

Mosaic Digital Academy



2014-15 School Improvement Plan

Mosaic Digital Academy

12051 NW COPPER CREEK DR, Port St Lucie, FL 34987

<http://www.stlucie.k12.fl.us/mda>

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

33%

Alternative/ESE Center

No

Charter School

No

Minority

35%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	F		

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/28/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

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.

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

School Environment

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. We also open our school up for students to work with their peers five days a week if they choose. Instructors offer workshops, tutoring, live lessons, and labs to support learning throughout the school year.

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.

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, students create a daily course schedule to maximize their day. Teachers review expectations for pacing each week and encourage students to close all social media while working on lessons. For online learners, attendance and academic integrity are often a focus for staff. We provide multiple resources to encourage attendance and for students to be mindful of academic integrity. .000000

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

Our full time guidance counselor is available to meet with students individually to provide counseling, mentoring and other pupil services. We are also planning to provide instructors some additional training in recognizing signs of mental distress. This is offered by our district's student services department. Additionally, staff utilize platform data to address early warning signs and to respond with appropriate support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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.

Early Warning indicators for Middle /High School: Teachers use data available with the Virtual School Administrator platform to give authority to prioritize student and parent contact:

- Date of last contact
- Last assignment submitted date
- Days active
- Current grade
- Senior season (seniors only)
- Percent complete

As priority is established within the system, instructors make appropriate contact with student/parent and make recommendations to either adjust their daily on-task time, renew commitment to learning, or come in for LIVE support at our school facility with our instructors.

For students who are not attending to online coursework, they are encouraged to login and resume working through phone calls, texts, and emails. If student does not resume working in their online course within 7 days, the school counselor counsels with the student to revisit his/her goals.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total
	1	2	3	4	5	6	7	8	9	11	12		
Attendance below 90 percent	4	4	2	0	0	5	4	2	3	0	0	24	
One or more suspensions	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		
Level 1 on statewide assessment	0	0	0	7	1	6	7	0	3	1	1	26	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	6	7	8	9	
Students exhibiting two or more indicators	3	4	1	1	9

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

Students who are Level 1 or 2 in Reading receive Intensive Reading through Edgenuity and are assigned a highly qualified instructor who meets with students in person at least 5 times in a semester. 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. These students are administered EasyCBM three times during the year and provided instructional lessons surrounding weaknesses indicated through this assessment. All full time students have the opportunity to come into our facility 5 days a week from 8:30-3:30 to have the support of an instructor in any course with which they are struggling. Students who have been previously suspended typically do not present the same behavioral issues as they would in a brick and mortar setting but if they do have issues that arise, our PST convenes to address and resolve it as quickly as possible. Attendance in the virtual program is challenging to track as it is comprised of both logging into the courses as well as making progress. Currently, we have a priority calling system established in the Virtual School Administrator platform which identifies key factors relating to lack of attendance and no assignment submissions. We are continuing to work on an organizational process for tracking and responding to attendance issues.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Ziemba, Jeanne	Other
	Other

Duties

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

Program Coordinator - Jeanne Ziemba serves as the program coordinator 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 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.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Amanda Kiefer	Teacher
Jeanne Ziemba	Principal
Imitaz Khan	Parent
Linda Fitzpatrick	Business/Community

Duties

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

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.

Development of this school improvement plan

The SIP development is a team effort including full time staff in all decision-making.

Preparation of the school's annual budget and plan

The school's annual budget and plan is developed by the school coordinator with instructional support.

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

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Ziemba, Jeanne	Principal

Duties

Describe how the LLT promotes literacy within the school

Provide students access to library books across the district, use available data to place students in appropriate reading interventions, book club opportunities. Incorporate parent activities to provide parents with literacy opportunities such as writer's workshop and reading.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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 composed 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.

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.

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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 as requires a Learning Coach in the home. Students are assigned a certified instructor that 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.

For grades 6-12 we utilize the FLVS vendor-based online curriculum which is fully aligned to FSS. Teachers also meet with students online as well as in person to support the instructional program.

Instructional Strategies

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 district's early warning system, Rti 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 EASY CBM data and State Standards to drive instruction. (Elementary Grade Levels). The EASY CBM test can help us determine what areas need to be addressed during lessons/class connects. We follow Florida Standards, and will also schedule individual class connect sessions to meet the needs of students.

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: 600

All students have the option and at risk students are required to extend their learning time through face to face sessions with their teachers.

Strategy Rationale

Students often need individualized face-to-face instruction while struggling with new or hard to learn concepts.

Strategy Purpose(s)

- Enrichment

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

Grades, test scores, pacing chart

Strategy: After School Program

Minutes added to school year: 1,200

Staff development designed around transitioning toward online teaching and learning pedagogy

Strategy Rationale

Staff require additional skills in order to effectively design and impact student learning.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Classroom walkthrough checklist, Student Monitoring data within Virtual School Administrator platform

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

As a K-12 virtual school we do new student orientations in person and through the online curriculum. We do have a full time dedicated guidance counselor who supports our seniors in college and career exploration in support of their outgoing transition.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Our full time guidance counselor provides college and career advisement and scholarship information to students. We offer dual enrollment courses in academic and career coursework. We also offer our seniors opportunity to take an Executive Internship course preparing them for the workplace in the area of career interest. Our students also utilize CHOICES.

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

Computing for College and Careers, Web Design

We will be using Microsoft and Adobe. We also use all career dual enrollment options with Indian River State College.

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

We contract with virtual education providers and deliver the content approved by the FLDOE for Virtual Instruction Providers.

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

As a new school, we only have one very small graduating class of historical data to review but that in the future; however, we will do the annual analysis as we move forward in building our school program.

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 shape teacher behavior that enables them to create a personalized instructional system for each student ensuring all students master course expectations and exhibit proficiency on standardized testing.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To shape teacher behavior that enables them to create a personalized instructional system for each student ensuring all students master course expectations and exhibit proficiency on standardized testing.

1a

G044282

Targets Supported 1b

Indicator	Annual Target
Math Gains	53.0
ELA/Reading Lowest 25% Gains	75.0
Math Lowest 25% Gains	75.0

Resources Available to Support the Goal 2

- Enriched Virtual Model
- Assistant Superintendent assigned to support non-traditional school programs

Targeted Barriers to Achieving the Goal 3

- Too many part time teachers (especially in Math) - providing training to part time faculty is very difficult. The training they do receive from FLVS conflicts with district/school philosophy.

Plan to Monitor Progress Toward G1. 8

Will utilize student pacing and course GPA. This will reflect the teachers responsiveness to the individual student's learning.

Person Responsible

Jeanne Ziemba

Schedule

Weekly, from 9/10/2014 to 6/4/2015

Evidence of Completion

The crystal reports showing student achievement.

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 shape teacher behavior that enables them to create a personalized instructional system for each student ensuring all students master course expectations and exhibit proficiency on standardized testing. **1**

 G044282

G1.B1 Too many part time teachers (especially in Math) - providing training to part time faculty is very difficult. The training they do receive from FLVS conflicts with district/school philosophy. **2**

 B108835

G1.B1.S1 Providing teachers the opportunity to visualize ideal virtual learning experience and discard misconceptions gained from their traditional learning experience. **4**

 S120334

Strategy Rationale

To achieve an individualized learning experience for each student, the whole class, "bricks and mortar" approach is a barrier.

Action Step 1 **5**

Utilizing Hattie's research to find nine high (and medium)-yield strategies to design workshops to increase student achievement that are specific to the necessary pedagogy for virtual learning.

Person Responsible

Jeanne Ziemba

Schedule

Monthly, from 9/10/2014 to 5/15/2015

Evidence of Completion

Utilizing the data in the teacher management system to identify the points tied back to the nine strategies.

Action Step 2 5

Provide teachers Professional Development that is a PLC that is facilitated statewide through FLDVPIN.

Person Responsible

Jeanne Ziemba

Schedule

Monthly, from 9/10/2014 to 5/15/2015

Evidence of Completion

Utilizing the data in the teacher management system to identify the points tied back to the nine strategies.

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

Teachers will attend either virtually or physically and sign-in.

Person Responsible

Jeanne Ziemba

Schedule

Biweekly, from 9/10/2014 to 5/15/2015

Evidence of Completion

The sign in logs.

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

Teachers behaviors will change. This will be evident utilizing the teacher walk-through checklist.

Person Responsible


Schedule

Quarterly, from 9/15/2014 to 6/15/2015

Evidence of Completion

The compilation of the individual teacher graphs (with weaknesses and growth) and whole group graphs (wins) taken from the walk-through checklist.

G1.B1.S2 Conducting walk-throughs and providing feedback to the teachers to improve teacher response to each student. 4

 S120335

Strategy Rationale

Improves the student's experience by building relationships and providing needed academic interventions.

Action Step 1 5

Use Walk-through checklist tool quarterly to monitor teacher behaviors with regard to responding to each student's learning needs and expectations for student support.

Person Responsible

Helen Wild

Schedule

Quarterly, from 9/10/2014 to 5/15/2015

Evidence of Completion

At least three completed Walk-through checklist completed for each teacher. Graph indicating performance data of teachers as a group as well as individual growth.

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

A schedule on the administrator's calendar will be outlined to conduct walk through evaluations regularly to ensure all teachers receive the walk through and feedback quarterly.

Person Responsible

Jeanne Ziemba

Schedule

Quarterly, from 9/10/2014 to 6/30/2015

Evidence of Completion

Monthly calendar and spreadsheet indicating checklists and feedback have been conducted according to schedule.

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

LMS and VSA data will be monitored weekly for student progress that can be tied back to items on the walk-through checklist tool.

Person Responsible

Jeanne Ziemba

Schedule

Weekly, from 9/10/2014 to 5/30/2015

Evidence of Completion

Student weekly data, teacher checklists and feedback, student surveys

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Utilizing Hattie's research to find nine high (and medium)-yield strategies to design workshops to increase student achievement that are specific to the necessary pedagogy for virtual learning.	Ziemba, Jeanne	9/10/2014	Utilizing the data in the teacher management system to identify the points tied back to the nine strategies.	5/15/2015 monthly
G1.B1.S2.A1	Use Walk-through checklist tool quarterly to monitor teacher behaviors with regard to responding to each student's learning needs and expectations for student support.	Wild, Helen	9/10/2014	At least three completed Walk-through checklist completed for each teacher. Graph indicating performance data of teachers as a group as well as individual growth.	5/15/2015 quarterly
G1.B1.S1.A2	Provide teachers Professional Development that is a PLC that is facilitated statewide through FLDVPIN.	Ziemba, Jeanne	9/10/2014	Utilizing the data in the teacher management system to identify the points tied back to the nine strategies.	5/15/2015 monthly
G1.MA1	Will utilize student pacing and course GPA. This will reflect the teachers responsiveness to the individual student's learning.	Ziemba, Jeanne	9/10/2014	The crystal reports showing student achievement.	6/4/2015 weekly
G1.B1.S1.MA1	Teachers behaviors will change. This will be evident utilizing the teacher walk-through checklist.		9/15/2014	The compilation of the individual teacher graphs (with weaknesses and growth) and whole group graphs (wins) taken from the walk-through checklist.	6/15/2015 quarterly
G1.B1.S1.MA1	Teachers will attend either virtually or physically and sign-in.	Ziemba, Jeanne	9/10/2014	The sign in logs.	5/15/2015 biweekly
G1.B1.S2.MA1	LMS and VSA data will be monitored weekly for student progress that can be tied back to items on the walk-through checklist tool.	Ziemba, Jeanne	9/10/2014	Student weekly data, teacher checklists and feedback, student surveys	5/30/2015 weekly
G1.B1.S2.MA1	A schedule on the administrator's calendar will be outlined to conduct walk through evaluations regularly to ensure all teachers receive the walk through and feedback quarterly.	Ziemba, Jeanne	9/10/2014	Monthly calendar and spreadsheet indicating checklists and feedback have been conducted according to schedule.	6/30/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To shape teacher behavior that enables them to create a personalized instructional system for each student ensuring all students master course expectations and exhibit proficiency on standardized testing.

G1.B1 Too many part time teachers (especially in Math) - providing training to part time faculty is very difficult. The training they do receive from FLVS conflicts with district/school philosophy.

G1.B1.S1 Providing teachers the opportunity to visualize ideal virtual learning experience and discard misconceptions gained from their traditional learning experience.

PD Opportunity 1

Utilizing Hattie's research to find nine high (and medium)-yield strategies to design workshops to increase student achievement that are specific to the necessary pedagogy for virtual learning.

Facilitator

Ziemba, Jeanne

Participants

All teachers

Schedule

Monthly, from 9/10/2014 to 5/15/2015

PD Opportunity 2

Provide teachers Professional Development that is a PLC that is facilitated statewide through FLDVPIN.

Facilitator

Participants

Schedule

Monthly, from 9/10/2014 to 5/15/2015

G1.B1.S2 Conducting walk-throughs and providing feedback to the teachers to improve teacher response to each student.

PD Opportunity 1

Use Walk-through checklist tool quarterly to monitor teacher behaviors with regard to responding to each student's learning needs and expectations for student support.

Facilitator

Jeanne Ziemba

Participants

All Teachers

Schedule

Quarterly, from 9/10/2014 to 5/15/2015

Budget Rollup

Summary	
Description	Total
Grand Total	0