

Lee County Virtual Instruction Program (District Provided)



2014-15 School Improvement Plan

Lee County Virtual Instruction Program (District Provided)

2855 COLONIAL BLVD, Fort Myers, FL 33966

<http://lvip.leeschools.net>

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	36%
Alternative/ESE Center	Charter School	Minority
No	No	20%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D			

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

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

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

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

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

Teachers follow the 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.

Early Warning Systems

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

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

At LVS we monitor attendance daily by a person dedicated to attendance. If a student has repeated absences (2 or more) the teacher is contacted, then parents are contacted. The STAR and STAR Early Literacy test is used to monitor progress in reading for Grades K-5. In Grades 3-5 students with Level 1 scores in ELA or Math are monitored. This year we are implementing iready in Math to assess and monitor students.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	4	4	4	3	3	4	22
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	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
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

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

Effective Leadership

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

School Leadership Team

Membership

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
Berry, Meredith	Guidance Counselor
Pitura, Joe	Assistant Principal
Scribner, Lyndsey	Teacher, K-12

Duties

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

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

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Michelle Barr	Parent
Kristi Baran	Teacher
Rebecca Binkowski	Parent
Carmen Torres Venegas	Student
Daniel and Ginnette Burgess	Parent
Shawwna Jones	Parent
Lisa Marrone	Parent
Rafael and Kerri Padilla	Parent
Carrie Gittings	Parent
Scott Salanda	Business/Community
Ann Taylor	Education Support Employee
Joe Pitura	Principal
Al Shilling	Principal
Sara Katine	Parent
Lyndsey Scribner	Teacher
Stephanie Swetland	Parent

Duties

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

Evaluation of last year's school improvement plan

At our last SAC meeting of the 2013-2014 school year, we reviewed our progress from the year as well as discussed difficulties that arose.

Development of this school improvement plan

Discussion regarding the SIP occurred at the first SAC meeting of the year on Wednesday, September 10. Lyndsey Scribner presented the overall goals. At this meeting, Mr. Shilling briefly discussed the overall school scores from the previous year and the finances of the school. SAC met virtually and approved this SIP on September 24, 2014.

Preparation of the school's annual budget and plan

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

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

Last year's school improvement funds are allocated as follows:
Basic Education (K-12): \$500
Instructional Staff Training Services: \$1,200

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

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

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

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

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

1. Incorporate the use of a web based "Virtual Teacher Interest" survey to cultivate teachers who have an interest and desire to instruct in the virtual realm prior to actual openings for employment. 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.

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

Each year, new virtual teachers are paired with a verteran virtual teacher. These pairings are done to align with subject areas/grade levels as much as possible. The mentor teachers are available to answer any questions that the mentee teacher may have. Planned mentoring activites: guided Instructions, shadowing, online collaborative sessions, sharing of best practices, peer teacher meetings, and teacher observations.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

'''

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

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

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

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

College and Career Readiness

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

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

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

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student proficiency in ELA as measured by the state 2015 ELA assessments.
- G2.** Increase the number of students with learning gains in math from 48% to 53% as measured by the state math assessment in March/April of 2015.

Strategic Goals Detail

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

G1. Increase student proficiency in ELA as measured by the state 2015 ELA assessments. 1a

G043104

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	71.0
ELA/Reading Lowest 25% Gains	71.0

Resources Available to Support the Goal 2

- 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 Florida State Standards.
- Staff is open to change and professional development.
- We operate within a mind frame of student-centered innovation.
- Our teachers are highly-qualified.
- Our teachers work as a team and collaborates together in PLC's both school based and statewide.
- We have student-usage logs and student-action logs to monitor access and progress.
- MTSS process to identify students needing intervention.
- District and FLVIP PD in ELA
- ELA Lead Teacher

Targeted Barriers to Achieving the Goal 3

- Indirect student contact with teachers.

Plan to Monitor Progress Toward G1. 8

Administration and teachers discuss the quality of the students' writing.

Person Responsible

Al Shilling

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Analysis of correlation between student attendance of online virtual lessons, academic days, and small groups to growth in writing.

G2. Increase the number of students with learning gains in math from 48% to 53% as measured by the state math assessment in March/April of 2015. 1a

G040242

Targets Supported 1b

Indicator	Annual Target
Math Gains	53.0
Math Lowest 25% Gains	53.0

Resources Available to Support the Goal 2

- 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 Florida State Standards.
- Staff is open to change and professional development.
- We operate within a mind frame of student-centered innovation.
- Our teachers are highly-qualified.
- Our teachers work as a team and collaborates together in PLC's both school based and statewide.
- MTSS process to identify students needing intervention.
- District, curriculum provider, and FLVIP PD in Math
- Math Lead Teacher
- Use of iready math for progress monitoring in math.

Targeted Barriers to Achieving the Goal 3

- Indirect student contact with teachers.

Plan to Monitor Progress Toward G2. 8

Observe and discuss/analyze how our focus on teaching and learning is increasing student achievement gains in math using iready math progress monitoring reports.

Person Responsible

Al Shilling

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Progress monitoring reports from iready, PLC minutes

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. Increase student proficiency in ELA as measured by the state 2015 ELA assessments. **1**

 G043104

G1.B1 Indirect student contact with teachers. **2**

 B105570

G1.B1.S1 Academic days including direct instruction on the writing process. **4**

 S117974

Strategy Rationale

Students will have opportunity to practice and reinforce writing skills with the teacher.

Action Step 1 **5**

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

Person Responsible

Al Shilling

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

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

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

Observe instructional staff and student interactions at Academic Days

Person Responsible

Meredith Berry

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

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

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

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

Person Responsible

Meredith Berry

Schedule


Monthly, from 9/4/2014 to 5/29/2015

Evidence of Completion

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

G1.B1.S2 Teacher Office Hours for students to meet in small groups or one on one for writing instruction

4

 S117975

Strategy Rationale

Students who are struggling with writing skills will be able to work on these skills under the direction of a teacher.

Action Step 1 5

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

Person Responsible

Karla Avery

Schedule

Weekly, from 9/5/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor teacher attendance and observe interactions with students.

Person Responsible

Meredith Berry

Schedule

Weekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Teacher sign-in and sign-out logs, student contact logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

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

Person Responsible

Meredith Berry

Schedule

Weekly, from 9/5/2014 to 5/29/2015

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 dedicated to writing instruction 4

 S117977

Strategy Rationale

Students who are unable to make it in to the LVS office will have the opportunity for lessons online.

Action Step 1 5

Teachers will host a weekly live lesson in their Virtual Classroom; Teachers will have open office hours in their Virtual Classroom. Teachers will use live lessons to reinforce writing skills.

Person Responsible

Karla Avery

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lessons are recorded for later viewing.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

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

Person Responsible

AI Shilling

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Submission of recorded Collaborate lessons.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

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

Person Responsible

AI Shilling

Schedule

Semiannually, from 9/1/2014 to 5/29/2015

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.S5 Teachers will participate in ongoing professional development in teaching writing. 4

S121873

Strategy Rationale

Teachers will be able to use knowledge gained in teaching writing to their face to face sessions and virtual online lessons.

Action Step 1 5

Teachers will attend PD given by curriculum provider, district, and FLVIP.

Person Responsible

Shaye Downey

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Teacher inservice logs

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Observe instructional staff and student interactions at Academic Days, small groups, and online lessons

Person Responsible

Al Shilling

Schedule

On 6/5/2015

Evidence of Completion

Teacher contact logs and virtual lesson recordings will be monitored through classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Teachers will discuss in PLC how to integrate new teaching techniques, strategies into lessons given face to face or online.

Person Responsible

Shaye Downey


Schedule

Monthly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Student writing samples collected from throughout the year, PLC minutes


G2. Increase the number of students with learning gains in math from 48% to 53% as measured by the state math assessment in March/April of 2015. 1

 G040242

G2.B1 Indirect student contact with teachers. 2

 B097329

G2.B1.S1 Academic days including direct instruction on math concepts and problem solving 4

 S108534

Strategy Rationale

Students will have opportunity to practice and reinforce math skills with the teacher.

Action Step 1 5

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

Person Responsible

Al Shilling

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

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

Observe instructional staff and student interactions at Academic Days

Person Responsible

Al Shilling

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

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

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

Person Responsible

Shaye Downey

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

G2.B1.S2 Teacher Office Hours for students to meet in small groups or one on one for math instruction

4

 S108535

Strategy Rationale

Students who are struggling with math concepts will be able to work on these skills under the direction of a teacher.

Action Step 1 5

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

Person Responsible

AI Shilling

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitor teacher attendance and observe interactions with students.

Person Responsible

AI Shilling

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher sign-in and sign-out logs, student contact logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

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

Person Responsible

Al Shilling

Schedule

Weekly, from 8/18/2014 to 6/5/2015

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.

G2.B1.S3 Virtual Classrooms: live lessons and office hours dedicated to math instruction 4

 S108536

Strategy Rationale

Students who are unable to make it in to the LVS office will have the opportunity for lessons online.

Action Step 1 5

Teachers will host a weekly live lesson in their Virtual Classroom; Teachers will have open office hours in their Virtual Classroom. Teachers will use live lessons to reinforce math concepts.

Person Responsible

Karla Avery

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lessons are recorded for later viewing.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

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

Person Responsible

AI Shilling

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Submission of recorded Collaborate lessons.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

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

Person Responsible

AI Shilling

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

G2.B1.S5 Teachers will participate in ongoing professional development in teaching math. 4

S121869

Strategy Rationale

Teachers will be able to use knowledge gained in teaching math to their face to face sessions and online virtual lessons.

Action Step 1 5

Teachers will attend PD given by curriculum provider, district, and FLVIP.

Person Responsible

Shaye Downey

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher inservice logs

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Observe instructional staff and student interactions at Academic Days, small groups, and online lessons

Person Responsible

Al Shilling

Schedule

On 6/5/2015

Evidence of Completion

Teacher contact logs and virtual lesson recordings will be monitored through classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Teachers will discuss in PLC how to integrate new teaching techniques, strategies into lessons given face to face or online.

Person Responsible

Shaye Downey

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Progress monitoring reports from iready will be used to determine areas where intervention is necessary. Reports will also be used to show growth in areas.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Optional opportunity for students to meet with their teachers for face-to-face assistance.	Shilling, Al	8/18/2014	Student sign-in sheets; Teacher contact logs recording interaction with students.	6/5/2015 weekly
G2.B1.S2.A1	Teachers are required to be available at LCPEC for face-to-face assistance with students/parents.	Shilling, Al	8/18/2014	Teacher sign-in and sign-out log; Teacher contact logs recording student interaction; classroom walkthrough	6/5/2015 weekly
G2.B1.S3.A1	Teachers will host a weekly live lesson in their Virtual Classroom; Teachers will have open office hours in their Virtual Classroom. Teachers will use live lessons to reinforce math concepts.	Avery, Karla	8/18/2014	Lessons are recorded for later viewing.	6/5/2015 weekly
G1.B1.S1.A1	Optional opportunity for students to meet with their teachers for face-to-face assistance.	Shilling, Al	9/4/2014	Student sign-in sheets; Teacher contact logs recording interaction with students.	5/29/2015 weekly
G1.B1.S2.A1	Teachers are required to be available at LCPEC for face-to-face assistance with students/parents.	Avery, Karla	9/5/2014	Teacher sign-in and sign-out log; Teacher contact logs recording student interaction; classroom walkthrough	6/5/2015 weekly
G1.B1.S3.A1	Teachers will host a weekly live lesson in their Virtual Classroom; Teachers will have open office hours in their Virtual Classroom. Teachers will use live lessons to reinforce writing skills.	Avery, Karla	9/1/2014	Lessons are recorded for later viewing.	5/29/2015 weekly
G2.B1.S5.A1	Teachers will attend PD given by curriculum provider, district, and FLVIP.	Downey, Shaye	8/18/2014	Teacher inservice logs	6/5/2015 monthly
G1.B1.S5.A1	Teachers will attend PD given by curriculum provider, district, and FLVIP.	Downey, Shaye	8/11/2014	Teacher inservice logs	6/5/2015 monthly
G1.MA1	Administration and teachers discuss the quality of the students' writing.	Shilling, Al	8/18/2014	Analysis of correlation between student attendance of online virtual lessons, academic days, and small groups to growth in writing.	6/5/2015 semiannually
G1.B1.S1.MA1	Discussion of Academic Days, interactions with students, and changes to make.	Berry, Meredith	9/4/2014	Analysis of correlation of student progress to attending the Academic Day.	5/29/2015 monthly

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Lee County Virtual Instruction Program (District Provided)

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Observe instructional staff and student interactions at Academic Days	Berry, Meredith	9/4/2014	Student sign-in sheets; Teacher sign-in sheets; Teacher contact logs documenting interaction with students	5/29/2015 weekly
G1.B1.S2.MA1	Observe teacher and student interactions during face-to-face assistance	Berry, Meredith	9/5/2014	Analysis of data from teacher sign-in and sign-out logs; Teacher observations; Analysis of correlation between student progress and attending office hours.	5/29/2015 weekly
G1.B1.S2.MA1	Monitor teacher attendance and observe interactions with students.	Berry, Meredith	9/5/2014	Teacher sign-in and sign-out logs, student contact logs	5/29/2015 weekly
G1.B1.S3.MA1	Administration and teachers discuss quality of Virtual Classroom lessons; percentage of students attending.	Shilling, Al	9/1/2014	Analysis of correlation between student attendance of live lessons and student progress; higher percentage of students attending the live lessons.	5/29/2015 semiannually
G1.B1.S3.MA1	Monitor teachers' posted Virtual Classroom hours and check for actual implementation.	Shilling, Al	9/1/2014	Submission of recorded Collaborate lessons.	5/29/2015 quarterly
G1.B1.S5.MA1	Teachers will discuss in PLC how to integrate new teaching techniques, strategies into lessons given face to face or online.	Downey, Shaye	8/18/2014	Student writing samples collected from throughout the year, PLC minutes	6/5/2015 monthly
G1.B1.S5.MA1	Observe instructional staff and student interactions at Academic Days, small groups, and online lessons	Shilling, Al	8/18/2014	Teacher contact logs and virtual lesson recordings will be monitored through classroom walkthroughs.	6/5/2015 one-time
G2.MA1	Observe and discuss/analyze how our focus on teaching and learning is increasing student achievement gains in math using iready math progress monitoring reports.	Shilling, Al	8/18/2014	Progress monitoring reports from iready, PLC minutes	6/5/2015 quarterly
G2.B1.S1.MA1	Discussion of Academic Days, interactions with students, and changes to make.	Downey, Shaye	8/18/2014	Analysis of correlation of student progress to attending the Academic Day.	6/5/2015 monthly
G2.B1.S1.MA1	Observe instructional staff and student interactions at Academic Days	Shilling, Al	8/18/2014	Student sign-in sheets; Teacher sign-in sheets; Teacher contact logs documenting interaction with students	6/5/2015 weekly
G2.B1.S2.MA1	Observe teacher and student interactions during face-to-face assistance	Shilling, Al	8/18/2014	Analysis of data from teacher sign-in and sign-out logs; Teacher observations; Analysis of correlation between student progress and attending office hours.	6/5/2015 weekly
G2.B1.S2.MA1	Monitor teacher attendance and observe interactions with students.	Shilling, Al	8/18/2014	Teacher sign-in and sign-out logs, student contact logs	6/5/2015 monthly
G2.B1.S3.MA1	Administration and teachers discuss quality of Virtual Classroom lessons; percentage of students attending.	Shilling, Al	8/18/2014	Analysis of correlation between student attendance of live lessons and student progress; higher percentage of students attending the live lessons.	6/5/2015 semiannually
G2.B1.S3.MA1	Monitor teachers' posted Virtual Classroom hours and check for actual implementation.	Shilling, Al	8/18/2014	Submission of recorded Collaborate lessons.	6/5/2015 monthly
G2.B1.S5.MA1	Teachers will discuss in PLC how to integrate new teaching techniques, strategies into lessons given face to face or online.	Downey, Shaye	8/18/2014	Progress monitoring reports from iready will be used to determine areas where intervention is necessary. Reports will also be used to show growth in areas.	6/5/2015 quarterly
G2.B1.S5.MA1	Observe instructional staff and student interactions at Academic Days, small groups, and online lessons	Shilling, Al	8/18/2014	Teacher contact logs and virtual lesson recordings will be monitored through classroom walkthroughs.	6/5/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student proficiency in ELA as measured by the state 2015 ELA assessments.

G1.B1 Indirect student contact with teachers.

G1.B1.S5 Teachers will participate in ongoing professional development in teaching writing.

PD Opportunity 1

Teachers will attend PD given by curriculum provider, district, and FLVIP.

Facilitator

Curriculum providers, District ELA Coordinator, FLVIP.

Participants

Elementary Teachers

Schedule

Monthly, from 8/11/2014 to 6/5/2015

G2. Increase the number of students with learning gains in math from 48% to 53% as measured by the state math assessment in March/April of 2015.

G2.B1 Indirect student contact with teachers.

G2.B1.S5 Teachers will participate in ongoing professional development in teaching math.

PD Opportunity 1

Teachers will attend PD given by curriculum provider, district, and FLVIP.

Facilitator

Curriculum providers, District Math Coordinator, FLVIP.

Participants

Elementary Teachers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0