Duval Virtual Instruction Academy

2016-17 Schoolwide Improvement Plan

Duval Virtual Instruction Academy

7000 POWERS AVE, Jacksonville, FL 32217

http://www.duvalschools.org/dvia

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	33%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	I*	I	C

*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 was approved by the Duval County School Board on 11/1/2016.

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.

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 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 Duval Virtual Instruction Academy

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

Engaging students in a 21st century virtual learning environment for a lifetime of success.

b. Provide the school's vision statement.

Virtual learning for the 21st century.

2. School Environment

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

The virtual environment is combined with live interaction opportunities via the DVIA Live Campus located behind Stilwell Middle School. DVIA hosts an in-person Orientation for all students. Online Orientations are also offered. Teachers make initial contact with students via telephone to make a direct connection with the students and parents. Online/live sessions are facilitated by all teachers using Blackboard's Collaborate. A regular schedule of daily Online Virtual Campus sessions via Blackboard have been implemented for the 2016-2017 school year.

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

Our Live Campus is staffed for 3 hours daily by faculty members and/or administrators. The purpose of the Live Campus is to offer walk-in or appointment-based person-to-person contact for problem solving or tutoring. The students must be accompanied by a parent/guardian. This is not intended to be a classroom setting. Rather, it is to support and assist the students and families as they seek help or need a personal touch. We also facilitate daily 'live-online' sessions, known as the Virtual Campus, for students with faculty members on a scheduled basis 4 days and 1 evening a week. The goals of the live-online session are those of the Live Campus.

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.

DCPS policies are always in place. The Live Campus behavior is addressed through the DCPS Student Conduct Code.

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.

All students are supported by a School Counselor and the attention of their teacher of record. Referrals of the student(s) to other support is made by any staff member. All faculty and staff are attuned to the virtual world and are aware of the written words of students as well as the tone and tenor of those words. Further, they will listen in any group online session or in person at the Live Campus for needs that may arise and warrant support.

3. 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).

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

Student Progress Monitoring and Attendance Intervention are established and functions upon the pattern of any students who fall 25% behind expected pace and/or earn an actual grade of "D" of "F". Failure in any course at any time warrants contact with the parent to discuss the student's pace within the Learning Management System (LMS). All students are monitored for meeting the standards (C level work). If they fall below that threshold, a progress monitoring report is shared with parent and contact is made to develop a support plan. All Level 1 students are monitored upon entry and throughout for needed support. Academic & Attendance Intervention Team meets bi-monthly (at least) to review all students with more than 10 absences, students falling below a "C" in any course, and students whose pace falls behind more than 10 percent.

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	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	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	2	2	4	2	8	11	2	31
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
25% behind PACE in the Learning Mgmt. System	0	0	0	0	1	3	6	3	17	6	3	6	4	49

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	0	0	0	0	3	2	2	1	1	9

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

Academic and attendance interventions are in place to identify those students who fall 25% behind expected pace in the LMS and/or earn a "D" or "F" grade. The School Counselor is notified of issues of concern.

Progress Monitoring intervention strategies are escalated through a series of steps as follows: 1) Teacher conference with student; 2) Parent/Teacher(s) conference; 3) Parent/Teacher(s) conference with Principal/Assistant Principal present; 4) performance contract for student and parent expectations.

Attendance Intervention strategies are escalated through a series of steps as follows: 1) Teacher conference with student; 2) Parent/Teacher(s) and Admin conference; 3) Attendance Intervention Team with student attendance contract; 4) counseling to withdraw to attendance area school due to non-attendance at DVIA.

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

Orientation, parent nights, Live Campus, Virtual Campus, video updates and messages by the Principal, website functionality, and personal contact ensure that the relationships with families are direct and supportive of the students. The Guidance Advisory Council and the SAC meet and discuss current aspects of the school to ensure communication lines are open. A parent survey facilitated by the Principal using Survey Monkey, seeks feedback on issues related to the services offered to students and parents. We also participate in the DCPS Gallup survey.

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.

Our community is esoterically outside of regular interaction between members of the school community and the community at large. The SAC will address this issue as part their support of the SIP.

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
Ertel, Mark	Principal
Elkins, Dawn	Assistant Principal

b. Duties

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

Principal. The school's central instructional leader. Facilitates the SAC. Guides the SDM process with very close association of the bargaining unit representative. Sets the vision and mission extensions of the school's central statements.

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.

The school leadership team and SAC will review the goals and objectives of the SIP on a monthly basis to ensure the appropriate resources are provided to the areas needing attention. The Leadership team meets bi-weekly to review the status of academic and attendance progress of all full-time students. The Principal sets the meeting and includes the Assistant Principal, Guidance Counselor, and Attendance Interventionist. Faculty are invited to participate on an as-needed basis. All resources are related to the LMS (Edgenuity and Calvert) and any additional support (IXL, Gizmos, etc.).

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Mark Ertel	Principal
Edith O'Neil	Education Support Employee
Larry Zenke	Business/Community
Carrie Sowell	Teacher
Heather Kusmirek	Parent
Yvette Gonzalez	Parent
Paula Zumot	Parent
Nouri Zumot	Student

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

Regularly review the SIP throughout the school year.

b. Development of this school improvement plan

The first viable and active year of a SAC was 2014-15 for the principal to achieve. None had existed in the prior years of the school. The SAC met monthly during 2014-15 as required and addressed the SIP and other needed issues as they arose. The 2015-16 SIP has been reviewed during development and is ongoing.

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

SAC reviewed the budget and held an open discussion on the funding and facilitation by the district.

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

DVIA used SI funds for the hosting of evening and Saturday test preparation sessions prior to the annual testing season of the state.

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.

No SAC has previously existed. This current school year is a focus year for the principal to establish a viable SAC. As of October, the preliminary group has been identified and participants are being recruited.

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
Ertel, Mark	Principal
Elkins, Dawn	Assistant Principal

b. Duties

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

The LLT meets simultaneously with the SLT to review the data trends and to identify the needs of the students. Live Campus sessions will be developed for personal interaction for those students identified as high need.

D. 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).

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

Professional Learning Communities will meet in person on the district established Early Dismissal dates. In times between those dates the PLC's might meet via electronic means at their direction.

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

Proper advertising for highly qualified teachers, preferred backgrounds and experience with virtual instruction will drive the selection. Interviews follow protocols for professionals in education.

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

The school has a professional development facilitator who is responsible for establishing the relationship of CET trained mentors and new teachers. The PDF also facilitates regular follow up to ensure the mentors are fulfilling their roles. PDF queries the new teachers for their needs and assigns follow up. Principal/Assistant Principal monitors all via regular meetings with the PDF and via interaction with the new members. Pairings are made based upon new teacher needs, academic background, technological strengths, and other areas suggesting positive fit.

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.

We utilize the Learning Management System of Edgenuity, a Florida DOE authorized provider. All curriculum of the provider is certified by the State DOE. Also used is Florida Virtual School, the State school. All curriculum of all providers must be aligned to state standards to be certified by the DOE.

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.

The nature of virtual instruction leads to a significant level of individualized and differentiated instruction. The curriculum assessments and the pacing guides within the LMS identify the needs of the students. The teachers follow up with the students on needs directly related to their personal achievement levels.

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: After School Program

Minutes added to school year: 30,000

Live Campus is open 3 hours daily during all school days. The Live Campus is available to all students each day for tutoring, problem solving and/or personal interaction with teachers.

Strategy Rationale

To support the student in a live, personal setting with face-to-face interaction.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Ertel, Mark, ertelm@duvalschools.org

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

surveys of students and parents.

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. § 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.

Orientation. Teacher conferences. Virtual gatherings.

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.

Guidance Counselor facilitates college awareness seminars, testing support, financial aid nights, and other programs to support students planning to take the step to college. Also included are workforce options and job skill referrals.

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

Computer technology courses. N/A for certifications.

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.

Focus on the college level abilities in math and writing. These are established focus topics for all school instruction. Strategies for writing will be embedded in all courses.

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"Â? 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. To increase Algebra 1 EOC Mean T-score by 5%.

G2. To increase the FSA ELA Mean T-score by 2%.

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. To increase Algebra 1 EOC Mean T-score by 5%. `1a`

🔑 G086586

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	5.0

Targeted Barriers to Achieving the Goal `3`

- Students entering school well below level.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Live campus tutoring.

- School-wide goal for focus.

-

Plan to Monitor Progress Toward G1. `8`

Review of monthly data from the LMS with the teacher to ensure the student progress is moving forward.

Person Responsible
Dawn Elkins

Schedule
Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion
Data sets from the monthly monitoring and from the periodic Algebra 1 data.

G2. To increase the FSA ELA Mean T-score by 2%. 1a

🔑 G086587

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	2.0

Targeted Barriers to Achieving the Goal 3

- Low performance of students prior to enrollment in DVIA.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PD for reading and writing across the curriculum

Plan to Monitor Progress Toward G2. 8

Monthly review of the Learning Management System's data for Algebra 1.

Person Responsible
Dawn Elkins

Schedule
Monthly, from 9/1/2016 to 5/27/2017

Evidence of Completion
Data from the pacing and progress monitoring reports from the Edgenuity LMS.

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 increase Algebra 1 EOC Mean T-score by 5%. 1

🔑 G086586

G1.B1 Students entering school well below level. 2

🔑 B230093

G1.B1.S1 Live campus tutoring. 4

🔑 S242757

Strategy Rationale

Direct contact with the student is an option for more intensive support.

Action Step 1 5

Staffing of the Live Campus for 4 days/1 evening a week for 3 hours each day.

Person Responsible

Mark Ertel

Schedule

Quarterly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Full staff list, updated as needed

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

Feedback from teachers and students on how the sessions went

Person Responsible

Mark Ertel

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Exit Tickets and Survey feedback

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

Student achievement increase of specific standard or lesson the tutoring session was in.

Person Responsible

Mark Ertel

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Student report of academic progress in specific area

G2. To increase the FSA ELA Mean T-score by 2%. `1`

🔑 G086587

G2.B1 Low performance of students prior to enrollment in DVIA. `2`

🔑 B230094

G2.B1.S1 PD for reading and writing across the curriculum. `4`

🔑 S242758

Strategy Rationale

several sessions of teacher facilitated PD focusing on reading across the curriculum have been presented and a few more forthcoming.

Action Step 1 `5`

Facilitate professional development for reading and writing across the curriculum.

Person Responsible

Dawn Elkins

Schedule

Quarterly, from 9/1/2016 to 5/27/2017

Evidence of Completion

Sample work from the teachers.

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

Professional Development share and debrief with teachers

Person Responsible

Mark Ertel

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Take-away discussion and next steps to improve specific areas.

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

Increase in student data for Reading and Writing

Person Responsible

Mark Ertel

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Reports of progress monitoring for reading and writing.

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					
G2.MA1 🔍 M324788	Monthly review of the Learning Management System's data for Algebra 1.	Elkins, Dawn	9/1/2016	Data from the pacing and progress monitoring reports from the Edgenuity LMS.	5/27/2017 monthly
G2.B1.S1.A1 🔍 A314153	Facilitate professional development for reading and writing across the curriculum.	Elkins, Dawn	9/1/2016	Sample work from the teachers.	5/27/2017 quarterly
G1.MA1 🔍 M324785	Review of monthly data from the LMS with the teacher to ensure the student progress is moving...	Elkins, Dawn	9/1/2016	Data sets from the monthly monitoring and from the periodic Algebra 1 data.	6/2/2017 monthly
G1.B1.S1.MA1 🔍 M324783	Student achievement increase of specific standard or lesson the tutoring session was in.	Ertel, Mark	8/22/2016	Student report of academic progress in specific area	6/2/2017 monthly
G1.B1.S1.MA1 🔍 M324784	Feedback from teachers and students on how the sessions went	Ertel, Mark	8/22/2016	Exit Tickets and Survey feedback	6/2/2017 biweekly
G1.B1.S1.A1 🔍 A314152	Staffing of the Live Campus for 4 days/1 evening a week for 3 hours each day.	Ertel, Mark	8/24/2016	Full staff list, updated as needed	6/2/2017 quarterly
G2.B1.S1.MA1 🔍 M324786	Increase in student data for Reading and Writing	Ertel, Mark	8/22/2016	Reports of progress monitoring for reading and writing.	6/2/2017 quarterly
G2.B1.S1.MA1 🔍 M324787	Professional Development share and debrief with teachers	Ertel, Mark	8/22/2016	Take-away discussion and next steps to improve specific areas.	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. To increase Algebra 1 EOC Mean T-score by 5%.

G1.B1 Students entering school well below level.

G1.B1.S1 Live campus tutoring.

PD Opportunity 1

Staffing of the Live Campus for 4 days/1 evening a week for 3 hours each day.

Facilitator

Carrie Sowell

Participants

all faculty

Schedule

Quarterly, from 8/24/2016 to 6/2/2017

G2. To increase the FSA ELA Mean T-score by 2%.

G2.B1 Low performance of students prior to enrollment in DVIA.

G2.B1.S1 PD for reading and writing across the curriculum.

PD Opportunity 1

Facilitate professional development for reading and writing across the curriculum.

Facilitator

Carrie Sowell

Participants

all Faculty

Schedule

Quarterly, from 9/1/2016 to 5/27/2017

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	Staffing of the Live Campus for 4 days/1 evening a week for 3 hours each day.	$0.00
2	G2.B1.S1.A1	Facilitate professional development for reading and writing across the curriculum.	$0.00
		Total:	$0.00