

Brevard Virtual Eschool

1225 CLEARLAKE RD, Cocoa, FL 32922

<http://www.brevardschools.org>

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

46%

Alternative/ESE Center

No

Charter School

No

Minority

32%

School Grades History

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

School Board Approval

This plan was approved by the Brevard County School Board on 10/28/2014.

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
Priority	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To inspire and empower students through quality online learning.

Provide the school's vision statement

A community of 21st century learners succeeding in a global environment.

School Environment

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

There are multiple methods used to learn about students cultures and build relationships between teachers and students. First, all new families who enroll a child in our school complete an intake meeting with the school administrator, guidance counselor or coordinating teacher. Enrollment in BVES is limited to the beginning of each semester, therefore these meetings are conducted in the summer or December. The intake meeting provides an opportunity for us to learn about their motivation for enrollment in a virtual school, academic or social concerns of the parent, any needs for flexibility (health, travel, etc.) and to establish a positive relationships from the beginning. Our next step is for all families, new and returning, to complete an orientation session with their teacher. These sessions are conducted in small groups by the first day of school. During these sessions the families meet their teacher and learn about the general program structure and requirements. Teachers also gather information from their families during these sessions to learn more about their students.

After the school year begins, teachers conduct one-on-one, monthly conferences with the student and parent to conduct assessments, address academic concerns and to further develop their relationships. On a quarterly basis families meet one-on-one for portfolio assessments. These individual conferences are the most powerful tools we have in learning more about our students and families in order to build positive relationships.

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

Students attend school daily from home. In online sessions, teacher establish and enforce rules for behavior to ensure all students are respected.

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

Brevard Virtual eSchool is an online school with students working from home. A school-wide behavioral system is not required, as children are not on campus for the majority of the school year.

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

Brevard Virtual has a full-time, certified school guidance counselor who works with teachers and parents to ensure student' social-emotional well-being.

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

Brevard Virtual will participate in data-team meetings and teachers will maintain data notebooks as a means of monitoring student progress and intervening when necessary.

In addition, the school guidance counselor will monitor the following early warning data points:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- Course failure in English Language Arts or mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Students who are not proficient in reading by third grade

Brevard Virtual students attend school remotely, from home, therefore students are not subject to suspension. As a result, suspension data will not be monitored.

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	6	
Attendance below 90 percent	0	2	2	3	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	0	0	0	2	1	0	5
Level 1 on statewide assessment	0	0	0	0	5	3	3	11

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	4	5	
Students exhibiting two or more indicators	1	1	2

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

The specific intervention strategies to be used for a student will be determined in conjunction with the IPST, including the parent. Strategies may include, but are not limited to:

- SOS Lab – mandatory attendance for students who are struggling academically or not maintaining adequate pace.
- SMART – Supplemental Math and Reading Time is scheduled weekly by each teacher to provide intervention instruction. Students will be scheduled as needed to participate.
- Conferences – All students and parents will participate in online conferences on at least a monthly basis.
- IPST – will meet twice per month to engage in the problem-solving process to address the needs of students.
- Conferences – parent/student conference will be held by guidance and/or administration to discuss needs and interventions.
- Intake Meetings – will be conducted with each new family prior to full enrollment. This process will

serve as a method to identify student needs prior to enrollment.

- Online instructional/intervention programs may be utilized, such as DreamBox math, RazKids and Study Island to monitor data and provide additional instruction/practice.

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

Parents in a virtual school program are essential partners in the education of their children. In BVES, the parent is a highly involved learning coach. He/she leads their child through academic activities under the direction of the teachers. Teachers work very closely with parents as partners. Features of our program:

- At least monthly contact with each parent to provide an update on student performance.
- Student/Parent orientation at the beginning of each semester for all students.
- Learning management systems that provide parents with real-time data on student performance.

Based on feedback received from parents through our SAC meetings, monthly conferences with teachers and the annual BPS parent survey, additional structure will be implemented to further support parents and contribute to the success of their students:

- Intake meetings with newly registered parents and students before enrollment is permitted.
- Parent trainings will be offered to teach common, highly effective instructional strategies for use in their role as learning coach.

The school's mission and vision are communicated to parents through our School Advisory Council and in most publications, including the website.

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

Brevard Virtual has an identified Business Partner liaison. The role of the liaison is to identified business partners to connect BVES students and families with the community. As our children attend school from home, our primary goal is to engage our students with community resources rather than bringing community resources to a physical campus.

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
Faro, Sara	Teacher, ESE
King, Deborah	Guidance Counselor
Shiflett, Kristi	Teacher, K-12
Price, Heather	Assistant Principal

Duties

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

The Leadership Team serves to provide guidance for the school's instructional program and culture. The leadership team reviews school-wide data and assists the administration in making decisions for program design, support and direction. Members of the team research instructional strategies and serve as models to their peers. They provide professional development and assistance to other faculty members.

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 School Leadership team meets bi-weekly to discuss school-wide initiatives and the school improvement plan. The team uses data to determine instructional needs for students and professional development needs for teachers and staff.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Heather Price	Principal
Kristi Shiflett	Teacher
Michelle Wade	Parent
Ashley Harrell	Parent
Denise Andrews	Student

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

The SAC meets and reviews the school improvement plan strategies and objectives on a monthly basis. The school administrator and SAC chairperson provides information to the SAC as to the progress made in meeting SIP initiatives and to receive input for adjustments to best serve students.

Development of this school improvement plan

Each year, the SAC is solicited for input on the school improvement plan. The first phase for obtaining input is in the Spring, during the monthly review of the current year's SIP. The anticipated focus of the SIP for the following year is discussed in order to receive input from the SAC. In the fall, the SIP goal and strategies are again reviewed with the SAC and input is obtained. Finally, the SAC approves the SIP goal and strategies. A monthly review of the SIP strategies will then resume.

Preparation of the school's annual budget and plan

The School's annual budget is aligned to the major initiatives of the school, as outlined in the SIP.

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

Brevard Virtual does not receive school improvement funds. If this situation were to change, the SAC would develop the budget, aligned with the SIP goal and strategies, and monitor implementation.

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
Price, Heather	Assistant Principal
King, Deborah	Guidance Counselor
Faro, Sara	Teacher, ESE
Shiflett, Kristi	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team meets biweekly to review school data, the School Improvement Plan and the instruction program to make the necessary adjustments to meet the needs of all students. In a program as small as ours, these adjustments may be at the individual student level, rather than the school-wide level.

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

Brevard eSchool is a small staff for four teachers, supported by the school Coordinating Teacher, Guidance Counselor and Assistant Principal.

The team meets at least twice per month, face-to-face and frequently online. The team has a team leader and works collaboratively to plan online and face-to-face lessons.

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

Vacancies for BVES are advertised through the district system, Beacon. Whenever feasible, candidates for vacancies are interviewed by a committee that includes current BVES teachers. Once hired, teachers are provided with ongoing professional development from the online curriculum provider, the district and school staff. In addition, each teacher is assigned a mentor to assist in the transition to online teaching.

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

All teachers hired by Brevard Virtual are paired with a mentor, regardless of the number of years of experience. Since online learning is significantly different than teaching in a traditional classes, it is essential that all teachers who are in their first year of online teaching be provided with a mentor. Brevard Virtual's Coordinating Teacher is a member of the district mentor council and leads mentoring activities in the school. New teachers in BVES are either paired with the coordinating teacher or the team leader and their mentor. The pairing is based on grade-levels taught and/or levels of support required. In addition to the requirements outlined in the district's induction program, Brevard Virtual has a monthly meeting for all teachers new to our schools. These meetings are held both online and face-to-face and are design to provide new teachers with important background information on school initiatives and culture. These meetings also provide an opportunity for new teachers to develop collaborative relationships.

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

In a virtual school program, the curriculum is delivered on a daily basis by the Learning Coach. The Learning Coach is often a parent or other family member who engages students in the daily lessons and activities, in the student's home. The school administration engaged teachers in a comprehensive review of the curriculum program during the summer of 2014 to identify any gaps to the new Florida Standards. In the areas of math and reading, additional online programs were purchased to ensure coverage of all standards and to provide additional instructional tools to the teachers and learning coaches.

The instructional staff regularly engages in professional develop and collaborative planning to review the standards and the curriculum and to design additional instructional activities. Observations are conducted on a regular basis to provide coaching and support.

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

Brevard Virtual teachers meet regularly to review student performance data and intervene. In a school as small as BVES, interventions are often one-on-one. Each grade level has a scheduled intervention session, for which students are identified based on academic need. Performance on assessments, monthly conferences, portfolios and classroom performance data is reviewed by the teacher and/or data team to determine needs. In addition, monthly face-to-face sessions are scheduled for students who require additional assistance. When assigned, attendance at these sessions is mandatory for more in-depth support.

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:

Brevard Virtual Students attend school from home and therefore this section does not apply.

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

Brevard Virtual eSchool is a K-8 school that is not bound by attendance boundaries or feeder systems. Students regularly move in and out of the program, not by grade level, but by personal choice.

All families new to Brevard Virtual participate in an Intake Meeting prior to enrollment. This intake meeting is conducted by the school administrator, guidance counselor or coordinating teacher. The purpose of this one-on-one meeting is to begin establishing a positive relationship with the family, to learn more about the family's motivation in choosing virtual education and to identify any early warnings based on the student's past performance or current situation.

In addition to the Intake Meeting, all students complete an orientation session prior to the school year beginning. The Orientation is conducted by the teachers and provides an opportunity to meet face-to-face and better understand the program.

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

Not Applicable: BVES is grades K-8

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

Not Applicable: BVES is grades K-8

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

Not Applicable: BVES is grades K-8

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

Not Applicable: BVES is grades K-8

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Brevard Virtual will use data teams to analyze school-wide, classroom and individual student data to improve teacher effectiveness which will result in higher academic achievement for all students.

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. Brevard Virtual will use data teams to analyze school-wide, classroom and individual student data to improve teacher effectiveness which will result in higher academic achievement for all students. 1a

 G058741

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	40.0
Math Gains	40.0
Math Lowest 25% Gains	40.0
FSA - English Language Arts - Proficiency Rate	50.0
ELA/Reading Gains	61.0
ELA/Reading Lowest 25% Gains	55.0

Resources Available to Support the Goal 2

- A motivated and willing staff.
- District support from the MTSS trainer.
- Staff member with experience in training others on the Florida Standards
- School budget to purchase resources.

Targeted Barriers to Achieving the Goal 3

- Lack of school-wide knowledge of the MTSS foundations.
- Curriculum alignment with a clear understanding of the standards.
- Need to establish an early warning system.

Plan to Monitor Progress Toward G1. 8

FAIR Assessment Data

Person Responsible

Sara Faro

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

FAIR assessment data will be analyzed following each of the assessment periods. Data will be used to determine interventions and student progress toward performing successfully on the FSA.

Plan to Monitor Progress Toward G1. 8

Classroom Assessment Data

Person Responsible

Kristi Shiflett

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Running records, Dream Box performance, classroom assessment and iReady performance data will be analyzed to determine interventions and individual student progress toward demonstrating mastery of standards.

Plan to Monitor Progress Toward G1. 8

Classroom Observation Data

Person Responsible

Heather Price

Schedule

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

Evidence of Completion

Classroom observation data will be used to reflect the level of implementation of standards based instruction.

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. Brevard Virtual will use data teams to analyze school-wide, classroom and individual student data to improve teacher effectiveness which will result in higher academic achievement for all students. **1**

 G058741

G1.B1 Lack of school-wide knowledge of the MTSS foundations. **2**

 B149530

G1.B1.S1 Evaluate current practices and develop an MTSS implementation plan. **4**

 S161388

Strategy Rationale

MTSS is an organizational structure we can use to ensure quality of instruction, intervention and decision making.

Action Step 1 **5**

Work with Melissa Long, district MTSS Trainer, to review current practices and develop a plan for implementation of MTSS.

Person Responsible

Heather Price

Schedule

Quarterly, from 6/26/2014 to 5/31/2015

Evidence of Completion

School calendar, self-assessment rubric, implementation plan

Action Step 2 5

Identify a school MTSS facilitator who will attend all district trainings.

Person Responsible

Sara Faro

Schedule

Monthly, from 8/1/2014 to 5/31/2015

Evidence of Completion

Training materials, inservice records, implementation plans

Action Step 3 5

Conduct faculty training on the pillars of MTSS

Person Responsible

Heather Price

Schedule

Monthly, from 8/11/2014 to 5/31/2015

Evidence of Completion

Training materials, handouts, inservice records, teacher made artifacts

Action Step 4 5

Establish a schedule, structure and responsibilities for Data team meetings.

Person Responsible

Heather Price

Schedule

Biweekly, from 8/18/2014 to 5/31/2015

Evidence of Completion

Schedule, agenda, roles

Action Step 5 5

Implement the active use of data notebooks by all teachers.

Person Responsible

Heather Price

Schedule

Biweekly, from 8/18/2014 to 5/31/2015

Evidence of Completion

Data notebooks, data collection sheets

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

Informal observation feedback

Person Responsible

Heather Price

Schedule

Monthly, from 8/18/2014 to 5/31/2015

Evidence of Completion

Informal observation feedback provided to teacher will indicate effectiveness of the implementation of MTSS, including the strength of Tier 1, 2 and 3 instruction, data-based decision making in the classroom and use of quality instructional strategies.

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

School Calendar

Person Responsible

Heather Price

Schedule

On 5/31/2015

Evidence of Completion

The school calendar will show the structures built to ensure implementation of our plan. It will include professional development, data teams, intervention schedules and progress monitoring.

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

Data team schedule and notes

Person Responsible

Sara Faro

Schedule

Biweekly, from 8/18/2014 to 5/31/2015

Evidence of Completion

The schedule will be evidence of data team meetings and problem solving to ensure decisions are being made to improve student achievement.

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

Classroom walkthrough of Tier 1 instruction

Person Responsible

Heather Price

Schedule

Biweekly, from 8/18/2014 to 5/31/2015

Evidence of Completion

Classroom walkthroughs will collect data on the strength of Tier 1 instruction.

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

Data team meeting notes

Person Responsible

Sara Faro

Schedule

Biweekly, from 8/18/2014 to 5/31/2015

Evidence of Completion

Notes will demonstrate data-based decision making and individual problem solving processes are being implemented.

G1.B4 Curriculum alignment with a clear understanding of the standards. 2

 B149533

G1.B4.S1 Conduct comprehensive curriculum alignment with new Florida Standards 4

 S161390

Strategy Rationale

With the learning coaching working at home with their child, it is important that the lessons and resources align to the curriculum, since they are not trained to make instruction decisions.

Action Step 1 5

Align the purchased curriculum with the new Florida Standards

Person Responsible

Kristi Shiflett

Schedule

Weekly, from 6/1/2014 to 8/8/2014

Evidence of Completion

pace charts, curriculum alignment charts

Action Step 2 5

Research and select supplemental programs to address curriculum gaps

Person Responsible

Kristi Shiflett

Schedule

Biweekly, from 7/1/2014 to 9/1/2014

Evidence of Completion

Pace charts, Purchase orders, data reports

Action Step 3 5

Conduct teacher training on Florida Standards and new FSA test specifications

Person Responsible

Heather Price

Schedule

Monthly, from 8/13/2014 to 5/29/2015

Evidence of Completion

Training powerpoints, handouts

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Classroom observations data

Person Responsible

Heather Price

Schedule

Biweekly, from 9/1/2014 to 5/31/2015

Evidence of Completion

Classroom observation data will reflect whether instruction is being delivered to the depth of the standard.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Program usage and performance logs

Person Responsible

Kristi Shiflett

Schedule

Monthly, from 9/1/2014 to 5/31/2015

Evidence of Completion

Program usage logs will show students participation in new programs (Raz Kids, Dreambox and iReady). Performance data will also demonstrate students' demonstration of mastery of standards.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Classroom observation data

Person Responsible

Heather Price

Schedule

Biweekly, from 9/1/2014 to 5/31/2015

Evidence of Completion

Classroom walkthrough data will show the depth of instruction to the standards.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Pace charts

Person Responsible

Kristi Shiflett

Schedule

Quarterly, from 8/18/2014 to 5/31/2015

Evidence of Completion

Pace charts will reflect teacher adjustments to curriculum, usage of supplemental programs and live lesson schedules.

G1.B4.S2 Research and implement the use of high effect strategies in the online classroom. 4

S161391

Strategy Rationale

The use of high yield strategies in the online environment will increase student mastery of the standards.

Action Step 1 5

Research high yield strategies and their use in the online classroom .

Person Responsible

Heather Price

Schedule

Biweekly, from 10/1/2014 to 1/30/2015

Evidence of Completion

Leadership team meeting notes and action plans.

Action Step 2 5

Train all teachers on high yield strategies in the online classroom

Person Responsible

Kristi Shiflett

Schedule

Monthly, from 11/3/2014 to 4/30/2015

Evidence of Completion

Training documents, lesson plans

Action Step 3 5

Conduct parent trainings on high yield strategies

Person Responsible

Kristi Shiflett

Schedule

Every 2 Months, from 11/3/2014 to 4/3/2015

Evidence of Completion

training recordings, schedule of sessions

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Leadership Team meeting participation and observation

Person Responsible

Heather Price

Schedule

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

Evidence of Completion

Notes will reflect the research and discussion on high yield strategies and plans for implementation

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Participation in teacher training

Person Responsible

Kristi Shiflett

Schedule

Monthly, from 1/5/2015 to 5/29/2015

Evidence of Completion

Training powerpoints, sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Observation of Parent trainings

Person Responsible

Kristi Shiflett

Schedule

Every 2 Months, from 11/3/2014 to 4/30/2015

Evidence of Completion

Videos of parent training, handouts

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Classroom observations

Person Responsible

Heather Price

Schedule

Monthly, from 12/1/2014 to 5/29/2015

Evidence of Completion

observations will document the effective use of high yield instructional strategies.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Parent survey

Person Responsible

Kristi Shiflett

Schedule

Every 2 Months, from 11/3/2014 to 5/29/2015

Evidence of Completion

Survey parents following training to determine effectiveness of the training and to gather data on their use of the strategies.

G1.B6 Need to establish an early warning system. 2

 B149535

G1.B6.S1 Establish an early warning system to monitor student achievement. 4

 S161392

Strategy Rationale

By establishing an early warning system we will monitor data to intervene early when a student demonstrates a need.

Action Step 1 5

Conduct intake meetings with each new family enrolling in Brevard Virtual

Person Responsible

Deborah King

Schedule

Weekly, from 5/12/2014 to 1/5/2015

Evidence of Completion

Intake meeting schedule, meeting notes

Action Step 2 5

Review prior year student data to identify students who demonstrate early warning indicators.

Person Responsible

Deborah King

Schedule

Weekly, from 8/4/2014 to 1/15/2015

Evidence of Completion

Data collection forms, meeting schedule and notes.

Action Step 3 5

Implement monthly conferences, quarterly portfolio checks and monthly SOS labs for students.

Person Responsible

Kristi Shiflett

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Meeting schedules, attendance rosters, performance notes, feedback to students and parents.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Intake meeting notes and schedules

Person Responsible

Kristi Shiflett

Schedule

Weekly, from 5/12/2014 to 1/5/2015

Evidence of Completion

Intake meeting notes (questionnaire) and schedules will demonstrate the implementation

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Data team meeting schedules to reflect EWS student meetings

Person Responsible

Deborah King

Schedule

Every 2 Months, from 9/1/2014 to 5/29/2015

Evidence of Completion

Schedules, parent letters, action plans

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Observation notes of conferences, portfolio checks and SOS labs.

Person Responsible

Heather Price

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observation notes will demonstrate the fidelity of implementation and impact on students.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Observation data

Person Responsible

Heather Price

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observation data will show the effectiveness of implementation by recording use of the intake, SOS lab, conferences and portfolio as effective means for identifying students in needs of intervention and/or mastery of standards.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Data team meeting notes and action plans

Person Responsible

Heather Price

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Data team meeting notes will demonstrate systematic review of data and the development of action plans to intervene when appropriate.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Work with Melissa Long, district MTSS Trainer, to review current practices and develop a plan for implementation of MTSS.	Price, Heather	6/26/2014	School calendar, self-assessment rubric, implementation plan	5/31/2015 quarterly
G1.B4.S1.A1	Align the purchased curriculum with the new Florida Standards	Shiflett, Kristi	6/1/2014	pace charts, curriculum alignment charts	8/8/2014 weekly
G1.B4.S2.A1	Research high yield strategies and their use in the online classroom .	Price, Heather	10/1/2014	Leadership team meeting notes and action plans.	1/30/2015 biweekly
G1.B6.S1.A1	Conduct intake meetings with each new family enrolling in Brevard Virtual	King, Deborah	5/12/2014	Intake meeting schedule, meeting notes	1/5/2015 weekly
G1.B1.S1.A2	Identify a school MTSS facilitator who will attend all district trainings.	Faro, Sara	8/1/2014	Training materials, inservice records, implementation plans	5/31/2015 monthly
G1.B4.S1.A2	Research and select supplemental programs to address curriculum gaps	Shiflett, Kristi	7/1/2014	Pace charts, Purchase orders, data reports	9/1/2014 biweekly
G1.B4.S2.A2	Train all teachers on high yield strategies in the online classroom	Shiflett, Kristi	11/3/2014	Training documents, lesson plans	4/30/2015 monthly
G1.B6.S1.A2	Review prior year student data to identify students who demonstrate early warning indicators.	King, Deborah	8/4/2014	Data collection forms, meeting schedule and notes.	1/15/2015 weekly
G1.B1.S1.A3	Conduct faculty training on the pillars of MTSS	Price, Heather	8/11/2014	Training materials, handouts, inservice records, teacher made artifacts	5/31/2015 monthly
G1.B4.S1.A3	Conduct teacher training on Florida Standards and new FSA test specifications	Price, Heather	8/13/2014	Training powerpoints, handouts	5/29/2015 monthly
G1.B4.S2.A3	Conduct parent trainings on high yield strategies	Shiflett, Kristi	11/3/2014	training recordings, schedule of sessions	4/3/2015 every-2-months
G1.B6.S1.A3	Implement monthly conferences, quarterly portfolio checks and monthly SOS labs for students.	Shiflett, Kristi	8/18/2014	Meeting schedules, attendance rosters, performance notes, feedback to students and parents.	5/29/2015 monthly
G1.B1.S1.A4	Establish a schedule, structure and responsibilities for Data team meetings.	Price, Heather	8/18/2014	Schedule, agenda, roles	5/31/2015 biweekly
G1.B1.S1.A5	Implement the active use of data notebooks by all teachers.	Price, Heather	8/18/2014	Data notebooks, data collection sheets	5/31/2015 biweekly
G1.MA1	FAIR Assessment Data	Faro, Sara	10/24/2014	FAIR assessment data will be analyzed following each of the assessment periods. Data will be used to determine interventions and student progress toward performing successfully on the FSA.	5/29/2015 quarterly
G1.MA2	Classroom Assessment Data	Shiflett, Kristi	8/18/2014	Running records, Dream Box performance, classroom assessment and iReady performance data will be analyzed to determine interventions and individual student progress toward demonstrating mastery of standards.	5/29/2015 weekly
G1.MA3	Classroom Observation Data	Price, Heather	9/1/2014	Classroom observation data will be used to reflect the level of implementation of standards based instruction.	5/29/2015 biweekly
G1.B1.S1.MA1	Classroom walkthrough of Tier 1 instruction	Price, Heather	8/18/2014	Classroom walkthroughs will collect data on the strength of Tier 1 instruction.	5/31/2015 biweekly
G1.B1.S1.MA5	Data team meeting notes	Faro, Sara	8/18/2014	Notes will demonstrate data-based decision making and individual problem solving processes are being implemented.	5/31/2015 biweekly

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	Informal observation feedback	Price, Heather	8/18/2014	Informal observation feedback provided to teacher will indicate effectiveness of the implementation of MTSS, including the strength of Tier 1, 2 and 3 instruction, data-based decision making in the classroom and use of quality instructional strategies.	5/31/2015 monthly
G1.B1.S1.MA2	School Calendar	Price, Heather	8/18/2014	The school calendar will show the structures built to ensure implementation of our plan. It will include professional development, data teams, intervention schedules and progress monitoring.	5/31/2015 one-time
G1.B1.S1.MA3	Data team schedule and notes	Faro, Sara	8/18/2014	The schedule will be evidence of data team meetings and problem solving to ensure decisions are being made to improve student achievement.	5/31/2015 biweekly
G1.B4.S1.MA1	Classroom observation data	Price, Heather	9/1/2014	Classroom walkthrough data will show the depth of instruction to the standards.	5/31/2015 biweekly
G1.B4.S1.MA4	Pace charts	Shiflett, Kristi	8/18/2014	Pace charts will reflect teacher adjustments to curriculum, usage of supplemental programs and live lesson schedules.	5/31/2015 quarterly
G1.B4.S1.MA1	Classroom observations data	Price, Heather	9/1/2014	Classroom observation data will reflect whether instruction is being delivered to the depth of the standard.	5/31/2015 biweekly
G1.B4.S1.MA2	Program usage and performance logs	Shiflett, Kristi	9/1/2014	Program usage logs will show students participation in new programs (Raz Kids, Dreambox and iReady). Performance data will also demonstrate students' demonstration of mastery of standards.	5/31/2015 monthly
G1.B6.S1.MA1	Observation data	Price, Heather	8/18/2014	Observation data will show the effectiveness of implementation by recording use of the intake, SOS lab, conferences and portfolio as effective means for identifying students in needs of intervention and/or mastery of standards.	5/29/2015 monthly
G1.B6.S1.MA5	Data team meeting notes and action plans	Price, Heather	8/18/2014	Data team meeting notes will demonstrate systematic review of data and the development of action plans to intervene when appropriate.	5/29/2015 biweekly
G1.B6.S1.MA1	Intake meeting notes and schedules	Shiflett, Kristi	5/12/2014	Intake meeting notes (questionnaire) and schedules will demonstrate the implementation	1/5/2015 weekly
G1.B6.S1.MA2	Data team meeting schedules to reflect EWS student meetings	King, Deborah	9/1/2014	Schedules, parent letters, action plans	5/29/2015 every-2-months
G1.B6.S1.MA3	Observation notes of conferences, portfolio checks and SOS labs.	Price, Heather	8/18/2014	Observation notes will demonstrate the fidelity of implementation and impact on students.	5/29/2015 monthly
G1.B4.S2.MA1	Classroom observations	Price, Heather	12/1/2014	observations will document the effective use of high yield instructional strategies.	5/29/2015 monthly
G1.B4.S2.MA5	Parent survey	Shiflett, Kristi	11/3/2014	Survey parents following training to determine effectiveness of the training and to gather data on their use of the strategies.	5/29/2015 every-2-months
G1.B4.S2.MA1	Leadership Team meeting participation and observation	Price, Heather	9/29/2014	Notes will reflect the research and discussion on high yield strategies and plans for implementation	5/1/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S2.MA2	Participation in teacher training	Shiflett, Kristi	1/5/2015	Training powerpoints, sign in sheets	5/29/2015 monthly
G1.B4.S2.MA3	Observation of Parent trainings	Shiflett, Kristi	11/3/2014	Videos of parent training, handouts	4/30/2015 every-2-months

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. Brevard Virtual will use data teams to analyze school-wide, classroom and individual student data to improve teacher effectiveness which will result in higher academic achievement for all students.

G1.B1 Lack of school-wide knowledge of the MTSS foundations.

G1.B1.S1 Evaluate current practices and develop an MTSS implementation plan.

PD Opportunity 1

Conduct faculty training on the pillars of MTSS

Facilitator

Heather Price and Sara Faro

Participants

All teachers

Schedule

Monthly, from 8/11/2014 to 5/31/2015

G1.B4 Curriculum alignment with a clear understanding of the standards.

G1.B4.S1 Conduct comprehensive curriculum alignment with new Florida Standards

PD Opportunity 1

Conduct teacher training on Florida Standards and new FSA test specifications

Facilitator

Heather Price and Kristi Shiflett

Participants

All teachers

Schedule

Monthly, from 8/13/2014 to 5/29/2015

G1.B4.S2 Research and implement the use of high effect strategies in the online classroom.

PD Opportunity 1

Train all teachers on high yield strategies in the online classroom

Facilitator

Kristi Shiflett and Heather Price

Participants

All teachers

Schedule

Monthly, from 11/3/2014 to 4/30/2015

Technical Assistance Items

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

G1. Brevard Virtual will use data teams to analyze school-wide, classroom and individual student data to improve teacher effectiveness which will result in higher academic achievement for all students.

G1.B1 Lack of school-wide knowledge of the MTSS foundations.

G1.B1.S1 Evaluate current practices and develop an MTSS implementation plan.

PD Opportunity 1

Establish a schedule, structure and responsibilities for Data team meetings.

Facilitator

Heather Price, Kristi Shiflett and Sara Faro

Participants

All teachers

Schedule

Biweekly, from 8/18/2014 to 5/31/2015

Budget Rollup

Summary	
Description	Total
Grand Total	0