

Mosaic Digital Academy K 12

9461 BRANDYWINE LN, Port St Lucie, FL 34986

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	10%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	I*	D	F

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Mosaic Digital Academy K 12

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

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

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

Early Warning indicators for Elementary grades K-5: Learning coach takes attendance daily - if less than five days, teacher communicates to parent and adjust curriculum, reminding learning coach of requirement to stay on pace daily. Mastery data inputted according pacing guidelines- if less than expected percentage, teacher communicates to learning coach and makes appropriate recommendations to get back on pace. If student is more than 10% behind pace or no attendance for more than 3 consecutive days, an attendance letter is sent home. If attendance does not improve, a social worker is requested to conduct a home visit.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	1	3	3	4	4	0	0	0	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8

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

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

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

Progress Monitoring tool for ELA and Math is iStation. Students are iStation assessed monthly and are required to log 30, 60, or 90 minutes of online iStation time depending upon their Tier identified by their monthly assessment. Students who are showing signs of struggle are required to come into our facility for support to work with one of our full time instructors. All 3rd-5th full time students have the opportunity to come into our facility 1 day a week for Live day lessons, progress monitoring, and social activities with instructor and peers.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Ziemba, Jeanne	Principal
	Other

b. Duties

1. 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Teacher
Jeanne Ziemba	Principal
Tanya Moroz	Parent
Mike Thomas	Parent
Randi Sloan	Teacher

b. Duties

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

a. 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.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

N/A

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Ziemba, Jeanne	Principal
Sloan, Randi	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Provide students access to library books across the district, use available data to place students in appropriate reading interventions, book club opportunities.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 who 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 Istation to identify students in need of intervention. Small group and one on one instruction is provided.

b. Instructional Strategies

1. 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 monthly Istation data

and State Standards to drive instruction. The results of the Istation monthly assessments helps determine focus areas which are addressed during lessons/class connects.

2. 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: 200

All students students may extend their learning time through online sessions with their instructor. Students may access their online curriculum 24/7/365. Students also have access to iStation for additional skill practice.

Strategy Rationale

Staff often provide online instructional sessions for struggling learners based on iStation tier results.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ziamba, Jeanne, jeanne.ziamba@stlucieschools.org

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

mastery of online content, test scores, pace, and iStation results

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 I station assessments monthly to obtain 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).

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** School uses person-centered planning process.
- G2.** To improve Math Achievement in grades 3-5.
- G3.** 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”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. School uses person-centered planning process. 1a

G084931

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	100.0

Targeted Barriers to Achieving the Goal 3

- Students school from home. Getting students to attend is limited by transportation and parental work schedules.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G1. 8

Attendance sign in sheets and communication reports.

Person Responsible

Jeanne Ziemba

Schedule

Annually, from 8/17/2016 to 5/12/2017

Evidence of Completion

Attendance will be recorded to determine percent of students who attended for each event. If attendance increases we will know the goal was met.

G2. To improve Math Achievement in grades 3-5. 1a

G084932

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	38.0

Targeted Barriers to Achieving the Goal 3

- Vendor curriculum is mastery-based and nationally aligned rather than Florida aligned.
- There is a concern that the Learning Coach (aka parent) is reading the required script for the offline portion of the math instruction but when the Learning coach struggles to understand the common core approach in the lesson, they show the student how to perform the operation the way they learned it when they were in school. Our strategy will address this barrier. Learning Coach model requires parent to have a deeper understanding of the common core Math shift. When parents (Learning coach) struggle with understanding this shift they typically revert to the method in which they learned.

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G2. 8

The team will review ISIP results and student mastery data to inform instruction

Person Responsible

Jeanne Ziemba

Schedule

Monthly, from 8/31/2016 to 4/26/2017

Evidence of Completion

Student performance data

G3. To increase live day and class connect attendance to provide students with standards based instruction to improve student achievement in Math. 1a

G084933

Targets Supported 1b

Indicator	Annual Target
Math Gains	50.0
Math Lowest 25% Gains	40.0

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).

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Academy
- District Communications support
- IT support regarding Skyward Messenger and other forms of communication technology

Plan to Monitor Progress Toward G3. 8

Track attendance and monitor feedback to determine progress toward goal.

Person Responsible

Jeanne Ziemba

Schedule

Monthly, from 8/22/2016 to 3/16/2017

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. School uses person-centered planning process. **1**

 G084931

G1.B1 Students school from home. Getting students to attend is limited by transportation and parental work schedules. **2**

 B225863

G1.B1.S1 Use the circle of friends activity to identify natural learning and friendships/social supports for students with disabilities in general education context. **4**

 S238248

Strategy Rationale

To help students adjust to anxiety of establishing new peer relationships in a variety of settings, virtual and face to face.

Action Step 1 **5**

Staff will design a variety of events and activities that allow students the opportunity to be included in social/friendship settings.

Person Responsible

Jeanne Ziemba

Schedule

Quarterly, from 8/17/2016 to 1/31/2017

Evidence of Completion

Communication to parents and students in a variety of ways and sign in sheets at the events.

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

Team will review rosters of attendance and schoolmessenger communication report to ensure students and families are getting the messages

Person Responsible

Jeanne Ziemba

Schedule

Quarterly, from 8/17/2016 to 1/31/2017

Evidence of Completion

Secretary will keep a file with attendance sheets and schoolmessenger reports.

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

Students will be surveyed anonymously after events.

Person Responsible

Jeanne Ziemba

Schedule

Quarterly, from 8/17/2016 to 1/31/2017

Evidence of Completion

results from the surveys will be reviewed at the faculty council meetings and SAC.

G2. To improve Math Achievement in grades 3-5. 1

G084932

G2.B1 Vendor curriculum is mastery-based and nationally aligned rather than Florida aligned. 2

B225864

G2.B1.S1 Teachers will design standards-based Math lessons . We have restructured our frequency of synchronous lessons for Grades 3-5 for Math instruction. We have also lengthened our live day session from 1 1/2 hours to 3 1/2 hours per week. 4

S238249

Strategy Rationale

To improve student achievement scores.

Action Step 1 5

Instructor will administer Istation assessments monthly.

Person Responsible

Jeanne Ziemba

Schedule

Monthly, from 8/31/2016 to 4/26/2017

Evidence of Completion

Tiered results in Istation for Math.

Action Step 2 5

Hold monthly data meetings with instructor to analyze Istation results.

Person Responsible

Randi Sloan

Schedule

Monthly, from 8/31/2016 to 4/26/2017

Evidence of Completion

Data board, instructor intervention records, tiered results.

Action Step 3 5

Instructors will design standards-based lessons using Istation data.

Person Responsible

Jeanne Ziemba

Schedule

Weekly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Observation feedback

Action Step 4 5

Administrator will observe live and synchronous lessons.

Person Responsible

Jeanne Ziemba

Schedule

Monthly, from 9/21/2016 to 4/5/2017

Evidence of Completion

Observation feedback

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

Preview lesson plans and conduct classroom observations.

Person Responsible

Jeanne Ziemba

Schedule

Monthly, from 9/21/2016 to 4/5/2017

Evidence of Completion

Teacher lesson plans align with state standards and walkthrough data.

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

Istation tier results - ISIP to determine effectiveness of the lessons.

Person Responsible

Jeanne Ziemba


Schedule

Monthly, from 9/28/2016 to 4/26/2017

Evidence of Completion

observation feedback, ISIP reports

G2.B2 There is a concern that the Learning Coach (aka parent) is reading the required script for the offline portion of the math instruction but when the Learning coach struggles to understand the common core approach in the lesson, they show the student how to perform the operation the way they learned it when they were in school. Our strategy will address this barrier. Learning Coach model requires parent to have a deeper understanding of the common core Math shift. When parents (Learning coach) struggle with understanding this shift they typically revert to the method in which they learned. **2**

 B225865

G2.B2.S1 Instructors will provide Learning Coaches with more timely related resources (digital or print) based on the standards addressed for the week. **4**

 S238250

Strategy Rationale

Learning Coaches will have a reference for understanding the shift for that particular standard and hopefully not revert automatically to the way they were taught.

Action Step 1 **5**

Team will determine best sources for supporting Learning Coach understanding of how to support their child's understanding of the Math common core concept.

Person Responsible

Jeanne Ziemba

Schedule

On 9/2/2016

Evidence of Completion

List of sources instructors may utilize to support this strategy.

Action Step 2 **5**

Parent (Learning Coach) will be invited to watch the synchronous Math lessons to gain a better understanding of how Math concepts are taught.

Person Responsible

Jeanne Ziemba

Schedule

Monthly, from 9/9/2016 to 3/10/2017

Evidence of Completion

Learning Coach attendance feedback

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Parent survey will be developed and sent to parents for feedback after each session.

Person Responsible

Schedule

Monthly, from 9/9/2016 to 3/10/2017

Evidence of Completion

Survey results will be analyzed and feedback shared with instructors.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Team will monitor mastery of concepts in the online curriculum and Istation results.

Person Responsible

Jeanne Ziemba

Schedule

Monthly, from 9/28/2016 to 3/22/2017

Evidence of Completion

Istation ISIP Monthly records, mastery levels

G3. To increase live day and class connect attendance to provide students with standards based instruction to improve student achievement in Math. 1

G084933

G3.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

B225866

G3.B1.S1 To improve our communication about the importance of live day attendance on Wednesdays as well as synchronous attendance on Class Connects (synchronous sessions). 4

S238251

Strategy Rationale

Parents will be better informed of the concepts that will be addressed.

Action Step 1 5

To develop a communication plan for informing parents about live day and online lesson concepts.

Person Responsible

Jeanne Ziemba

Schedule

On 8/24/2016

Evidence of Completion

Increased student attendance during live day and synchronous sessions.

Action Step 2 5

Include standards and resources in weekly newsletter to ensure parents are aware of concepts addressed.

Person Responsible

Jeanne Ziemba

Schedule

Weekly, from 9/2/2016 to 5/26/2017

Evidence of Completion

Obtain feedback from parents via survey, student attendance

Action Step 3 5

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

Person Responsible

Jeanne Ziemba

Schedule

On 5/26/2017

Evidence of Completion

Parent/Guardian Surveys

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Instructors will keep attendance spreadsheet for students at live day and synchronous sessions.

Person Responsible

Jeanne Ziemba

Schedule

Daily, from 8/22/2016 to 5/26/2017

Evidence of Completion

Parent feedback and attendance measures.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

We will use parent surveys, 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

Monthly, from 8/22/2016 to 5/4/2017



Evidence of Completion

Surveys, attendance sheets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
 G3.B1.S1.A1 A308343	To develop a communication plan for informing parents about live day and online lesson concepts.	Ziemba, Jeanne	8/24/2016	Increased student attendance during live day and synchronous sessions.	8/24/2016 one-time
 G2.B2.S1.A1 A308341	Team will determine best sources for supporting Learning Coach understanding of how to support...	Ziemba, Jeanne	8/31/2016	List of sources instructors may utilize to support this strategy.	9/2/2016 one-time
 G1.B1.S1.MA1 M314893	Students will be surveyed anonymously after events.	Ziemba, Jeanne	8/17/2016	results from the surveys will be reviewed at the faculty council meetings and SAC.	1/31/2017 quarterly
 G1.B1.S1.MA1 M314894	Team will review rosters of attendance and schoolmessenger communication report to ensure students...	Ziemba, Jeanne	8/17/2016	Secretary will keep a file with attendance sheets and schoolmessenger reports.	1/31/2017 quarterly
 G1.B1.S1.A1 A308336	Staff will design a variety of events and activities that allow students the opportunity to be...	Ziemba, Jeanne	8/17/2016	Communication to parents and students in a variety of ways and sign in sheets at the events.	1/31/2017 quarterly
 G2.B2.S1.MA1 M314899	Parent survey will be developed and sent to parents for feedback after each session.		9/9/2016	Survey results will be analyzed and feedback shared with instructors.	3/10/2017 monthly
 G2.B2.S1.A2 A308342	Parent (Learning Coach) will be invited to watch the synchronous Math lessons to gain a better...	Ziemba, Jeanne	9/9/2016	Learning Coach attendance feedback	3/10/2017 monthly
 G3.MA1 M314903	Track attendance and monitor feedback to determine progress toward goal.	Ziemba, Jeanne	8/22/2016	Attendance sheets and feedback responses.	3/16/2017 monthly
 G2.B2.S1.MA1 M314898	Team will monitor mastery of concepts in the online curriculum and Istation results.	Ziemba, Jeanne	9/28/2016	Istation ISIP Monthly records, mastery levels	3/22/2017 monthly
 G2.B1.S1.MA1 M314897	Preview lesson plans and conduct classroom observations.	Ziemba, Jeanne	9/21/2016	Teacher lesson plans align with state standards and walkthrough data.	4/5/2017 monthly
 G2.B1.S1.A4 A308340	Administrator will observe live and synchronous lessons.	Ziemba, Jeanne	9/21/2016	Observation feedback	4/5/2017 monthly
 G2.MA1 M314900	The team will review ISIP results and student mastery data to inform instruction	Ziemba, Jeanne	8/31/2016	Student performance data	4/26/2017 monthly
 G2.B1.S1.MA1 M314896	Istation tier results - ISIP to determine effectiveness of the lessons.	Ziemba, Jeanne	9/28/2016	observation feedback, ISIP reports	4/26/2017 monthly
 G2.B1.S1.A1 A308337	Instructor will administer Istation assessments monthly.	Ziemba, Jeanne	8/31/2016	Tiered results in Istation for Math.	4/26/2017 monthly
 G2.B1.S1.A2 A308338	Hold monthly data meetings with instructor to analyze Istation results.	Sloan, Randi	8/31/2016	Data board, instructor intervention records, tiered results.	4/26/2017 monthly
 G3.B1.S1.MA1 M314901	We will use parent surveys, student attendance in both online lessons and Live day sessions to...	Ziemba, Jeanne	8/22/2016	Surveys, attendance sheets	5/4/2017 monthly
 G1.MA1 M314895	Attendance sign in sheets and communication reports.	Ziemba, Jeanne	8/17/2016	Attendance will be recorded to determine percent of students who attended for each event. If attendance increases we will know the goal was met.	5/12/2017 annually
 G3.B1.S1.MA1 M314902	Instructors will keep attendance spreadsheet for students at live day and synchronous sessions.	Ziemba, Jeanne	8/22/2016	Parent feedback and attendance measures.	5/26/2017 daily
 G3.B1.S1.A2 A308344	Include standards and resources in weekly newsletter to ensure parents are aware of concepts...	Ziemba, Jeanne	9/2/2016	Obtain feedback from parents via survey, student attendance	5/26/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A3  A308345	Develop, send, and review Parent surveys to gain insight about the effectiveness of our program...	Ziemba, Jeanne	5/26/2017	Parent/Guardian Surveys	5/26/2017 one-time
G2.B1.S1.A3  A308339	Instructors will design standards-based lessons using Istation data.	Ziemba, Jeanne	8/31/2016	Observation feedback	6/2/2017 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Staff will design a variety of events and activities that allow students the opportunity to be included in social/friendship settings.	\$0.00
2	G2.B1.S1.A1	Instructor will administer Istation assessments monthly.	\$0.00
3	G2.B1.S1.A2	Hold monthly data meetings with instructor to analyze Istation results.	\$0.00
4	G2.B1.S1.A3	Instructors will design standards-based lessons using Istation data.	\$0.00
5	G2.B1.S1.A4	Administrator will observe live and synchronous lessons.	\$0.00
6	G2.B2.S1.A1	Team will determine best sources for supporting Learning Coach understanding of how to support their child's understanding of the Math common core concept.	\$0.00
7	G2.B2.S1.A2	Parent (Learning Coach) will be invited to watch the synchronous Math lessons to gain a better understanding of how Math concepts are taught.	\$0.00
8	G3.B1.S1.A1	To develop a communication plan for informing parents about live day and online lesson concepts.	\$0.00
9	G3.B1.S1.A2	Include standards and resources in weekly newsletter to ensure parents are aware of concepts addressed.	\$0.00
10	G3.B1.S1.A3	Develop, send, and review Parent surveys to gain insight about the effectiveness of our program interventions.	\$0.00
Total:			\$0.00