Hernando Eschool Virtual Franchise

2015-16 School Improvement Plan

Hernando Eschool Virtual Franchise

1070 VARSITY DR, Brooksville, FL 34601

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	0%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	0%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Hernando County School Board on 11/17/2015.

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
Not In DA	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To expand access for all Hernando County students to rigorous, relevant curriculum that incorporates the skills and the knowledge students need to succeed in the 21st century.

Provide the school's vision statement

Hernando eSchool's instructional program offers a variety of assessment techniques that address various learning styles. Online learning enables students to assume responsibility for their own learning.

School Environment

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

Upon enrollment in an online course, the teacher's first task is to contact the student and parent by telephone and conduct a "Welcome Call" and course orientation. The "Welcome Call" is an important tool used to gather students' background, interests, and information regarding cultural norms as well as other information about students that is not readily available in the demographic information in TERMS. This call also provides other benefits by helping to establish bonds in a one-on-one student-to-teacher way that may not always happen in a traditional classroom setting. The information is documented in our VSA and Canvas systems so that it may be shared with other teachers that teach the same student.

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

Students are provided numerous opportunities to discuss needs through various venues that include email, blogs, Discussion-Based Assessments, cooperative projects, and Discussion boards. The electronic tools are monitored daily by the teachers in order to provide safe environments for students to express what they may require in order to be successful in the virtual classroom.

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

Students have autonomy in many of their assignments. This is an important part of self-determination theory that allows for personal choice. This in turn provides a focus for students and motivates them to continue in their assignments. Students may accelerate and work ahead of pace. Students may also work when most convenient for them, such as on weekends or during the evening.

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

The Monthly Calls, Discussion-Based Assessments (DBAs), and emails help to monitor the well being and emotional success of our students. Students are referred to the resources that are provided by the school that the student is zoned to attend. Resources include guidance counselors, social workers, and ESE personnel and tracking teachers, and ESOL support.

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

Hernando eSchool uses a combination of regular phone calls (Welcome Calls, Oral Exams, and Monthly Calls) and computerized warning systems (14-day check, 7-day turn-in).

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Early Warning Systems
-14% Complete and Passing in 14 Days is used to evaluate student success before activation in course is completed.
-A 7-day Period with No Work warning is sent to teachers to identify students that have not recently completed coursework.
-Oral Exams or Discussion-Based Assessments are given before tests and exams to insure understanding prior to providing students passwords for the exams.
-Teachers are also provided a weekly report that reflects student pace and grade.
-The principal monitors student progress and contacts teachers to provide reminders about students that may need additional assistance or motivational reminders to submit assignments on a more regular basis.

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

The parents of full-time and home education students that are enrolled in Hernando eSchool courses usually accompany their students during face-to-face assessments and skill checks. While the parents are visiting the school and waiting for their children to finish the assessments, administration and teachers discuss involvement in the SAC and discuss curriculum needs and requirements with the parents. Parent contact is also made during the Welcome Call and during Monthly Calls to parents. Parents must provide an email address during the enrollment process and parents receive frequent emails regarding student progress and the school's mission. Parents are also provided a parental account that allows them to log-in and view student progress.

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

School Advisory Council (SAC) meetings are held monthly to review Hernando eSchool's direction and to build community involvement. Hernando eSchool staff and teachers attend career nights and social events to spread word to the community about the mission of Hernando eSchool and the opportunities that are provided by the availability of online courses and curriculum. Hernando eSchool teachers and staff plan to participate in two new local events this year -- the Blueberry Festival and the Fall Festival.

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
Harris, Debra	Principal
Pennington, John	Teacher, K-12

Duties

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

Debra Harris (principal of Hernando eSchool), John Pennington (Assessment), and Kara Gregory (K-5 teacher) provide facilitation and support for Professional Development and PLCs. Mr. Pennington also provides training in Canvas and helps facilitate SAC meetings.

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 on Mondays to identify areas of need. Resources are provided to help maximize student outcomes and success and to provide support for programs that impact student growth. Funding is allocated to serve the needs of the school and its stakeholders as identified and discussed by the leadership team.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mary Oldani	Parent
Debra Harris	Principal
Mark Carver	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

reviewed during the October 14th SAC meeting.

Development of this school improvement plan

Goals were discussed and approved during the September 15th SAC meeting. The action plan and budget will be reviewed and discussed during future meetings.

Preparation of the school's annual budget and plan

To be discussed during future meetings.

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

Hernando eSchool did not receive school improvement funds during the 2014-2015 school year.

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
Harris, Debra	Principal
Pennington, John	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The leadership team is currently looking at virtual literacy and resources that would be appropriate and successful if implemented in the Canvas learning system.

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

Professional Learning Communities are held every three weeks. Specific future goals are established according to input from the School Improvement Committee and teacher input.

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

Hernando eSchool is currently working toward creating a learning environment that supports teacher autonomy. This will involve training over the course of the year in Canvas and course development. This will provide our teachers the ability to have more professional input into their courses and instruction.

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

Mentors are selected based on knowledge and experience in regard to pedagogic and technical skill. Instructors needing advanced technical skills are placed with a mentor with superior informational technology skills and instructors inexperienced in pedagogy are placed with a mentor with knowledge of pedagogy.

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 majority of the courses at Hernando eSchool are provided through Florida Virtual School and Canvas. Through Canvas our teachers are ensuring standard alignment by creating original courses based on Florida standards. We reference CPALMS to ensure the courses align with current standards and curriculum. The principal monitors course content and must provide approval prior to any changes in content.

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

Students that fall behind pace or grade requirements are contacted to discuss progress, difficulties, and solutions. Students are provided opportunities to review and resubmit assignments to improve learning and grades. The need for this is recognized automatically in the automated VSA system and by teachers who monitor Canvas. Additional lessons, "live lessons", can be provided in a White Board format, during phone conversations, via Skype, or in person.

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: 1,800

All instructors are required to provide hours outside of the school day to allow students additional contact time and flexible scheduling.

Strategy Rationale

The flexible time and scheduling beyond the school day hours provide students additional time that can be utilized for contact, bonding with teachers, and asking questions. The flexible hours also provides teachers additional opportunities to learn more about student needs and provide additional support to students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Harris, Debra, harris_d2@hcsb.k12.fl.us

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

The learning management system, VSA, will be used as a recorded log of when instructors had contact with students.

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

At the elementary level, all students are required to attend periodic meetings with their teacher to discuss, curriculum, proficiency, and pacing in order to assure success. At the secondary level, periodic phone conversations help keep the students on pace and completing course work in a manner that will assure leveling goals are met.

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

Hernando eSchool provides the following activities to support career readiness: Faculty and students attend career nights; virtual guidance and resources such as Next Magazine are provided to students and parents; lab managers promote college and career readiness activities; course content includes college and career readiness activities; and students have access to zoned school guidance counselors and career counselors.
We offer the following ITT courses: Career and Research Decision Making; Keyboarding; Personal and Family Finance; Computing for College and Careers; and Web Design. 3 students completed Computing for College and Careers earned Industry Certification during the 2014-15 school year. Hernando eSchool is exploring the option to add Criminal Justice courses leading to Industry Certification in the near future.

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

Hernando eSchool provides the following industry certifications: Microsoft 10 certification; Word; PowerPoint; Outlook; Excel; Dream Weaver; Adobe Flash; and Adobe Photoshop. The programs of instruction include: Web Design I, II and III and Microsoft Office--Computing for College and Careers. Hernando eSchool is exploring the option to add Criminal Justice courses leading to Industry Certification in the near future.

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

The instructional staff follows best practices and team planning where curriculum and students are reviewed and discussed during monthly planning meetings where cross-curriculum activities are planned. This activity helps identify the needs and interests of individual students. The principal monitors the implementation of the planned activities.

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

A focus that is a result of the feedback provided in the High School Feedback Report is a focus on questions 20 and 21, related to the number of students taking grade forgiveness and credit recovery. Since the students represent a large portion of the students that we serve, a continuous effort is being made to assure that our students that are repeating coursework receive instruction and coursework that will prepare them for state and district testing before graduation. To better serve students and improve graduation rate the district purchases specific software to be used for credit recovery (Edgenuity) during the 2015-2016 school year which will place a lot of the credit recovery back in the zoned schools.

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:
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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.   Increase the number of successful student completions in district teacher developed courses from 524 half credit courses in year 2014-2015 to 1500 successful half credit course completions in the year 2015-2016.

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 the number of successful student completions in district teacher developed courses from 524 half credit courses in year 2014-2015 to 1500 successful half credit course completions in the year 2015-2016. 1a

🔍 G072914

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	1500.0

Resources Available to Support the Goal 2

- CPALMS - web resource for standards and curriculum content
- Canvas - Learning Management System
- Course feedback survey

Targeted Barriers to Achieving the Goal 3

- Instructional modifications made to current curriculum
- Availability of stakeholder feedback

Plan to Monitor Progress Toward G1. 8

PD agenda quarterly problem solving

Person Responsible
John Pennington

Schedule
Quarterly, from 7/27/2015 to 7/31/2016

Evidence of Completion
PD Agendas

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 the number of successful student completions in district teacher developed courses from 524 half credit courses in year 2014-2015 to 1500 successful half credit course completions in the year 2015-2016. 1

🔑 G072914

G1.B1 Instructional modifications made to current curriculum 2

🔑 B190371

G1.B1.S1 Canvas training set up for Administration, Date Entry, and Teachers 4

🔑 S201775

Strategy Rationale

All Hernando eSchool roles will need official training in Canvas to be effective at implementation of curriculum.

Action Step 1 5

Canvas training provided by Canvas representatives

Person Responsible

John Pennington

Schedule

Weekly, from 7/27/2015 to 9/30/2015

Evidence of Completion

Attendance sheets documenting training in the appropriate Canvas training

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

All appropriate staff will attend training for their role in the Canvas implementation

Person Responsible

John Pennington

Schedule

Weekly, from 7/27/2015 to 9/30/2015

Evidence of Completion

List of stakeholders who attended training

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

Survey of teacher comfort using Canvas as an implementation system for virtual curriculum

Person Responsible

John Pennington

Schedule

On 9/30/2015

Evidence of Completion

Survey results show a general positive response to developing curriculum in Canvas

G1.B1.S2 Providing software support for canvas curriculum to meet identified needs in Canvas curriculum 4

🔍 S201776

Strategy Rationale

Software can provides tools for instructors to meet the needs of students.

Action Step 1 5

Identifying software that will improve Canvas curriculum

Person Responsible

Debra Harris

Schedule

Quarterly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Instructors will identify a need in curriculum that can be met with additional software

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

Teachers will review the curriculum needs of Canvas courses to identify needed curriculum areas

Person Responsible

John Pennington

Schedule

Quarterly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Teachers will submit a documentation of needs for evaluation and approval

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

Increased curriculum areas of concern

Person Responsible

John Pennington

Schedule

Annually, from 9/14/2015 to 6/10/2016

Evidence of Completion

Canvas shows an improved quality or amount of curriculum from its previous shell

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G1.B1.S3 Providing additional duty support for review and addition of content in Canvas `4`

🔑 S201777

Strategy Rationale

Courses without full time teacher support will need additional help and reaching improvement goals

Action Step 1 `5`

Provide additional duty help for Canvas courses without full time teacher support

Person Responsible

Debra Harris

Schedule

On 6/10/2016

Evidence of Completion

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

Additional curriculum will be included into needed courses

Person Responsible

John Pennington

Schedule

On 6/10/2016

Evidence of Completion

An increase in quality or contented of selected Canvas course

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

Course improvement due to additional duty

Person Responsible

John Pennington

Schedule

On 6/10/2016

Evidence of Completion

A review of parent and student feedback

G1.B2 Availability of stakeholder feedback `2`

🔍 B190372

G1.B2.S1 Create and implement feedback tool in Canvas created courses during the 2015-2016 school year. `4`

🔍 S201778

Strategy Rationale

Stakeholder feedback is necessary to improving course curriculum

Action Step 1 `5`

Develop feedback device for all Canvas courses.

Person Responsible

John Pennington

Schedule

Quarterly, from 7/27/2015 to 7/31/2016

Evidence of Completion

Evaluation of feedback given from developed survey method

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Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

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Check that all courses are reporting feedback from the developed feedback device

Person Responsible

John Pennington

Schedule

On 3/31/2016

Evidence of Completion

Report showing feedback from Canvas developed courses.

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Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

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Data gathered fits the needs of Hernando eSchool for improving course development

Person Responsible

John Pennington

Schedule

Quarterly, from 7/27/2015 to 7/31/2016

Evidence of Completion

Data will be gathered and evaluated at quarterly PLC meetings

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	Canvas training provided by Canvas representatives	Pennington, John	7/27/2015	Attendance sheets documenting training in the appropriate Canvas training	9/30/2015 weekly
G1.B1.S2.A1	Identifying software that will improve Canvas curriculum	Harris, Debra	9/14/2015	Instructors will identify a need in curriculum that can be met with additional software	6/10/2016 quarterly
G1.B1.S3.A1	Provide additional duty help for Canvas courses without full time teacher support	Harris, Debra	9/14/2015		6/10/2016 one-time
G1.B2.S1.A1	Develop feedback device for all Canvas courses.	Pennington, John	7/27/2015	Evaluation of feedback given from developed survey method	7/31/2016 quarterly
G1.MA1	PD agenda quarterly problem solving	Pennington, John	7/27/2015	PD Agendas	7/31/2016 quarterly
G1.B1.S1.MA1	Survey of teacher comfort using Canvas as an implementation system for virtual curriculum	Pennington, John	9/30/2015	Survey results show a general positive response to developing curriculum in Canvas	9/30/2015 one-time

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	All appropriate staff will attend training for their role in the Canvas implementation	Pennington, John	7/27/2015	List of stakeholders who attended training	9/30/2015 weekly
G1.B2.S1.MA1	Data gathered fits the needs of Hernando eSchool for improving course development	Pennington, John	7/27/2015	Data will be gathered and evaluated at quarterly PLC meetings	7/31/2016 quarterly
G1.B2.S1.MA1	Check that all courses are reporting feedback from the developed feedback device	Pennington, John	3/31/2016	Report showing feedback from Canvas developed courses.	3/31/2016 one-time
G1.B1.S2.MA1	Increased curriculum areas of concern	Pennington, John	9/14/2015	Canvas shows an improved quality or amount of curriculum from its previous shell	6/10/2016 annually
G1.B1.S2.MA1	Teachers will review the curriculum needs of Canvas courses to identify needed curriculum areas	Pennington, John	9/14/2015	Teachers will submit a documentation of needs for evaluation and approval	6/10/2016 quarterly
G1.B1.S3.MA1	Course improvement due to additional duty	Pennington, John	9/14/2015	A review of parent and student feedback	6/10/2016 one-time
G1.B1.S3.MA1	Additional curriculum will be included into needed courses	Pennington, John	9/14/2015	An increase in quality or contented of selected Canvas course	6/10/2016 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 the number of successful student completions in district teacher developed courses from 524 half credit courses in year 2014-2015 to 1500 successful half credit course completions in the year 2015-2016.

G1.B1 Instructional modifications made to current curriculum

G1.B1.S1 Canvas training set up for Administration, Date Entry, and Teachers

PD Opportunity 1

Canvas training provided by Canvas representatives

Facilitator

Alicia Smith, Jim Harris, Amy Oscerson

Participants

Hernando eSchool Staff

Schedule

Weekly, from 7/27/2015 to 9/30/2015

G1.B2 Availability of stakeholder feedback

G1.B2.S1 Create and implement feedback tool in Canvas created courses during the 2015-2016 school year.

PD Opportunity 1

Develop feedback device for all Canvas courses.

Facilitator

John Pennington

Participants

Hernando eSchool instructional staff

Schedule

Quarterly, from 7/27/2015 to 7/31/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Canvas training provided by Canvas representatives				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			7004 - Hernando Eschool Virtual Franchise	General Fund		$0.00
			Notes: PD related to training using the Canvas program			
2	G1.B1.S2.A1	Identifying software that will improve Canvas curriculum				$0.00
3	G1.B1.S3.A1	Provide additional duty help for Canvas courses without full time teacher support				$0.00
4	G1.B2.S1.A1	Develop feedback device for all Canvas courses.				$0.00
					Total:	$0.00