

Hernando Eschool Virtual Franchise

1070 VARSITY DR, Brooksville, FL 34601

[no web address on file]

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)
High School 6-12	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Hernando County School Board on 1/9/2018.

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	10
8-Step Planning and Problem Solving Implementation	14
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	17
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 Hernando Eschool Virtual Franchise

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.

To expand access to education, meeting the needs of our learners and investing in the leaders of tomorrow.

b. Provide the school's vision statement.

Hernando eSchool's instructional program offers a variety of assignment and assessment techniques that address various learning styles. Online learning enables students to assume responsibility for their own learning.

2. School Environment

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

Upon enrollment in an online course, the teacher's first task is to contact the student and parent by telephone and conduct a "Welcome Call" and course orientation. The "Welcome Call" is an important tool used to gather students' background, interests, and information regarding cultural norms as well as other information about students that is not readily available in the demographic information in TERMS. This call also provides other benefits by helping to establish bonds in a one-on-one student-to-teacher way that may not always happen in a traditional classroom setting. The information is documented in our VSA and Canvas systems so that it may be shared with other teachers that teach the same student.

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

Students are provided numerous opportunities to discuss needs through various venues that include email, blogs, Discussion-Based Assessments, cooperative projects, and Discussion boards. The electronic tools are monitored daily by the teachers in order to provide safe environments for students to express what they may require in order to be successful in the virtual classroom.

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.

Students have autonomy in many of their assignments. This is an important part of self-determination theory that allows for personal choice. This in turn provides a focus for students and motivates them to continue in their assignments. Students may accelerate and work ahead of pace. Students may also work when most convenient for them, such as on weekends or during the evening.

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.

The Monthly Calls, Discussion-Based Assessments (DBAs), and emails help to monitor the well being and emotional success of our students. Students are referred to the resources that are provided by the school that the student is zoned to attend. Resources include guidance counselors, social workers, and ESE personnel and tracking teachers, and ESOL support.

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.

Hernando eSchool uses a combination of regular phone calls (Welcome Calls, Oral Exams, and Monthly Calls) and computerized warning systems (14-day check, 7-day turn-in). Progress is monitored on the Dashboard of the Learning Management System.

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	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	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	0

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

Early Warning Systems

- 14% Complete and Passing in 14 Days is used to evaluate student success before activation in course is completed.
- A 7-day Period with No Work warning is sent to teachers to identify students that have not recently completed coursework.
- Oral Exams or Discussion-Based Assessments are given before tests and exams to insure understanding prior to providing students passwords for the exams.
- Teachers have access to a daily report that reflects student pace and grade.
- The principal monitors student progress and contacts teachers to provide reminders about students that may need additional assistance or motivational reminders to submit assignments on a more regular basis.

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

The parents of full-time and home education students that are enrolled in Hernando eSchool courses usually accompany their students during face-to-face assessments and skill checks. While the parents are visiting the school and waiting for their children to finish the assessments, administration and teachers discuss involvement in the SAC and discuss curriculum needs and requirements with the parents. Parent contact is also made during the Welcome Call and during Monthly Calls to parents. Parents must provide an email address during the enrollment process and parents receive frequent emails regarding student progress and the school's mission. Parents are also provided a parental account that allows them to log-in and view student progress.

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.

School Advisory Council (SAC) meetings are held quarterly to review Hernando eSchool's direction and to build community involvement. Hernando eSchool staff and teachers attend career nights and social events to spread word to the community about the mission of Hernando eSchool and the opportunities that are provided by the availability of online courses and curriculum.

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
Coniglio, Elizabeth	SAC Member
Wiseman, Zana	Principal
Gregory, Kara	Teacher, K-12

b. Duties

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

Zana Brooks (principal of Hernando eSchool), Beth Coniglio (Assessment), and Kara Gregory (K-5 teacher) provide facilitation and support for Professional Development and PLCs. Zana Brooks also provides training in Canvas and Curriculum Design. Beth Coniglio is our assessment teacher and leads our data chats.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school leadership team meets monthly to identify areas of need. Resources are provided to help maximize student outcomes and success and to provide support for programs that impact student

growth. Funding is allocated to serve the needs of the school and its stakeholders as identified and discussed by the leadership team.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Parent
Zana Brooks	Principal
Beth Coniglio	Teacher
Nikki Papadopolous	Parent
Jennifer Raffaelli	Parent
	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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Reviewed during the September SAC meeting.

b. Development of this school improvement plan

Goals were discussed and approved during the September 15th SAC meeting. The action plan and budget will be reviewed and discussed during future meetings.

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

To be discussed during future meetings.

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

Hernando eSchool was not able to spend funds on the "allowable" items as we are virtual instruction and have different needs.

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
Coniglio, Elizabeth	SAC Member
Wiseman, Zana	Principal
Gregory, Kara	Teacher, ESE

b. Duties

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

The leadership team is currently looking at virtual literacy and resources that would be appropriate and successful if implemented in the Canvas learning system.

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 are held every month. Specific future goals are established according to input from the School Improvement Committee and teacher input.

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

Hernando eSchool is currently working toward creating a learning environment that supports teacher autonomy. This will involve training over the course of the year in Canvas and course development and revising. This will provide our teachers the ability to have more professional input into their courses and instruction.

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

Mentors are selected based on knowledge and experience in regard to pedagogic and technical skill. Instructors needing advanced technical skills are placed with a mentor with superior informational technology skills and instructors inexperienced in pedagogy are placed with a mentor with knowledge of pedagogy.

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.

The majority of the courses at Hernando eSchool are provided through Florida Virtual School and Canvas. Through Canvas our teachers are ensuring standard alignment by creating original courses based on Florida standards. We reference CPALMS to ensure the courses align with current standards and curriculum. The principal monitors course content and must provide approval prior to any changes in content.

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.

Students that fall behind pace or grade requirements are contacted to discuss progress, difficulties, and solutions. Students are provided opportunities to review and resubmit assignments to improve learning and grades. The need for this is recognized automatically in the automated VSA system and by teachers who monitor Canvas. Additional lessons, "live lessons", can be provided in a White Board format, during phone conversations, via Skype, or in person.

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: 1,800

All instructors are required to provide hours outside of the school day to allow students additional contact time and flexible scheduling.

Strategy Rationale

The flexible time and scheduling beyond the school day hours provide students additional time that can be utilized for contact, bonding with teachers, and asking questions. The flexible hours also provides teachers additional opportunities to learn more about student needs and provide additional support to students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wiseman, Zana, wiseman_z@hcsb.k12.fl.us

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

The learning management system, VSA, and Dashboard will be used as a recorded log of when instructors had contact with 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.

At the elementary level, all students are required to attend weekly meetings with their teacher to discuss, curriculum, proficiency, and pacing in order to assure success. At the secondary level, periodic phone conversations help keep the students on pace and completing course work in a manner that will assure leveling goals are met.

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.

Hernando eSchool provides the following activities to support career readiness: Faculty and students attend career nights; virtual guidance and resources such as Next Magazine are provided to students and parents; lab managers promote college and career readiness activities; course content includes college and career readiness activities; and students have access to zoned school guidance counselors and career counselors.

We offer the following ITT courses: Career and Research Decision Making; Keyboarding; Personal and Family Finance; Computing for College and Careers; and Web Design. 3 students completed Computing for College and Careers earned Industry Certification during the school year.

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

Hernando eSchool provides the following industry certifications: Microsoft 10 certification; Word; PowerPoint; Outlook; Excel; Dream Weaver; Adobe Flash; and Adobe Photoshop. The programs of instruction include: Web Design I, II and III and Microsoft Office--Computing for College and Careers.

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 instructional staff follows best practices and team planning where curriculum and students are reviewed and discussed during monthly planning meetings where cross-curriculum activities are planned. This activity helps identify the needs and interests of individual students. The principal monitors the implementation of the planned activities.

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.

A focus that is a result of the feedback provided in the High School Feedback Report is a focus on elective options. Since the students represent a large portion of the students that we serve, a continuous effort is being made to assure that our students have a variety of elective options, focusing on PE and Fine Arts. To better serve students and improve graduation rate the district purchases specific software to be used for credit recovery (Edgenuity) during the 2015-2016 school year which will place a lot of the credit recovery back in the zoned schools.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To create an efficient enrollment system for students. Students will be placed in their requested course within 14 days.

- G2.** To create an engaging, educational experience that meets the needs of our students, and motivates them to stay on pace to complete their courses. Student attendance will increase by 5%.

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 create an efficient enrollment system for students. Students will be placed in their requested course within 14 days. 1a

G099133

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Attendance rate

Targeted Barriers to Achieving the Goal 3

- CSV file, TIS support, TERMS support

Resources Available to Help Reduce or Eliminate the Barriers 2

- TIS and Canvas infrastructure

Plan to Monitor Progress Toward G1. 8

80% of enrollments will import without error.

Person Responsible

Zana Wiseman

Schedule

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

Evidence of Completion

Error reports will be collected.

G2. To create an engaging, educational experience that meets the needs of our students, and motivates them to stay on pace to complete their courses. Student attendance will increase by 5%. 1a

G099134

Targets Supported 1b

Indicator	Annual Target
Attendance rate	85.0
Effective+ Administrators	85.0

Targeted Barriers to Achieving the Goal 3

- Progress monitoring of students working in courses.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMS - web resource for standards and curriculum content
- Progress Monitoring in Canvas
- ESE Strategies imbedded in courses.
- PD in monitoring students

Plan to Monitor Progress Toward G2. 8

Reports will be gathered monthly

Person Responsible

Zana Wiseman

Schedule

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

Evidence of Completion

The reports will show student progress.

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 create an efficient enrollment system for students. Students will be placed in their requested course within 14 days. **1**

 G099133

G1.B1 CSV file, TIS support, TERMS support **2**

 B266890

G1.B1.S1 Understand of the CSV file. Understanding of exporting information electronically. **4**

 S282804

Strategy Rationale

If there is an understanding we can configure the file to export the enrollments into the system.

Action Step 1 **5**

Meet with TIS to determine what is needed.

Person Responsible

Zana Wiseman

Schedule

Weekly, from 9/13/2017 to 5/30/2018

Evidence of Completion

If the file is correctly formatted it will export without errors.

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

Daily % of correct uploads will increase.

Person Responsible

Zana Wiseman

Schedule

On 5/30/2018

Evidence of Completion

We will pull report that show us the errors to the file.

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

Percent of correct imports will increase monitored by daily enrollment.

Person Responsible

Zana Wiseman

Schedule

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

Evidence of Completion

The report of errors will decrease.

G2. To create an engaging, educational experience that meets the needs of our students, and motivates them to stay on pace to complete their courses. Student attendance will increase by 5%. 1

G099134

G2.B1 Progress monitoring of students working in courses. 2

B266891

G2.B1.S1 Provide PD in monitoring students. 4

S282805

Strategy Rationale

If teachers can track student progress they can keep them moving forward.

Action Step 1 5

Teachers will be provided strategies and training for monitoring attendance.

Person Responsible

Zana Wiseman

Schedule

On 5/30/2018

Evidence of Completion

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

Monthly reports for attendance

Person Responsible

Zana Wiseman

Schedule

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

Evidence of Completion

Reports will show % of students submitting work each week.

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 M414669	80% of enrollments will import without error.	Wiseman, Zana	9/1/2017	Error reports will be collected.	5/30/2018 daily
G2.MA1 M414671	Reports will be gathered monthly	Wiseman, Zana	9/5/2017	The reports will show student progress.	5/30/2018 monthly
G1.B1.S1.MA1 M414667	Percent of correct imports will increase monitored by daily enrollment.	Wiseman, Zana	9/1/2017	The report of errors will decrease.	5/30/2018 daily
G1.B1.S1.MA1 M414668	Daily % of correct uploads will increase.	Wiseman, Zana	9/1/2016	We will pull report that show us the errors to the file.	5/30/2018 one-time
G1.B1.S1.A1 A381567	Meet with TIS to determine what is needed.	Wiseman, Zana	9/13/2017	If the file is correctly formatted it will export without errors.	5/30/2018 weekly
G2.B1.S1.MA1 M414670	Monthly reports for attendance	Wiseman, Zana	9/5/2017	Reports will show % of students submitting work each week.	5/30/2018 monthly
G2.B1.S1.A1 A381568	Teachers will be provided strategies and training for monitoring attendance.	Wiseman, Zana	9/12/2017		5/30/2018 one-time

V. Professional Development Opportunities

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

G2. To create an engaging, educational experience that meets the needs of our students, and motivates them to stay on pace to complete their courses. Student attendance will increase by 5%.

G2.B1 Progress monitoring of students working in courses.

G2.B1.S1 Provide PD in monitoring students.

PD Opportunity 1

Teachers will be provided strategies and training for monitoring attendance.

Facilitator

Zana Brooks/Canvas

Participants

Teachers

Schedule

On 5/30/2018

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	Meet with TIS to determine what is needed.	\$0.00
2	G2.B1.S1.A1	Teachers will be provided strategies and training for monitoring attendance.	\$0.00
Total:			\$0.00