Lee County Virtual Franchise

2021-22 Schoolwide Improvement Plan

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Lee County Virtual Franchise

2855 COLONIAL BLVD, Fort Myers, FL 33966

http://lvip.leeschools.net

Demographics

Principal: Jennifer Mcmillan Barnes

Start Date for this Principal: 9/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	11%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: A (62%) 2016-17: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-12	No	20%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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. 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: School Information

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 Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Shilling, Al	Principal	
Berry, Meredith	Assistant Principal	
Iovine, Martha	Assistant Principal	

Demographic Information

Principal start date
Monday 9/20/2021, Jennifer Mcmillan Barnes

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school

Total number of students enrolled at the school
1,352

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	39	48	87	81	88	101	115	119	160	107	113	127	167	1352
Attendance below 90 percent	2	14	12	17	16	18	17	20	37	28	40	50	52	323
One or more suspensions	0	0	0	0	0	0	2	1	1	2	0	3	3	12
Course failure in ELA	0	2	3	4	7	3	8	3	18	2	25	24	23	122
Course failure in Math	0	1	2	2	4	3	14	7	16	9	10	13	17	98
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	12	6	16	9	1713	11	18	16	0	1801
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	29	17	29	18	26	16	17	31	20	203
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	2	4	18	13	23	18	29	16	29	45	33	232

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	10	1	0	0	4	15
Students retained two or more times	0	0	0	0	0	1	0	0	3	0	2	0	1	7

Date this data was collected or last updated

Tuesday 9/21/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				82%	62%	61%	70%	55%	60%
ELA Learning Gains				72%	60%	59%	54%	53%	57%
ELA Lowest 25th Percentile				72%	53%	54%	29%	46%	52%
Math Achievement				70%	62%	62%	69%	55%	61%
Math Learning Gains				50%	61%	59%	56%	55%	58%
Math Lowest 25th Percentile				36%	49%	52%	65%	52%	52%
Science Achievement				66%	54%	56%	70%	51%	57%
Social Studies Achievement				86%	78%	78%	80%	75%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	92%	52%	40%	54%	38%
Cohort Comparison		0%				
07	2021					
	2019	85%	51%	34%	52%	33%
Cohort Comparison		-92%				
08	2021					
	2019	74%	57%	17%	56%	18%
Cohort Comparison		-85%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	88%	51%	37%	55%	33%
Cohort Comparison		-74%				
10	2021					
	2019	74%	48%	26%	53%	21%
Cohort Comparison		-88%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	64%	47%	17%	55%	9%
Cohort Comparison		0%				
07	2021					
	2019	85%	57%	28%	54%	31%
Cohort Comparison		-64%				
08	2021					
	2019	75%	60%	15%	46%	29%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	60%	46%	14%	48%	12%
Cohort Comparison		0%				

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	56%	17%	67%	6%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	67%	26%	71%	22%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	78%	64%	14%	70%	8%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	59%	13%	61%	11%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	50%	11%	57%	4%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady. and district-created progress monitoring assessments.

Grade 1				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	65/43.0	83/50	1/50
	Economically Disadvantaged			
	Students With Disabilities	8/50	5/31.3	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	43/28.7	53/32.1	0/0
	Economically Disadvantaged			
	Students With Disabilities	3/18.8	7/43.8	0/0
	English Language Learners	0/0	0/0	0/0

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	43/1	49/44.5	1/100
	Economically Disadvantaged			
	Students With Disabilities	5/50	4/44.4	0/0
	English Language Learners	0/0	1/25	0/0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	19/18.1	25/23.1	0/0
	Economically Disadvantaged			
	Students With Disabilities	2/20	3/33.3	0/0
	English Language Learners	0/0	0/0	0/0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64/51.6	59/52.3	88/66.2
	Economically Disadvantaged			
	Students With Disabilities	1/8.3	1/8.3	6/50
	English Language Learners	1/25	0/0	1/25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31/25.4	37/28	56/42.4
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/8.3	2/16.7
	English Language Learners	0/0	0/0	0/0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	82/57.3	96/64.9	103/71.5
	Economically Disadvantaged			
	Students With Disabilities	4/26.7	6/37.5	6/42.9
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22/15.9	45/30	52/36.6
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/12.5	1/7.1
	English Language Learners	0/0	0/0	1/50

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	77/61.6	80/36.5	91/68.4
	Economically Disadvantaged			
	Students With Disabilities	4/30.8	3/23.1	5/38.5
	English Language Learners	0/0	0/0	2/33.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42/33.9	52/41.6	57/43.8
	Economically Disadvantaged			
	Students With Disabilities	3/21.4	5/38.5	4/30.8
	English Language Learners	1/20	0/0	0/0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	60/47.6	71/57.7	72/59
	Economically Disadvantaged			
	Students With Disabilities	5/35.7	7/50	5/38.5
	English Language Learners	0/0	2/40	0/0
Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	80/61.1	82/62.6
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/40	4/66.7
	English Language Learners	0/0	2/66.7	3/100
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/50	70/47	71/62.8
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/40	1/20
	English Language Learners	0/0	2/50	2/100

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0/0	101/65.2	96/63.6
	Economically Disadvantaged			
	Students With Disabilities	0/0	6/75	8/53.3
	English Language Learners	0/0	3/100	2/66.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/66.7	99/56.6	90/66.7
	Economically Disadvantaged			
	Students With Disabilities	0/0	3/30	5/45.5
	English Language Learners	0/0	2/66.7	1/50
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	2/50	117/80.7	6/100
	Economically Disadvantaged			
	Students With Disabilities	0/0	4/80	1/100
	English Language Learners	0/0	3/100	0/0

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0/0	100/74.6	91/72.2
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/14.3	3/33.3
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4/50	105/59.7	85/57
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/33.3	2/22.2
	English Language Learners	0/0	1/50	0/0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/41.7	58/58.6	36/50.7
	Economically Disadvantaged			
	Students With Disabilities	0/0	3/33.3	2/50
	English Language Learners	0/0	0/0	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/26.7	40/46.5	18/52.9
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/22.2	2/100
	English Language Learners	0/0	0/0	1/50
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/33.3	25/55.6	18/47.4
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/30	25/31.6	6/33.3
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/12.5	1/100
	English Language Learners	0/0	2/66.7	2/100
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/71.4	63/71.6	16/84.2
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/66.7	0/0
	English Language Learners	1/100	0/0	0/0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	38	50	48	25	45	42	30				
ELL	56	65	55	39	33		50				
ASN	100	85		92	50						
BLK	62	59	33	42	33	25	73	65			
HSP	64	57	55	47	32	28	61	74	54	88	50

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	61	50		48	26						
WHT	69	52	41	57	38	34	64	78	51	98	60
FRL										83	80

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	76	80		63	56		57	94		91	70
WHT	82	69	68	70	49	36	66	83	43	90	58
FRL	73	73		55						91	70

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	17		50	60						
HSP	76	62		70	60						
WHT	70	52	26	71	57	92	64	82	59	79	53
FRL										64	

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	705
Total Components for the Federal Index	12
Percent Tested	67%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	82
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

SY2122 - per Baseline iReady and STAR, trends include:
K-5: According to our most recent (9/21) iReady data, 189/364 (52%) of Lee Virtual students that tested scored at or above grade level in Reading as measured by iReady.
6-8: According to our most recent (9/21) iReady data, 161/324 (50%) of Lee Virtual students that tested scored at or above grade level in Reading as measured by iReady.
9-12: According to our most recent (9/21) STAR data, 124/303 (41%) of Lee Virtual students that tested scored at or above grade level in Reading as measured by STAR.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on iReady data components and FSA ELA, the greatest area for improvement:
K-5: According to our measured baseline data, vocabulary development and comprehension of informational text are the two areas of greatest need for our elementary students.
6-8: According to our measured baseline data, vocabulary development and comprehension of informational text are the two areas of greatest need for our middle school students.
9-12: According to our measured baseline data, vocabulary development and comprehension of informational text are the two areas of greatest need for our high school students. It was also noted that this would greatly assist our 11th and 12th grade students that need to retake the FSA ELA Reading/Writing.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some of the contributing factors to this need for improvement are as follows:
1. significant increase in student enrollment
2. significant increase in new teachers and teacher training in an asynchronous platform
3. high mobility of K-12 student
New actions that would need to be taken to address this need are an increase in new teachers including school-wide training and professional development opportunities with teachers sharing best practices within PLC's; personalized student instruction, time on task, pass rate, data chats, and implemented literacy strategies throughout the content areas.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Several areas showed significant improvement. They include, but are not limited to:
1. Civics EOC: 2019 included 29 students; 2021 included 110 students with 75% scoring Level 3 or better.

2. Algebra 1 Retake: grade 9 students who took the test in Spring 2021, 100% scoring Level 3 or better.
3. Gr 5 FSA ELA: 2019 included 17 students; 2021 included 102 students, 72% scoring Level 3 or better.
It was noted that even with the significant enrollment increase, Lee Virtual students continued to meet high standards.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Significant increase in new teachers including school-wide training and professional development opportunities with teachers sharing best practices within PLC's; personalized student instruction, time on task, pass rate, data chats, and implemented literacy strategies throughout content areas

What strategies will need to be implemented in order to accelerate learning?

Strategies that need to be implemented in order to accelerate learning are as follows:
1. continue the rate of lessons completed, mastery of concepts and time-on-task
2. personalized instruction as per student's data analysis
3. scaffolding, building knowledge and vocabulary
4. building student's self-advocacy
5. diagnosing essential missed learning/gaps (during Discussion Based Assessments)

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be included at the school to support teachers and leaders are:
1. understanding iReady data
2. best practices for iReady strategies and instruction
3. using data to plan for instruction
4. Reading/ELA instructional strategies
5. Reading/ELA Professional Learning Community
6. Technology tools for active learning

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented to ensure the sustainability of improvement in the next year and beyond are:
1. district/school leading and learning academic teams
2. student mental health team weekly meetings
3. quarterly data chats with teachers
4. student-achievement and student-engagement focus within PLC's
5. supports per MTSS needs

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale:	From the 2019 data review the percentage of economically disadvantaged students enrolled with Lee Virtual School was 72%.
Measurable Outcome:	Due to the pandemic occurring during SY2021 and continuing into SY2122, there has been a significant spike in enrollment with K-12 Lee Virtual School. The enrollment trend does include an increase in the Economically Disadvantaged subgroup. Lee Virtual School is expecting to experience a 5% increase in learning gains for students in the subgroup, Economically Disadvantaged, scoring on the FSA ELA.
Monitoring:	Quarterly using district monitoring tools.
Person responsible for monitoring outcome:	Dan Riley (danmr@leeschools.net)
Evidence-based Strategy:	Lee Virtual School's curriculum is reading/literacy based for all subjects grades K-12. Student participation in live lessons, student led conferences (teacher monthly calls), 45 minutes per week of individualized learning path instruction, PLCs, Data Chats.
Rationale for Evidence-based Strategy:	Lee Virtual School's curriculum is reading/literacy-based for all subjects grades K-12. The learning management systems are approved providers according to the FLDOE, meeting all B.E.S.T Standards via an asynchronous platform. Teachers provide students with individualized supports and teach self-advocacy skills for seeking knowledge, critical thinking, and application. LVS utilizes courses from the following data-driven sources: FLVS Franchise, eDynamics, Edgenuity, iReady, STAR.

Action Steps to Implement

LVS Teachers collaborate one hour per week through their professional learning communities.During this time, student data is analyzed for continuous improvement.

Person Responsible	Al Shilling (als@leeschools.net)

No description entered

Person Responsible	[no one identified]

#2. ESSA Subgroup specifically relating to Hispanic	
Area of Focus Description and Rationale:	From the 2019 data review the percentage of Hispanic students enrolled with Lee Virtual School was 73%.

Measurable Outcome:	Due to the pandemic occurring during SY2021 and continuing into SY2122, there has been a significant spike in enrollment with K-12 Lee Virtual School. The enrollment trend does include an increase in the Hispanic subgroup. Lee Virtual School is expecting to experience a 2% increase in learning gains for students in the subgroup, Hispanic, scoring on the FSA ELA.
Monitoring:	Quarterly using district monitoring tools.
Person responsible for monitoring outcome:	Dan Riley (danmr@leeschools.net)
Evidence-based Strategy:	Lee Virtual School's curriculum is reading/literacy based for all subjects grades K-12. Student participation in live lessons, student led conferences (teacher monthly calls), 45 minutes per week of individualized learning path instruction, PLCs, Data Chats.
Rationale for Evidence-based Strategy:	Lee Virtual School's curriculum is reading/literacy-based for all subjects grades K-12. The learning management systems are approved providers according to the FLDOE, meeting all B.E.S.T Standards via an asynchronous platform. Teachers provide students with individualized supports and teach self-advocacy skills for seeking knowledge, critical thinking, and application. LVS utilizes courses from the following data-driven sources: FLVS Franchise, eDynamics, Edgenuity, iReady, STAR.

Action Steps to Implement

LVS Teachers collaborate one hour per week through their professional learning communities.During this time, student data is analyzed for continuous improvement.

Person Responsible	Al Shilling (als@leeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A - Lee Virtual School not found in Safe School Dashboard.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Monthly staff and student recognitions
PBIS quarterly celebrations
Student A and A-B Honor Rolls
Staff and Student Kudos
Kindness Club and a variety of school sponsored clubs
Class Council
School Sunshine Club

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All staff at Lee Virtual School
Parents
Students
School Advisory Council (SAC)
PBIS coordinator

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Hispanic	$0.00
		Total:	$0.00