St. Lucie Public Schools

Mosaic Digital Academy Lower School

2015-16 School Improvement Plan

Mosaic Digital Academy Lower School

12051 NW COPPER CREEK DR, Port St Lucie, FL 34987

http://www.stlucie.k12.fl.us/mda

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	29%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	28%

School Grades History

Year	2014-15	2013-14	2012-13
Grade	I*	D	F

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the St. Lucie 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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	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

Mosaic Digital Academy engages students by enhancing learning through a variety of virtual and live experiences to support the whole child, personalizing learning for students and preparing them to be valued ethical contributors in a global society.

Provide the school's vision statement

Mosaic Digital Academy is known for offering a premier online learning experience with personalized instruction and differentiation. Mosaic Digital Academy provides a learning environment that expands the opportunities available for students whose needs can best be met with state-of-the-art online curriculum, supported by quality online and face-to-face instruction. At the heart of our vision is a commitment to college and career readiness by guiding students from where they are to where they will be. By expanding student educational opportunities, we will:
Employ the new curriculum standards and best practices for online instruction and learning, providing quality and rigor for the 21st century learner.
Build authentic learning experiences that supports students' lifelong learning
Empower all students to achieve new altitudes and increase confidence, and
Meet the needs of a diverse student population

School Environment

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

As a virtual school we have to work very hard to provide LIVE day experiences for our students so they can interact with peers and their instructors. During orientation we incorporate "getting to know you" activities to encourage new friendships and social connections for our virtual learners. Instructors offer workshops, tutoring, live lessons, and labs to support learning throughout the school year at least one day per week. Through phone calls with parents, teachers gain perspective regarding students' background, learning style, etc. Relationships with parents (Learning Coaches) and students are fostered during all LIVE events and orientations. During these events teachers learn how to support the family in making learning environment and daily schedule decisions to support the student. Students are encouraged to attend all online synchronous lessons as well as LIVE day sessions at our school facility.

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

When students enter our campus they sign in and sign out. They are always with an adult while on our campus. Students are monitored at all times while on our computers. Our school is a certified Digital Citizenship school (certified by Common Sense Media). Instructors utilize the Common Sense Media curriculum to teach students about online safety and anti bullying strategies. We encourage and promote kind words to be spoken on campus and teach students about how to activate persistence and resilience to strengthen their potential for success. We are a Kids At Hope school.

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, teachers review expectations for pacing each week and encourage students to participate in all online Class Connect lessons with the teacher and their classmates. Academic Integrity guidelines are shared with families and students as well as the district's code of conduct.

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

Mosaic Digital Academy follows district guidelines in providing guidance or ESE services to students in need of these services. Teachers follow the MTSS process and report concerns with our administrative team as needed. We document all Problem Solving Team meetings as well as follow the IEP process. Teachers are provided a copy of all IEPs and 504 Plans.

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?
Yes

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

Description

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

Overall, Mosaic Digital Academy strives 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, parent workshops and SAC meetings. To mitigate this challenge, we have increased our social media presence and encouraged parents to LIKE US on Facebook and follow our Twitter feed to learn about resources and opportunities to get plugged into our school program. We have also worked closely with our district ITS department to ensure our School Messenger tools are populated with the latest student/family demographics to support timely notifications via phone, email, and social media channels. Additionally, we are offering opportunity for families to participate in our SAC meetings virtually as we use Skype for Business for those who wish to attend virtually instead of physically due to transportation constraints.

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:

Name	Title
Ziemba, Jeanne	Principal
	Other

Duties

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

Jeanne Ziemba serves as the principal for the school. This involves the hiring, training, evaluating and supporting all instructional and support staff serving K-12 grades. Additionally, Mrs. Ziemba approves all online curriculum providers and resources utilized for full time and part time student enrollment. Progress monitoring and response to student interventions are also key to this role, providing teacher supports needed to improve student outcomes. Decisions regarding our MTSS is shared through professional faculty meetings both online and in person and through our School Advisory Council.

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

Online curriculum is first approved by FLDOE and therefore our vendor selection is limited to these. This year we have opted to offer Florida Virtual School curriculum as it is well-aligned to Florida standards. As a virtual school we have designed our program toward the Enriched Virtual Model, incorporating more personalization and LIVE lessons in our facility as well as within the community. This approach allows our teachers opportunity to build rapport with students and to personalize their instruction to meet students individual needs. Specialized instructional training has been required to assist our new staff toward the transition from traditional to online teaching and learning pedagogy. This training is ongoing but will help to serve the individual needs our full time and part time online student population.
In order to fund projects or resources beyond federal, state, and local monies, we have written grants, raised funds, and utilized donations in order to meet budgetary needs.
Jeanne Ziemba is the person responsible for meetings and frequency of these sessions.
All physical inventory of resources are maintained in Destiny Textbook Manager (dual enrollment textbooks, etc) and checked out to students enrolled in the Dual Enrollment Program. All problem solving activities used to determine how to apply resources for the highest impact is conducted via professional meetings with staff as well as in part via the School Advisory Council.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Amanda Kiefer	Teacher
Jeanne Ziemba	Principal
Imitaz Khan	Parent
Tanya Moroz	Parent
Mike Thomas	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

SAC will review the SIP from the previous year and make adjustments based on student achievement data and the current student population's needs.

Development of this school improvement plan

The SIP development is a team effort including full time staff in all decision-making.

Preparation of the school's annual budget and plan

The school's annual budget and plan is developed by the principal with instructional support.

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

N/A

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:

Name	Title
Ziemba, Jeanne	Principal

Duties

Describe how the LLT promotes literacy within the school

Provide students access to library books across the district, use available data to place students in appropriate reading interventions, book club opportunities. Incorporate parent activities to provide parents with literacy opportunities such as writer's workshop and reading. Book Fair scheduled October 1-15 with literacy events to coincide for the whole family.

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

Our unique school program being virtual, limits our participation in collaborative planning and instruction within the district, therefore our teachers meet frequently at our school facility to collaborate on instructional design. Teachers are also able to participate in a statewide professional learning community comprised of other virtual instruction leaders and instructors. Through this statewide PLC, our instructors connect with subject-specific colleagues as well as others who share pertinent resources supporting online instruction.

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

Recruiting, developing and retaining highly qualified instructors in virtual schools is somewhat different from traditional settings. Since our current teaching workforce does not typically have experience teaching online it is often difficult to recruit for this instructional setting. Currently, all of the initial staff development taking place is delivered by the school administrator. Once instructors gain the basic skills for teaching online, they are connected with peers to ensure they have ample opportunity to deepen their pedagogical knowledge for online teaching and learning. Teachers have the opportunity to participate in the statewide PLC noted above which provides them with subject-specific support and connectedness with other virtual instruction colleagues around the state. Retaining highly qualified instructors in this setting is challenging since we have more part time instructors than full time. Full time instructors require face-time with their colleagues which helps them feel more connected to the school as an organization so we have implemented weekly sessions where they can meet either in person or online to discuss issues that arise and to share their successes.

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

Our teachers are mentored currently by the school administrator. If there are other teachers teaching the same subject or course they are paired only if there is a strong instructor already in the subject area. There are ongoing workshops offered at our school facility to support instructors as they learn the new technology literacies required for online teaching and learning.

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

For grades K-5 we utilize the K12, inc vendor-based online curriculum which is mastery-based and requires a Learning Coach in the home. Students are assigned a certified instructor, meets with them both in person at our facility as well as during synchronous sessions online to ensure CCSS content is infused into the curriculum plan to fill curriculum gaps.
The school utilizes the data from 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 instruction 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 instruction and student writing opportunity has been increased to support increased achievement. The nature of virtual offers a differentiation 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 administers EasyCBM to identify students in need of intervention. Small group and one on one instruction is provided.

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

We utilize the state's virtual instruction Rti module, to guide the work of our problem-solving team in order to provide tiered interventions. Instruction is supplemented through required face to face sessions and increased teacher/student/parent communication. Teachers utilize EASY CBM data and

State Standards to drive instruction. The results of the EasyCBM test helps determine focus areas which are addressed during lessons/class connects.

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: 600

All students have the option and at risk students are required to extend their learning time through online and face to face sessions with their teachers.

Strategy Rationale

Students often need individualized face-to-face instruction while struggling with new or hard to learn concepts.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Ziemba, Jeanne, jeanne.ziemba@stlucieschools.org

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

Grades, test scores, pacing chart

Strategy: After School Program

Minutes added to school year: 1,200

Staff development designed around transitioning toward online teaching and learning pedagogy

Strategy Rationale

Staff require additional skills in order to effectively design and impact student learning.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Ziemba, Jeanne, jeanne.ziemba@stlucieschools.org

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

Classroom walkthrough checklist, Student Monitoring data within Virtual School Administrator platform

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 offer new and returning student orientations at our facility. We have two full time elementary instructors and a school counselor to transition students into our new school environment. We administer the EasyCBM during the Fall administration to obtain baseline data which is used to identify strategies to improve achievement and performance.
We hold a School Choice Open House prior to our enrollment window to inform families of our virtual options and to provide information on how our students are supported in the virtual program options
We require all parents/ guardians to read and sign our virtual school letter of understanding outlining the expectations of the program. Parents are invited to a Parent Workshop offered in conjunction with our curriculum vendor, K12, inc (also know as Fueleducation).

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.   To close the curriculum gap within the virtual curriculum.

G2.   To increase live day and class connect attendance to provide students with standards based instruction to improve student achievement in Math.

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. To close the curriculum gap within the virtual curriculum. 1a

🔍 G070364

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	
FSA Mathematics - Achievement	

Resources Available to Support the Goal 2

- http://www.cpalms.org/beyond_standards/beyond_standards.aspx
- http://www.engageny.org/common-core-curriculum
- Instructional Partners
- SLPS Scope and Sequence
- a set of the K-12, inc vendor textbooks and materials by grade level and subject

Targeted Barriers to Achieving the Goal 3

- Vendor curriculum is mastery-based and nationally aligned rather than Florida aligned.

Plan to Monitor Progress Toward G1. 8

The team will review EasyCBM and student performance data to inform instruction

Person Responsible
Jeanne Ziemba

Schedule
Weekly, from 9/16/2015 to 3/16/2016

Evidence of Completion
Student performance data

G2. To increase live day and class connect attendance to provide students with standards based instruction to improve student achievement in Math. `1a`

Targets Supported `1b`

G070365

Indicator	Annual Target
Math Gains	53.0
Math Lowest 25% Gains	75.0

Resources Available to Support the Goal `2`

- Parent Academy

- District Communications support

- IT support regarding Skyward Messenger and other forms of communication technology

Targeted Barriers to Achieving the Goal `3`

- It is perceived that parents do not see the importance of ensuring their student attends live days and/or class connects (synchronous online lessons).

Plan to Monitor Progress Toward G2. `8`

Track attendance and monitor feedback to determine progress toward goal.

Person Responsible
Jeanne Ziemba

Schedule
Biweekly, from 9/16/2015 to 3/16/2016

Evidence of Completion
Attendance sheets and feedback responses.

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. To close the curriculum gap within the virtual curriculum. 1

🔑 G070364

G1.B1 Vendor curriculum is mastery-based and nationally aligned rather than Florida aligned. 2

🔑 B183224

G1.B1.S1 Teachers will identify curriculum gaps and design lessons to support instruction to close this gap. 4

🔑 S194968

Strategy Rationale

To improve student achievement scores.

Action Step 1 5

To plan support sessions with curriculum and instructional partners and our virtual instructors to identify the gaps in the Math curriculum for grades 3, 4, and 5.

Person Responsible

Jeanne Ziemba

Schedule

On 10/28/2015

Evidence of Completion

Documentation of virtual curriculum gaps when compared to district scope and sequence.

Action Step 2 `5`

To design live day and online synchronous lessons to fill notable gaps identified in the Math curriculum for grades 3, 4, and 5.

Person Responsible

Jeanne Ziemba

Schedule

On 2/10/2016

Evidence of Completion

Teacher developed Lessons with identified Florida standards that were not fully addressed in the vendor curriculum for Math.

Action Step 3 `5`

Administrator will observe Teacher delivery of designed lessons via live and synchronous sessions.

Person Responsible

Jeanne Ziemba

Schedule

On 5/4/2016

Evidence of Completion

Observation feedback forms

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

Preview lesson plans and conduct classroom walkthroughs

Person Responsible

Jeanne Ziemba

Schedule

Weekly, from 9/15/2015 to 3/16/2016

Evidence of Completion

Teacher lesson plans align with state standards and walkthrough data.

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

Use of EasyCBM benchmark data to determine effectiveness of the lessons and walkthrough data weekly.

Person Responsible

Jeanne Ziemba

Schedule

Weekly, from 9/16/2015 to 3/16/2016

Evidence of Completion

EasyCBM data and walkthroughs

G2. To increase live day and class connect attendance to provide students with standards based instruction to improve student achievement in Math. `1`

🔑 G070365

G2.B1 It is perceived that parents do not see the importance of ensuring their student attends live days and/or class connects (synchronous online lessons). `2`

🔑 B183225

G2.B1.S1 To provide parent workshops that coincide with LIVE day sessions for Elementary grade students. `4`

🔑 S194969

Strategy Rationale

Parents will leave with a greater understanding of expectations for student achievement.

Action Step 1 `5`

To plan and schedule parent workshops with school and district partners.

Person Responsible

Jeanne Ziemba

Schedule

Biweekly, from 9/15/2015 to 3/16/2016

Evidence of Completion

Increased parent/student attendance during live day sessions.

Action Step 2 `5`

Increase awareness of parent workshops offerings during Live days, increase recruitment efforts for attendance at Live day and Synchronous lesson and utilizing the newsletter, school messenger and K Mail for communications.

Person Responsible

Jeanne Ziemba

Schedule

Evidence of Completion

Obtain feedback from parents and interest based surveys for school events and instructional areas

Action Step 3 `5`

Develop, send, and review Parent surveys to gain insight about the effectiveness of our program interventions.

Person Responsible

Schedule

Evidence of Completion

Parent/Guardian Surveys

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

We will use sign in sheets, agenda, and parent feedback.

Person Responsible

Jeanne Ziemba

Schedule

Biweekly, from 9/15/2015 to 3/16/2016

Evidence of Completion

Parent feedback and attendance measures.

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

We will use parent surveys, parent sign in sheets from workshops, student attendance in both online lessons and Live day sessions to determine the level of participation in our intervention efforts.

Person Responsible

Jeanne Ziemba

Schedule

On 5/4/2016

Evidence of Completion

Surveys, attendance sheets

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	To plan support sessions with curriculum and instructional partners and our virtual instructors to identify the gaps in the Math curriculum for grades 3, 4, and 5.	Ziemba, Jeanne	9/15/2015	Documentation of virtual curriculum gaps when compared to district scope and sequence.	10/28/2015 one-time
G2.B1.S1.A1	To plan and schedule parent workshops with school and district partners.	Ziemba, Jeanne	9/15/2015	Increased parent/student attendance during live day sessions.	3/16/2016 biweekly
G1.B1.S1.A2	To design live day and online synchronous lessons to fill notable gaps identified in the Math curriculum for grades 3, 4, and 5.	Ziemba, Jeanne	12/2/2015	Teacher developed Lessons with identified Florida standards that were not fully addressed in the vendor curriculum for Math.	2/10/2016 one-time
G2.B1.S1.A2	Increase awareness of parent workshops offerings during Live days, increase recruitment efforts for attendance at Live day and Synchronous lesson and utilizing the newsletter, school messenger and K Mail for communications.	Ziemba, Jeanne	Obtain feedback from parents and interest based surveys for school events and instructional areas	one-time	
G1.B1.S1.A3	Administrator will observe Teacher delivery of designed lessons via live and synchronous sessions.	Ziemba, Jeanne	1/6/2016	Observation feedback forms	5/4/2016 one-time
G2.B1.S1.A3	Develop, send, and review Parent surveys to gain insight about the effectiveness of our program interventions.		Parent/ Guardian Surveys	one-time	
G1.MA1	The team will review EasyCBM and student performance data to inform instruction	Ziemba, Jeanne	9/16/2015	Student performance data	3/16/2016 weekly
G1.B1.S1.MA1	Use of EasyCBM benchmark data to determine effectiveness of the lessons and walkthrough data weekly.	Ziemba, Jeanne	9/16/2015	EasyCBM data and walkthroughs	3/16/2016 weekly

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	Preview lesson plans and conduct classroom walkthroughs	Ziemba, Jeanne	9/15/2015	Teacher lesson plans align with state standards and walkthrough data.	3/16/2016 weekly
G2.MA1	Track attendance and monitor feedback to determine progress toward goal.	Ziemba, Jeanne	9/16/2015	Attendance sheets and feedback responses.	3/16/2016 biweekly
G2.B1.S1.MA1	We will use parent surveys, parent sign in sheets from workshops, student attendance in both online lessons and Live day sessions to determine the level of participation in our intervention efforts.	Ziemba, Jeanne	1/6/2016	Surveys, attendance sheets	5/4/2016 one-time
G2.B1.S1.MA1	We will use sign in sheets, agenda, and parent feedback.	Ziemba, Jeanne	9/15/2015	Parent feedback and attendance measures.	3/16/2016 biweekly

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. To close the curriculum gap within the virtual curriculum.

G1.B1 Vendor curriculum is mastery-based and nationally aligned rather than Florida aligned.

G1.B1.S1 Teachers will identify curriculum gaps and design lessons to support instruction to close this gap.

PD Opportunity 1

To plan support sessions with curriculum and instructional partners and our virtual instructors to identify the gaps in the Math curriculum for grades 3, 4, and 5.

Facilitator

Jeanne Ziemba

Participants

Alison Thabit, Laura Lankow, Jeanne Ziemba, Randi Klawiter, curriculum department (Aretha Vernette and Instructional partners (Jason Bragg, Michele G. Beckford, Chris Worley, and Liz Pruitt.)

Schedule

On 10/28/2015

PD Opportunity 2

To design live day and online synchronous lessons to fill notable gaps identified in the Math curriculum for grades 3, 4, and 5.

Facilitator

Jeanne Ziemba, Aretha Vernette

Participants

Alison Thabit, Laura Lankow, Jeanne Ziemba, Aretha Vernette and Instructional partners (Jason Bragg, Michele G. Beckford, Chris Worley, and Liz Pruitt.

Schedule

On 2/10/2016