

St. Lucie Public Schools

Mosaic Digital Academy K 12



2017-18 Schoolwide Improvement Plan

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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	34%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	I*	D

**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 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>.

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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 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 Mosaic Digital Academy K 12

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.

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 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.

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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	2	0	0	0	0	0	0	0	2

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.

Progress Monitoring tool for ELA 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. In Math students will follow an individualized learning pathway and are required to log 30, 60, or 90 minutes of online Imagine Math depending upon their identified Tier. 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 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

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

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

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
Jeanne Ziemba	Principal
Fran Pitts	Teacher
Mike Thomas	Parent
Maria Penn	Parent
Travis Penn	Student
Trevor Gill	Student
Jonathan Thomas	Student
Erick Gill	Parent
Crystal Horace	Parent

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

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, parents and students 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
Pitts, Fran	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 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.

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 writing our students showed a lower level of proficiency so instruction and student writing opportunity has been increased to support increased achievement. In math our students showed a lower level of proficiency so we are supplementing instruction with Imagine Math and are modifying instruction so that we would be able to cover all standards tested before the state assessment is given. In science our students showed a lower level of proficiency so direct lab experiences will be incorporated into Live instruction days. 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 Rtl 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 and Imagine Math data as well as State Standards to drive instruction. The results of the Istation monthly assessments and Imagine Math data 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 and Imagine Math for additional skill practice.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ziemba, Jeanne, jeanne.ziemba@stlucieschools.org

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

mastery of online content, test scores, pace, and iStation /Imagine Math results

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.

We offer new and returning student orientations at our facility. We have one full time elementary instructor and a school counselor to transition students into our new school environment. We administer the I station assessments monthly and Imagine Math pathways 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 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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To improve Science proficiency.
- G2.** School uses person-centered planning process.
- G3.** To improve Math Achievement in grades 3-5.
- G4.** 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. To improve Science proficiency. 1a

 G096261

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Virtual and offline curriculum does not appear to provide students with adequate hands on experiences to interact with scientific application.

Resources Available to Help Reduce or Eliminate the Barriers 2

•

Plan to Monitor Progress Toward G1. 8

Conduct data chats with instructional staff to review lesson effectiveness and outcomes from lesson exit slips.

Person Responsible

Fran Pitts

Schedule

Monthly, from 8/30/2017 to 3/7/2018

Evidence of Completion

Exit slips will be part of the data chats and used to inform instruction for interventions.

G2. School uses person-centered planning process. 1a

 G096262

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	100.0

Targeted Barriers to Achieving the Goal 3

- Lack of awareness by the staff regarding language used when speaking about students with disabilities.

Resources Available to Help Reduce or Eliminate the Barriers 2

•

Plan to Monitor Progress Toward G2. 8

Attendance sign in sheets and communication reports.

Person Responsible

Jeanne Ziemba

Schedule

Annually, from 8/14/2017 to 5/30/2018

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.

G3. To improve Math Achievement in grades 3-5. 1a

G096263

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	49.0

Targeted Barriers to Achieving the Goal 3

- Gaps between vendor-based curriculum which is mastery-based and nationally aligned rather than Florida Standards.
- 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 G3. 8

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

Person Responsible

Jeanne Ziemba

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student performance data

G4. To increase live day and class connect attendance to provide students with standards based instruction to improve student achievement in Math. 1a

G096264

Targets Supported 1b

Indicator	Annual Target
Math Gains	50.0
Math Lowest 25% Gains	38.0

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 G4. 8

Track attendance and monitor feedback to determine progress toward goal.

Person Responsible

Jeanne Ziemba

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Attendance sheets and feedback responses.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. To improve Science proficiency. **1**

 **G096261**

G1.B1 Virtual and offline curriculum does not appear to provide students with adequate hands on experiences to interact with scientific application. **2**

 **B259034**

G1.B1.S1 Provide students with hands on Science lab experience on live days. **4**

 **S274307**

Strategy Rationale

Offer students opportunity to learn and apply Science concepts in a lab setting with the certified instructor.

Action Step 1 **5**

Administer the Grade 5 district Science Pre Test to obtain a baseline.

Person Responsible

Fran Pitts

Schedule

On 8/30/2017

Evidence of Completion

Baseline data results will be reviewed by our team and lessons will be designed.

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

Test administration will be according to district testing guidelines.

Person Responsible

Fran Pitts

Schedule

Semiannually, from 8/30/2017 to 3/9/2018

Evidence of Completion

Assessment Specialist will follow prescribed assessment protocol.

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

Test results will be reviewed by instructional staff and lessons will be designed to support proficiency. Live lessons and lab days will be refined to support achievement. Post test will be administered in March.

Person Responsible

Fran Pitts


Schedule

Monthly, from 8/30/2017 to 3/7/2018

Evidence of Completion

Review of post test results to determine effectiveness.

G2. School uses person-centered planning process. 1

 G096262

G2.B1 Lack of awareness by the staff regarding language used when speaking about students with disabilities. 2

 B259035

G2.B1.S1 Staff training on using person-centered language when speaking about or referring to students with disabilities. 4

 S274308

Strategy Rationale

Our diverse population feels safe and respected as a person and not referred to by their disability.

Action Step 1 5

Staff Presentation on Respecting Diversity.

Person Responsible

Fran Pitts

Schedule

Annually, from 8/14/2017 to 5/30/2018

Evidence of Completion

Signin logs and communication examples from staff and students.

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

Staff presentation on utilizing People First Language

Person Responsible

Fran Pitts

Schedule

Annually, from 8/14/2017 to 5/30/2018

Evidence of Completion

Sign in log and communications between staff and students

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

Administrative observation of how teachers address students in conversation.

Person Responsible

Jeanne Ziemba

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Administrative walkthroughs and anecdotal notes.


G3. To improve Math Achievement in grades 3-5. 1

 G096263

G3.B1 Gaps between vendor-based curriculum which is mastery-based and nationally aligned rather than Florida Standards. 2

 B259036

G3.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 to 3 1/2 hours per week. 4

 S274309

Strategy Rationale

To improve student achievement scores.

Action Step 1 5

Instructor will implement Imagine Math and monitor the data weekly along with pre, mid and post benchmarks.

Person Responsible

Fran Pitts

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Tiered results in Imagine for Math.

Action Step 2 5

Hold monthly data meetings with instructor to analyze Imagine Math results.

Person Responsible

Fran Pitts

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Data board, instructor intervention records, tiered results.

Action Step 3 5

Instructors will design standards-based lessons using Imagine Math data.

Person Responsible

Jeanne Ziemba

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Observation feedback

Action Step 4 5

Administrator will observe live and synchronous lessons.

Person Responsible

Jeanne Ziemba

Schedule

Quarterly, from 9/1/2017 to 5/30/2018

Evidence of Completion

Observation feedback

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

Preview lesson plans and conduct classroom observations.

Person Responsible

Jeanne Ziemba

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Teacher lesson plans align with state standards and walkthrough data.

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

Imagine Math tier results to determine effectiveness of the lessons.

Person Responsible

Jeanne Ziemba

Schedule

Monthly, from 9/1/2017 to 5/30/2018


Evidence of Completion

observation feedback, ISIP reports

G3.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**

 B259037

G3.B2.S1 Instructors will provide Learning Coaches with more timely related resources (digital or print) based on the standards addressed for the week. **4**

 S274310

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 5/30/2018

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 8/14/2017 to 5/30/2018

Evidence of Completion

Learning Coach attendance feedback

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

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

Person Responsible

Jeanne Ziemba

Schedule

Monthly, from 9/1/2017 to 5/30/2018

Evidence of Completion

Survey results will be analyzed and feedback shared with instructors.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

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

Person Responsible

Jeanne Ziemba

Schedule

Monthly, from 9/1/2017 to 5/30/2018

Evidence of Completion

Imagine Math monthly data mastery levels

G4. To increase live day and class connect attendance to provide students with standards based instruction to improve student achievement in Math. 1

 G096264

G4.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

 B259038

G4.B1.S1 To improve our communication about the importance of live day attendance as well as synchronous attendance on Class Connects (synchronous sessions). 4

 S274311

Strategy Rationale

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

Action Step 1 5

To communicate weekly informing parents about live day and online lesson concepts.

Person Responsible

Jeanne Ziemba

Schedule

Weekly, from 8/14/2017 to 5/30/2018

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 8/14/2017 to 5/30/2018

Evidence of Completion

Obtain feedback from parents via survey, student attendance

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

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

Person Responsible

Jeanne Ziemba

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Parent feedback and attendance measures.

Plan to Monitor Effectiveness of Implementation of G4.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 8/14/2017 to 5/30/2018






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
2018					
G1.B1.S1.A1 A368181	Administer the Grade 5 district Science Pre Test to obtain a baseline.	Pitts, Fran	8/30/2017	Baseline data results will be reviewed by our team and lessons will be designed.	8/30/2017 one-time
G1.MA1 M395639	Conduct data chats with instructional staff to review lesson effectiveness and outcomes from lesson...	Pitts, Fran	8/30/2017	Exit slips will be part of the data chats and used to inform instruction for interventions.	3/7/2018 monthly
G1.B1.S1.MA1 M395637	Test results will be reviewed by instructional staff and lessons will be designed to support...	Pitts, Fran	8/30/2017	Review of post test results to determine effectiveness.	3/7/2018 monthly
G1.B1.S1.MA1 M395638	Test administration will be according to district testing guidelines.	Pitts, Fran	8/30/2017	Assessment Specialist will follow prescribed assessment protocol.	3/9/2018 semiannually
G2.MA1 M395642	Attendance sign in sheets and communication reports.	Ziemba, Jeanne	8/14/2017	Attendance will be recorded to determine percent of students who attended for each event. If attendance increases we will know the goal was met.	5/30/2018 annually
G3.MA1 M395647	The team will review Imagine Math results and student mastery data to inform instruction	Ziemba, Jeanne	8/14/2017	Student performance data	5/30/2018 monthly
G4.MA1 M395650	Track attendance and monitor feedback to determine progress toward goal.	Ziemba, Jeanne	8/14/2017	Attendance sheets and feedback responses.	5/30/2018 monthly
G2.B1.S1.MA1 M395640	Administrative observation of how teachers address students in conversation.	Ziemba, Jeanne	8/14/2017	Administrative walkthroughs and anecdotal notes.	5/30/2018 daily
G2.B1.S1.MA1 M395641	Staff presentation on utilizing People First Language	Pitts, Fran	8/14/2017	Sign in log and communications between staff and students	5/30/2018 annually
G2.B1.S1.A1 A368182	Staff Presentation on Respecting Diversity.	Pitts, Fran	8/14/2017	Signin logs and communication examples from staff and students.	5/30/2018 annually
G3.B1.S1.MA1 M395643	Imagine Math tier results to determine effectiveness of the lessons.	Ziemba, Jeanne	9/1/2017	observation feedback, ISIP reports	5/30/2018 monthly
G3.B1.S1.MA1 M395644	Preview lesson plans and conduct classroom observations.	Ziemba, Jeanne	8/14/2017	Teacher lesson plans align with state standards and walkthrough data.	5/30/2018 monthly
G3.B1.S1.A1 A368183	Instructor will implement Imagine Math and monitor the data weekly along with pre, mid and post...	Pitts, Fran	8/14/2017	Tiered results in Imagine for Math.	5/30/2018 weekly
G3.B1.S1.A2 A368184	Hold monthly data meetings with instructor to analyze Imagine Math results.	Pitts, Fran	8/14/2017	Data board, instructor intervention records, tiered results.	5/30/2018 monthly
G3.B1.S1.A3 A368185	Instructors will design standards-based lessons using Imagine Math data.	Ziemba, Jeanne	8/14/2017	Observation feedback	5/30/2018 monthly
G3.B1.S1.A4 A368186	Administrator will observe live and synchronous lessons.	Ziemba, Jeanne	9/1/2017	Observation feedback	5/30/2018 quarterly
G3.B2.S1.MA1 M395645	Team will monitor mastery of concepts in the online curriculum and Imagine Math results.	Ziemba, Jeanne	9/1/2017	Imagine Math monthly data mastery levels	5/30/2018 monthly
G3.B2.S1.MA1 M395646	Parent survey will be developed and sent to parents for feedback after each session.	Ziemba, Jeanne	9/1/2017	Survey results will be analyzed and feedback shared with instructors.	5/30/2018 monthly
G3.B2.S1.A1 A368187	Team will determine best sources for supporting Learning Coach understanding of how to support...	Ziemba, Jeanne	8/14/2017	List of sources instructors may utilize to support this strategy.	5/30/2018 one-time

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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.B2.S1.A2  A368188	Parent (Learning Coach) will be invited to watch the synchronous Math lessons to gain a better...	Ziemba, Jeanne	8/14/2017	Learning Coach attendance feedback	5/30/2018 monthly
G4.B1.S1.MA1  M395648	We will use parent surveys, student attendance in both online lessons and Live day sessions to...	Ziemba, Jeanne	8/14/2017	Surveys, attendance sheets	5/30/2018 monthly
G4.B1.S1.MA1  M395649	Instructors will keep attendance spreadsheet for students at live day and synchronous sessions.	Ziemba, Jeanne	8/14/2017	Parent feedback and attendance measures.	5/30/2018 daily
G4.B1.S1.A1  A368189	To communicate weekly informing parents about live day and online lesson concepts.	Ziemba, Jeanne	8/14/2017	Increased student attendance during live day and synchronous sessions.	5/30/2018 weekly
G4.B1.S1.A2  A368190	Include standards and resources in weekly newsletter to ensure parents are aware of concepts...	Ziemba, Jeanne	8/14/2017	Obtain feedback from parents via survey, student attendance	5/30/2018 weekly