

Goose Creek Consolidated Independent School District
GCCISD Virtual Academy
2022-2023 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	5
Perceptions	9
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: GCCISD Virtual Academy will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.	16
Goal 2: GCCISD Virtual Academy will provide a well balanced and appropriate curriculum to all students.	17
Goal 3: GCCISD Virtual Academy, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.	18
Goal 4: GCCISD Virtual Academy will provide and maintain a safe, positive learning environment.	20
Goal 5: GCCISD Virtual Academy will recruit, develop, and retain highly effective personnel.	21
Goal 6: GCCISD Virtual Academy will establish and maintain parental and community partnerships in education to enhance student achievement.	22
Goal 7: GCCISD Virtual Academy will provide the technology infrastructure and tools to maximize student achievement.	23
Campus Funding Summary	24

Comprehensive Needs Assessment

Demographics

Demographics Summary

Information about the following was reviewed when planning the virtual academy all student groups by:

- race/ethnicity
- gender
- attendance
- mobility
- discipline
- course enrollment
- special education
- all other special programs

Teacher retention/recruitment/experience was reviewed when determining the staffing component.

Student demographics:

- 27.91% Black or African American
- 46.51% Hispanic/Latino
- 20.93% White
- 4.65% Two or More Races
- 27 Female
- 16 Male

Staff Demographics:

- 83% White
- 17% Black or African American
- 17% of GCVA staff are males

Demographics Strengths

GCVA is comparable to the district's student population.

Current strengths for the Virtual Academy include diverse student and staff population, high teacher retention rate, and a culture of daily student talk and discussions across curricular and grade levels.

Student Learning

Student Learning Summary

Analyzing the data, including STAAR, online curriculum benchmarks, and formative and summative assessments, we continued to see accelerated and expected growth in our returning 4th and 5th grade student achievement. We have support in place to allow each of our students K-12, to have individual and small group tutoring daily if and when needed. The tutoring is both online via WebEx and face to face when needed, requested, or required.

An area of concern regarding student learning, is the lack of growth with our 4th and 5th grade math scholars.

Student Learning Strengths

Goose Creek Virtual Academy has systems in place to enhance student learning:

- Daily synchronous whole group sessions
- Daily/weekly synchronous small group and individual tutoring sessions
- Professional Development
- PLCs
- Daily/Weekly content planning
- Reading Academy
- Guided study time: a component for families to bring their scholar up to the building to work on assignments or skill face to face. This gives the mentor/teacher an opportunity to work with our scholars, use district manipulatives, and coach our at home learning coaches on how to provide the best support at home through the scholar's learning process.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): GCVA is showing a lack of growth in 3rd and 4th grade Math STAAR. **Root Cause:** Last year we started the virtual academy mid-year. We had a variety of students joined the academy, traditional GCCISD campuses, home school, and other state virtual programs. A lack of common assessment data, variety levels of learning and growth were a few of the issues discovered to be the root cause of the lack of growth.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

GCCISD virtual academy will use Imagine Learning for the viable curriculum with high-quality instructional materials. Each course is TEKS-aligned, accessible, and provide rigorous learning experiences for all students. We will utilize the Virtual Teacher through Imagine Learning as the teacher of record for all courses. Our certified teachers and mentors will collaborate with the teacher of record and supplement the district required curriculum for guided reading for elementary. The collaboration of the mentor, certified teacher, and the Imagine Learning teacher of record will continuously monitor the progress and success of our scholars and their academic works.

- Asynchronous: The scholars will be utilizing this time throughout the day and week to work through the lessons and work on the assignments for the day/week.
- Synchronous: Imagine learning will provide 1- 45 minutes synchronous lesson each day (subject changes each day). Our mentors/certified teachers will provide guided study time and small group sessions with students supplementing with district resources to ensure our scholar's success. The mentor will also review over each assignment and lesson in Imagine learning to help provide the tutoring services our scholars need.
- On-Campus: Guided study time has a component for families to bring their scholar up to the building to work on assignments or skill face to face. This gives the mentor/teacher an opportunity to work with our scholars, use district manipulatives, and even coach our at home learning coaches on how to provide the best support at home through the scholar's learning process.

Professional Development

- **Staff**
 - The GCCISD Virtual Academy Certified Teachers/Coach coach the mentors weekly one or two days of PLC. Our coaches will identify goals each grading period/unit, models and teaches the mentors a teaching strategy that will address the identified goal(s). District Ed Tech Coaches will meet monthly or as needed with our mentors and teachers to discuss tools and strategies to help our scholars and mentors continued success. District Instructional coaches will meet with our Certified Teacher Coaches to help identify research-based strategies to implement with our mentors.
- **Parent/Learning Coach**
 - GCCISD Virtual Academy is holding multiple learning coach training sessions virtually and face-to-face. These sessions will cover many areas: all about iPads and how to use them, how to navigate through Edgenuity(Imagine Learning), understanding Edgenuity's grades, charts and graphs, and student's progression, etc.
 - We are compiling a help desk site that will hold FAQs and answers, how-to click coaches, and other pertinent information that benefit our scholars and their families.
 - The campus will be in constant communication with families through email, webex, and phone calls about their scholar's progression and successes.

Leadership & Decision-Making Processes

Communication

Daily announcements in the morning gives the students a daily routine, gives them an opportunity to bond with their classmates, and sets them up for success for the day. This gives the students a “face” to the school.

	Communication - Email/LMS/ SIS	Communication via Phone/WebEx	Parent Conference with Committee
Academic performance	Every Friday - from mentor and Imagine Learning Teacher of Record	When scholar shows low performance on multiple assignments during the week.	Scholar is showing little to now growth or low performance on assignments/assessments at progress report or 9 week reporting periods.
Attendance	Daily through SIS	If scholar doesn't attend any of the synchronous sessions during the day, a phone call will be made to the learning coach.	When a scholar hits the 5 unexcused absences and every unexcused absence after.
Course Progression	LMS and Email - Every Friday	When the scholar is $\geq 10\%$ behind in the course progression according to our calendar of due dates.	When the scholar is $\geq 25\%$ behind in the course progression of any course the scholar is enrolled.

Organization & Context, Scheduling, Support Services, Extracurricular/co-curricular Opportunities

- Elementary scholars will begin each day with live daily announcements via WebEx at 8:00 am. Following announcements, synchronously scholars will meet with their cohort and mentor for their SEL lesson for the day. The mentor will also review over the daily expectations, assignments, and tasks for the day. Scholars will then attend their daily guided reading lesson with their mentor and/or cohort. After their synchronous guided reading activity, scholars will be given time to work asynchronously on daily assignments and tasks in Edgenuity. Scholars will be assessed at the beginning of the year to determine their reading level and will be assigned a small group session daily/weekly according to their level. These small groups will be fluid and may even cross between grade levels. (EX: scholar in 1st grade is on a beginning 2nd grade reading level, the 1st grader will be in a cohort with matching levels). Scholars will also meet synchronously with their mentor daily for their math lesson. Social studies and science will meet once a week synchronously, and work the rest of the week asynchronously. Throughout each day, mentors/teachers will have brain break activities the scholars may attend synchronously. Mentors will be required to check-in with each of their scholars at least once a week individually. Throughout the week different activities will be provided to help build community within the cohorts and academy. (Ex: LunchBunch reading, game day lunch break on Fridays). On Friday (asynchronous day), scholars will have an opportunity to meet up with their cohorts for clubs, field trips, and PE day. This will help meet the social needs and help build the culture of our school.
- Scholars have the opportunity to schedule time to meet with their mentor/teacher on-campus during guided study times. This opportunity gives our scholars multiple ways to meet their needs in learning the TEKS.
- Guided study times are available for the scholars to meet with their mentor/teachers 1-on-1 or in small groups as needed. These times are mandatory when a scholar falls behind in their assignment's due dates or understanding of the TEKS.
- We have found that although our elementary students have a learning coach at home, we need the guided reading and math components with their mentor/teacher everyday. This will give our mentors/teachers the data they need to monitor progress.
- We are introducing Monthly "meet-ups" for our scholars to incorporate hands on learning, field trips, volunteer work, and clubs.

- Fridays will be Asynchronous for all grade levels with options for the above activities.
- Club day will be both Virtual and face-to-face
- Field Trip Day - career exploration, academic, community service, or a combination.
- PE day is a day for students to come to the campus location for a day of physical, social, and emotional activities.
- On-Campus is not a required component of our virtual academy. This is an opportunity for our scholars to have social interactions with fellow classmates, mentors, and teachers.

Support Services

- Scholars will be assessed BOY, MOY, and EOY as well as throughout the semester over different learning objectives. The results from these assessments and teacher recommendations will determine what small group each student will be attending.
- A scholar may be required to attend synchronous sessions in certain courses if they are showing signs of academic frustrations, low performance, or attendance warning signs.
- Scholars may not be placed in a group that is just their grade level, but may be placed in multi-grade level small groups that need extra support or acceleration in a particular learning objective, TEK, subject, and reading. (EX: scholar in 1st grade is on a beginning 2nd grade reading level, the 1st grader will be in a cohort with matching levels).

Technology Integration/Plan

Digital Programs Used

- LMS and curriculum - Imagine Learning will provide the interactive curriculum and LMS
- Character Strong curriculum - SEL lessons and activities resources used daily and weekly.
- Communication/Classroom tools from GCCISD and our mentors - SeeSaw (K-2), Google Classroom(3-12), School Messenger and Remind
- WebEx - Synchronous conference sessions with mentor and/or small group
- Google Workspace tools - for documents, presentations, email, etc.
- Peardeck, Kahoot!, GimKit, etc - interactive formative assessments
- Notability (iPad app) for grades 2-12 - used for notes and annotating PDFs for assignments
- Epic! - online book for elementary scholars to read for their 30 minutes of independent reading
- Math Learning Center apps - digital math manipulatives for our scholars to use on the iPads
- Eduphoria, RAZ Kids, Tango Central, and other tools - used for assessments.
- Mission Math, Engaging Math, Education Galaxy, Maneuvering the Middle - math resources and supplements for us to use with the Imagine Learning curriculum.
- Many other tools are also available for our scholars. Our challenge this summer is to find a common location for families to find and locate all tools, schedules, and resources they need to be successful.

Accessibility for teachers and students

- Classlink is used as our SSO. All applications are “automagically” assigned to each user according to their grade level, course they are enrolled in, course they teach, and even job title.
- The virtual academy is housed at the district technology building, if and when any issues arise with the assigned technology devices or applications,

families are able to call or even physically visit the technology building for help.

Digital Equity for all students

- iPads are issued to each scholar with all of the software and apps provided by the district.
- The scholars will use an SSO to access each item as needed.
- Scholars will be provided with headphones and hotspots when requested.

Hotspots are requested through a district form and will be issued as soon as the form is received by the technology department. The hotspots are CIPA compliant and are available to use for the year. Other options for temporary internet outage for families is to come up to the building and work using the district wi-fi.

School Processes & Programs Strengths

The strengths of the Virtual Academy include:

- an emphasis on every scholar given every opportunity.
- We have the flexibility to meet individually with scholars daily, weekly, and monthly as needed.
- Individualizing tutoring for each scholar.

Problem Statements Identifying School Processes & Programs Needs

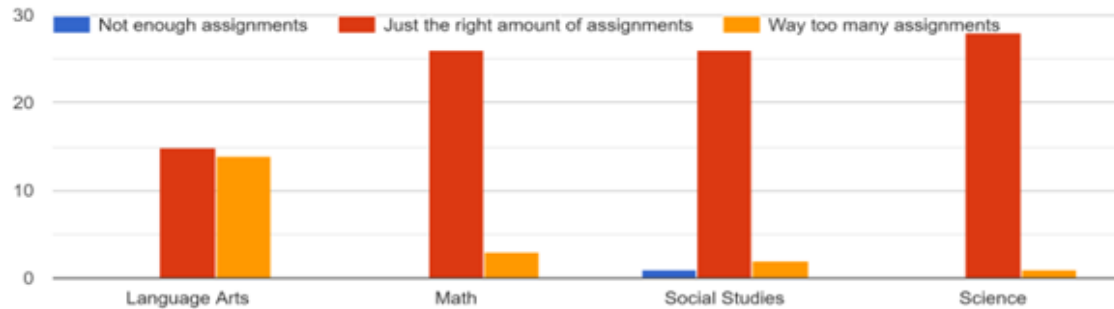
Problem Statement 1: The Imagine Learning curriculum is not 100% aligned with GCCISD curriculum. **Root Cause:** Being our first full year, alignment of GCCISD curriculum with the Imagine Learning curriculum has not been established. We are taking notes and will have the curriculum no less than 90% aligned for the 2023-2024 school year.

Perceptions

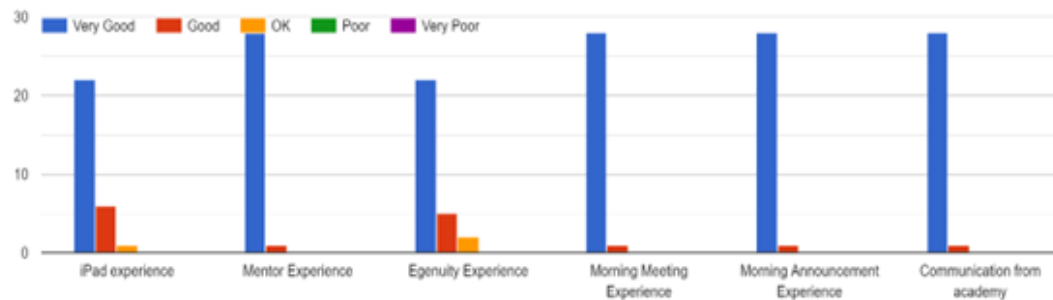
Perceptions Summary

Survey information from the district was reviewed. Below is feedback from parent surveys for elementary. Families feel confident in the amount of work assigned daily, with a little concern in ELA. According to the survey, families felt comfortable with the face to face tutoring, enjoyed the field trips available, but would like more school activities with each other.

How do you feel the workload (amount of assignments) was for each of the following subjects?

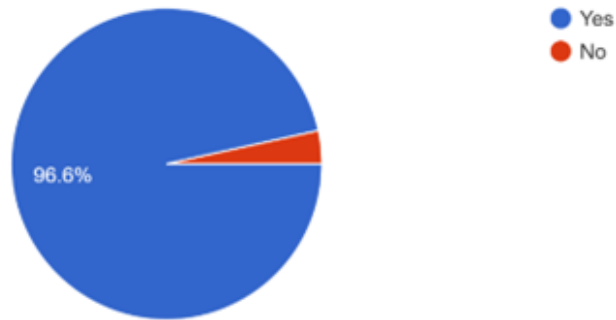


Rate the following

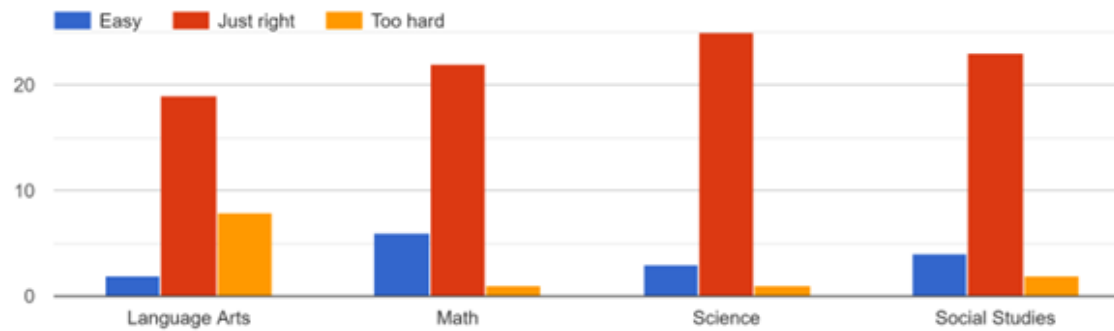


Did you enjoy doing your school work from home?

29 responses



Were the assignments in the following courses easy, just right, or too hard?



Perceptions Strengths

Strengths:

- closeness to friends achieved through virtual meet-ups
- mental wellness was addressed and anxieties down

- individualized lessons
- individualized tutoring
- sense of community
- Weekly Newsletter
- communication from both edgenuity teacher and GCCISD mentor

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Virtual academy is viewed as only for students afraid of COVID. **Root Cause:** The root cause is that we did not advertise heavily for our academy nor was enough information shared via website, social media, etc.

Priority Problem Statements

Problem Statement 1: GCVA is showing a lack of growth in 3rd and 4th grade Math STAAR.

Root Cause 1: Last year we started the virtual academy mid-year. We had a variety of students joined the academy, traditional GCCISD campuses, home school, and other state virtual programs. A lack of common assessment data, variety levels of learning and growth were a few of the issues discovered to be the root cause of the lack of growth.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data

Goals

Goal 1: GCCISD Virtual Academy will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: GC Virtual Academy will increase overall student achievement for all scholars in state assessments.





Evaluation Data Sources: STAAR/EOC results, Data Reports, Data dashboards, BOY-MOY-EOY data, TELPAS, Universal Screeners

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure proper placement and programming for all students and provide assistance and remediation for students who are unsuccessful in the program to help them progress.</p> <p>Strategy's Expected Result/Impact: All students will make at least one year's growth in Reading and Math and/or Improve state assessment scores.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Funding Sources: Remote full time teaching positions - Coordination of Local, State, and Federal Funds - ESSER III Funds - \$140,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide materials, technology, and online effective teaching strategies for all students to achieve in our academy.</p> <p>Strategy's Expected Result/Impact: All students will make at least one year's growth in Reading and Math.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Funding Sources: Imagine Learning Online Coursework - Coordination of Local, State, and Federal Funds - ESSER III Funds - \$900,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize daily PLC planning and weekly team meetings to discuss best practices, teacher and student growth and stretches.</p> <p>Strategy's Expected Result/Impact: All students will make at least one year's growth in Reading and Math.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: GCCISD Virtual Academy will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 2: Encourage and guide students to set goals for post-secondary education and/or career choices.





Evaluation Data Sources: Graduation rates and endorsement selection.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide access to live and virtual field trips, guest speakers, and discussions for career and post-secondary success and opportunities.</p> <p>Strategy's Expected Result/Impact: Students will attend at least one live or virtual opportunity to begin the discussion of career or college plans.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p>	Formative		
	Nov	Feb	June
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Goal 2: GCCISD Virtual Academy will provide a well balanced and appropriate curriculum to all students.

Performance Objective 1: Teachers and administrators will meet and collaborate to ensure a consistent and quality curriculum is being implemented.





Evaluation Data Sources: Classroom observations, course completions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teams will review current curriculum being used by the virtual academy and compare to the GCCISD curriculum and supplement curriculum that is not provided in the current curriculum to maintain the high quality and rigor of GCCISD.</p> <p>Strategy's Expected Result/Impact: Students will have the same curricular opportunities as those in a traditional campus allowing ease of transition for a student that would go back to a traditional campus.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Analyze assessment data for students and develop and implement targeted activities for our face to face whole group accelerated instruction sessions to strengthen the academic program.</p> <p>Strategy's Expected Result/Impact: Student success to increase in student scores in all instructional areas including GT, Emergent Bilingual, and Special Education to provide a well-rounded education to all students.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: GCCISD Virtual Academy, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Improve daily participation and weekly engagement minutes.





Evaluation Data Sources: Attendance rate, daily participation log

Strategy 1 Details	Formative Reviews		
Strategy 1: Students are communicated with by phone daily before the end of the school day if no progress has been shown in their courses. Strategy's Expected Result/Impact: Increase daily student engagement therefore increasing attendance rates. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide attendance incentives to all students. Strategy's Expected Result/Impact: Increase daily student attendance and progression in courses. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: GCCISD Virtual Academy, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 2: Provide required opportunities for students who have excessive absences or decreased time in course progression.





Evaluation Data Sources: Increased engagement in course progression and increased attendance rates

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Individual and small group tutoring sessions will be required once a student shows a decrease of course engagement of more than 10%. Strategy's Expected Result/Impact: Increase engagement in course progression and increased attendance. Staff Responsible for Monitoring: Campus Administrator</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct ongoing informational meetings and individual parent meetings to address student engagement and attendance. Strategy's Expected Result/Impact: Increase engagement in course progression and increased attendance. Staff Responsible for Monitoring: Campus Administrator</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide individual and small group tutorials to target identified students who are failing assessments and courses and/or not making progress asynchronously. Strategy's Expected Result/Impact: Improve performance on course progress, Overall Grades, MAPS, and EOC scores Staff Responsible for Monitoring: Campus Administrator Funding Sources: Remote part time staff positions - Coordination of Local, State, and Federal Funds - ESSER III Funds - \$80,000</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: GCCISD Virtual Academy will provide and maintain a safe, positive learning environment.

Performance Objective 1: Maintain high expectation toward a safe and structured environment.





Evaluation Data Sources: Staff Development, daily engagement logs, award ceremony data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly Breakfast with Books will promote Character Education and positive behavior. Strategy's Expected Result/Impact: Increased recognition of students who are meeting character and behavior expectations. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporate student talk and student participation in morning meetings in order to promote a safe and secure online culture. Strategy's Expected Result/Impact: Students will engage through verbal communication or chats in the morning announcements to increase their comfort and safety level of sharing with others. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: GCCISD Virtual Academy will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Recruit and retain highly effective personnel.





Evaluation Data Sources: Certification attainment, staff development

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus staff will be assigned to a teaching assignment utilizing certification information in order to provide a highly effective instructional setting for all students.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement from prior year.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to recruit new and current teachers to attend professional development on effective online teaching strategies.</p> <p>Strategy's Expected Result/Impact: 100% of the teaching staff will have no less than 6 hours of effective online teaching strategies professional development each year.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: GCCISD Virtual Academy will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: GC Virtual Academy will conduct parent/student orientation for all new students entering GCVA during enrollment periods.





Evaluation Data Sources: sign-in sheets and communication logs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students/Parents/ Campus counselors must attend orientation meeting with the principal to communicate expectations and goals of the parent and student.</p> <p>Strategy's Expected Result/Impact: Communication of procedures, expectations, and goals.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Discuss daily plans and long term goals upon admission to GCVA.</p> <p>Strategy's Expected Result/Impact: Both families and students are aware of needs and requirements for course progression, face-to-face tutoring, and graduation.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: GCCISD Virtual Academy will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Staff will be provided professional development opportunities on specific technology tools and apps conducive to students being able to demonstrate understanding of an essential standard in creative ways.

Evaluation Data Sources: Eduphoria Aware, lesson plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Educational Technology Instructional Specialists will provide training on tools and apps to demonstrate understanding of an essential standard in creative ways.</p> <p>Strategy's Expected Result/Impact: Increase in teacher and student proficiency with technology</p> <p>Staff Responsible for Monitoring: Campus Administrator</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Remote full time teaching positions	ESSER III Funds	\$140,000.00
1	1	2	Imagine Learning Online Coursework	ESSER III Funds	\$900,000.00
3	2	3	Remote part time staff positions	ESSER III Funds	\$80,000.00
Sub-Total					\$1,120,000.00