Pinellas County Schools

Pinellas Virtual K 12

2017-18 Schoolwide Improvement Plan

Pinellas Virtual K 12

5900 16TH ST. S, St. Petersburg, FL 33703

http://virtualschool.pcsb.org

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	35%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	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 is pending approval by the Pinellas 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

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 Pinellas Virtual K 12

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

100% Student Success

2. School Environment

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

PVS builds relationships through face-to-face and online orientations, social events for students, and field trips. PVS plans to increase these opportunities based on feedback from the SAC team.

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

PVS addresses issues such as Cyberbullying and expectations during Live Lessons to ensure that students are displaying appropriate behavior in our virtual classroom settings

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.

Our school-wide behavior plan is a system which all teachers and students are involved. This tiered warning system allows students to act appropriately and have the ability to meet the school-wide expectations, which is based on the learner profile and adhere to the Pinellas County Schools Code of Conduct. Students will have a copy of the behavior plan given and reviewed at the first of the year.

Student absences and truancy are addressed through Child Study Team. PVS teachers work with students in face-to-face sessions to assist in eliminating any barriers to the virtual education.

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.

In Pinellas Virtual School there are one professional school counselor and a full-time school social worker. One
of the primary responsibilities is to work with students one on one when students, staff or parents have expressed a concern regarding a students social or emotional needs. The social worker will also work with students and families, connecting them to a variety of community resources as needed. The Child Study Team (CST) meets one time per week. The focus of these
meetings is to target students based on attendance, behavior, academic, social needs and other concerns that are referred by staff. For every student discussed at CST, a plan of action is established, including persons responsible and timeline. Each week, each student is reviewed as part of the plan of action. Intervention plans are in place when the student needs warrant this step. Data is collected to determine the effective interventions as per the MTSS/RTI process.

PVS provides Reading for College Success courses, Intensive course offerings, ESE accommodations and services, and ESOL services.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Student absences and truancy are addressed through Child Study Team. PVS teachers work with students in face-to-face sessions to assist in eliminating any barriers to the virtual education. Because of the nature of the virtual environment, "attendance" is based on each students completion and submission of assignments.

Students at Pinellas Virtual School are monitored closely using several early warning factors. For those
students whose attendance is below 90 percent, regardless of whether the absence is excused or a result of an out-of-school suspension, are referred to the Child Study Team. For those students who have a course failure in English or Language Arts or mathematics on their report card, every effort is made to
contact parents and encourage the student to attend tutoring. Students are
also monitored using our on-going formative assessments, such as Performance Matters, Write Score and Lexiles. Because of the nature of the virtual environment, "attendance" is based on each students completion and submission of assignments and there is a plan to monitor attendance and assist those students to catch up.

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	2	0	0	2
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	1	1	0	0	1	0	3
Level 1 on statewide assessment	0	0	0	1	1	6	3	5	4	2	4	3	0	29

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	1	0	0	0	1	0	2

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

Teachers/staff will analyze and discuss, through PLCs and staff meetings, student state assessment data (state testing, Benchmark assessments, Performance Matters, etc) and learning gains, as well as, completion rates; we will use this information while planning instruction and include it on individual professional development plans.

The following academic intervention strategies have been put in place to support student performance. The school counselors work with the instructional coaches by looking at students current test scores, previous test scores, and grades to determine the best academic fit for students such as Intensive Reading (IReady and Read 180), Level 1 and 2 students based on FCAT Reading scores, Intensive Math (Think Through Math), Level 1 students based on FCAT Mathematics scores. Teachers monitor student progress and provide learners and families processes to support student performance including Progress Reports which are distributed throughout the grading period, phone calls to home from teachers are documented in FOCUS and VSA (Virtual School Administrator), Guidance Referrals which are referred by the teacher or parent-student are followed up by calls from the guidance process.

Child Study Team Referral when the teacher believes child needs to be discussed by team and wants suggestions for interventions, Parent/ Teacher/Student Conferences, as requested by parents and/or teachers.

Processes put in place include the following: Academic Coaches to work with teachers- full time reading and RtI/MTSS, full-time science, math, and Social Studies coach, Psychologist, social worker, IEP and 504 meetings, Child Study Team (CST) meetings.

Supports to help student performance include opportunities for tutoring at any time of the school day, teachers available for phone calls, and summer programs.

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

PVS monitors student progress through the student information system, State Testing data, IEPs for students who are eligible, and through monthly calls to all students and parents to gauge and discuss academic progress.

PVS supports families through orientations, SAC, Parent Observer Accounts in Educator, Canvas, and Focus.

Pinellas Virtual School believes in parent involvement in all areas of its programs. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the SIP. During the school year, more than 50% of the members of the SAC were parent (non-employee) representatives or community partners. In addition, all parents will be given the opportunity to review the plan and offer their input for approval.

Professional development activities in the school provide training the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and build ties between parents and schools

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.

Planning on reaching out to technology companies and members of the community to partnerships through our school advisory committee.

PVS has supported "Take Stock in Children" with mentoring provided by our learning coaches.

For incoming sixth graders, we conduct an end of the year articulation day and a pre-school orientation for students and parents to familiarize them with the middle school experience. To prepare our eighth graders for high school, all of them receive training in our district's high school career theme options, so that they can make informed decisions that possibly could impact their future careers.

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
Perry, Mandy	Principal
Meloy, Carlene	Other
Stradling, Lori	Other

b. Duties

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

School leadership ensures that all staff members have high expectations for success of all students through monthly staff meetings, quarterly observations, use of mentors, creation and monitoring of student success plans, and spot checks in Learning Management Systems to determine that courses align with standards, district expectations, and accreditation requirements

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.

School leadership ensures that all staff members have high expectations for success of all students through monthly staff meetings, quarterly observations, use of mentors, creation, and monitoring of student success plans, and spot checks in Learning Management Systems to determine that courses align with standards, district expectations, and accreditation requirements

The School-Based Leadership Team (SBLT) will be responsible for managing and coordinating efforts between all school teams as well as reviewing the School Improvement Plan. The School Based Leadership Team (SBLT) plays a role in assisting all staff in developing positive and appropriate interventions to assist all students. The team will continue to focus on helping economically disadvantaged students, students with disabilities, and other struggling students to improve their academic success, both within the classroom and on standardized tests. Monitoring data will be done through the data of FSA, Write Score, Performance Matters and formative assessments. Data will be used to address the effectiveness within the classroom's Common Core instruction. Core instruction will be monitored by the MTSS team and action plans will be created during department PLC meetings to ensure ongoing positive instruction in the classroom is being met.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Brian Higel	Parent
Emma Kosack	Student
Sherif Ali	Business/Community
Beth Irving	Parent
Angel Davis	Education Support Employee
Marcia Hall	Teacher
Pat Thomas	Teacher
Lori Duncan	Teacher
Mandy Perry	Principal
Nakia King	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Improvement Plan was approved by the School Advisory Council on Monday, August 15, 2016. The plan was presented and opportunities for parents to ask questions were provided.

b. Development of this school improvement plan

On August 15, 2016, the School Improvement Plan was presented to SAC
and the SIP was approved. Parents were given the opportunity to ask clarifying questions or provide feedback.

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

Pinellas Virtual School does not receive school improvement plan funds.

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

Pinellas Virtual School does not receive school improvement plan 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
Whitehurst, Karen	Teacher, K-12

b. Duties

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

Increase students' ability to utilize multiple text resources and graphic organizers to improve comprehension within reading application.

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.

Teachers/staff will analyze and discuss, through PLCs and staff meetings, student state assessment data (state testing, Benchmark assessments, Performance Matters, etc) and learning gains, as well as, completion rates; we will use this information while planning instruction and include it on individual professional development plans.

Continue to encourage sharing of BEST practices among staff through PLCs and monthly meetings to gather/disseminate information; encourage collaboration and cross-curricular planning; PDSA of procedures to best serve student needs.

Online meetings are held twice per month on a schedule set by the teachers. Student data is shared through administration and guidance offices in order for teachers to review and collaborate.

Teachers will participate in Interdisciplinary planning, collaboration, and instruction through the PLC's. All teachers will meet biweekly for 50 minutes established by content. These structured PLCs will be facilitated and monitored by the lead instructor. Instruction will be in alignment with curriculum and instructional
materials, aligned to the state academic standards. Teachers with common content areas, grade levels, and subjects are expected to reflect on their common learning goals, assessments
and monitoring of data that is the focus during these sessions. There will also be a focus on inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction

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

For the 2017-18 school year, the principal has maintained on-going communication with the PCSB personnel department in order to fill any current vacancies, new courses or additional units. Curriculum specialist from PCSB has also recruited qualified and recommended candidates throughout the state and district in order to assist with the hiring process. Mandy Perry, the principal, and team, consisting of lead teachers, interviewed all qualified candidates and conducted
interviews in a timely manner to determine those best meeting the school's needs. New teachers have received on-going communication via telephone and email from school staff prior to the opening of school in order to establish a welcoming atmosphere. Tours and introduction meetings were provided when requested by new hires during summer. Content instructional leads, the principal's secretary, and RtI/
MTSS coach will address the group in order to ease the transition.
Individualized support will be provided by the administrative team, lead teachers, and content

department members. Every effort will be made to determine instructional and operational needs and those needs will be addressed in a timely and supportive manner by the appropriate staff.

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

Pinellas Virtual School has four lead teachers that mentor and plans mentoring activities throughout the year to support other teachers. Lead teachers are available to mentor throughout the entire day all year long as needed for teachers in need of assistance. Planned activities were determined at the initial meeting in August. The teacher mentoring program at Pinellas Virtual School revolves around a monthly PLC for new teachers. On top of meeting with new teachers monthly, the lead teachers meet with all new teachers as needed and do periodic non-evaluative observations to ensure that processes are in place and provide extra support to teachers when asked for or as needed.

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.

Content areas use the instructional programs and materials that are adopted and supported by PCSB. On-going opportunities are provided for teachers to unpack the Florida Standards and to plan and
discuss curriculum in monthly PLC's that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. In 2017-18, Pinellas Virtual School teachers will focus on providing rigorous learning goals and performance scales. As a result, both teachers and students will be aware of and be able to track individual progress on every standard. Teachers are aware of and are expected to attend professional development and training, demonstrating the use of the programs and materials. In addition, PVS has four full-time content area coaches. One primary task of these
coaches is to support teachers in the use of these instructional resources. The administration is also proactive in seeking district support for teachers needing additional resources/training.

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 teachers have used the data for adjusting instruction as needed. For the 2017-18 school year, the focus will be more direct and monitored more closely by department leads. Expectations include providing rigorous learning goals and performance scales. Beyond providing these rubrics, teachers will be expected to monitor 100% of their students' understanding and their progress. In addition, students will become more involved in their own learning by tracking their own progress through the utilization of formative assessment. Teachers will be required to incorporate strategies to increase and maintain response rates from 100% of their students. In order to assess the learning of all students, teachers will probe incorrect answers, especially Low Expectancy Students. These expectations will be the primary and on-going focus of monthly PLCs, professional development, observation (formal/informal) feedback from administrators and instructional leads.

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:

Pinellas Virtual School has extended time throughout the school year and into the summer as this is built into the system of virtual school. There are four lead teachers that will be working in the summer to enhance instruction.

Strategy Rationale

Pinellas Virtual School has extended time throughout the school year and into the summer as this is built into the system of virtual school to provide additional support for students' that are not being successful during their coursework.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Perry, Mandy, perrym@pcsb.org

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

The student will be tracked individually. Student grades will increase and students will proceed to the
next grade level.Course completion rates and FSA and EOC scores enable us to determine the effectiveness of the extended time.

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.

PVS is a K-12 school so the strategies are built into the system. PVS supports student transitioning from one school level to the next through orientations and teacher looping.

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.

Pinellas Virtual School's counselor meets with individual students to discuss curriculum selections that align to college and career awareness based on the individual students' interest and desires. Many students participate in early college and dual enrollment with St. Petersburg College.The master schedule is built based on the needs of its student population. PVS has implemented the AVID program in all secondary grade levels. AVID focuses on students that may not have considered college as an option.

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

Pinellas Virtual School's counselor meets with individual students to discuss curriculum selections that align to career and technical education awareness based on the individual students' interest and desires. Many students participate in Career Academies of Seminole.
PVS offers Business Keyboarding, ICT 1 and IC2, all are part of the CTE program of study.

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

Pinellas Virtual offers many online electives to allow students to select courses related to career and technical education.

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.

There is no data available for Pinellas Virtual School.

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"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. Increase students' ability to utilize multiple text resources and graphic organizers to improve comprehension within reading application.

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. Increase students' ability to utilize multiple text resources and graphic organizers to improve comprehension within reading application. 1a

🔑 G098830

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	67.0

Targeted Barriers to Achieving the Goal 3

- Students not reading on grade level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Plus and FLVS Reading for College Success online Course.

Plan to Monitor Progress Toward G1. 8

FSA and EOC scores as well as overall course completion.

Person Responsible
Karen Whitehurst

Schedule
Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion
Final course grades and FSA and EOC scores.

Action Plan for Improvement

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

Problem Solving Key

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

  1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase students' ability to utilize multiple text resources and graphic organizers to improve comprehension within reading application.   1

🔑 G098830

G1.B1 Students not reading on grade level.   2

🔑 B266019

G1.B1.S1 Remove the barrier of students' lack of experience with multiple texts to produce graphic organizers that increase comprehension within reading application.   4

🔑 S281962

Strategy Rationale

Increase in reading scores and US History EOC scores.

Action Step 1   5

Remove the barrier of students' lack of experience with multiple texts to produce graphic organizers that increase comprehension within reading application.

Person Responsible

Karen Whitehurst

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Increased FSA and EOC scores. Increased completion rates.

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

Monitored through course assignment completion.

Person Responsible

Karen Whitehurst

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Completed assignments, monthly calls and percentages completed as well as assignment scores.

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

Increased assignment completions and scores

Person Responsible

Karen Whitehurst

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

End of year successful completions in courses as well as FSA and EOC schools.

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 M412757	FSA and EOC scores as well as overall course completion.	Whitehurst, Karen	8/10/2017	Final course grades and FSA and EOC scores.	5/18/2018 weekly
G1.B1.S1.MA1 M412755	Increased assignment completions and scores	Whitehurst, Karen	8/10/2017	End of year successful completions in courses as well as FSA and EOC schools.	5/18/2018 weekly
G1.B1.S1.MA1 M412756	Monitored through course assignment completion.	Whitehurst, Karen	8/10/2017	Completed assignments, monthly calls and percentages completed as well as assignment scores.	5/18/2018 weekly
G1.B1.S1.A1 A380476	Remove the barrier of students' lack of experience with multiple texts to produce graphic...	Whitehurst, Karen	8/10/2017	Increased FSA and EOC scores. Increased completion rates.	5/18/2018 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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