participate in face-to-face instruction.
- Our teachers are available from 8am-8pm on school days.
- We have many parents who are involved in their student's progress.
- Training for teachers as courses are updated to reflect Common Core.
- Staff is open to change and professional development.
- We operate within a mind frame of student-centered innovation.
- Our teachers are highly-qualified.

- Our staff works as a team and collaborates together.

Targeted Barriers to Achieving the Goal

- Indirect student contact with teachers.
- Due to a set curriculum, teachers have difficulty to differentiate instruction and change program delivery.
- Lack of student engagement time in courses.
- Our reliance on technology

Plan to Monitor Progress Toward the Goal

Observe and discuss/analyze how our focus on teaching and learning is increasing student achievement gains.

Person or Persons Responsible

Instructional Staff and Administration

Target Dates or Schedule:

Throughout the year at monthly staff meetings

Evidence of Completion:

Teacher contact logs; student progress reports; evidence of student log-in; pre and post test data; analysis of student participation and progress

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Indirect student contact with teachers.

G1.B1.S1 Academic Days

Action Step 1

Optional opportunity for students to meet with their teachers for face-to-face assistance.

Person or Persons Responsible

Lee Virtual School Instructional Staff

Target Dates or Schedule

Each Wednesday for 2 hours.

Evidence of Completion

Student sign-in sheets; Teacher contact logs recording interaction with students.

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

Observe instructional staff and student interactions at Academic Days

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly at each Academic Day

Evidence of Completion

Student sign-in sheets; Teacher sign-in sheets; Teacher contact logs documenting interaction with students

Plan to Monitor Effectiveness of G1.B1.S1

Discussion of Academic Days, interactions with students, and changes to make.

Person or Persons Responsible

Administration and Instructional Staff

Target Dates or Schedule

Ongoing: at monthly staff meetings

Evidence of Completion

Analysis of correlation of student progress to attending the Academic Day.

G1.B1.S2 Teacher Office Hours

Action Step 1

Teachers are required to be available at LCPEC for face-to-face assistance with students/parents.

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

Weekly scheduled office hours of a minimum of 5 hours.

Evidence of Completion

Teacher sign-in and sign-out log; Teacher contact logs recording student interaction.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Monitor teacher attendance and observe interactions with students.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly as teachers are present.

Evidence of Completion

Teacher sign-in and sign-out logs.

Plan to Monitor Effectiveness of G1.B1.S2

Observe teacher and student interactions during face-to-face assistance

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly; ongoing

Evidence of Completion

Analysis of data from teacher sign-in and sign-out logs; Teacher observations; Analysis of correlation between student progress and attending office hours.

G1.B1.S3 Virtual Classrooms: live lessons and office hours

Action Step 1

Teachers will host a weekly live lesson in their Virtual Classroom; Teachers will have open office hours in their Virtual Classroom.

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

Weekly as scheduled

Evidence of Completion

Lessons are recorded for later viewing.

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Monitor teachers' posted Virtual Classroom hours and check for actual implementation.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly; on-going

Evidence of Completion

Submission of recorded Collaborate lessons.

Plan to Monitor Effectiveness of G1.B1.S3

Administration and teachers discuss quality of Virtual Classroom lessons; percentage of students attending.

Person or Persons Responsible

Administration and Instructional Staff

Target Dates or Schedule

Monthly; on-going

Evidence of Completion

Analysis of correlation between student attendance of live lessons and student progress; higher percentage of students attending the live lessons.

G1.B1.S4 Instructional Staff is available from 8am-8pm via phone/text/email.

Action Step 1

Teachers are available by phone/email/text for students. Teachers must return all communication within 24 hours.

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

Daily from 8am-8pm

Evidence of Completion

All communications returned within 24 hours.

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Ensure that teachers are available by phone/email/text for students. Teachers must return all communication within 24 hours.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Teachers' daily schedule; communication with teachers to check for return communication

Plan to Monitor Effectiveness of G1.B1.S4

Periodic checks to ensure that teachers have no contacts unreturned after 24 hours.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Virtual Classroom walk-throughs; analysis of correlation between teacher/student contact and student progress

G1.B2 Due to a set curriculum, teachers have difficulty to differentiate instruction and change program delivery.

G1.B2.S1 Specific feedback on student's assignments

Action Step 1

Give specific, individualized feedback on students' assignments that address their specific level and strengths/weaknesses.

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

Daily when grading assignments

Evidence of Completion

Each student's gradebook and their assignment feedback; Teacher's Gradebook

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Verify that teacher's provide specific feedback on student's assignments

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly during classroom walkthroughs

Evidence of Completion

Teacher observations and classroom walkthroughs; Teachers' Gradebook

Plan to Monitor Effectiveness of G1.B2.S1

Discussion of Student Progress

Person or Persons Responsible

Instructional Staff and Administration

Target Dates or Schedule

Monthly Staff Meetings

Evidence of Completion

Student Gradebooks; pre and post tests

G1.B2.S2 Modification of assignments and expectations

Action Step 1

Teachers will incorporate best practices for modification of assignments as needed and adjust their expectations of the student's work based on the student's ability.

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

Daily when grading assignments

Evidence of Completion

Student Gradebook; Teacher Gradebook; Assignment feedback

Facilitator:

VSA training; FVIPN symposium

Participants:

All Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Observe that teachers are modifying assignments as needed and adjusting expectations based on the student's ability.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly Classroom Walkthroughs

Evidence of Completion

Teacher observations and Classroom Walkthroughs; Teacher Gradebook

Plan to Monitor Effectiveness of G1.B2.S2

Ensuring that students academic needs are being met

Person or Persons Responsible

Instructional Staff and Administration

Target Dates or Schedule

Daily; during Monthly Calls with parents and students

Evidence of Completion

Students Gradebook and assignment feedback; Monthly Call discussions with student and parent; pre and post tests

G1.B6 Lack of student engagement time in courses.

G1.B6.S2 Educate students and parents how to effectively read and self-teach their lessons.

Action Step 1

Demonstrating how to effectively read a lesson and take notes

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

at Orientation, 1st Day of School, special "Getting Started" sessions, and/or on an individual basis

Evidence of Completion

Teacher contact logs; sign-in lists of parents/students attending

Plan to Monitor Fidelity of Implementation of G1.B6.S2

Demonstrating how to effectively read a lesson and take notes.

Person or Persons Responsible

Administration

Target Dates or Schedule

During orientations, "Getting Started" sessions; Monthly Staff Meeting discussions

Evidence of Completion

Teacher contact logs; observations

Plan to Monitor Effectiveness of G1.B6.S2

Demonstrating how to effectively read a lesson and take notes

Person or Persons Responsible

Instructional Staff and Administration

Target Dates or Schedule

Discussions during monthly staff meetings and/or PLCs

Evidence of Completion

Teacher contact logs; pre and post tests; FCAT and EOC data

G1.B6.S3 Professional Development opportunity in reading strategies for teachers so that they can assist students.

Action Step 1

NG-CARPD training

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

When training is offered throughout the year

Evidence of Completion

Inservice Recrod

Facilitator:

Lee County School District Staff Development

Participants:

Instructional Staff as available during the year

Plan to Monitor Fidelity of Implementation of G1.B6.S3

Teachers attend NG-CARPD Training

Person or Persons Responsible

Al Shilling

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Inservice Record

Plan to Monitor Effectiveness of G1.B6.S3

Teachers attending NG-CARPD training

Person or Persons Responsible

Al Shilling

Target Dates or Schedule

Throughout the year as teachers complete the training

Evidence of Completion

Inservice record; teacher implementation in courses with students

G1.B7 Our reliance on technology

G1.B7.S1 Provide parents/students with a basic working knowledge of computers and necessary programs

Action Step 1

Offer technology sessions for parents and students that covers basic computer use, navigating VSA/FLVS/other providers, use of Microsoft Word/PowerPoint, use of email, etc. that will give them a working knowledge to be successful in the program.

Person or Persons Responsible

Instructional Staff and Administration

Target Dates or Schedule

at the beginning of the semester; on an individual basis as needed

Evidence of Completion

Session outline of topics to cover; sign-in sheets from the sessions; Teacher contact logs

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Offer technology sessions for parents and students that covers basic computer use, navigating VSA/ FLVS/other providers, use of Microsoft Word/PowerPoint, use of email, etc. that will give them a working knowledge to be successful in the program.

Person or Persons Responsible

Administration

Target Dates or Schedule

As technology sessions occur

Evidence of Completion

Teacher contact logs; sign-in sheets for each session

Plan to Monitor Effectiveness of G1.B7.S1

Offer technology sessions for parents and students that covers basic computer use, navigating VSA/ FLVS/other providers, use of Microsoft Word/PowerPoint, use of email, etc. that will give them a working knowledge to be successful in the program.

Person or Persons Responsible

Instructional Staff, Administration, Parents/Students

Target Dates or Schedule

Through out the year

Evidence of Completion

Student progress reports in VSA; Teacher contact logs; feedback from technology sessions

G1.B7.S2 Provide technical support and assist in the creation of help tickets

Action Step 1

Provide technical support to students/parents and assist in the creation of help tickets if needed.

Person or Persons Responsible

Instructional Staff and Administration

Target Dates or Schedule

As needed by students/parents

Evidence of Completion

Help ticket logs; Teacher contact logs

Plan to Monitor Fidelity of Implementation of G1.B7.S2

Provide technical support to students/parents and assist in the creation of help tickets if needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly Classroom Walkthroughs

Evidence of Completion

Teacher contact logs; Help ticket logs

Plan to Monitor Effectiveness of G1.B7.S2

Follow up with students/parents to see if issues are resolved

Person or Persons Responsible

Instructional Staff and Administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Help ticket logs; Teacher contact log; student log-in history

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B2 Due to a set curriculum, teachers have difficulty to differentiate instruction and change program delivery.

G1.B2.S2 Modification of assignments and expectations

PD Opportunity 1

Teachers will incorporate best practices for modification of assignments as needed and adjust their expectations of the student's work based on the student's ability.

Facilitator

VSA training; FVIPN symposium

Participants

All Instructional Staff

Target Dates or Schedule

Daily when grading assignments

Evidence of Completion

Student Gradebook; Teacher Gradebook; Assignment feedback

G1.B6 Lack of student engagement time in courses.

G1.B6.S3 Professional Development opportunity in reading strategies for teachers so that they can assist students.

PD Opportunity 1

NG-CARPD training

Facilitator

Lee County School District Staff Development

Participants

Instructional Staff as available during the year

Target Dates or Schedule

When training is offered throughout the year

Evidence of Completion

Inservice Recrod

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains school-wide by focusing on teaching and learning.	\$31,500
Total		\$31,500

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Professional Development	Total
General revenue	\$27,600	\$0	\$27,600
General Revenue	\$0	\$0	\$0
Title 2 Funds	\$0	\$3,900	\$3,900
Total	\$27,600	\$3,900	\$31,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Indirect student contact with teachers.

G1.B1.S3 Virtual Classrooms: live lessons and office hours

Action Step 1

Teachers will host a weekly live lesson in their Virtual Classroom; Teachers will have open office hours in their Virtual Classroom.

Resource Type

Technology

Resource

Licensing for FLVS Courses includes the use of Blackboard Collaborate software platform

Funding Source

General revenue

Amount Needed

\$2,600

G1.B1.S4 Instructional Staff is available from 8am-8pm via phone/text/email.

Action Step 1

Teachers are available by phone/email/text for students. Teachers must return all communication within 24 hours.

Resource Type

Technology

Resource

Teacher 4G Cellphones

Funding Source

General Revenue

Amount Needed

\$25,000

G1.B2 Due to a set curriculum, teachers have difficulty to differentiate instruction and change program delivery.

G1.B2.S2 Modification of assignments and expectations

Action Step 1

Teachers will incorporate best practices for modification of assignments as needed and adjust their expectations of the student's work based on the student's ability.

Resource Type

Professional Development

Resource

Teachers will attend the FVIPN conference that includes virtual trainers and courses aimed at targeting best practices in an online format

Funding Source

Title 2 Funds

Amount Needed

\$3,900