

Volusia County Schools

Volusia Virtual Instruction Program District Provided



2017-18 Schoolwide Improvement Plan

Volusia Virtual Instruction Program District Provided

250 ENTERPRISE RD, Deltona, FL 32725

<http://volusiaonlinelearning.com/site/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Volusia 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	10
Ambitious Instruction and Learning	11
8-Step Planning and Problem Solving Implementation	14
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	16
Appendix 1: Implementation Timeline	20
Appendix 2: Professional Development and Technical Assistance Outlines	21
Professional Development Opportunities	21
Technical Assistance Items	22
Appendix 3: Budget to Support Goals	22

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Volusia Virtual Instruction Program District Provided

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our program's mission is to provide our students with the technology tools, digital materials and instructor interaction necessary to support engaging instruction with the goal of creating a student-centric system that accelerates learning toward college and career readiness.

b. Provide the school's vision statement.

Our vision is to unify the way of work for all online learning stakeholders to contribute to student success with online assessments, digital instructional materials, and acceleration toward graduation.

2. School Environment

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

Mentoring and teacher-student interaction are the foundation upon which this program establishes and maintains positive relationships between teachers and students in the program. Pre-admittance interviews followed up with an orientation are used to build rapport and understand the students' individually.

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

Program leadership, along with all teachers, provide effective monitoring of student progress and interaction throughout the school day. Through this interaction, students have access to adults to express any concerns. Counselors and teachers conduct data analysis to determine when any situation requires immediate intervention.

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.

All protocols for disciplinary incidents are established within the program's handbook/program of study. Each course establishes behavioral expectations in an online environment within the welcome letter and throughout all interactions. All misconduct is handled immediately with minimal interruption to course instruction.

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 screened quarterly for behavioral and social-emotional issues through the electronic reports issued by the program. Through the screening, the program is able to disaggregate data to determine if individual students, teachers, or courses would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel provide direct and indirect evidence-based supports to students identified through the screening measure.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The program regularly accesses the early warning system, which is a specialized report available to all schools. The indicators are as follows:

* Unweighted GPA (at risk if below 2.0)

* Over age for grade

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	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g., attendance below 90%, patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidence-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues (e.g., office discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the Early Warning System report enables the team to determine if interventions are successful in addressing areas of concern (i.e., if numbers are not increasing). For students exhibiting difficulties beyond larger systematic issues being addressed by the school through the EWS, the student is referred to the program's counselor and the parent is invited so that the individual interventions can be developed and monitored.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

N/A

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.

The program builds and sustains partnerships with the local community by holding such events as the following: Family Registrations, Student Interviews, Community Events and Exit Interviews

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Blowers, Amy	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.

The leadership team identifies program needs and resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g., Literacy Leadership team). As the program's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the leadership team serves as a liaison between the leadership team and the rest of the program.

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.

Personnel: The program has a leadership team consisting of the principal and an assistant principal. This leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers to ensure student learning.

Instructional resources include staff development developed and approved by our district and our program's leadership team. Departments meet with teachers weekly in PLC meetings to collaborate on curriculum planning and share instructional strategies. Our district and program are both committed to meeting the needs of our students and maximizing our students' achievement.

Curricular: Our math and language arts teachers are implementing the Florida Standards with the full

support of our district instructional staff.

Methodology for coordinating and supplementing funds: Federal and state funds are allocated to schools by the district according to student need as demonstrated by poverty level and student achievement performance. District and program leadership work together to coordinate and integrate federal, state, and local funds, services and programs for the benefit of students.

School leadership meets weekly.

Problem-solving activities: The School Improvement Plan is data-driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. The plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The School Improvement Plan is based on a strategic analysis of data, and identified resources (as identified by the leadership team and are matched to the needs of the students/schools).

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
J. Susy Peterson	Principal
Tim Blowers	Parent
Wendy Ferranti	Education Support Employee
Tim Bergmann	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

In order to begin evaluating for the school improvement plan, our leadership team met to engage in Step Zero. Our leadership team then met with the School Advisory Council to receive input.

b. Development of this school improvement plan

The SAC reviews and assists with monitoring program-wide data and provides input on priorities, goals, and strategies.

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

The annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the budget, spending, and progress indicators are shared at the SAC meetings.

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

N/A This program is not eligible for school improvement funds.

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
Blowers, Amy	Assistant Principal

b. Duties

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

The Literacy Leadership Team (LLT) identifies resources (both materials and personnel) to determine the continuum of literacy supports available to students. The LLT meets regularly. The focus this year will be support for teachers during the implementation of curriculum-wide writing. The LLT has always been dedicated to providing a variety of literacy-building opportunities in all courses.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Professional Learning Communities (PLCs) and instructional coaching are critical practices to help build positive, collaborative relationships among teachers. When necessary, PLCs make a recommendation for students to be reviewed and assisted by our leadership team. Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Action plans created in PLC meetings are submitted weekly to the administration for monitoring purposes. The PLC infrastructure also ensures that teachers have the structure and time to provide feedback.

Instructional coaching assists with teacher collaboration and professional development and plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Administrative walk thrus also provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team meets weekly to talk about what trends are being seen. This process also provides opportunities to identify exemplary teachers for the purpose of helping peers.

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

1. Leadership Opportunities (Administration)
2. Professional Development (Leadership Teams)
3. PLC Activities (PLCs)
4. Participation in District Job Fair and Recruitment Activities (Administration)
5. Teacher recognition programs (Administration)
6. New Teacher Programs: TIPS, Individualized PD, mentors (Administration)

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

All new/beginning teachers are paired with a veteran online learning teacher for mentoring/coaching support. In addition, veteran teachers within each PLC provide mentoring as needed for any new/beginning teachers in that PLC.

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.

All Volusia County public high school programs meet or exceed state requirements. At the secondary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. Leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLCs) and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

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.

Teachers participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers create targeted instruction interventions during PLCs. Students requiring intensive remediation receive additional support from mentors. When necessary, PLCs make recommendations for students to be reviewed and assisted by the Early Warning System (EWS) or leadership team. Additionally, meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of instructional reviews to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walk-thrus provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team meets weekly to talk about what trends are being seen. This process also provides opportunities to identify exemplary teachers.

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 Year

Minutes added to school year: 0

By nature and definition of delivering content through a virtual platform, students are able to access curriculum anytime, anywhere, any place and complete courses at their own pace including after the traditional school year comes to an end.

Strategy Rationale

Personalizing learning by allowing students to learn at their own pace can help students to own their learning and result in increased achievement gains.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Progress monitoring data is used to determine the success of individual students.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The transition between middle and high school is improved with the addition of summer remediation programs to allow students the opportunity to enter high school with their cohort. Mentoring sessions help to stimulate and nurture students and occur periodically throughout the year on an as-needed basis to help struggling students as well as addressing both academic and personal growth areas.

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.

The program offers students elective courses in technology, drama, theater, and career study. Many of these courses focus on job skills. Every year, students are given the option to choose courses based on individual student needs. Parents are encouraged to participate in the course selection process as well and final course selections are sent home for parent's signature.

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

A variety of career and technical education programs are available to assist students in acquiring industry skills. This program will be pursuing industry certifications this year in an effort to further assist students in acquiring these skills.

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

The curriculum is integrated in order to provide career and technical education with academic courses. The incorporation of this integrated curriculum includes an exploration of a subject, theme, interest, or career area. Integrated curriculum meshes relevant CTE courses with rigorous academic core material in order to break down barriers between subjects and make learning more meaningful.

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.

Data from the High School Feedback Report is available at <http://data.fldoe.org/readiness/>. In response to this data, a variety of strategies have been implemented to prepare high school students for the post-secondary level. Specific programs and/or initiatives that are used at the school and district level:

- * Advanced Placement
- * AVID
- * Career and Technical Education Classes
- * Dual Enrollment
- * College Expo and Transition Fair
- * College Tours and College Rep Visits
- * High School Showcase
- * Making College Count Programs
- * Making High School Count Programs

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

N/A

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.

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Personnel will individualize instruction for all students in order to increase student outcomes and prepare them for on-time graduation at their school of enrollment.

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. Personnel will individualize instruction for all students in order to increase student outcomes and prepare them for on-time graduation at their school of enrollment. 1a

G094593

Targets Supported 1b

Indicator	Annual Target
High School Readiness	100.0

Targeted Barriers to Achieving the Goal 3

- The challenges of working with students who come from low SES backgrounds that negatively impact student engagement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School data provided District Accountability Office
- Science: Inquiry to Support
- ELA: Updated curriculum maps to reflect shifts
- Math: Standards for Mathematical practice and MARS tasks
- Social Studies: Document Based Questions
- Special Areas and Electives: Relevant Applications
- Webb's Depth of Knowledge
- Ongoing Professional Learning

Plan to Monitor Progress Toward G1. 8

Progress monitoring and evidence of student work and individualization strategies

Person Responsible

Amy Blowers

Schedule

Quarterly, from 8/24/2017 to 6/1/2018

Evidence of Completion

Progress monitoring and evidence of student work and individualization strategies

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. Personnel will individualize instruction for all students in order to increase student outcomes and prepare them for on-time graduation at their school of enrollment. **1**

 G094593

G1.B1 The challenges of working with students who come from low SES backgrounds that negatively impact student engagement. **2**

 B254271

G1.B1.S1 Individual counseling, goal setting for each student and concrete steps to achieve their goals. Using rubrics with students to guide in all content areas. Frequent formative assessments and student self-assessments. **4**

 S268494

Strategy Rationale

Progress monitoring of student learning will indicate where individualization needs to occur. Students and teacher will maintain records of students' goals and incorporate those goals into the individualization used. Intrinsic motivation will be instilled within each student as they progress in the course or program.

Action Step 1 **5**

Progress monitoring of student learning will indicate where individualization needs to occur, and teachers will participate in professional learning regarding individualization strategies, technology tools that will assist with those strategies, and the sharing of successful individualization ideas.

Person Responsible

Amy Blowers

Schedule

Monthly, from 8/24/2017 to 6/1/2018

Evidence of Completion

Progress monitoring and evidence of student work and individualization strategies

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

Progress monitoring by teacher and the leadership team

Person Responsible

Amy Blowers

Schedule

Quarterly, from 8/24/2017 to 6/1/2018

Evidence of Completion

Progress monitoring and evidence of student work and individualization strategies

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

Progress monitoring will be reviewed by teacher and the leadership team

Person Responsible

Amy Blowers

Schedule

Quarterly, from 8/24/2017 to 6/1/2018

Evidence of Completion

Progress monitoring and evidence of student work and individualization strategies

G1.B1.S2 Increasing community and social media presence to encourage and engage students in the program and courses. 4

S268495

Strategy Rationale

An increased community and social media presence will demonstrate the commitment of the program to addressing the needs of all students and SES backgrounds. Records will be maintained and opportunities for students to participate in community functions will be incorporated.

Action Step 1 5

Community engagement with opportunities for students to participate and a social media record of the engagements.

Person Responsible

Amy Blowers

Schedule

Quarterly, from 8/22/2017 to 6/1/2018

Evidence of Completion

Social media evidence and community project/event sign-in sheets will be reviewed by the leadership team

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

Leadership team will review the social media and community event records

Person Responsible

Amy Blowers

Schedule

Quarterly, from 8/22/2017 to 6/1/2018

Evidence of Completion

Social media records and community event sign-in sheets will be reviewed by the leadership team.

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

Student exit surveys and course completion data will be collected to monitor and support the effectiveness of implementation

Person Responsible

Amy Blowers








Schedule

Quarterly, from 8/22/2017 to 6/1/2018

Evidence of Completion

Social media records and community event sign-in sheets will be collected to demonstrate the action plan for the strategy is monitored and implemented with effectiveness.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M382331	Progress monitoring and evidence of student work and individualization strategies	Blowers, Amy	8/24/2017	Progress monitoring and evidence of student work and individualization strategies	6/1/2018 quarterly
G1.B1.S1.MA1  M382327	Progress monitoring will be reviewed by teacher and the leadership team	Blowers, Amy	8/24/2017	Progress monitoring and evidence of student work and individualization strategies	6/1/2018 quarterly
G1.B1.S1.MA1  M382328	Progress monitoring by teacher and the leadership team	Blowers, Amy	8/24/2017	Progress monitoring and evidence of student work and individualization strategies	6/1/2018 quarterly
G1.B1.S1.A1  A357876	Progress monitoring of student learning will indicate where individualization needs to occur, and...	Blowers, Amy	8/24/2017	Progress monitoring and evidence of student work and individualization strategies	6/1/2018 monthly
G1.B1.S2.MA1  M382329	Student exit surveys and course completion data will be collected to monitor and support the...	Blowers, Amy	8/22/2017	Social media records and community event sign-in sheets will be collected to demonstrate the action plan for the strategy is monitored and implemented with effectiveness.	6/1/2018 quarterly
G1.B1.S2.MA1  M382330	Leadership team will review the social media and community event records	Blowers, Amy	8/22/2017	Social media records and community event sign-in sheets will be reviewed by the leadership team.	6/1/2018 quarterly
G1.B1.S2.A1  A357877	Community engagement with opportunities for students to participate and a social media record of...	Blowers, Amy	8/22/2017	Social media evidence and community project/event sign-in sheets will be reviewed by the leadership team	6/1/2018 quarterly

V. Professional Development Opportunities

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

G1. Personnel will individualize instruction for all students in order to increase student outcomes and prepare them for on-time graduation at their school of enrollment.

G1.B1 The challenges of working with students who come from low SES backgrounds that negatively impact student engagement.

G1.B1.S1 Individual counseling, goal setting for each student and concrete steps to achieve their goals. Using rubrics with students to guide in all content areas. Frequent formative assessments and student self-assessments.

PD Opportunity 1

Progress monitoring of student learning will indicate where individualization needs to occur, and teachers will participate in professional learning regarding individualization strategies, technology tools that will assist with those strategies, and the sharing of successful individualization ideas.

Facilitator

Amy Blowers

Participants

All teachers

Schedule

Monthly, from 8/24/2017 to 6/1/2018

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	Progress monitoring of student learning will indicate where individualization needs to occur, and teachers will participate in professional learning regarding individualization strategies, technology tools that will assist with those strategies, and the sharing of successful individualization ideas.	\$0.00
2	G1.B1.S2.A1	Community engagement with opportunities for students to participate and a social media record of the engagements.	\$0.00
Total:			\$0.00