2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

64 - Volusia

Dr. Carmen Balgobin, Superintendent
Cassandra Brusca, Northeast Executive Director

Table of Contents

I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

Volusia County Schools will ignite a passion for learning by providing a challenging, creative curriculum in a safe, supportive environment where students reach their highest potential.

b. District Vision Statement

Ensuring all students receive a superior 21st century education.

c. Link to the district's strategic plan (optional).

http://myvolusiaschools.org/school-board/Pages/Goals-Strategic-Plan.aspx

2. Supports for School Improvement

a. Alignment of Resources

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) 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 to align to interventions in Priority and Focus schools. 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 Differentiated System of Supports structure, which is aligned to Goal 6, Strategy 1: District's Multi-Tiered System of Supports, is detailed in the Problem-Solving section of the DIAP.

VCS has adopted the definition of MTSS to be "a system where resources and supports are aligned along a continuum of intensity, based on academic and behavioral needs, whatever those needs might be." A central component of the framework involves resource mapping (identifying the resources—both programs and personnel available within the district and at school sites). Data are paramount when linking existing resources and in determining where additional resources are needed.

Collaboration among district departments with principal input results in purposeful coordination of resources and funding sources. The Chief Academic Officer for Instructional Services, the Area Superintendents, the Director of Federal Programs, the Executive Director of K-12 Curriculum, the Director of Exceptional Student Education, and the Coordinator of Educational Enhancements are instrumental in aligning and allocating supplemental funds and personnel to meet the needs of identified schools. District leadership, including directors and coordinators from the Instructional Services division, under the direction of the Chief Academic Officer for Instructional Services, meet as soon as new state or district assessment data are available. The group analyzes the data to prioritize the levels of support for each school by tier. The tier determines the number of and content area focus for instructional coaches and intervention teachers. In addition, the tier determines the intensity of support provided to the school by district personnel.

A team of district level staff is assigned to schools to serve as liaisons to foster communication between each school and the district team and to ensure each school receives timely support to resolve barriers to student achievement. District teams meet weekly for prioritized schools and every two weeks for the second level. At the meetings, each liaison reports on the progress the school is making, shares any concerns about what was observed during site visits, and brings immediate

needs or requests for support from the school. Through discussion, the group problem-solves any issue brought to the committee. An appropriate response or plan to seek a resolution is determined during the meeting. Individuals responsible for enacting the plan are identified with an expectation for follow-through and an update at the next meeting.

A spreadsheet developed during the district data analysis reflects all resources allocated to schools from various fund sources. The resource spreadsheet is maintained and adjusted, as needed, in response to the site visits to each of the designated schools and communication with principals throughout the year. In addition, an inventory of intervention resources developed collaboratively and refined to provide recommended standard protocol interventions is utilized by problem solving teams at each school. Schools report satisfaction with the visibility and responsiveness of district staff.

b. School Allocation Process
Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

The Chief Academic Officer for Instructional Services directs the work of the District's Multi-Tiered System of Support to respond to the needs of all schools and allocate resources where necessary. An Area Superintendent for Transformation (who reports directly to the superintendent) also serves as the Turnaround Lead for any schools in turnaround, as well as SIG schools. As such, a Community Assessment Team has been developed to support and leverage the growth and transformation processes in place at turnaround and SIG schools.

In addition to support provided to schools by district liaisons, the Chief Academic Officer for Instructional Services, the Area Superintendents, the Executive Director for K-12 Curriculum, the Assistant Director for Digital Learning & Assessment, the Coordinator for Professional Learning & School Improvement, and other key district staff meet with each school in the early weeks of the school year for a data chat.

To support continuous improvement work at each school site, each school year, a School Leadership Teams event is held. During this event, school based teams (which include 6-9 teacher leaders and administration) are being guided through a problem-solving process with district and state support to develop strategic school improvement plans for the upcoming school year. The plans will help ensure that teachers, administrators, and district support work collaboratively toward common goals. It is our mission to help schools better align resources and professional learning opportunities to improve instructional practices and, ultimately, increase student achievement throughout Volusia County. The problem-solving process helps teams to analyze their data in order to set goals and prioritize which barrier is most standing in the way of them achieving that goal. The process leads them to focus on a specific strategy with teachers and to design an action plan for implementing and monitoring the effectiveness of that strategy to meet their goal. Professional development plans are embedded into the School Improvement Plans, rather than being a separate plan. School Leadership Teams are deciding what the data is telling them the professional development needs are at each of their schools. The School Improvement Plans help to focus and guide the work of the School Leadership Teams as they seek to meet their goals. District support personnel are assisting school teams with this work.

SIP Progress Monitoring and Mid-Year Reviews are designed for school-based teams to monitor the implementation and effectiveness of the School Improvement Plans. Highlights of the process include: reviewing all school data to look for trends,including additional stakeholders (school psychologist, social worker, etc.), and creating a plan of action for next steps.

The lowest performing schools have continued support throughout the year. The school principal and

team present data analyzed to suggest School Improvement Plan (SIP) goals and to determine the principal's Deliberate Practice focus. District staff respond and pose questions to the school team to delve deeper into causes and potential interventions in response to the data. The district provides training supported by the Bureau of School Improvement staff on the School Improvement process and use of Early Warning System data. The culture of data-driven decisions and problem solving is reinforced at the school level and through interactions with the district.

c. Modifications to System Policies and Practices
Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

Volusia County Schools (VCS) governs the operations of its area schools through School Board policies and negotiated contracts with bargaining units (teacher, support staff, transportation, etc.). The changes planned within the Turnaround Model will not impact School Board policy, but would impact the negotiated contracts of the bargaining units. Thus, Memorandums of Understanding (MOU) would be the vehicle through which VCS would address policy and practice changes in order to strengthen the capacity of school-based leadership teams to implement interventions as needed. The articles under consideration for District Managed Turnaround include Article 10 - Waiver Procedure for Critically Low Performing Schools and Article 15 - Transfer and Vacancies. An analysis of current contract procedures will be conducted in September in order to execute an MOU with signatures by Oct. 31.

The Turnaround Lead will be the person responsible for initiating the process to address policy and practice barriers. Turnaround Lead designees, General Counsel, and union delegates will participate in negotiating desired MOUs immediately upon request from the Turnaround Lead to ensure that required changes are in place as quickly as possible in support of school turnaround needs.

The Turnaround Implementing School will require school-based flexibility that currently is not allowed by contract. In order to implement the proposed changes designed to increase student achievement and educator quality, the following areas of the Volusia United Educators Contract may need to be addressed by MOUs. Similar areas would be addressed as needed in the contracts of American Federation of State, County, and Municipal Employees (AFSCME) and Volusia Educational Support Association (VESA).The Turnaround Lead will work with the Chief Human Resources Officer and General Counsel in order to review potential contract articles for potential changes and bring proposed changes to the union president.

Article 5 – Employee Rights
Article 7 – Changes in Past Practices/Terms/Conditions of Employment
Article 8 – Fair Practices
Article 9 – Working Hours and Conditions
Article 14 – Teacher Evaluation
Article 15 – Transfer and Vacancies
Article 19 – Education Support
Article 21 – Teacher Assignment, Travel and Substitutes
Article 35 – Duration of Agreement

d. Operational Flexibility
Provide the district's definition of "operational flexibility"Ã ƒâ€šÃ‚? provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting.

Volusia County Schools (VCS) has established guidelines for staffing, scheduling, and budgeting. These guidelines are developed by the appropriate district department and vetted through a review and approval process, which culminates in approval by the superintendent and his leadership team (termed "Cabinet"). As part of the guideline development process, input is solicited from school-based leadership and teachers. This input is solicited via focus groups, established meetings, and online surveys. When appropriate, guidelines that impact district policy are presented as formal policies for school board approval.

VCS has an operational structure that strongly supports school-based leadership decision-making. District administration is designed in accordance with the servant leadership model. Accordingly, the district provides specific policies and procedures as required by statute and in response to statue; the district also works collaboratively with school leadership to provide school site specific support. The principal of a school is recognized as the expert of the school's needs and, thus, has significant autonomy in the areas of staffing, scheduling, and budgeting.

3. Sustainability of Improvement

a. Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements.

Volusia County Schools (VCS) has implemented a Multi-Tiered System of Supports (MTSS) designed to ensure district resources were appropriately allocated to support school leadership teams in the 8-Step Problem Solving Process incorporated into the development of School Improvement Plans. The District MTSS significantly contributed to the turnaround success of the priority and focus schools and to sustaining the success of all other schools.

The SIG application describes in detail the specific strategies and action steps that the District and the school will implement for the purpose of establishing the schools as models of student achievement. Critical to this process of creating models is the addressing of district policies and procedures in the first year of the grant, specifically the negotiation of a Memorandum of Understanding (MOU) with the Volusia United Educators (VUE) contract. Operational flexibility for SIG schools will be increased in the areas of staffing, scheduling and budgeting as described in the strategies and action steps.

Schools receiving SIG funds will partner with select schools to assist in transforming them with the model practices they developed and successfully implemented with district support. This capacity-building process of partnering with schools will expand in year three exponentially. Looking ahead, the proposed infrastructure will be built to withstand personnel turnover and funding uncertainties. Because so many district and school staff will receive relevant professional development and technical assistance throughout the SIG process, the system will stand strong even with personnel changes. With the district policies and procedures modified and the VUE MOU to increase school-based operational flexibility, Volusia schools will be positioned to take full advantage of the lessons learned as a result of the implementation of the SIG grant.

Volusia County School District envisions a transformed district-wide school system built upon the school improvement work already begun. With the support of SIG, this system will grow and flourish to benefit all students.

B. Stakeholder Involvement

1. Parent and Family Engagement Plan (PFEP) Link

A PIP has not been uploaded for this district.

2. Family and Community Engagement
Describe the district's *ongoing* mechanisms for engaging families and the community in school improvement efforts.

See District Parental Involvement Plan.

In preparation for the Turnaround to take place at Campbell, in May the district held a school-specific Community Assessment Team (CAT) meeting of various stakeholders to review and analyze data, as well as to make recommendations for school improvement. The school principal invited SAC parents, faculty members, school board members, as well as district leadership to gather together to analyze data and design a response. Data from AdvancEd climate survey, 5Essentials, and state and local assessments were used as a springboard for discussion of recommendations. Campbell's principal also shared the team's findings with the school SAC team at the following meeting.

3. Engagement of School Leadership
Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions.

Through the use of school liaisons who report regularly to the School Improvement team, the district is able to provide assistance to turnaround schools that is informed by school leadership input. In addition, the district used the school-specific CAT meeting described above as a process to gather input and ideas from school leadership in designing turnaround efforts. In order to ensure the turnaround plan is carried out effectively, the area superintendent and Chief Academic Officer will be meeting with the school principal every other week to debrief and help determine next steps.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address
Roland, Rose , rroland@volusia.k12.us

b. Employee's Title
Assistant Superintendent

c. Employee's Phone Number
(386) 734-7190

d. Employee's Phone Extension
20237

e. Supervisor's Name
James T. Russell

f. Supervisor's Title
Superintendent

g. Employee's Role and Responsibilities

Directs the work of the District's Multi-Tiered System of Support to respond to needs of all schools

Analyzes school data and allocates resources of team to respond to needs

Monitors intervention work of district leadership team in schools

Coordinates the work of Instructional Services personnel

Adjusts resource allocations as needed

Supervises turnaround efforts at the turnaround school, and supervises turnaround principals directly. As such, has the authority and resources to remove barriers to school improvements.

2. District Leadership Team:

Marcks, Teresa, tlmarcks@volusia.k12.fl.us	
Title	Assistant Superintendent
Phone	(386) 734-7190
Supervisor's Name	James T. Russell
Supervisor's Title	Superintendent
Role and Responsibilities	Directs the work of the District's Multi-Tiered System of Support to respond to needs of all schools Analyzes school data and allocates resources of team to respond to needs Monitors intervention work of district leadership team in schools Coordinates the work of Instructional Services personnel Adjusts resource allocations as needed

Amy, Kelly, klamy@volusia.k12.fl.us	
Title	Director
Phone	(386)734-7190
Supervisor's Name	Teresa Marcks
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Oversees work of CTE & Electives specialists in schools, shares concerns and makes needs of schools known in order to ensure appropriate resource allocations

Roman, Leticia, lroman@volusia.k12.fl.us

Title	Director
Phone	(386)734-7190
Supervisor's Name	Teresa Marcks
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Intervenes with leadership of D elementary schools, approves expenditures of funds from Title I and other federal programs, acts as a point of contact for designated schools, oversees work of Title I coaches and intervention teachers, shares concerns and makes needs of schools known in order to ensure appropriate resource allocations, makes recommendations about appropriate interventions needed in schools

Dyer, Kati, kbdyer@volusia.k12.fl.us

Title	Other
Phone	(386)734-7190
Supervisor's Name	Teresa Marcks
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Intervenes with leadership of D secondary schools, oversees work of specialists in schools, shares concerns and makes needs of schools known in order to ensure appropriate resource allocations, makes recommendations about appropriate interventions needed in schools, coordinates and guides efforts of schools for School Improvement Plans

Gilliland, Kim, kagilli1@volusia.k12.fl.us

Title	Director
Phone	(386)734-7190
Supervisor's Name	Teresa Marcks
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Directs Exceptional Student Education and helps to provide appropriate resources to students in schools of need

Russell, James, jrussell@volusia.k12.fl.us

Title	Superintendent
Phone	
Supervisor's Name	Board Members
Supervisor's Title	Board Member
Role and Responsibilities	

Marks, Gary, gmarks@volusia.k12.fl.us

Title	Assistant Superintendent
Phone	
Supervisor's Name	James T. Russell
Supervisor's Title	Superintendent
Role and Responsibilities	

Holland, Eric, ejhollan@volusia.k12.fl.us

Title	Administrator
Phone	
Supervisor's Name	Teresa Marcks
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	

Freeman, Susan, shfreema@volusia.k12.fl.us

Title	Assistant Superintendent
Phone	
Supervisor's Name	James Russell
Supervisor's Title	Superintendent
Role and Responsibilities	

Paige-Pender, Dana, djpaigep@volusia.k12.fl.us

Title	Assistant Superintendent
Phone	
Supervisor's Name	James T. Russell
Supervisor's Title	Superintendent
Role and Responsibilities	Oversees all human resources needs.

Roland, Rose , rroland@volusia.k12.us

Title	Assistant Superintendent
Phone	(386)734-7190, Ext. 20237
Supervisor's Name	James T. Russell
Supervisor's Title	Superintendent
Role and Responsibilities	See Turnaround Lead description.

Hazel, Rachel, rbhazel@volusia.k12.fl.us	
Title	Director
Phone	(386)734-7190, Ext. 20657
Supervisor's Name	Teresa Marcks
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Assists Chief Academic Officer, Teresa Marcks

3. Educator Quality

a. School Leadership Teams
Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team.

Through collaboration between the Superintendent and members of Cabinet, decisions are made regarding whether to retain or replace school leadership team members.

If a school in comprehensive status does not increase its letter grade or make significant progress, the principal will be replaced prior to the start of the 2018-2019 school year.

b. Instructional Staff
Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes.

Using state and district assessment data, and through collaboration between the Superintendent and members of Cabinet, decisions are made regarding the process to be used when members of the teaching staff in Focus and Priority (Targeted and Comprehensive) schools are to be replaced.

At Comprehensive schools, all teachers receiving unsatisfactory state VAM scores were removed from the school prior to the start of the 2017-2018 year. In addition, any teachers receiving Needs Improvement scores have been put on a support plan. Those teachers will receive intensive support from the district through an individualized support plan. In addition, those teachers will receive direct coaching according to specific needs to ensure student learning needs are met. These teachers receiving a Needs Improvement score will be removed from the school if they do not earn a state VAM score of Effective or higher in 2018-2019, or if the school grade does not improve to a C.

The school will also be provided priority status when filling vacancies.The Human Resources office has provided a list of all eligible employees with ESOL and ESE certification for the principal to use. Positions will be advertised nationally until filled.

D. Professional Capacity

1. Common Planning Time
Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C.

The Chief Financial Officer holds weekly meetings with the Chief Academic Officer, district support personnel, and Area Superintendents in order to determine how to allocate additional staffing units to

schools. During these meetings, the requests of prioritized schools are considered with special emphasis.

All teachers at Comprehensive schools will receive twice weekly guided lesson planning support from their academic coaches, led by district curriculum and school improvement specialists.

2. Instructional Coaches
Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction.

Trend data from district and state assessments are used to determine which schools have the greatest need for reading, math, and science coaches and additional teaching units for Intensive Reading and Math. A combination of state and district funds are used to provide coaches and teachers at schools with need.

All coaches keep a record of their daily activities in their Microsoft Outlook calendars, which are monitored on a regular basis by school and district personnel. Specifically, personnel look for items on the coaches' calendars that show time dedicated to the group and individual professional learning and development of the teachers served.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

1. Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan.
Yes

District Reading Plans
https://www.floridacims.org/districts/volusia?current_tab=reading

b. Writing

1. Description of Programs
List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

Write From the Beginning	
Program Type	Core, Supplemental
School Type	Elementary School
Description	Write from the Beginning...and Beyond is a writing program that can be used in combination with other writing programs that a school or district is using. The program covers all modalities of writing.

Being a Writer

Program Type   Core

School Type   Elementary School

Description   This program provides a writing-process approach to teaching writing that interweaves academic and social emotional learning for K-5 students.

Houghton Mifflin Harcourt

Program Type   Core

School Type   Middle School, High School

Description   As part of core instruction in all middle schools and some high schools, ELA teachers have access to the writing instruction that is part of the curriculum in the form of the writing workshops. There are multiple workshops at each grade level that focus on varied genres of writing and the writing process.

District Writing Assessments

Program Type   Core

School Type   Middle School, High School

Description   District writing assessments focus on text-based writing aligned to the LAFS and the FSA ELA Writing Assessment for grades 6-10 with writing tested in informative and argumentative mode.

Secondary Supplemental Writing Materials

Program Type   Supplemental

School Type   Middle School, High School

Description   Middle and high school teachers have the option to use several professional books for a variety of writing support purposes including:
Image Grammar by Harry R. Noden
Write Like This by Kelly Gallagher
Teaching Argument Writing, Grades 6-12 by George Hillocks

SIPPS

Program Type   Core

School Type   Elementary School

Description

Ready Writing

Program Type Core

School Type Elementary School

Description This is an interactive program aligned to LAFS for Grades 2-5 that focuses on writing from sources.

c. Mathematics

1. Description of Programs
List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

Math Modules

Program Type Core

School Type Elementary School

Description The Elementary Math Modules provide teachers with instructional resources (remediation and enrichment), formative and summative assessments and diagnostic assessments and instructional implications.

District-wide Assessment Program (K-5; 6-8, Algebra, and Geometry)

Program Type Core

School Type Elementary School, Middle School, High School

Description Summative assessments aligned to the current standards. These ten question assessments have been created and reviewed by teams of teachers and administered to every student after the standards have been taught.

Florida DOE MFAS

Program Type Supplemental

School Type Elementary School, Middle School, High School

Description MFAS provide teachers with diagnostic assessments and instructional implications.

Curriculum Maps developed by teachers for teachers based on the Florida Standards

Program Type
Core, Supplemental

School Type
Elementary School, Middle School, High School

Description
Curriculum maps have been written by teams of lead teachers. The curriculum maps include pacing guides, descriptions of the standards, and resources aligned to the standards.The curriculum maps also provide teachers with suggested supplemental resources and assessments.

Pearson Instructional Materials

Program Type
Core, Supplemental, Intensive Intervention

School Type
Middle School

Description
Online and hardcopies of the student and teacher editions are available for the core instruction. The workbooks are used as supplemental resources and there is online access to the intervention materials.

Ascend Math

Program Type
Intensive Intervention

School Type
Middle School

Description
This is a web-based program used in selected middle schools that pre-assesses students. It then prescribes targeted instruction for standards needing to be remediated from grade 3- Algebra 2.

Algebra Nation

Program Type
Supplemental, Intensive Intervention

School Type
Middle School, High School

Description
This is a web-based program used in all algebra 1a, 1b, 1, Geometry and Algebra 2 classes. It includes instructional videos, practice problems and assessments for every standard tested on the state EOC.

AIMS

Program Type	Supplemental
School Type	Elementary School
Description	Engaging, hands-on activities aligned to the MAFS designed to help students learn by doing in order to improve conceptual understanding.

Lakeshore

Program Type	Supplemental
School Type	Elementary School
Description	Hands-on materials used to support teacher-lead, standards-based lessons.

IXL

Program Type	Supplemental
School Type	Elementary School
Description	Grades 3-5. This is a web-based program that allows teachers to assign standards-based lessons according to individual student needs as determined by score reports generated by the software.

HMH--Go Math

Program Type	Core
School Type	Middle School, High School
Description	Online and hard copies of the student and teacher editions are available for the core instruction. There is also online access to the intervention and enrichment materials.

McGraw Hill - Florida Math CINCH

Program Type	Core
School Type	Middle School, High School
Description	Online and hard copies of the student and teacher editions are available for the core instruction. The workbooks are used as supplemental resources. There is also online access to the intervention and enrichment materials.

d. Science

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

Houghton Mifflin Harcourt Science Fusion	
Program Type	Core
School Type	Elementary School
Description	This core consumable textbook resource provides teachers with NGSSS-aligned instructional material and student practice. Assessment opportunities are embedded throughout the core resource.

The Happy Scientist	
Program Type	Supplemental, Intensive Intervention
School Type	Elementary School, Middle School
Description	Link: www.thehappyscientist.com This web-based supplemental resource provides teachers with scientifically-accurate videos, pictures, labs, and sample items by benchmark aligned to NGSSS for grades 3-8.

ScienceSaurus	
Program Type	Supplemental, Intensive Intervention
School Type	Elementary School, Middle School
Description	This text-based resource provides teachers with an alternative student-friendly explanation of key science concepts learned in Grades 2-5. This resource is available at some schools; it was an option during the last adoption. A number of Science Saurus books were ordered for each middle school over the past two years. These books were purchased for intervention and remediation groups.

AIMS	
Program Type	Supplemental
School Type	Elementary School
Description	This Florida-specific (NGSSS), activity-based resource provides teachers with hands-on, minds-on instructional material and student practice. Scaffolded questions are provided with each activity. This resource is available for use in many classrooms; the Elementary Science Department has remained committed to making this resource available to teachers following comprehensive training.

Pearson Prentice Hall Interactive Science Instructional Materials

Program Type Core

School Type Middle School

Description Online and consumable textbooks of the student and teacher editions are available for core instruction. The workbooks are used as supplemental resources and there is online access to the intervention materials.

District Interim Assessments (6-12)/Volusia Science Test (3-5)

Program Type Core

School Type Elementary School, Middle School, High School

Description Summative assessments aligned to the current standards. The items have been written and reviewed by teacher committees in each grade level 3-8 and Biology.

Curriculum Maps developed by teachers based on the NGSSS and Florida Standards

Program Type Core

School Type Elementary School, Middle School, High School

Description Curriculum maps have been written by teams of lead teachers. The curriculum maps include pacing guides, descriptions of the standards and resources aligned to the standards.

FL Coach Jumpstart Science

Program Type Supplemental, Intensive Intervention

School Type Elementary School, Middle School

Description Each school received student workbooks and teacher editions for intervention and remediation. This resource contains three practice FCAT assessments per grade level.

Holt, Glencoe, Pearson Prentice Hall, Instructional Materials	
Program Type	Core, Supplemental, Intensive Intervention
School Type	High School
Description	Online and hardcopies of the student and teacher editions are available for some of the core instruction. The workbooks are used as supplemental resources and there is online access to the intervention materials.

Standards Monitoring Test	
Program Type	Core
School Type	Elementary School, Middle School, High School
Description	A system of pre and post tests aligned to current standards to guide instruction and remediation. These items have been written and reviewed by teachers.

2. Instructional Alignment and Pacing

a. Program Monitoring
Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals.

A district liaison/point of contact is assigned to each school. The number of schools assigned to each point of contact depends on the school grade. School assessment data is used to allocate the time of curriculum specialists, resource teachers, and coaches so that schools with the greatest need receive the most dedicated time from the curriculum team. For instance, schools with the highest need may receive as many as three visits a week; schools with the lowest need may receive as few as three visits per year. Time allocations even at the same school may differ among subjects and content areas according to the need as demonstrated by data; moreover, changes to time and resource allocations will change throughout the year depending on data.

Schools have in place either a data room, data notebook, or data files to identify groups of students with similar academic or behavioral deficits in order to identify and monitor group interventions. The district emphasizes Professional Learning Communities as the vehicle for data chats and problem-solving an appropriate instructional response to data. For larger systemic issues, the district and schools employ the 8-step problem-solving model together.

Professional development is responsive to the needs of the schools. School-based coaches meet at least once per month for professional learning on the coaching cycle, instructional strategies, specific content knowledge and standards, and alignment of assessment. Intervention teachers meet monthly for professional learning on explicit instruction, formative assessment, and effective feedback. Frequent interaction among the coaches, intervention teachers, and district staff enhances collaboration and increases communication and consistency of instructional quality to meet the Florida Standards.

The district has conducted a Learning Walk process, modeled on the IR process conducted in D schools by the DOE team. During a Learning Walk, the principal shares SIP goals and shares data on progress being made toward those goals. Referencing SIP goals and strategies, the principal suggests the area of focus for the walk-through. Teams of district, school, and state staff then visit all classrooms to observe instruction. After the classroom walk-throughs, walk-through teams debrief with the school leadership team to share observations and provide feedback to the school on effective practices observed and areas for improvement. Walk-through data also provides feedback for the school leadership on current progress toward SIP goals.

b. Supports for Student Transitions
Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another.

1. Will the district use its Student Progression Plan to satisfy this question?
Yes

a. Link to Student Progression Plan

http://www.boarddocs.com/fla/vcsfl/Board.nsf/goto?open&id=8NATBC724B44

b. Provide the page numbers of the plan that address this question.

Pp. 1-2

c. Alignment of Pacing Guides to Florida Standards
Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science.

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. *Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.*
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 district to summarize the points of strength and areas of need that have been identified in the data.

Based on 2016-2017 FSA and EOC Results, the following are points of strength:
-ELA increased 2% districtwide
-Science continues to outperform the state in all areas
-Math increased 1% in Grades 3-8
-Civics scores have increased almost 10% over the last 3 years
-Volusia's graduation rate has increased more than 4% over the last year

The following are areas of need:
-Secondary ELA is 2% below state average

-Grades 6-8 Math is 4% below state average
-U.S. History is 1% below state average
-Graduation rate is still about 5% below the state (Black and ESE are the two lowest performing subgroups)

Based on the 2016-2017 5Essentials Survey, the following are points of strength:
-Instructional Leadership
-Professional Development
-Parent Influence on Decision-Making
-Academic Personalism
-Academic Press

The following are areas of need:
-Teacher Influence
-Collective Responsibility
-Teacher-Teacher Trust
-Teacher-Parent Trust
-Parent Involvement
-Safety
-Expectations for Postsecondary Education
-Quality of Student Discussion

B. Problem Analysis Summary
This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying 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.

A possible root cause for performance shortfalls in ELA and Math could be a lack of clear understanding of relatively new Florida Standards, as well as a lack of relationships built between teachers and students in middle schools. In addition, not all schools hold their students to the high expectations they are capable of, and few schools provide a systematic support for students when they begin struggling.

In Schools with strong Teacher-Teacher Trust, teachers are supportive and respectful of one another, personally and professionally. Based on a comparison to the benchmark, a score of 37 means that, on average, schools in Volusia are weak on this measure. 18% of teachers report that they do not trust one another; 14% of teachers feel it is okay to share feelings, worries, and frustrations with one another. 16% of teachers respond that they disagree with the fact that teachers respect other teachers who take the lead in school improvement efforts.

In schools with strong Teacher-Parent Trust, teachers view parents as partners in improving student learning. Based on a comparison to the benchmark, a score of 21 means that, on average, schools in Volusia are weak on this measure. 35% of teachers report feeling that less than half of parents do their best to help their children learn. 43% of teachers report that they feel good about less than half of parents' support for their work.

In schools with strong quality of student discussion, students participate in classroom discussions that build their critical thinking skills. Based on a comparison to the benchmark, a score of 38 means that, on average, schools in Volusia are Weak on this measure. Teachers report that 17% of students rarely or never use data and text references to support their ideas or provide constructive feedback to their peers and teacher. Teachers also report that 10% of students rarely or never build on each other's ideas during discussion.

District Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Increase the academic achievement of all students through effective instruction, a challenging, rigorous curriculum, and multiple instructional pathways for students to meet their individual needs.

G2. Improve internal and external communication systems to maximize student achievement, promote collaboration and build positive relationships.

G3. Attract, hire, continuously develop, retain, and reward highly qualified staff to improve academic achievement and student success

G4. Ensure that all resources in the district are allocated to support the highest level of student achievement and the strategic plan priorities with fiscal responsibility and transparency.

G5. Prioritize and provide resources for a safe, secure, supportive, and innovative learning environment that cultivates 21st Century learners.

G6. If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups.

G7. UNiSIG for South Daytona, Blue Lake, and Palm Terrace: If we implement a tiered system of support for school improvement with turnaround schools, then teaching and learning will improve.

G8. SIG4 GOAL1: If Holly Hill School creates a supportive environment by implementing a school wide system for social emotional learning, then early warning risk factors will decrease and positive behaviors will increase.

G9. If Holly Hill increases partnerships with a variety of stakeholders, then the community will be more committed to the success of the school.

G10.   SIG4 GOAL 3: If Holly Hill School implements an early learning model as the foundation for standards-aligned instruction based on the instructional shifts, then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase the academic achievement of all students through effective instruction, a challenging, rigorous curriculum, and multiple instructional pathways for students to meet their individual needs. `1a`

🔑 G069688

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	4-Year Grad Rate (Standard Diploma)	2017-18	80.0
District-Wide	Algebra I EOC Pass Rate	2017-18	59.0
District-Wide	FSA Mathematics Achievement	2017-18	62.0
District-Wide	Geometry EOC Pass Rate	2017-18	60.0
District-Wide	FSA ELA Achievement	2017-18	57.0
District-Wide	Statewide Science Assessment Achievement	2017-18	65.0
District-Wide	Bio I EOC Pass	2017-18	74.0
District-Wide	U.S. History EOC Pass	2017-18	68.0
District-Wide	Civics EOC Pass	2017-18	74.0
District-Wide	SAT Critical Reading	2017-18	510.0
District-Wide	ACT English	2017-18	19.1

Targeted Barriers to Achieving the Goal `3`

- Lack of effective coordination and integration of district departments.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District multi-tiered system of supports
- Strategic plan

Plan to Monitor Progress Toward G1. `8`

District Data Analysis Summary & Response Meeting

Person Responsible
Eric Holland

Schedule
Annually, from 7/12/2016 to 7/1/2021

Evidence of Completion
State assessments data

G2. Improve internal and external communication systems to maximize student achievement, promote collaboration and build positive relationships. `1a`

🔑 G069696

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	School Climate Survey - Student	2016-17	40.0
District-Wide	School Climate Survey - Parent	2016-17	20.0

Targeted Barriers to Achieving the Goal `3`

- Lack of adequate communication systems

Resources Available to Help Reduce or Eliminate the Barriers `2`

-

G3. Attract, hire, continuously develop, retain, and reward highly qualified staff to improve academic achievement and student success `1a`

🔑 G069697

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	CTE Teachers Holding Industry Certifications	2020-21	100.0
District-Wide	Highly Qualified Teachers	2020-21	100.0

Targeted Barriers to Achieving the Goal `3`

- Lack of systematic alignment of human resources and professional development processes.

Resources Available to Help Reduce or Eliminate the Barriers `2`

-

G4. Ensure that all resources in the district are allocated to support the highest level of student achievement and the strategic plan priorities with fiscal responsibility and transparency. `1a`

🔑 G069698

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	5Es Score: Program Coherence	2020-21	80.0

Targeted Barriers to Achieving the Goal `3`

- Need to better align fiscal resources to school and system needs.

Resources Available to Help Reduce or Eliminate the Barriers `2`

-

G5. Prioritize and provide resources for a safe, secure, supportive, and innovative learning environment that cultivates 21st Century learners. 1a

🔑 G069699

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	5Es Score: Supportive Environment	2020-21	80.0
District-Wide	5Es Score: Future Orientation	2020-21	80.0

Targeted Barriers to Achieving the Goal 3

- Need to prioritize resources.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

G6. If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups. 1a

🔍 G030300

Targets Supported 1b

Focus	Indicator	Year	Target
4941 - Atlantic High School	FSA ELA Achievement	2017-18	67.0
4941 - Atlantic High School	ELA/Reading Lowest 25% Gains	2017-18	51.0
4941 - Atlantic High School	FSA Mathematics Achievement	2017-18	67.0
4941 - Atlantic High School	Bio I EOC Pass	2017-18	80.0
4941 - Atlantic High School	4-Year Grad Rate (Standard Diploma)	2017-18	85.0
4941 - Atlantic High School	ELA/Reading Gains	2017-18	61.0
4941 - Atlantic High School	Math Lowest 25% Gains	2017-18	51.0
4941 - Atlantic High School	4-Year Grad Rate (Standard Diploma)		74.0

Targeted Barriers to Achieving the Goal 3

- Need for greater resource alignment--including personnel, funds, and stakeholder support: *District:Volume of schools in need *School: Volume of students in need; *District: Ability to establish a presence on all school campuses *School: Ability to establish a presence in all classrooms; *District: Taking time and funds away from all schools to support most struggling schools leads to declines in higher performing schools *School: Taking time and funds away from some students and/or teachers to support most struggling students and/or teachers leads to declines in higher performing students; *District: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting *School: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting; *District: Lack of available technology resources to fulfill needs of schools *School: Lack of available technology resources to fulfill needs of students and teachers; *District: Lack of systematic support for stakeholder engagement in school growth *School: Lack of systematic support for stakeholder engagement in student learning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personnel: Community Assessment Team; District Leadership Team; Instructional Services Specialists; Instructional Services Secondary TOAs, Coaches, and Elementary ISTOAs; Area Superintendents; Office of Professional Development & Support Coordinator and Specialists; ESOL Coordinator; Differentiated Accountability Region 2 Team; School Administration; Title I Intervention Teachers; Behavioral Support Staff;

- Funds: SAI Funds; Reading FEFP Funds; District Budgets; Title I Funds; Title II Funds; Title III Funds; Race to the Top (5th year amendment); SIG 1003(g) (if awarded)

Plan to Monitor Progress Toward G6. `8`

Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.

Analysis of district and state assessment results will determine progress made toward goals.
Analysis of teacher performance data will be compared to student achievement data (when applicable).

Person Responsible

Alicia Parker

Schedule

Quarterly, from 9/22/2014 to 6/30/2017

Evidence of Completion

Student achievement data; Graduation data; Teacher performance reports, including triangulation of data (PD, teacher evaluation performance, and student achievement); Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review

Plan to Monitor Progress Toward G6. `8`

Tier 3 CAT will analyze and make recommendations for response.

Person Responsible

James Tager

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 3 CAT minutes, which include recommended actions

Plan to Monitor Progress Toward G6. `8`

District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-step Planning & Problem Solving Process.

Person Responsible

Barbara Head

Schedule

Quarterly, from 7/10/2014 to 6/30/2017

Evidence of Completion

Evidence: Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams; modifications to Problem-Solving items in School SIPs

G7. UNiSIG for South Daytona, Blue Lake, and Palm Terrace: If we implement a tiered system of support for school improvement with turnaround schools, then teaching and learning will improve. 1a

🔍 G075120

Targets Supported 1b

Focus	Indicator	Year	Target
All D Schools	Unsatisfactory Teachers (VAM)	2017-18	0.0
All D Schools	Effective+ Teachers (VAM)	2017-18	100.0
All D Schools	School Grade - Percentage of Points Earned	2017-18	41.0

Targeted Barriers to Achieving the Goal 3

- Recent trends at these three schools have led to a staff that is generally new to teaching. There is a need to support the new staff, as well as the staff as a whole, with gaining cohesion with school-wide structures, lesson planning, data use, differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- New teaching staff

- Two new assistant principals

- Area Superintendent of Transformation assigned to school as support.

- Area superintendent and Chief Academic Officer biweekly meetings with principal.

- District liaison to coordinate district efforts and support school leadership.

- Curriculum specialists weekly support.

- School Leadership Team

- Instructional coaches

- Professional Learning Communities

- CHAMPS training

Plan to Monitor Progress Toward G7. 8

State Assessment Monitoring

Person Responsible
Eric Holland

Schedule
Semiannually, from 9/30/2017 to 7/31/2018

Evidence of Completion
School Grade, FSA Proficiency Progress and Learning Gains

G8. SIG4 GOAL1: If Holly Hill School creates a supportive environment by implementing a school wide system for social emotional learning, then early warning risk factors will decrease and positive behaviors will increase. 1a

🔑 G079153

Targets Supported 1b

Focus	Indicator	Year	Target
All SIG4 Implementation Sites	Attendance rate	2017-18	97.0
All SIG4 Implementation Sites	5Es Score: Supportive Environment	2017-18	40.0

Targeted Barriers to Achieving the Goal 3

- 1. Student perception is weak in the area of overall school climate: *feeling it is important to come to school daily *student effort *value of learning 2. Current programs/approaches are not being implemented with fidelity 3. Lack of integration of programs

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS School

- Second Step Curriculum being used

- Teachers view Professional Learning as impactful to their growth

- School Based Academic Coaches

- Responsive Classroom morning meetings

- Graduation Assurance Facilitator / MTSS Coach

- AVID Training

- Comprehensive Services for social emotional support

- Professional Learning for social/emotional curriculum

- College Partnerships

- Extra class period

-

Plan to Monitor Progress Toward G8. 8

The principal, lead liaison, and SIG4 project manager will review all data and assessment results with the Community Assessment Team to determine goal progress.

Person Responsible
Teresa Marcks

Schedule
On 7/31/2018

Evidence of Completion
Meeting minutes and data document analysis

G9. If Holly Hill increases partnerships with a variety of stakeholders, then the community will be more committed to the success of the school. 1a

🔍 G079390

Targets Supported 1b

Focus	Indicator	Year	Target
All SIG4 Implementation Sites	5Es Score: Involved Families	2017-18	20.0
All SIG4 Implementation Sites	5Es Score: Parent Involvement	2017-18	20.0
All SIG4 Implementation Sites	5Es Score: Teacher-Parent Trust	2017-18	20.0

Targeted Barriers to Achieving the Goal 3

- need for more focused community partnerships

Resources Available to Help Reduce or Eliminate the Barriers 2

- New Relationship with DSC

- Family Center

- Principal on Commissioners Leadership

- 5Es Survey

Plan to Monitor Progress Toward G9. 8

The principal, lead liaison, and SIG4 project manager will review all data and assessment results with the Community Assessment Team to determine goal progress.

Person Responsible
Teresa Marcks

Schedule
On 7/31/2018

Evidence of Completion
Meeting minutes and data document analysis

G10. SIG4 GOAL 3: If Holly Hill School implements an early learning model as the foundation for standards-aligned instruction based on the instructional shifts, then student achievement will increase. `1a`

🔍 G079391

Targets Supported `1b`

Focus	Indicator	Year	Target
All SIG4 Implementation Sites	FSA ELA Achievement	2017-18	40.0
All SIG4 Implementation Sites	FSA Mathematics Achievement	2017-18	40.0
All SIG4 Implementation Sites	Algebra I EOC Pass Rate	2017-18	90.0
All SIG4 Implementation Sites	FCAT 2.0 Science Proficiency	2017-18	45.0
All SIG4 Implementation Sites	Civics EOC Pass	2017-18	55.0
All SIG4 Implementation Sites	5Es Score: Ambitious Instruction	2017-18	50.0

Targeted Barriers to Achieving the Goal `3`

- NEED FOR MORE TRAINING FOR STAFF NEW TO TEACHING: --Teacher turnover has created a number of teachers new to Holly Hill who have five or fewer years of teaching experience. --Lack of deep knowledge of Florida Standards, standards-based instruction, and instructional shifts. --Lack of training for using technology to personalize learning. NEED FOR MORE ACADEMIC PRESS: --Student perception of lack of academic press. --Need for higher expectations for students in all academic areas.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Instructional coaches

- SEED training for instructional coaches

- 5Essentials Survey

- Elementary and secondary content area specialists

- Continuous Improvement Director

- Technology for blended learning

- VPK classroom

- Turnaround principal in place

Plan to Monitor Progress Toward G10. `8`

The principal, lead liaison, and SIG4 project manager will review all data and assessment results with the Community Assessment Team to determine goal progress.

Person Responsible
Teresa Marcks

Schedule
On 7/31/2018

Evidence of Completion
Meeting minutes and data document analysis

District Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. Increase the academic achievement of all students through effective instruction, a challenging, rigorous curriculum, and multiple instructional pathways for students to meet their individual needs. `1`

🔑 G069688

G1.B1 Lack of effective coordination and integration of district departments. `2`

🔑 B181294

G1.B1.S1 Promote high quality early childhood educational experiences that will ensure kindergarten readiness. `4`

🔑 S192744

Strategy Rationale

Action Step 1 `5`

Continue Offering Year Round VPK

Person Responsible

Wendy Sydeski

Schedule

Daily, from 8/8/2016 to 8/3/2021

Evidence of Completion

Enrollment Reports

Action Step 2 `5`

Investigate Expansion of Year Round VPK

Person Responsible

Wendy Sydeski

Schedule

Monthly, from 8/8/2016 to 7/31/2017

Evidence of Completion

Needs assessment, facility assessment, funding assessment

Action Step 3 `5`

Continue Offering VPK Summer Programs

Person Responsible

Wendy Sydeski

Schedule

Annually, from 7/5/2016 to 8/1/2017

Evidence of Completion

Enrollment Reports

Action Step 4 `5`

Offer Title 1 Pre-K CSI

Person Responsible

Wendy Sydeski

Schedule

Annually, from 7/5/2016 to 8/1/2017

Evidence of Completion

Enrollment Reports

Action Step 5 `5`

Kindergarten Orientation at all elementary schools

Person Responsible

Wendy Sydeski

Schedule

Annually, from 8/8/2016 to 8/9/2021

Evidence of Completion

Sign-in sheets

Action Step 6 `5`

Migrant Orientation

Person Responsible

Katie Amaral

Schedule

Annually, from 8/8/2016 to 8/9/2021

Evidence of Completion

sign in sheets

Action Step 7 `5`

Pre-K Transition Meetings

Person Responsible

Wendy Sydeski

Schedule

Annually, from 7/1/2016 to 8/31/2021

Evidence of Completion

sign in sheets

Action Step 8 `5`

Staggered Start

Person Responsible

Barbara Head

Schedule

Annually, from 8/8/2016 to 8/13/2021

Evidence of Completion

attendance

Action Step 9 5

Head Start Kindergarten School Visits

Person Responsible

Wendy Sydeski

Schedule

Annually, from 1/15/2017 to 12/15/2021

Evidence of Completion

Calendar

Action Step 10 5

Continue collaborative professional learning with private preschool providers and VCS

Person Responsible

Desiree Rybinski

Schedule

Quarterly, from 7/15/2016 to 12/15/2017

Evidence of Completion

sign in sheets

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

Leadership Team Monitoring Meeting

Person Responsible

Teresa Marcks

Schedule

Monthly, from 7/5/2016 to 7/1/2021

Evidence of Completion

Meeting Minutes

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

District Datapalooza

Person Responsible

Eric Holland

Schedule

Triannually, from 10/26/2016 to 7/1/2021

Evidence of Completion

District assessments data

G1.B1.S2 Support a System of Continuous School Improvement `4`

`S192745`

Strategy Rationale

Action Step 1 `5`

Develop a professional learning plan for administrators and liaisons based on level of tiered support and school needs.

Person Responsible

Kati Dyer

Schedule

Quarterly, from 1/4/2016 to 7/31/2021

Evidence of Completion

Proposed Tiered Professional Learning Schedule

Action Step 2 `5`

Schools establish School Leadership Teams and analyze school data prior to district SLT training

Person Responsible

Lyndi Goepfert

Schedule

Annually, from 5/2/2016 to 7/31/2021

Evidence of Completion

SLT participants

Action Step 3 `5`

District provides School Leadership Teams training to assist schools to write School Improvement Plans and design aligned professional learning opportunities.

Person Responsible

Lyndi Goepfert

Schedule

Evidence of Completion

Sign-in sheets

Action Step 4 `5`

Tier schools based on risk factor analysis with differentiated levels of support

Person Responsible

Barbara Head

Schedule

Quarterly, from 7/1/2016 to 7/31/2021

Evidence of Completion

Tiered List

Action Step 5 `5`

Assign liaisons to support all schools and provide regular visits according to tier

Person Responsible

Barbara Head

Schedule

Annually, from 7/1/2016 to 7/31/2021

Evidence of Completion

Liaison List

Action Step 6 `5`

Provide follow-up training to school administrators in support of aligning school plans and professional learning.

Person Responsible

Kati Dyer

Schedule

Quarterly, from 7/1/2016 to 7/31/2021

Evidence of Completion

Sign in sheets

Action Step 7 `5`

Provide Data Walks training to administrators

Person Responsible

Lyndi Goepfert

Schedule

Annually, from 9/1/2016 to 7/31/2021

Evidence of Completion

Sign in sheets

Action Step 8 `5`

Provide monthly professional learning sessions for Tier 2.5 and 3 schools aligned to Step 5

Person Responsible

Kati Dyer

Schedule

Monthly, from 9/1/2016 to 7/31/2021

Evidence of Completion

Admin agendas

Action Step 9 `5`

Provide quarterly professional learning sessions for liaisons aligned to Step 5

Person Responsible

Lyndi Goepfert

Schedule

Quarterly, from 9/1/2016 to 7/31/2021

Evidence of Completion

Agendas

Action Step 10 `5`

Plan for next SLT

Person Responsible

Lyndi Goepfert

Schedule

Annually, from 2/1/2017 to 5/31/2017

Evidence of Completion

Meeting notes

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

Leadership Team Monitoring Meetings

Person Responsible

Teresa Marcks

Schedule

Monthly, from 7/5/2016 to 7/1/2021

Evidence of Completion

Meeting minutes

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

District Datapalooza

Person Responsible

Eric Holland

Schedule

Triannually, from 10/26/2016 to 7/1/2021

Evidence of Completion

district assessment data

G1.B1.S3 Expand implementation of sustainable interventions within a multi-tiered system of supports for students 4

S192746

Strategy Rationale

Action Step 1 5

Identify and communicate a research-based definition of MTSS

Person Responsible

Mary Alice Myers

Schedule

Weekly, from 8/1/2016 to 8/31/2016

Evidence of Completion

Notes

Action Step 2 5

Research Social Emotional Learning (SEL)

Person Responsible

Mary Alice Myers

Schedule

Weekly, from 8/1/2016 to 10/1/2016

Evidence of Completion

Emails, PPT

Action Step 3 5

Develop a Decision Making document and process for district support for any intervention programs, and/or strategies for SEL and Academics

Person Responsible

Mary Alice Myers

Schedule

Weekly, from 10/3/2016 to 10/31/2016

Evidence of Completion

meeting minutes

Action Step 4 5

Build process for analyzing district and building level data to determine necessary supports for individual and groups of students as well as staff.

Person Responsible

Mary Alice Myers

Schedule

Weekly, from 10/3/2016 to 10/31/2016

Evidence of Completion

meeting minutes

Action Step 5 5

Create tiers of intervention and support for Academics and SEL

Person Responsible

Mary Alice Myers

Schedule

Weekly, from 11/1/2016 to 12/31/2016

Evidence of Completion

Tier document

Action Step 6 5

Train Admin (w/ Sustainability embedded) Overview with T1 Training modules on SEL for rollout to teachers and staff

Person Responsible

Mary Alice Myers

Schedule

Monthly, from 1/4/2016 to 3/31/2017

Evidence of Completion

sign in sheets

Action Step 7 `5`

Train Student Service providers (T1-3 supports for SEL)

Person Responsible

Mary Alice Myers

Schedule

Weekly, from 1/4/2017 to 2/28/2017

Evidence of Completion

sign-in sheets

Action Step 8 `5`

Public (Parent/Community) Comm. of MTSS Framework

Person Responsible

Mary Alice Myers

Schedule

Weekly, from 2/1/2017 to 3/1/2017

Evidence of Completion

sign in sheets, documents

Action Step 9 `5`

Create a process for monitoring effectiveness of MTSS

Person Responsible

Mary Alice Myers

Schedule

On 5/31/2017

Evidence of Completion

meeting notes

Action Step 10 `5`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Leadership Team Monitoring Meeting

Person Responsible

Teresa Marcks

Schedule

Monthly, from 7/5/2016 to 7/1/2021

Evidence of Completion

meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

District Datapalooza

Person Responsible

Eric Holland

Schedule

Triannually, from 10/1/2016 to 10/30/2021

Evidence of Completion

district data

G2. Improve internal and external communication systems to maximize student achievement, promote collaboration and build positive relationships. `1`

🔑 G069696

G2.B1 Lack of adequate communication systems `2`

🔑 B181298

G2.B1.S1 Utilize multiple marketing and media platforms to share success stories and positive information about students, staff, schools, instructional programs, and projects, including the half-cent sales tax, promotion/graduation requirements and post-secondary opportunities. `4`

🔑 S192756

Strategy Rationale

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #1 Complete one or more action steps for this Strategy or de-select it

G2.B1.S2 Disseminate time sensitive information as quickly and as accurately as possible. `4`

🔑 S192757

Strategy Rationale

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #2 Complete one or more action steps for this Strategy or de-select it

G2.B1.S3 ? Redesign monthly administrative meetings into professional learning sessions for the purpose of increasing administrator knowledge of Florida Standards, instructional best practices (VSET), and instructional leadership (VSEL, VDAES). `4`

🔑 S192758

Strategy Rationale

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #3 Complete one or more action steps for this Strategy or de-select it

G2.B1.S4 Increase opportunities for the Volusia community, business partners and families to collaborate with district and school leaders on instructional programs that support increased student achievement and success. `4`

🔑 S192759

Strategy Rationale

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #4 Complete one or more action steps for this Strategy or de-select it

G2.B1.S5 Expand partnerships with colleges, universities and organizations to increase professional learning opportunities for teachers and learning opportunities for families. `4`

🔑 S192760

Strategy Rationale

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #5 Complete one or more action steps for this Strategy or de-select it

G2.B1.S6 Support all families with language barriers in facilitating translations and interpretations of documents; ensure that a document library is accessible. `4`

🔑 S192761

Strategy Rationale

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #6 Complete one or more action steps for this Strategy or de-select it

G3. Attract, hire, continuously develop, retain, and reward highly qualified staff to improve academic achievement and student success `1`

🔑 G069697

G3.B1 Lack of systematic alignment of human resources and professional development processes. `2`

🔑 B181299

G3.B1.S1 The enhanced professional growth/evaluation system will integrate career management succession planning and compensation `4`

🔑 S192762

Strategy Rationale

Action Step 1 `5`

Realign teacher schedules to allow time for professional learning opportunities that emphasizes high-effect-size instructional strategies aligned to the Volusia System for Empowering Teachers (VSET).

Person Responsible

Kati Dyer

Schedule

Annually, from 8/15/2016 to 7/31/2021

Evidence of Completion

master schedules, Professional Learning schedules

Action Step 2 `5`

Expand Transformational Teacher Leadership to include more opportunities for teacher leaders to grow and lead.

Person Responsible

Kati Dyer

Schedule

Quarterly, from 8/15/2016 to 7/31/2021

Evidence of Completion

list of teacher leadership opportunities

Action Step 3 `5`

All staff will collaborate through a simplified online professional growth system, which includes evaluation evidence, deliberate practice plans, and aligned professional learning opportunities for targeted role-based support.

Person Responsible

Kati Dyer

Schedule

Monthly, from 12/1/2016 to 7/31/2021

Evidence of Completion

online professional growth system platform

Action Step 4 `5`

Deliver differentiated experiences in professional learning for all employees to support individual needs for
improved student achievement.

Person Responsible

Kati Dyer

Schedule

Monthly, from 8/8/2016 to 7/31/2021

Evidence of Completion

List of professional learning opportunities

Action Step 5 `5`

Increase professional learning offerings for teachers whose courses include industry certification exams.

Person Responsible

Kelly Amy

Schedule

Monthly, from 8/15/2016 to 7/31/2021

Evidence of Completion

list of professional learning offerings

Action Step 6 [5]

Continue to offer professional learning for integrated curriculum and project-based learning, aligned with the Florida Standards.

Person Responsible

Kati Dyer

Schedule

Monthly, from 8/8/2016 to 7/31/2021

Evidence of Completion

list of professional learning opportunities, agendas

Action Step 7 [5]

Redesign monthly administrative meetings into professional learning sessions for the purpose of increasing administrator knowledge of Florida Standards, instructional best practices (Volusia System for Empowering Teachers -VSET), and instructional leadership (Volusia System for Empowering Leaders -VSEL, Volusia District Administrators Evaluation System -VDAES).

Person Responsible

Kati Dyer

Schedule

Monthly, from 8/15/2016 to 7/31/2017

Evidence of Completion

agendas

Action Step 8 [5]

Offer microcredentials

Person Responsible

Kati Dyer

Schedule

Monthly, from 8/8/2016 to 7/31/2021

Evidence of Completion

microcredentials earned

G3.B1.S2 Ensure all professional learning opportunities meet Florida Professional Learning Protocol Standards; align with evaluation systems; and support individual, school and district needs. 4

S192763

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

G3.B1.S3 Recognize highly qualified staff and encourage them to share best practices. `4`

`S192765`

Strategy Rationale

Action Step 1 `5`

Establish a district cost saving initiative for employees.

Person Responsible

Deb Muller

Schedule

Annually, from 7/5/2016 to 7/31/2021

Evidence of Completion

budget

Action Step 2 `5`

Implement Performance Pay

Person Responsible

Dana Paige-Pender

Schedule

On 7/31/2017

Evidence of Completion

performance pay

G3.B1.S4 Create an environment where personnel are valued for their experience, expertise and contributions. 4

🔑 S192766

Strategy Rationale

Action Step 1 5

District wide recognition/appreciation activities.

Person Responsible

Dana Paige-Pender

Schedule

Monthly, from 7/5/2016 to 7/31/2021

Evidence of Completion

agendas, flyers, emails

Action Step 2 5

Bring salaries in line with peer and surrounding districts.

Person Responsible

James Russell

Schedule

On 7/31/2017

Evidence of Completion

salary schedules

Action Step 3 5

Salaries in the top 10% of the state.

Person Responsible

James Russell

Schedule

On 7/31/2021

Evidence of Completion

salary schedules

G3.B1.S5 Attract, hire, continuously develop, retain and reward highly qualified staff to improve academic achievement and student success. `4`

🔑 S192767

Strategy Rationale

Action Step 1 `5`

Identify exemplary teacher education universities, technical schools and specialized programs to actively recruit the graduates.

Person Responsible

Dana Paige-Pender

Schedule

Monthly, from 7/5/2016 to 7/31/2021

Evidence of Completion

new recruits

Action Step 2 `5`

Place highly qualified (evaluation rating) school leaders in the lowest performing schools.

Person Responsible

Gary Marks

Schedule

Annually, from 7/5/2016 to 7/31/2021

Evidence of Completion

list of school leader placements and evaluation ratings

Action Step 3 `5`

FUTURES/business partners assist with recruitment of teachers.

Person Responsible

Dana Paige-Pender

Schedule

Monthly, from 7/5/2016 to 7/31/2021

Evidence of Completion

list of recruited teachers

Action Step 4 `5`

Train leaders on hiring best practices and retention best practices.

Person Responsible

Gary Marks

Schedule

Annually, from 7/5/2016 to 7/31/2021

Evidence of Completion

agenda

G4. Ensure that all resources in the district are allocated to support the highest level of student achievement and the strategic plan priorities with fiscal responsibility and transparency. [1]

🔑 G069698

G4.B1 Need to better align fiscal resources to school and system needs. [2]

🔑 B181300

G4.B1.S1 Negotiation of Reasonable and realistic Collective Bargaining Agreements (CBA's) [4]

🔑 S225505

Strategy Rationale

Action Step 1 [5]

Upon achieving a balanced budget, include line item for budgets

Person Responsible

Stephanie Weaver

Schedule

Annually, from 7/2/2016 to 7/31/2021

Evidence of Completion

budget sheet

Action Step 2 [5]

Research supplemental revenue sources

Person Responsible

Bertie Trawick

Schedule

Monthly, from 7/2/2016 to 7/31/2021

Evidence of Completion

notes

Action Step 3 `5`

Continued evaluation of cost cutting measures & efficiencies

Person Responsible

Deb Muller

Schedule

Monthly, from 7/2/2016 to 7/31/2021

Evidence of Completion

notes

G4.B1.S2 Create centralized procurement department [4]

[S225506]

Strategy Rationale

Action Step 1 [5]

Assist with new guidelines, regulations and legislation necessary to facilitate the purchasing process.

Person Responsible

Maria Kraft

Schedule

Monthly, from 7/2/2016 to 7/31/2021

Evidence of Completion

notes

Action Step 2 [5]

Review multi-year contracts to ensure financial efficiency

Person Responsible

Maria Kraft

Schedule

Monthly, from 7/2/2016 to 7/31/2021

Evidence of Completion

notes

Action Step 3 [5]

Maintain Request for Proposals (RFPs) to comply with school board policy 602.

Person Responsible

Maria Kraft

Schedule

Monthly, from 7/2/2016 to 7/31/2021

Evidence of Completion

RFPs

G4.B1.S3 Establish Internal Auditor/Efficiency Expert [4]

🔑 S225508

Strategy Rationale

Action Step 1 [5]

Identify one who is directly accountable to the superintendent and school board

Person Responsible

Deb Muller

Schedule

On 7/31/2017

Evidence of Completion

notes

G4.B1.S4 Explore options to provide budgetary discretion afforded to schools and departments to properly and efficiently allocate funding within their site [4]

🔑 S225509

Strategy Rationale

Action Step 1 [5]

Establish appropriate framework, with allowable criteria and dollar amount, for each site administrator, with oversite in place. These items would be purchased using centralized purchasing procedures.

Person Responsible

Stephanie Weaver

Schedule

Evidence of Completion

note

Action Step 2 [5]

Provide the necessary training for six (6) pilot schools – three (3) elementary, two (2) middle schools, and one (1) high school.

Person Responsible

Stephanie Weaver

Schedule

Annually, from 7/1/2017 to 7/31/2018

Evidence of Completion

agenda

Action Step 3 `5`

Analyze the outcomes of the pilot schools to determine expansion of decentralized budget system.

Person Responsible

Stephanie Weaver

Schedule

Annually, from 7/2/2017 to 7/2/2018

Evidence of Completion

notes

G4.B1.S5 Implement new ERP (Enterprise Resource Planning) system 4

🔑 S225510

Strategy Rationale

Action Step 1 5

Business Process Analysis with appropriate staff and GFOA consulting team.

Person Responsible

Pam Willingham

Schedule

Weekly, from 5/1/2016 to 9/30/2016

Evidence of Completion

completed maps

Action Step 2 5

Draft and release RFP (Request for Proposal)

Person Responsible

Pam Willingham

Schedule

On 1/30/2017

Evidence of Completion

release of RFP

Action Step 3 5

Analyze RFP responses and select final vendor

Person Responsible

Pam Willingham

Schedule

On 5/31/2017

Evidence of Completion

Vendor tabulation

Action Step 4 5

Negotiate contract, sign contract.

Person Responsible

Pam Willingham

Schedule

On 7/1/2017

Evidence of Completion

contract

Action Step 5 5

Training and implementation

Person Responsible

Pam Willingham

Schedule

Weekly, from 7/1/2017 to 7/31/2017

Evidence of Completion

sign in sheets

G4.B1.S6 Identify supplemental revenue sources 4

S225511

Strategy Rationale

Action Step 1 5

Pursue Legislative changes to grant additional spending flexibility

Person Responsible

Amy Hall

Schedule

On 9/30/2016

Evidence of Completion

Board action on proposed legislation

Action Step 2 5

Survey other districts

Person Responsible

Deb Muller

Schedule

On 10/31/2016

Evidence of Completion

survey results presented

Action Step 3 5

Partner with Businesses (Local and National)

Person Responsible

Nancy Wait

Schedule

On 7/30/2021

Evidence of Completion

new funds generated

Action Step 4 `5`

Consider 1 Mill referendum

Person Responsible

Michael Dyer

Schedule

On 10/31/2016

Evidence of Completion

released memorandum

Action Step 5 `5`

Research statutes

Person Responsible

Michael Dyer

Schedule

Monthly, from 10/1/2016 to 7/31/2021

Evidence of Completion

released memorandum

Action Step 6 `5`

Expansion of School advertising opportunities

Person Responsible

Nancy Wait

Schedule

Monthly, from 7/5/2016 to 7/31/2021

Evidence of Completion

school advertisements

Action Step 7 [5]

Internal Accounts Flexibility

Person Responsible

Deb Muller

Schedule

On 7/31/2017

Evidence of Completion

New Procedures Manual

Action Step 8 [5]

Expansion of Enterprise Services (Printing, Payroll, Technology, Bus Maintenance)

Person Responsible

Deb Muller

Schedule

Monthly, from 11/1/2016 to 11/1/2016

Evidence of Completion

Committee notes, implementation of new services

G5. Prioritize and provide resources for a safe, secure, supportive, and innovative learning environment that cultivates 21st Century learners. [1]

🔑 G069699

G5.B1 Need to prioritize resources. [2]

🔑 B181301

G5.B1.S1 Ensure accuracy of data through the Florida Technology Resource Survey to appropriately plan equitable technology access for all students. [4]

🔑 S192776

Strategy Rationale

Action Step(s) Missing for Goal #5, Barrier #1, Strategy #1
Complete one or more action steps for this Strategy or de-
select it

G5.B1.S2 Complete a strategic multi-year Digital Classrooms Plan as required by s. 1011.62, F.S., ensuring collaboration between administrators, staff and the community. `4`

🔑 S192777

Strategy Rationale

> Action Step(s) Missing for Goal #5, Barrier #1, Strategy #2
> Complete one or more action steps for this Strategy or de-select it

G5.B1.S3 Incorporate a four year refresh cycle for instructional technology tools. `4`

🔑 S192778

Strategy Rationale

> Action Step(s) Missing for Goal #5, Barrier #1, Strategy #3
> Complete one or more action steps for this Strategy or de-select it

G5.B1.S4 Provide additional technical training and support for the implementation of the new student management system enterprise solution. `4`

🔑 S192779

Strategy Rationale

> Action Step(s) Missing for Goal #5, Barrier #1, Strategy #4
> Complete one or more action steps for this Strategy or de-select it

G5.B1.S5 Identify unused classroom technologies, reallocate resources and provide assistance and training as needed. `4`

🔑 S192780

Strategy Rationale

> Action Step(s) Missing for Goal #5, Barrier #1, Strategy #5
> Complete one or more action steps for this Strategy or de-select it

G5.B1.S6 Ensure that the custodial service provider meets contractual requirements through quality control inspections. 4

🔑 S192781

Strategy Rationale

> Action Step(s) Missing for Goal #5, Barrier #1, Strategy #6
> Complete one or more action steps for this Strategy or de-select it

G5.B1.S7 Improve customer service through increased proactive work orders, improved communications and staff feedback. 4

🔑 S192782

Strategy Rationale

> Action Step(s) Missing for Goal #5, Barrier #1, Strategy #7
> Complete one or more action steps for this Strategy or de-select it

G5.B1.S8 Create a centralized procurement department to advise staff of new policies, regulations and legislation necessary to facilitate the purchasing process. 4

🔑 S192783

Strategy Rationale

> Action Step(s) Missing for Goal #5, Barrier #1, Strategy #8
> Complete one or more action steps for this Strategy or de-select it

G6. If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups. `1`

🔍 G030300

G6.B1 Need for greater resource alignment--including personnel, funds, and stakeholder support: *District:Volume of schools in need *School: Volume of students in need; *District: Ability to establish a presence on all school campuses *School: Ability to establish a presence in all classrooms; *District: Taking time and funds away from all schools to support most struggling schools leads to declines in higher performing schools *School: Taking time and funds away from some students and/or teachers to support most struggling students and/or teachers leads to declines in higher performing students; *District: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting *School: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting; *District: Lack of available technology resources to fulfill needs of schools *School: Lack of available technology resources to fulfill needs of students and teachers; *District: Lack of systematic support for stakeholder engagement in school growth *School: Lack of systematic support for stakeholder engagement in student learning `2`

🔍 B070579

G6.B1.S1 District Multi-Tiered System of Support: Use data to determine personnel assignments and differentiated levels of support (coaching assignments or number of visits, specialist visits, and liaison visits) `4`

🔍 S079713

Strategy Rationale

The needs of schools are varied and must be addressed at varying levels. The district's response to each school is customized according to the needs of the school based on hard and soft data gathered through data analysis, instructional reviews, and additional site visits.

Action Step 1 `5`

Examine data to determine level of need at each school in each subject area using a 4-point rubric; determine initial resource allocation (personnel, time, and money) needed for all schools within the district and assign district liaisons to each school. The district recommendations will be shared with the Community Assessment Team, with the opportunity to provide input.

Person Responsible

James Tager

Schedule

Annually, from 6/2/2014 to 6/30/2017

Evidence of Completion

School Resource Allocation Charts; District Tiered System of Support Assignments

Action Step 2 5

Liaison assistance to school leadership for developing Title I school budget, SIP goal, and PD plan

Person Responsible

James Tager

Schedule

Annually, from 6/9/2014 to 6/30/2017

Evidence of Completion

School Improvement Plan

Action Step 3 5

The district recommendations for school resource allocations will be shared with the Community Assessment Team, with the opportunity to provide input.

Person Responsible

Barbara Head

Schedule

On 7/7/2014

Evidence of Completion

District recommendation from Action Step 1

Action Step 4 5

Share the resource allocation plan with appropriate school and district leaders, ensuring positions are filled with highly qualified personnel.

Person Responsible

James Tager

Schedule

On 10/1/2014

Evidence of Completion

Staffing Summary Reports

Action Step 5 5

The Community Assessment Team (CAT) will have a four-tiered structure for monitoring. The Tier 1 CAT will meet weekly to review data collected during site visits to determine customized next steps for each school aligned to SIP goals; the Tier 2 CAT will meet every other week; the Tier 3 CAT will meet quarterly to review assessment data for progress monitoring; the Tier 4 CAT members will be called in as needed for their expertise (Finance, Legal, Human Resource, Technology, etc.).

Person Responsible

James Tager

Schedule

Weekly, from 7/14/2014 to 6/9/2017

Evidence of Completion

CAT Meeting Calendar

Action Step 6 5

Monitoring development of school Instructional Leadership Teams for SIP implementation, with assistance from each school's liaison

Person Responsible

Kati Dyer

Schedule

Quarterly, from 8/25/2014 to 6/9/2017

Evidence of Completion

School Improvement Plans, SIP Midyear Reflection, Liaison Reports to Tier 1 CAT

Action Step 7 5

CAT monitoring and analysis of district assessments to determine areas in need of additional support; resource allocation adjustments will be made as warranted.

Person Responsible

Alicia Parker

Schedule

Quarterly, from 9/22/2014 to 6/9/2017

Evidence of Completion

Data Analysis Reports

Action Step 8 [5]

Provide training to district liaisons for schools

Person Responsible

Barbara Head

Schedule

Monthly, from 8/18/2014 to 6/12/2015

Evidence of Completion

MyPGS (Attendance Records)

Action Step 9 [5]

Person Responsible

Schedule

Quarterly, from 9/22/2014 to 6/8/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S1 [6]

Tier 1 CAT will review all evidence submitted for each action step in this strategy:
AS1: School Resource Allocation Charts; District Tiered System of Support Assignments
AS2: Title I budgets
AS3: District recommendation from Action Step 1
AS4: Staffing Summary Reports
AS5: CAT Meeting Calendar
AS6: School Improvement Plans, SIP Midyear Reflection, Liaison Reports to Tier 1 CAT
AS7: Data Analysis Reports
AS8: MyPGS (Attendance Records)

Person Responsible

James Tager

Schedule

Monthly, from 7/1/2014 to 6/8/2017

Evidence of Completion

Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.

Person Responsible

Karen Beattie

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Tier 3 CAT will analyze and make recommendations for response.

Person Responsible

James Tager

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 3 CAT minutes, which include recommended actions

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-step Planning & Problem Solving Process.

Person Responsible

Barbara Head

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams

G6.B1.S2 Establish school-based leadership teams to support School MTSS [4]

🔑 S079714

Strategy Rationale

Schools must establish and sustain an infrastructure that addresses the needs of all stakeholders in order to increase student achievement and graduation rates

Action Step 1 [5]

PD for Liaisons to provide support for schools to establish Instructional Leadership teams that will direct and monitor the school-based MTSS

Person Responsible

Barbara Head

Schedule

Quarterly, from 5/1/2014 to 4/30/2017

Evidence of Completion

Rosters of School-based Instructional Leadership teams in School Improvement Plan

Action Step 2 [5]

District and School-based Instructional Leadership Teams attend DA Region 2 Summer Conference

Person Responsible

Karen Beattie

Schedule

Annually, from 7/14/2014 to 8/21/2016

Evidence of Completion

Conference Attendance Records

Action Step 3 `5`

Hire school-based Project TOA for SIG (Atlantic High)

Person Responsible

Teresa Marcks

Schedule

On 6/30/2017

Evidence of Completion

Staffing Summary

Action Step 4 `5`

Hire district Project Manager for SIG Schools and office specialist for support

Person Responsible

James Tager

Schedule

On 6/30/2017

Evidence of Completion

Staffing Summary

Action Step 5 `5`

Hire district School Improvement Specialist

Person Responsible

James Tager

Schedule

On 6/30/2017

Evidence of Completion

Staffing Summary

Action Step 6 `5`

PD for School-Based Instructional Leadership Teams on step 0 of the 8-Step Planning Process with follow-up and School Improvement (including how to analyze and respond to data appropriately)

Person Responsible

Kati Dyer

Schedule

Quarterly, from 8/25/2014 to 9/8/2016

Evidence of Completion

School Improvement Plans

Action Step 7 `5`

School-based Instructional Leadership Teams create and meet regularly to monitor School Improvement Plans

Person Responsible

Kati Dyer

Schedule

Monthly, from 8/25/2014 to 6/9/2017

Evidence of Completion

Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Grade Level Meeting Calendar

Action Step 8 `5`

School-based MTSS monthly meetings to analyze progress monitoring data and EWS report

Person Responsible

Alicia Parker

Schedule

Monthly, from 8/11/2014 to 6/9/2017

Evidence of Completion

Data Protocol Reports; Grade Level Meeting Calendar

Action Step 9 `5`

PD on Vertical Alignment Meetings between SIG schools and feeder pattern schools

Person Responsible

Barbara Head

Schedule

Semiannually, from 5/4/2015 to 5/19/2017

Evidence of Completion

MyPGS (Attendance records and PD products)

Action Step 10 `5`

Hire district Continuous Improvement Director and office specialist for support

Person Responsible

Danielle Leffler

Schedule

On 6/30/2018

Evidence of Completion

Staffing Summary

Action Step 11 `5`

PD for school-based instructional leadership teams on step 0 and 8-step planning process with follow-up and school improvement (including how to analyze and respond to data appropriately)

Person Responsible

Kati Dyer

Schedule

Annually, from 7/1/2017 to 6/30/2018

Evidence of Completion

School Improvement Plans

Action Step 12 5

PD for liaisons to provide support for schools to establish instructional leadership teams that will direct and monitor the school-based MTSS

Person Responsible

Kati Dyer

Schedule

Quarterly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Rosters of school-based instructional leadership teams in SIP

Action Step 13 5

School-based instructional leadership teams create and meet regularly to monitor school improvement plans.

Person Responsible

Kati Dyer

Schedule

Quarterly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Instructional leadership teams monthly report to SAC on SIP progress (SAC minutes); Leadership team monthly report to liaison

Action Step 14 5

School-based MTSS monthly meetings to analyze progress monitoring data and EWS report

Person Responsible

Kati Dyer

Schedule

Monthly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Data protocol reports

Action Step 15 `5`

PD on Vertical Alignment Meetings between SIG schools and feeder pattern schools

Person Responsible

Danielle Leffler

Schedule

Quarterly, from 7/1/2017 to 6/30/2018

Evidence of Completion

MyPGS attendance records and PD products

Plan to Monitor Fidelity of Implementation of G6.B1.S2 `6`

School-based instructional leadership teams review all evidence submitted for each action step in this strategy:
AS1: Rosters of School-based Instructional Leadership teams
AS2: Conference Attendance Records
AS3: Staffing Summary
AS4: Staffing Summary
AS5: Staffing Summary
AS6: Staffing Summary
AS7: School Improvement Plans
AS8: Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison
AS9: Data Protocol Reports
AS10: MyPGS (Attendance records and PD products)

Person Responsible

James Tager

Schedule

Monthly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports

Plan to Monitor Fidelity of Implementation of G6.B1.S2 `6`

Tier 1 CAT will review all evidence submitted for each action step, including school-based instructional leadership teams monthly reports

Person Responsible

Bambi Lockman

Schedule

Monthly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence

Plan to Monitor Fidelity of Implementation of G6.B1.S2 `6`

School-based instructional leadership teams review all evidence submitted for each action step in this strategy:
AS1: Rosters of School-based Instructional Leadership teams
AS4: Staffing Summary
AS6: Staffing Summary
AS7: School Improvement Plans
AS8: Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison
AS9: Data Protocol Reports
AS10: MyPGS (Attendance records and PD products)

Person Responsible

Danielle Leffler

Schedule

Monthly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 `7`

School-based instructional leadership teams review data and assessment results

Person Responsible

James Tager

Schedule

Monthly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 `7`

Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.

Person Responsible

Karen Beattie

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 `7`

Tier 3 CAT will analyze and make recommendations for response

Person Responsible

Bambi Lockman

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 3 CAT minutes, which include recommended actions

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 [7]

District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-steps Planning & Problem Solving Process.

Person Responsible

James Tager

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 [7]

District Liaisons and School Based Leadership Teams review data and assessment results, assistance provided to schools, and professional learning.

Person Responsible

Kati Dyer

Schedule

On 9/30/2017

Evidence of Completion

Leadership Team monthly report to liaison; Data Protocol Reports; Quarterly SIG Progress Monitoring Review

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 [7]

District Liaisons and School Based Leadership Teams review data and assessment results, assistance provided to schools, and professional learning.

Person Responsible

Kati Dyer

Schedule

On 12/31/2017

Evidence of Completion

Leadership Team monthly report to liaison; Data Protocol Reports; Quarterly SIG Progress Monitoring Review

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 `7`

District Liaisons and School Based Leadership Teams review data and assessment results, assistance provided to schools, and professional learning.

Person Responsible

Kati Dyer

Schedule

On 3/31/2018

Evidence of Completion

Leadership Team monthly report to liaison; Data Protocol Reports; Quarterly SIG Progress Monitoring Review

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 `7`

District Liaisons and School Based Leadership Teams review data and assessment results, assistance provided to schools, and professional learning.

Person Responsible

Kati Dyer

Schedule

On 6/30/2018

Evidence of Completion

Leadership Team monthly report to liaison; Data Protocol Reports; Quarterly SIG Progress Monitoring Review

G6.B1.S3 Create a system to facilitate student, family, and community engagement in student learning
4

🔍 S093987

Strategy Rationale

When students, families and communities are all supported to engage in the process of student learning, all resources can be harnessed to maximize student potential

Action Step 1 5

Facilitate student, family, and community programs that promote engagement in student learning (Orange City)

Person Responsible

Carrie Crkvenac

Schedule

Quarterly, from 3/1/2015 to 5/1/2016

Evidence of Completion

Registrations, Academic Parent-Teacher Teams Plan, School events calendar

Action Step 2 5

Effective, frequent communication with stakeholders

Person Responsible

James Tager

Schedule

Weekly, from 6/2/2014 to 6/30/2017

Evidence of Completion

Records from communication systems

Action Step 3 5

Facilitate student leadership groups for the purpose of motivating students' academic and behavioral success

Person Responsible

Gary Marks

Schedule

Monthly, from 6/2/2014 to 6/30/2017

Evidence of Completion

Student groups' calendar of meetings and activities

Action Step 4 5

Facilitate mentoring programs for identified students

Person Responsible

Gary Marks

Schedule

Quarterly, from 6/2/2014 to 6/30/2017

Evidence of Completion

Mentoring calendar

Action Step 5 5

Facilitate student, family, and community programs that enhance college and career readiness

Person Responsible

Amy Hall

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

School activities calendar

Action Step 6 `5`

Establish and sustain business, government, and college partnerships that facilitate educator professional growth and relevant student learning (to include related student internships and field studies)

Person Responsible

Kelly Amy

Schedule

Semiannually, from 8/4/2015 to 6/30/2017

Evidence of Completion

Meeting calendar and minutes, School activities calendar, Internship logs

Action Step 7 `5`

Establish PreK-20 Community of Practice

Person Responsible

James Tager

Schedule

Semiannually, from 8/4/2015 to 6/30/2017

Evidence of Completion

Community of Practice Agendas

Action Step 8 `5`

Effective, frequent communication with stakeholders

Person Responsible

Danielle Leffler

Schedule

Weekly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Records from communication systems, fliers, pamphlets, etc.

Action Step 9 5

Facilitate student leadership groups for the purpose of motivating students' academic and behavioral success

Person Responsible

Danielle Leffler

Schedule

Monthly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Student groups' calendar of meetings and activities

Action Step 10 5

Facilitate mentoring program for identified students

Person Responsible

Danielle Leffler

Schedule

Monthly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Mentoring Calendar

Action Step 11 5

Facilitate student, family, and community programs that enhance college and career readiness

Person Responsible

Danielle Leffler

Schedule

Monthly, from 7/1/2017 to 6/30/2018

Evidence of Completion

School Activities Calendar

Action Step 12 5

Establish and maintain business, government and college partnerships that facilitate educator professional growth and relevant student learning (to include related student internships and field studies)

Person Responsible

Danielle Leffler

Schedule

Quarterly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Meeting calendar and minutes, school activities calendar, internship logs

Plan to Monitor Fidelity of Implementation of G6.B1.S3 6

School-based instructional leadership teams review all evidence submitted for each action step in this strategy:
AS1: Registrations, APTT Plan, School events calendar
AS2: Records from communication systems
AS3: Student groups' calendar of meetings and activities
AS4: Mentoring calendar
AS5: School activities calendar
AS6: Meeting calendar and minutes, School activities calendar, Internship logs
AS7: Community of Practice Agendas

Person Responsible

James Tager

Schedule

Monthly, from 7/1/1014 to 6/30/2017

Evidence of Completion

Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports

Plan to Monitor Fidelity of Implementation of G6.B1.S3 `6`

Tier 1 CAT will review all evidence submitted for each action step

Person Responsible

Bambi Lockman

Schedule

Monthly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence

Plan to Monitor Fidelity of Implementation of G6.B1.S3 `6`

School-based instructional leadership teams review all evidence submitted for each action step in this strategy:
AS2: Records from communication systems
AS3: Student groups' calendar of meetings and activities
AS4: Mentoring calendar
AS5: School activities calendar
AS6: Meeting calendar and minutes, School activities calendar, Internship logs

Person Responsible

Danielle Leffler

Schedule

Monthly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 `7`

School-based instructional leadership teams review data and assessment results

Person Responsible

James Tager

Schedule

Monthly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 `7`

Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.

Person Responsible

Karen Beattie

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 `7`

Tier 3 CAT will analyze and make recommendations for response.

Person Responsible

Bambi Lockman

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 3 CAT minutes, which include recommended actions

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 `7`

District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-steps Planning & Problem Solving Process.

Person Responsible

James Tager

Schedule

Quarterly, from 7/1/2014 to 6/30/2017

Evidence of Completion

Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 `7`

District Liaisons and School Based Leadership Teams review data and assessment results, assistance provided to schools, and professional learning.

Person Responsible

Kati Dyer

Schedule

On 9/30/2017

Evidence of Completion

Leadership Team monthly report to liaison; Data Protocol Reports; SIG Progress Monitoring Review

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 `7`

District Liaisons and School Based Leadership Teams review data and assessment results, assistance provided to schools, and professional learning.

Person Responsible

Kati Dyer

Schedule

On 12/31/2017

Evidence of Completion

Leadership Team monthly report to liaison; Data Protocol Reports; SIG Progress Monitoring Review

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 `7`

District Liaisons and School Based Leadership Teams review data and assessment results, assistance provided to schools, and professional learning.

Person Responsible

Kati Dyer

Schedule

On 3/31/2018

Evidence of Completion

Leadership Team monthly report to liaison; Data Protocol Reports; SIG Progress Monitoring Review

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 `7`

District Liaisons and School Based Leadership Teams review data and assessment results, assistance provided to schools, and professional learning.

Person Responsible

Kati Dyer

Schedule

On 6/30/2018

Evidence of Completion

Leadership Team monthly report to liaison; Data Protocol Reports; SIG Progress Monitoring Review

G7. UNiSIG for South Daytona, Blue Lake, and Palm Terrace: If we implement a tiered system of support for school improvement with turnaround schools, then teaching and learning will improve. `1`

🔑 G075120

G7.B1 Recent trends at these three schools have led to a staff that is generally new to teaching. There is a need to support the new staff, as well as the staff as a whole, with gaining cohesion with school-wide structures, lesson planning, data use, differentiated instruction. `2`

🔑 B204485

G7.B1.S1 Provide support and/or training on school-wide structures, lesson planning, data use, and differentiated instruction. `4`

🔑 S216256

Strategy Rationale

Providing new staff with structures and instructional support will help provide the foundation for academic achievement increases.

Action Step 1 `5`

Set up biweekly meetings with Principal, Chief Academic Officer, and Area Superintendent

Person Responsible

Rose Roland

Schedule

Biweekly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Calendar Appointments, Meeting Notes

Action Step 2 `5`

Superintendent meeting with Principal to discuss that they will be replaced if the school does not increase its letter grade to C or higher.

Person Responsible

James Russell

Schedule

On 5/31/2018

Evidence of Completion

Calendar and TOP

Action Step 3 5

Establish and communicate school-wide procedures and non-negotiables for curriculum resources and assessments use, intervention, PLC attendance, grading policies, and classroom discipline.

Person Responsible

Gail Waldon

Schedule

On 8/31/2017

Evidence of Completion

Faculty Handbook

Action Step 4 5

Establish and communicate regular structure for school meetings (administrative, coaches, PLCs, School Leadership Team)

Person Responsible

Gail Waldon

Schedule

On 8/31/2017

Evidence of Completion

School Calendar

Action Step 5 5

Provide schoolwide CHAMPS training and follow-up support

Person Responsible

Jenny McDonough

Schedule

Biweekly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Sign-in sheets

Action Step 6 | 5 |

Provide support and training for best practices in instruction (lesson planning and curriculum pacing)

Person Responsible

Rachel Hazel

Schedule

Monthly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets; Training/coaching visit calendar

Action Step 7 | 5 |

Create MOU that will allow reassignment or removal of teachers whose VAM scores are less than effective, as well as priority for any new vacancies.

Person Responsible

Dana Paige-Pender

Schedule

On 10/31/2017

Evidence of Completion

Signed MOU

Action Step 8 | 5 |

Assisting PLCs with Using and Responding to District Interim Assessment Data, including Differentiating Instruction to Support Student Needs as Indicated by Data

Person Responsible

Eric Holland

Schedule

On 5/29/2018

Evidence of Completion

PLC Sign-in sheets

Action Step 9 `5`

Ensure administrators have adequate time for teacher observation and feedback by hiring a TOA to handle discipline and other duties.

Person Responsible

Rose Roland

Schedule

On 8/31/2018

Evidence of Completion

Job description and NPA

Action Step 10 `5`

Hire identified staff to support enhanced school-wide structures, lesson planning, data use, and differentiated instruction (intervention teachers at Palm Terrace, Blue Lake, South Daytona; and tutoring hours at each site)

Person Responsible

Rose Roland

Schedule

On 8/31/2018

Evidence of Completion

Job descriptions

Action Step 11 `5`

Train staff on Social Emotional Learning. This would include programs such as: poverty workshops, poverty conferences, poverty simulations, SEL Harmony programs, RULER , Trauma Informed Care, Compassion Fatigue, and off-site parent trainings.

Person Responsible

Amy Hall

Schedule

On 8/31/2018

Evidence of Completion

Training calendar; MyPGS attendance

Plan to Monitor Fidelity of Implementation of G7.B1.S1 `6`

Biweekly meetings with Principal, Chief Academic Officer, Area Superintendent

Person Responsible

Rose Roland

Schedule

Biweekly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Refer to Action Step Evidence in Step 5

Plan to Monitor Fidelity of Implementation of G7.B1.S1 `6`

Check progress and determine next actions in Transformation Team

Person Responsible

Teresa Marcks

Schedule

Weekly, from 8/14/2017 to 8/31/2018

Evidence of Completion

Refer to Action Step Evidence in Step 5

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

Monitoring and Responding to Schools' Interim Assessment and MTSS Data

Person Responsible

Eric Holland

Schedule

Monthly, from 9/1/2017 to 8/29/2018

Evidence of Completion

District Interim Assessments; MTSS data

G8. SIG4 GOAL1: If Holly Hill School creates a supportive environment by implementing a school wide system for social emotional learning, then early warning risk factors will decrease and positive behaviors will increase. `1`

🔑 G079153

G8.B1 1. Student perception is weak in the area of overall school climate: *feeling it is important to come to school daily *student effort *value of learning 2. Current programs/approaches are not being implemented with fidelity 3. Lack of integration of programs `2`

🔑 B208560

G8.B1.S1 Develop a strong, campus wide Culture for Learning. `4`

🔑 S220204

Strategy Rationale

When relationships between students, teachers, administrators, and families are strong; a multi-tiered system of supports is in place; social, emotional, and academic supports are sustained; students feel safe and risk taking is part of learning; a strong foundation is built for students to become successful learners.

Action Step 1 `5`

Design Professional Learning with site staff focusing on social/emotional learning.

Person Responsible

Kati Dyer

Schedule

On 9/29/2017

Evidence of Completion

Calendar documentation and planning minutes.

Action Step 2 `5`

Train all teachers in school wide behavioral plan to support students.

Person Responsible

Jennifer Taylor

Schedule

On 1/31/2018

Evidence of Completion

Training materials, agenda, sign in sheets

Action Step 3 `5`

Provide training in Social/Emotional learning supports using SEL Curriculum.

Person Responsible

Jennifer Taylor

Schedule

On 5/31/2018

Evidence of Completion

Training materials, agenda, sign in sheets

Action Step 4 `5`

Provide formal direct instruction for teachers on social skills with language acquisition as a focus.

Person Responsible

Jennifer Taylor

Schedule

On 7/31/2018

Evidence of Completion

Training materials, agenda, sign in sheets

Plan to Monitor Fidelity of Implementation of G8.B1.S1 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and CID, and lead liaison) review all evidence submitted for each action step.
AS1: Calendar documentation and planning minutes.

Person Responsible

Jason Watson

Schedule

Monthly, from 8/1/2017 to 10/31/2017

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G8.B1.S1 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and CID, and lead liaison) review all evidence submitted for each action step.
AS2: Training materials, agenda, sign in sheets

Person Responsible

Jason Watson

Schedule

Monthly, from 11/1/2017 to 1/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G8.B1.S1 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and CID, and lead liaison) review all evidence submitted for each action step.
AS3: Training materials, agenda, sign in sheets

Person Responsible

Jason Watson

Schedule

Monthly, from 2/1/2018 to 4/30/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and CID, and lead liaison) review all evidence submitted for each action step.
AS4: Training materials, agenda, sign in sheets

Person Responsible

Jason Watson

Schedule

Monthly, from 5/1/2018 to 7/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

School-based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and CID, and lead liaison) review data and assessment results.

Person Responsible

Richard Myers

Schedule

Monthly, from 3/1/2017 to 8/31/2017

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

G9. If Holly Hill increases partnerships with a variety of stakeholders, then the community will be more committed to the success of the school. [1]

🔑 G079390

G9.B3 need for more focused community partnerships [2]

🔑 B209344

G9.B3.S1 Build and strengthen current community partnerships [4]

🔑 S221165

Strategy Rationale

Strengthening the current relationships with stakeholders such as Food Brings Hope, City of Holly Hill, and local businesses will create a shared vision and commitment to see Holly Hill succeed in the community.

Action Step 1 [5]

Meet with Food Brings Hope representatives to develop plan for dinners and/or weekend meals for families and students; and work with SLT to develop a communication plan to the parents about Food Brings Hope.

Person Responsible

Jason Watson

Schedule

On 10/31/2017

Evidence of Completion

Calendar and meeting notes

Action Step 2 [5]

Communicate and promote Food Brings Hope to parents at Holly Hill.

Person Responsible

Jason Watson

Schedule

Semiannually, from 8/1/2017 to 1/31/2018

Evidence of Completion

Communication and promotional materials sent to parents.

Action Step 3 `5`

Meet with city representatives to determine a plan to distribute books birth-age 5 (grant opportunities such as Dolly Parton's Imagination Library are currently being considered by the City of Holly Hill).

Person Responsible

Jason Watson

Schedule

On 1/31/2018

Evidence of Completion

Calendar and Meeting notes

Action Step 4 `5`

Develop a community team to help communicate about the opportunity to provide books and parenting programming for children from birth-age 5; and share the opportunity for community parents to receive books and participate in parenting programming for children from birth-age 5 with the community.

Person Responsible

Jason Watson

Schedule

Monthly, from 2/1/2018 to 4/30/2018

Evidence of Completion

Communication with community

Action Step 5 `5`

Develop a plan for how the city could use Holly Hill library

Person Responsible

Jason Watson

Schedule

On 7/31/2018

Evidence of Completion

Facility usage agreement and plan

Action Step 6 [5]

Meet with Embry Riddle Aeronautical University to develop STEM opportunities at Holly Hill

Person Responsible

Jason Watson

Schedule

On 7/31/2018

Evidence of Completion

Calendar and meeting notes

Plan to Monitor Fidelity of Implementation of G9.B3.S1 [6]

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and CID, and lead liaison) review all evidence submitted for each action step.
AS1: Calendar and meeting notes

Person Responsible

Jason Watson

Schedule

Monthly, from 8/1/2017 to 10/31/2017

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G9.B3.S1 [6]

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and CID, and lead liaison) review all evidence submitted for each action step.
AS2: Communication and promotional materials sent to parents.
AS3: Calendar and Meeting notes

Person Responsible

Jason Watson

Schedule

Monthly, from 11/1/2017 to 1/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G9.B3.S1 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and CID, and lead liaison) review all evidence submitted for each action step.
AS4: Communication with community

Person Responsible

Jason Watson

Schedule

Monthly, from 2/1/2018 to 4/30/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G9.B3.S1 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and CID, and lead liaison) review all evidence submitted for each action step.
AS5: Facility usage agreement and plan
AS6: Calendar and meeting notes

Person Responsible

Jason Watson

Schedule

Monthly, from 5/1/2018 to 7/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Effectiveness of Implementation of G9.B3.S1 7

School-based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and CID, and lead liaison) review data and assessment results.

Person Responsible

Jason Watson

Schedule

On 7/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

G9.B3.S2 Build and strengthen partnership with CID Community `4`

`S221166`

Strategy Rationale

Partnering with outside organizations and communities allows Holly Hill the ability to deepen their knowledge and understanding of educational practices that have been researched and showed to be successful.

Action Step 1 `5`

Hire a Project Manager

Person Responsible

Jason Watson

Schedule

On 10/31/2017

Evidence of Completion

Project Manager Job Description and Notice of Personnel Action

Action Step 2 `5`

Hire an Instructional Program Lead for SIG4

Person Responsible

Jason Watson

Schedule

On 10/31/2017

Evidence of Completion

Job Description and Notice of Personnel Action

Action Step 3 5

Work with UPD to identify strengths/weaknesses in data

Person Responsible

Kati Dyer

Schedule

On 1/31/2018

Evidence of Completion

List of Strengths and weaknesses

Action Step 4 5

Develop plan to leverage information learned from UPD to implement new strategies

Person Responsible

Kati Dyer

Schedule

On 1/31/2018

Evidence of Completion

Action plan

Action Step 5 5

Identify (1) instructional leader at Holly Hill and (1) instructional leader at the District for the Commissioner's Leadership Academy

Person Responsible

Susan Freeman

Schedule

On 10/31/2017

Evidence of Completion

Identified (1) instructional leader at Holly Hill and (1) instructional leader at the district

Plan to Monitor Fidelity of Implementation of G9.B3.S2 6

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and CID, and lead liaison) review all evidence submitted for each action step.

AS1: Project Manager Job Description and Notice of Personnel Action
AS2: Instructional Program Lead Job Description and Notice of Personnel Action
AS5: Names of two identified for Commissioner's Leadership Academy

Person Responsible

Jason Watson

Schedule

Monthly, from 8/1/2017 to 10/31/2017

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G9.B3.S2 6

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and CID, and lead liaison) review all evidence submitted for each action step.
AS3: List of Strengths and weaknesses
AS4: Action plan

Person Responsible

Jason Watson

Schedule

Monthly, from 11/1/2017 to 1/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Effectiveness of Implementation of G9.B3.S2 `7`

School-based instructional leadership teams (administrators, SIG4 project manager, instructional coaches and lead liaison) review data and assessment results.

Person Responsible

Jason Watson

Schedule

Monthly, from 5/1/2018 to 7/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

G9.B3.S3 Reward Teacher Success 4

S221173

Strategy Rationale

Identifying specific bonuses and rewards for teachers who show a high level of success will encourage teachers to work at Holly Hill.

Action Step 1 5

Develop a leadership committee with various stakeholders to identify performance pay criteria

Person Responsible

Jason Watson

Schedule

On 10/31/2017

Evidence of Completion

Leadership Committee Roster

Action Step 2 5

The leadership committee meets and sets performance pay criteria by using the evaluation system to identify and reward implementation site leaders, teachers, and other staff who, in implementing the selected intervention for three years, have increased student achievement.

Person Responsible

Jason Watson

Schedule

On 1/31/2018

Evidence of Completion

Criteria for performance pay and bonuses

Action Step 3 `5`

Develop an MOU with Volusia United Educators Union

Person Responsible

Jason Watson

Schedule

On 4/30/2018

Evidence of Completion

Signed MOU

Action Step 4 `5`

School leaders and district Human Resources personnel meet to plan and maximize job fair and recruitment visits specifically to hire teachers for Holly Hill

Person Responsible

Dana Paige-Pender

Schedule

On 4/30/2018

Evidence of Completion

List of Teacher Candidates scheduled for interviews at Holly Hill Job Fair

Plan to Monitor Fidelity of Implementation of G9.B3.S3 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and CID, and lead liaison) review all evidence submitted for each action step.
AS1: Leadership Committee Roster

Person Responsible

Richard Myers

Schedule

Monthly, from 8/1/2016 to 10/31/2017

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G9.B3.S3 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and CID, and lead liaison) review all evidence submitted for each action step.
AS2: Criteria for performance pay and bonuses

Person Responsible

Schedule

On 1/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G9.B3.S3 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and CID, and lead liaison) review all evidence submitted for each action step.
AS3: Signed MOU
AS4: List of Teacher Candidates scheduled for interviews at Holly Hill Job Fair

Person Responsible

Schedule

On 4/30/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Effectiveness of Implementation of G9.B3.S3 `7`

School-based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and CID, and lead liaison) review data and assessment results.

Person Responsible

Jason Watson

Schedule

On 7/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

G9.B3.S4 Build and strengthen relationships with parents. `4`

`S221176`

Strategy Rationale

As reported on the 5e survey, there is a perception that there is minimal parental involvement with the school. Increasing a school-home partnership will increase the commitment to the students success.

Action Step 1 `5`

Create a social media hashtag to be used to share positive events at Holly Hill

Person Responsible

Jason Watson

Schedule

On 10/31/2017

Evidence of Completion

Sample of messages from hashtag

Action Step 2 `5`

Hire a Family and Community Engagement Facilitator and develop survey to identify learning needs of parents

Person Responsible

Jason Watson

Schedule

On 10/31/2017

Evidence of Completion

Job description, Notice of Personnel Action; Parent Survey

Action Step 3 `5`

Evaluate the learning needs of parents based upon survey results

Person Responsible

Jason Watson

Schedule

On 10/31/2017

Evidence of Completion

Survey results

Action Step 4 `5`

Develop a calendar of parent learning opportunities based upon identified needs

Person Responsible

Jason Watson

Schedule

On 10/31/2017

Evidence of Completion

Parent Learning Opportunities calendar

Action Step 5 `5`

Plan out parent learning opportunities

Person Responsible

Jason Watson

Schedule

On 1/31/2018

Evidence of Completion

Sample of planned agenda

Action Step 6 5

Promote and Communicate to the parents about learning nights

Person Responsible

Jason Watson

Schedule

Semiannually, from 11/1/2017 to 1/31/2018

Evidence of Completion

Sample communication (such as Emails, letters, and promotional material)

Action Step 7 5

Provide opportunities for parents to share opinion

Person Responsible

Jason Watson

Schedule

Monthly, from 11/1/2017 to 7/31/2018

Evidence of Completion

5Essentials Survey

Action Step 8 5

Advertise F.A.C.T. Fairs at Holly Hill

Person Responsible

Jason Watson

Schedule

On 7/31/2018

Evidence of Completion

F.A.C.T. Fair Agenda

Action Step 9 5

Create a regular, recurring monthly agenda item called "SIG4 Progress" to be listed on each School Advisory Council agenda wherein the principal or designee will share the Instructional Leadership Team Monitoring Report to share important SIG4 updates and monitor progress. This will help ensure communication and transparency to all stakeholders.

Person Responsible

Jason Watson

Schedule

On 10/31/2017

Evidence of Completion

SAC Minutes

Plan to Monitor Fidelity of Implementation of G9.B3.S4 6

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS1: Sample of messages from hashtag
AS2: Job description, Notice of Personnel Action; Parent Survey
AS3: Survey results
AS4: Parent Learning Opportunities calendar
AS10: SAC Minutes

Person Responsible

Jason Watson

Schedule

Monthly, from 8/1/2017 to 10/31/2017

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G9.B3.S4 6

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS5: Sample of planned agenda
AS6: Sample communication (such as Emails, letters, and promotional material)

Person Responsible

Jason Watson

Schedule

Monthly, from 11/1/2017 to 1/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G9.B3.S4 6

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS8: 5Essentials Survey
AS9: F.A.C.T. Fair Agenda

Person Responsible

Jason Watson

Schedule

Monthly, from 5/1/2018 to 7/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Effectiveness of Implementation of G9.B3.S4 7

School-based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review data and assessment results.

Person Responsible

Jason Watson

Schedule

On 7/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

G9.B3.S5 Build partnerships with higher education institutions. 4

S222484

Strategy Rationale

Working with Higher Education will allow capacity building at the school level as will as increase knowledge of teaching methods.

Action Step 1 5

Holly Hill leadership team will research Daytona State College (DSC) partnering with Holly Hill School as a Professional Development School (PDS) site

Person Responsible

Jennifer Taylor

Schedule

On 10/31/2017

Evidence of Completion

Communication (such as emails) to DSC regarding DSC PDS site

Action Step 2 5

Observe how Stetson/Citrus Grove PDS works

Person Responsible

Jason Watson

Schedule

On 1/31/2018

Evidence of Completion

Notes, observations, from visits/meetings

Action Step 3 5

Develop agreement with DSC to become PDS site

Person Responsible

Jason Watson

Schedule

On 4/30/2018

Evidence of Completion

PDS contract with DSC

Action Step 4 5

Develop MOU with Volusia United Educators Union to reward teachers mentors to DSC students

Person Responsible

Jason Watson

Schedule

On 4/30/2018

Evidence of Completion

Signed MOU

Action Step 5 5

Train mentor teachers for DSC interns

Person Responsible

Jenny McDonough

Schedule

On 4/30/2018

Evidence of Completion

Mentor training materials

Action Step 6 `5`

Train DSC interns- Interns will participate in PD offered at HHS

Person Responsible

Jennifer Taylor

Schedule

Monthly, from 2/1/2018 to 7/31/2018

Evidence of Completion

DSC interns sign in sheet from PD

Action Step 7 `5`

DSC interns participate in community events

Person Responsible

Jason Watson

Schedule

Monthly, from 2/1/2018 to 7/31/2018

Evidence of Completion

DSC sign in sheet from events

Action Step 8 `5`

Develop an agreement with HR that qualified DSC students who intern and participate in PD/events will receive a school-based Letter of Intent to hire (LOI)

Person Responsible

Dana Paige-Pender

Schedule

On 1/31/2018

Evidence of Completion

HR agreement

Plan to Monitor Fidelity of Implementation of G9.B3.S5 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS1: Communication (such as emails) to DSC regarding DSC PDS site

Person Responsible

Jason Watson

Schedule

Monthly, from 8/1/2017 to 10/31/2017

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G9.B3.S5 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS2: Notes, observations, from visits/meetings
AS8: HR agreement

Person Responsible

Jason Watson

Schedule

Monthly, from 11/1/2017 to 1/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G9.B3.S5 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS3: PDS contract with DSC
AS4: Signed MOU
AS5: Mentor training materials

Person Responsible

Jason Watson

Schedule

Monthly, from 2/1/2018 to 4/30/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G9.B3.S5 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS6: DSC interns sign in sheet from PD
AS7: DSC sign in sheet from events

Person Responsible

Jason Watson

Schedule

Monthly, from 5/1/2018 to 7/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Effectiveness of Implementation of G9.B3.S5 `7`

School-based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review data and assessment results.

Person Responsible

Jason Watson

Schedule

On 7/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

G10. SIG4 GOAL 3: If Holly Hill School implements an early learning model as the foundation for standards-aligned instruction based on the instructional shifts, then student achievement will increase. `1`

🔑 G079391

G10.B1 NEED FOR MORE TRAINING FOR STAFF NEW TO TEACHING: --Teacher turnover has created a number of teachers new to Holly Hill who have five or fewer years of teaching experience. --Lack of deep knowledge of Florida Standards, standards-based instruction, and instructional shifts. --Lack of training for using technology to personalize learning. NEED FOR MORE ACADEMIC PRESS: --Student perception of lack of academic press. --Need for higher expectations for students in all academic areas. `2`

🔑 B209343

G10.B1.S1 Implement Early Learning Model at Holly Hill school `4`

🔑 S221167

Strategy Rationale

Creating an Early Learning Model will provide intervention during a critical, early age for students. In addition the incorporation of social skills within the curriculum will better equip students for future academic, career and life success.

Action Step 1 `5`

Design a calendar for articulation meetings between preschool teachers and primary teachers

Person Responsible

Jason Watson

Schedule

On 10/31/2017

Evidence of Completion

Calendar of articulation meetings

Action Step 2 `5`

Inventory and review instructional programs and monitoring tools currently in use at Holly Hill for PreK students. Specifically, the inventory will investigate current resources for standards-based instruction, data use for differentiated instruction, and social/emotional learning. This review should also include a review of health and safety standards.

Person Responsible

Wendy Sydeski

Schedule

On 10/31/2017

Evidence of Completion

Materials inventory

Action Step 3 `5`

Investigate and select potential instructional programs and monitoring tools for use at Holly Hill with Blended ESE PreK students. Specifically, the inventory will investigate and select potential resources for standards-based instruction, data use for differentiated instruction, and social/emotional learning.

Person Responsible

Jennifer Kelly

Schedule

On 1/31/2018

Evidence of Completion

List of planned purchases

Action Step 4 `5`

Visit PreK site at Atlantic High (SIG3 school) to incorporate what they have learned about PreK into the SIG4 PreK implementation at Holly Hill. Meeting will include discussion of how Atlantic has collaborated with local VPK providers to provide suggestions about how Holly Hill might be used as a site to provide modeling and training for local VPK providers.

Person Responsible

Jason Watson

Schedule

On 1/31/2018

Evidence of Completion

Calendar and meeting notes

Action Step 5 `5`

Hold initial planning meeting to discuss conversion of current PreK classroom at Holly Hill to a Blended ESE PreK classroom (to begin August 2017) and addition of another VPK classroom at Holly Hill (to begin August 2018). Meeting will include discussion of how social skills curriculum can be blended into the program.

Person Responsible

Kim Gilliland

Schedule

On 10/31/2017

Evidence of Completion

Calendar and meeting notes

Plan to Monitor Fidelity of Implementation of G10.B1.S1 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS1: Calendar of articulation meetings
AS2: Materials inventory
AS5: Calendar and meeting notes

Person Responsible

Jason Watson

Schedule

Monthly, from 8/1/2017 to 10/31/2017

Evidence of Completion

Evidence: Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G10.B1.S1 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS3: List of planned purchases
AS4: Calendar and meeting notes

Person Responsible

Jason Watson

Schedule

Monthly, from 11/1/2017 to 1/31/2018

Evidence of Completion

Evidence: Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 `7`

School-based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review data and assessment results.

Person Responsible

Jason Watson

Schedule

Monthly, from 5/1/2018 to 7/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

G10.B1.S2 Strengthen focus on language acquisition. `4`

`S221168`

Strategy Rationale

Addressing language acquisition barriers as early as possible will prevent future academic issues. Incorporating social skills instruction within the language acquisition curriculum will better equip students for college, career, and life success.

Action Step 1 `5`

Hold a meeting of district VPK personnel and Early Steps for ESE personnel to discuss language acquisition issues common among young children, available community supports, as well as hopes for additional supports to be provided.

Person Responsible

Jennifer Kelly

Schedule

On 10/31/2017

Evidence of Completion

Calendar and Meeting Notes

Action Step 2 `5`

Identify assessments currently in place for diagnosing language acquisition issues given to students before school age, in VPK, and in grades K-8 (including but not limited to FLKRS, DRA, SRI, etc.).

Person Responsible

Wendy Sydeski

Schedule

On 10/31/2017

Evidence of Completion

List of assessments and purposes

Action Step 3 `5`

Investigate the current structure of PreK-Kindergarten articulation meetings to determine whether any changes are needed to support language acquisition needs of students. Enlist the support of language acquisition researchers when needed.

Person Responsible

Wendy Sydeski

Schedule

On 10/31/2017

Evidence of Completion

Calendar and meeting notes

Action Step 4 `5`

Investigate current practices with foundational skills instruction to determine whether any changes are needed to support language acquisition needs of students. Enlist the support of language acquisition researchers when needed.

Person Responsible

Desiree Rybinski

Schedule

On 1/31/2018

Evidence of Completion

Calendar and meeting notes

Action Step 5 `5`

Investigate current practices with current ELA curriculum materials to determine which instructional materials are needed to support the integration of language acquisition and social skills within the ELA curriculum to support the needs of students. This will include analysis of existing ELA module lessons to determine how language, listening, and social skills can all be integrated to allow structured time for students to practice their language, listening, and social skills. Enlist the support of language acquisition researchers when needed.

Person Responsible

Desiree Rybinski

Schedule

On 1/31/2018

Evidence of Completion

Calendar and meeting notes

Action Step 6 `5`

Investigate current practices with Intensive Reading to determine whether any changes are needed to support language acquisition needs of students. Enlist the support of language acquisition researchers when needed.

Person Responsible

Tracy Blinn

Schedule

On 1/31/2018

Evidence of Completion

Calendar and meeting notes

Action Step 7 `5`

Visit PreK site at Atlantic High (SIG3 school) to incorporate what they have learned about PreK and language acquisition issues into the SIG4 PreK implementation at Holly Hill. Meeting will include discussion of how Atlantic has collaborated with local VPK providers to provide suggestions about how Holly Hill might be used as a site to provide modeling and training for local VPK providers, specifically in the area of language acquisition.

Person Responsible

Jason Watson

Schedule

On 1/31/2018

Evidence of Completion

Calendar and meeting notes

Action Step 8 `5`

Schedule training for teachers and staff on how to model and use appropriate language skills

Person Responsible

Jason Watson

Schedule

On 7/31/2018

Evidence of Completion

School Professional Learning Calendar

Plan to Monitor Fidelity of Implementation of G10.B1.S2 6

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS1: Calendar and Meeting Notes
AS2: List of assessments and purposes
AS3: Calendar and meeting notes

Person Responsible

Jason Watson

Schedule

Monthly, from 3/1/2017 to 8/31/2017

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G10.B1.S2 6

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS4: Calendar and meeting notes
AS5: Calendar and meeting notes
AS6: Calendar and meeting notes
AS7: Calendar and meeting notes

Person Responsible

Jason Watson

Schedule

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G10.B1.S2 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS8: School Professional Learning Calendar

Person Responsible

Jason Watson

Schedule

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Effectiveness of Implementation of G10.B1.S2 `7`

School-based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review data and assessment results.

Person Responsible

Jason Watson

Schedule

Monthly, from 5/1/2018 to 7/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

G10.B1.S3 Provide training on the Florida Standards and the instructional shifts. 4

🔑 S221169

Strategy Rationale

Ensuring that teachers have a deeper understanding of standards-based instruction and the instructional shifts will better enable them to plan lessons that will challenge students appropriately.

Action Step 1 5

Provide learning walks for administrators with look-fors aligned to standards-based instruction and the instructional shifts.

Person Responsible

Kati Dyer

Schedule

On 1/31/2018

Evidence of Completion

Learning walks calendar and schedule

Action Step 2 5

Construct a master schedule that allows time for PLCs for each grade level (K-5) and subject area (6-8) for the upcoming school year.

Person Responsible

Jason Watson

Schedule

On 7/31/2018

Evidence of Completion

Master Schedule

Action Step 3 `5`

Construct a calendar that allows for instructional coaches to conduct training during PLCs, as well as training on standards-based instruction, the instructional shifts, Instructional Practice Guides and corresponding core actions during PLC time and faculty meeting times.

Person Responsible

Jason Watson

Schedule

On 7/31/2018

Evidence of Completion

Faculty Professional Learning and PLC Calendar

Action Step 4 `5`

Calendar training for feedback practices and Student Work Protocol for administrators and coaches.

Person Responsible

Jennifer Taylor

Schedule

On 7/31/2018

Evidence of Completion

Administrative and Coaches Professional Learning Calendar

Action Step 5 `5`

According to the inventory and needs assessment conducted in Strategy 1 (Implement Early Learning Model at Holly Hill), purchase new materials for complex texts for the school library and teacher classroom libraries.

Person Responsible

Jason Watson

Schedule

On 7/31/2018

Evidence of Completion

Purchase Order

Action Step 6 `5`

After receiving training, determine how coaches and administrators will use Instructional Practice Guides and Student Work Protocols with teachers. [THIS MIGHT BE A FUTURE ACTION STEP, DEPENDING ON WHEN THESE TRAININGS ARE SCHEDULED.]

Person Responsible

Jennifer Taylor

Schedule

On 7/31/2018

Evidence of Completion

Meeting notes

Plan to Monitor Fidelity of Implementation of G10.B1.S3 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS1: Learning walks calendar and schedule

Person Responsible

Jason Watson

Schedule

Monthly, from 8/1/2017 to 1/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G10.B1.S3 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS2: Master Schedule
AS3: Faculty Professional Learning and PLC Calendar
AS4: Administrative and Coaches Professional Learning Calendar
AS5: Purchase Order
AS6: Meeting notes

Person Responsible

Jason Watson

Schedule

Monthly, from 8/1/2017 to 7/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Effectiveness of Implementation of G10.B1.S3 `7`

School-based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review data and assessment results.

Person Responsible

Jason Watson

Schedule

Monthly, from 5/1/2018 to 7/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

G10.B1.S4 Ensure that district infrastructure for personalizing learning is in place at Holly Hill. 4

🔑 S221171

Strategy Rationale

Digital instructional materials and an effective learning management system are critical to ensure that teachers have what they need to provide learning that is personalized for students.

Action Step 1 5

Examine the district's Digital Classroom Plan for connections to make between it and SIG4 strategy for personalizing learning.

Person Responsible

Eric Holland

Schedule

On 1/31/2018

Evidence of Completion

Calendar and meeting notes

Action Step 2 5

Conduct a needs assessment of each teachers' current technological proficiency using the Technology Integration Matrix.

Person Responsible

Eric Holland

Schedule

On 10/31/2017

Evidence of Completion

TIM results

Action Step 3 `5`

Analyze teachers' TIM results to determine which technology trainings are needed in order to support teachers instruction of the standards.

Person Responsible

Eric Holland

Schedule

On 1/31/2018

Evidence of Completion

List of Technology Trainings to be Scheduled

Action Step 4 `5`

Schedule trainings on technology that supports standards-based instruction and instructional shifts into the 2017-2018 calendar. Determine how instructional coaches can encourage technology integration within scheduled trainings and/or PLC meetings.

Person Responsible

Jennifer Taylor

Schedule

On 10/31/2017

Evidence of Completion

Faculty Professional Learning and PLC Calendar

Action Step 5 `5`

Schedule meeting between Holly Hill's Digital Learning Teacher Leader (DLTL), teachers at Holly Hill who have attended the Classrooms Connect (CC) training, and instructional coaches to determine how DLTL, CC teachers, and coaches can work together to model standards-aligned instruction with the integration of technology in CC and/or DLTL teachers' classrooms.

Person Responsible

Eric Holland

Schedule

On 1/31/2018

Evidence of Completion

Calendar and meeting notes

Action Step 6 `5`

Ensure that the Canvas framework is in place and available for teachers who choose to use it for blended learning classrooms.

Person Responsible

Eric Holland

Schedule

On 7/31/2018

Evidence of Completion

Calendar and meeting notes

Action Step 7 `5`

Ensure that digital instructional materials (included but not limited to RAZ Kids and Open Educational Resources) are in place and available for teachers who choose to use them for blended learning classrooms.

Person Responsible

Eric Holland

Schedule

On 7/31/2018

Evidence of Completion

List of digital instructional materials

Action Step 8 `5`

Meet with district facilities personnel to determine schedule for purchase of movable furniture to allow for greater flexibility in classroom design to create environments that are more supportive of and conducive for personalized learning.

Person Responsible

Jason Watson

Schedule

On 7/31/2018

Evidence of Completion

Calendar and meeting notes

Plan to Monitor Fidelity of Implementation of G10.B1.S4 6

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS2: TIM results
AS4: Faculty Professional Learning and PLC Calendar

Person Responsible

Jason Watson

Schedule

Monthly, from 8/1/2017 to 10/31/2017

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes

Plan to Monitor Fidelity of Implementation of G10.B1.S4 6

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS1: Calendar and meeting notes
AS3: List of Technology Trainings to be Scheduled
AS5: Calendar and meeting notes

Person Responsible

Jason Watson

Schedule

Monthly, from 11/1/2017 to 1/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes

Plan to Monitor Fidelity of Implementation of G10.B1.S4 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS6: Calendar and meeting notes
AS7: List of digital instructional materials
AS8: Calendar and meeting notes

Person Responsible

Jason Watson

Schedule

Monthly, from 5/1/2018 to 7/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes

Plan to Monitor Effectiveness of Implementation of G10.B1.S4 `7`

School-based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review data and assessment results.

Person Responsible

Jason Watson

Schedule

Monthly, from 5/1/2018 to 7/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

G10.B1.S5 Create school structures for personalizing learning, including blended learning classrooms.
4

S221172

Strategy Rationale

Ensuring that teachers have foundational instruction in blended learning structures will help teachers know how to modify their instructional delivery in order to meet students' individual needs.

Action Step 1 5

Using the Blended Learning classroom rubric, visit current classrooms using technology to determine the extent to which these classrooms are personalizing learning within their classrooms.

Person Responsible

Melanie Kestory

Schedule

On 10/31/2017

Evidence of Completion

Current Blended Learning Rubric ratings

Action Step 2 5

Determine which teachers will receive the school's technology resources to support blended learning classrooms--for instance, 60 laptops could be allocated to 3 elementary classrooms--1 primary and 2 intermediate; 30 laptops could be allocated to 2 teachers in secondary math or social studies; and 30 laptops could be allocated to ELA and Science classrooms. [THESE LAPTOPS ARE ALREADY IN PLACE, NOT A NEW PURCHASE.]

Person Responsible

Jason Watson

Schedule

On 4/30/2018

Evidence of Completion

List of Blended Learning Classrooms

Action Step 3 5

Analyze classroom visit data to determine how instructional coaches will provide support for teachers seeking to become "Blended Learning" classrooms.

Person Responsible

Jennifer Taylor

Schedule

On 4/30/2018

Evidence of Completion

Plan for coaching support

Action Step 4 5

Schedule meeting between principal, district blended learning specialist, instructional coaches, and teachers of blended learning classrooms to ensure common language about success criteria for "Blended Learning" classrooms and to determine 17-18 calendar of district support.

Person Responsible

Melanie Kestory

Schedule

On 10/31/2017

Evidence of Completion

Calendar of monthly support visits

Plan to Monitor Fidelity of Implementation of G10.B1.S5 6

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS1: Current Blended Learning Rubric ratings
AS4: Calendar of monthly support visits

Person Responsible

Jason Watson

Schedule

Monthly, from 8/1/2017 to 10/31/2017

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G10.B1.S5 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS2: List of Blended Learning Classrooms
AS3: Plan for coaching support

Person Responsible

Jason Watson

Schedule

Monthly, from 2/1/2018 to 4/30/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Effectiveness of Implementation of G10.B1.S5 `7`

School-based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review data and assessment results.

Person Responsible

Jason Watson

Schedule

On 7/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

G10.B1.S6 Create model classrooms to share best practices and academic press throughout the school, district, and state. `4`

🔑 S221175

Strategy Rationale

Building teachers skills to create model classrooms at Holly Hill will be an investment in K-8 instruction in Volusia County and beyond. Having model teachers at each grade level to showcase standards-aligned instruction, personalized instruction, etc. will enable other teachers and leaders to see and emulate best practices.

Action Step 1 `5`

Coaches and administrators partner with Atlantic High School to learn how to create a structure for model classrooms for the upcoming school year at Holly Hill.

Person Responsible

Jennifer Taylor

Schedule

On 10/31/2017

Evidence of Completion

Calendar and meeting notes

Action Step 2 `5`

Administrators and district specialists conduct school-wide classrooms visits using the Instructional Practice Guides to assist in making determinations about which classrooms have the greatest potential to become model classrooms.

Person Responsible

Jennifer Taylor

Schedule

On 10/31/2017

Evidence of Completion

List of potential model classroom teachers

Action Step 3 `5`

Meet with potential model classrooms teachers to agree upon common expectations for job role of "model classroom teacher." The role shall include but not be limited to:
1. working with instructional coaches to better one's practice
2. visiting other schools to learn from others' best practices
3. opening one's classroom for learning walks for Holly Hill, Volusia, and/or Florida teachers and administrators
4. allowing video footage to be captured
5. consulting with architects of microcredential courses that may use classroom videos for teaching others.

Person Responsible

Jennifer Taylor

Schedule

On 1/31/2018

Evidence of Completion

Model classroom teacher stipend agreement

Action Step 4 `5`

Potential model classrooms teachers visit model classrooms at other school sites.

Person Responsible

Jennifer Taylor

Schedule

On 4/30/2018

Evidence of Completion

Calendar

Action Step 5 `5`

Schedule meeting between principal, district specialists, instructional coaches, and potential model classroom teachers to determine the next year's calendar of district and school support toward the goal of creating model classrooms.

Person Responsible

Jason Watson

Schedule

On 7/31/2018

Evidence of Completion

Calendar of monthly support visits

Plan to Monitor Fidelity of Implementation of G10.B1.S6 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS1: Calendar and meeting notes
AS2: List of potential model classroom teachers

Person Responsible

Jason Watson

Schedule

Monthly, from 8/1/2017 to 10/31/2017

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G10.B1.S6 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS3: Model classroom teacher stipend agreement

Person Responsible

Jason Watson

Schedule

Monthly, from 11/1/2017 to 1/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G10.B1.S6 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS4: Calendar

Person Responsible

Jason Watson

Schedule

Monthly, from 2/1/2018 to 4/30/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Fidelity of Implementation of G10.B1.S6 `6`

School based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review all evidence submitted for each action step.
AS5: Calendar of monthly support visits

Person Responsible

Jason Watson

Schedule

Monthly, from 5/1/2018 to 7/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

Plan to Monitor Effectiveness of Implementation of G10.B1.S6 `7`

School-based instructional leadership teams (administrators, SIG4 project manager, instructional coaches, and lead liaison) review data and assessment results.

Person Responsible

Jason Watson

Schedule

Monthly, from 5/1/2018 to 7/31/2018

Evidence of Completion

Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S2.A3 A284228	District provides School Leadership Teams training to assist schools to write School Improvement...	Goepfert, Lyndi	6/1/2016	Sign-in sheets	No End Date annually
G3.B1.S2.A1 A287219	[no content entered]		No Start Date		No End Date one-time
G10.B1.S2.MA3 M336977	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	No Start Date	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	No End Date one-time
G10.B1.S2.MA4 M336978	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	No Start Date	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	No End Date one-time
G1.B1.S3.A10 A284498	[no content entered]		No Start Date		No End Date one-time
G4.B1.S4.A1 A285680	Establish appropriate framework, with allowable criteria and dollar amount, for each site...	Weaver, Stephanie	No Start Date	note	No End Date one-time
G6.B1.S1.A3 A082626	The district recommendations for school resource allocations will be shared with the Community...	Head, Barbara	7/7/2014	District recommendation from Action Step 1	7/7/2014 one-time
G6.B1.S1.A4 A082627	Share the resource allocation plan with appropriate school and district leaders, ensuring positions...	Tager, James	7/8/2014	Staffing Summary Reports	10/1/2014 one-time
G6.B1.S1.A9 A099843	[no content entered]		9/22/2014		6/8/2015 quarterly
G6.B1.S1.A8 A082691	Provide training to district liaisons for schools	Head, Barbara	8/18/2014	MyPGS (Attendance Records)	6/12/2015 monthly
G6.B1.S3.A1 A100171	Facilitate student, family, and community programs that promote engagement in student learning...	Crkvenac, Carrie	3/1/2015	Registrations, Academic Parent-Teacher Teams Plan, School events calendar	5/1/2016 quarterly
G6.B1.S2.A2 A100013	District and School-based Instructional Leadership Teams attend DA Region 2 Summer Conference	Beattie, Karen	7/14/2014	Conference Attendance Records	8/21/2016 annually
G1.B1.S3.A1 A284312	Identify and communicate a research-based definition of MTSS	Myers, Mary Alice	8/1/2016	Notes	8/31/2016 weekly
G6.B1.S2.A6 A100016	PD for School-Based Instructional Leadership Teams on step 0 of the 8-Step Planning Process with...	Dyer, Kati	8/25/2014	School Improvement Plans	9/8/2016 quarterly
G4.B1.S5.A1 A285999	Business Process Analysis with appropriate staff and GFOA consulting team.	Willingham, Pam	5/1/2016	completed maps	9/30/2016 weekly
G4.B1.S6.A1 A286004	Pursue Legislative changes to grant additional spending flexibility	Hall, Amy	9/1/2016	Board action on proposed legislation	9/30/2016 one-time
G1.B1.S3.A2 A284313	Research Social Emotional Learning (SEL)	Myers, Mary Alice	8/1/2016	Emails, PPT	10/1/2016 weekly
G1.B1.S3.A3 A284314	Develop a Decision Making document and process for district support for any intervention programs,...	Myers, Mary Alice	10/3/2016	meeting minutes	10/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A4 🔑 A284315	Build process for analyzing district and building level data to determine necessary supports for...	Myers, Mary Alice	10/3/2016	meeting minutes	10/31/2016 weekly
G4.B1.S6.A2 🔑 A286005	Survey other districts	Muller, Deb	10/2/2016	survey results presented	10/31/2016 one-time
G4.B1.S6.A4 🔑 A287323	Consider 1 Mill referendum	Dyer, Michael	9/1/2016	released memorandum	10/31/2016 one-time
G4.B1.S6.A8 🔑 A287327	Expansion of Enterprise Services (Printing, Payroll, Technology, Bus Maintenance)	Muller, Deb	11/1/2016	Committee notes, implementation of new services	11/1/2016 monthly
G1.B1.S3.A5 🔑 A284316	Create tiers of intervention and support for Academics and SEL	Myers, Mary Alice	11/1/2016	Tier document	12/31/2016 weekly
G4.B1.S5.A2 🔑 A286000	Draft and release RFP (Request for Proposal)	Willingham, Pam	10/1/2016	release of RFP	1/30/2017 one-time
G1.B1.S3.A7 🔑 A284494	Train Student Service providers (T1-3 supports for SEL)	Myers, Mary Alice	1/4/2017	sign-in sheets	2/28/2017 weekly
G1.B1.S3.A8 🔑 A284496	Public (Parent/Community) Comm. of MTSS Framework	Myers, Mary Alice	2/1/2017	sign in sheets, documents	3/1/2017 weekly
G1.B1.S3.A6 🔑 A284318	Train Admin (w/ Sustainability embedded) Overview with T1 Training modules on SEL for rollout to...	Myers, Mary Alice	1/4/2016	sign in sheets	3/31/2017 monthly
G6.B1.S2.A1 🔑 A100004	PD for Liaisons to provide support for schools to establish Instructional Leadership teams that...	Head, Barbara	5/1/2014	Rosters of School-based Instructional Leadership teams in School Improvement Plan	4/30/2017 quarterly
G6.B1.S2.A9 🔑 A100023	PD on Vertical Alignment Meetings between SIG schools and feeder pattern schools	Head, Barbara	5/4/2015	MyPGS (Attendance records and PD products)	5/19/2017 semiannually
G1.B1.S2.A10 🔑 A284298	Plan for next SLT	Goepfert, Lyndi	2/1/2017	Meeting notes	5/31/2017 annually
G1.B1.S3.A9 🔑 A284497	Create a process for monitoring effectiveness of MTSS	Myers, Mary Alice	5/1/2017	meeting notes	5/31/2017 one-time
G4.B1.S5.A3 🔑 A286001	Analyze RFP responses and select final vendor	Willingham, Pam	2/1/2017	Vendor tabulation	5/31/2017 one-time
G6.B1.S1.MA1 🔑 M000219	Tier 1 CAT will review all evidence submitted for each action step in this strategy: AS1: School...	Tager, James	7/1/2014	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/8/2017 monthly
G6.B1.S1.A5 🔑 A082628	The Community Assessment Team (CAT) will have a four-tiered structure for monitoring. The Tier 1...	Tager, James	7/14/2014	CAT Meeting Calendar	6/9/2017 weekly
G6.B1.S1.A6 🔑 A082631	Monitoring development of school Instructional Leadership Teams for SIP implementation, with...	Dyer, Kati	8/25/2014	School Improvement Plans, SIP Midyear Reflection, Liaison Reports to Tier 1 CAT	6/9/2017 quarterly
G6.B1.S1.A7 🔑 A082630	CAT monitoring and analysis of district assessments to determine areas in need of additional...	Parker, Alicia	9/22/2014	Data Analysis Reports	6/9/2017 quarterly
G6.B1.S2.A7 🔑 A100019	School-based Instructional Leadership Teams create and meet regularly to monitor School Improvement...	Dyer, Kati	8/25/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Grade Level Meeting Calendar	6/9/2017 monthly
G6.B1.S2.A8 🔑 A100021	School-based MTSS monthly meetings to analyze progress monitoring data and EWS report	Parker, Alicia	8/11/2014	Data Protocol Reports; Grade Level Meeting Calendar	6/9/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.MA1 M000218	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment...	Parker, Alicia	9/22/2014	Student achievement data; Graduation data; Teacher performance reports, including triangulation of data (PD, teacher evaluation performance, and student achievement); Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly
G6.MA2 M001642	Tier 3 CAT will analyze and make recommendations for response.	Tager, James	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G6.MA3 M001644	District liaisons will report recommendations to schools for school-based instructional leadership...	Head, Barbara	7/10/2014	Evidence: Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams; modifications to Problem-Solving items in School SIPs	6/30/2017 quarterly
G6.B1.S1.MA1 M000220	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment...	Beattie, Karen	7/1/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly
G6.B1.S1.MA3 M001458	Tier 3 CAT will analyze and make recommendations for response.	Tager, James	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G6.B1.S1.MA4 M001460	District liaisons will report recommendations to schools for school-based instructional leadership...	Head, Barbara	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/30/2017 quarterly
G6.B1.S1.A1 A082625	Examine data to determine level of need at each school in each subject area using a 4-point rubric;...	Tager, James	6/2/2014	School Resource Allocation Charts; District Tiered System of Support Assignments	6/30/2017 annually
G6.B1.S1.A2 A082629	Liaison assistance to school leadership for developing Title I school budget, SIP goal, and PD plan	Tager, James	6/9/2014	School Improvement Plan	6/30/2017 annually
G6.B1.S2.MA1 M000222	School-based instructional leadership teams review data and assessment results	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G6.B1.S2.MA2 M001365	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment...	Beattie, Karen	7/1/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly
G6.B1.S2.MA3 M001366	Tier 3 CAT will analyze and make recommendations for response	Lockman, Bambi	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G6.B1.S2.MA4 M001367	District liaisons will report recommendations to schools for school-based instructional leadership...	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/30/2017 quarterly
G6.B1.S2.MA1 M000221	School-based instructional leadership teams review all evidence submitted for each action step in...	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S2.MA2 M001363	Tier 1 CAT will review all evidence submitted for each action step, including school-based...	Lockman, Bambi	7/1/2014	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/30/2017 monthly
G6.B1.S2.A3 A100011	Hire school-based Project TOA for SIG (Atlantic High)	Marcks, Teresa	6/2/2014	Staffing Summary	6/30/2017 one-time
G6.B1.S2.A4 A100005	Hire district Project Manager for SIG Schools and office specialist for support	Tager, James	6/2/2014	Staffing Summary	6/30/2017 one-time
G6.B1.S2.A5 A100010	Hire district School Improvement Specialist	Tager, James	6/2/2014	Staffing Summary	6/30/2017 one-time
G6.B1.S3.MA1 M001453	School-based instructional leadership teams review data and assessment results	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G6.B1.S3.MA2 M001454	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment...	Beattie, Karen	7/1/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly
G6.B1.S3.MA3 M001455	Tier 3 CAT will analyze and make recommendations for response.	Lockman, Bambi	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G6.B1.S3.MA4 M001456	District liaisons will report recommendations to schools for school-based instructional leadership...	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/30/2017 quarterly
G6.B1.S3.MA1 M001451	School-based instructional leadership teams review all evidence submitted for each action step in...	Tager, James	7/1/1014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G6.B1.S3.MA2 M001452	Tier 1 CAT will review all evidence submitted for each action step	Lockman, Bambi	7/1/2014	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/30/2017 monthly
G6.B1.S3.A2 A100214	Effective, frequent communication with stakeholders	Tager, James	6/2/2014	Records from communication systems	6/30/2017 weekly
G6.B1.S3.A3 A100217	Facilitate student leadership groups for the purpose of motivating students' academic and...	Marks, Gary	6/2/2014	Student groups' calendar of meetings and activities	6/30/2017 monthly
G6.B1.S3.A4 A100220	Facilitate mentoring programs for identified students	Marks, Gary	6/2/2014	Mentoring calendar	6/30/2017 quarterly
G6.B1.S3.A5 A100222	Facilitate student, family, and community programs that enhance college and career readiness	Hall, Amy	7/1/2014	School activities calendar	6/30/2017 quarterly
G6.B1.S3.A6 A100226	Establish and sustain business, government, and college partnerships that facilitate educator...	Amy, Kelly	8/4/2015	Meeting calendar and minutes, School activities calendar, Internship logs	6/30/2017 semiannually
G6.B1.S3.A7 A100228	Establish PreK-20 Community of Practice	Tager, James	8/4/2015	Community of Practice Agendas	6/30/2017 semiannually
G4.B1.S5.A4 A286002	Negotiate contract, sign contract.	Willingham, Pam	4/1/2017	contract	7/1/2017 one-time
G1.B1.S1.A2 A235154	Investigate Expansion of Year Round VPK	Sydeski, Wendy	8/8/2016	Needs assessment, facility assessment, funding assessment	7/31/2017 monthly
G3.B1.S1.A7 A285598	Redesign monthly administrative meetings into professional learning sessions for the purpose of...	Dyer, Kati	8/15/2016	agendas	7/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S3.A2 A287262	Implement Performance Pay	Paige-Pender, Dana	7/5/2016	performance pay	7/31/2017 one-time
G4.B1.S3.A1 A285663	Identify one who is directly accountable to the superintendent and school board	Muller, Deb	7/5/2016	notes	7/31/2017 one-time
G3.B1.S4.A2 A287270	Bring salaries in line with peer and surrounding districts.	Russell, James	7/5/2016	salary schedules	7/31/2017 one-time
G4.B1.S5.A5 A286003	Training and implementation	Willingham, Pam	7/1/2017	sign in sheets	7/31/2017 weekly
G4.B1.S6.A7 A287326	Internal Accounts Flexibility	Muller, Deb	7/5/2016	New Procedures Manual	7/31/2017 one-time
G1.B1.S1.A3 A282485	Continue Offering VPK Summer Programs	Sydeski, Wendy	7/5/2016	Enrollment Reports	8/1/2017 annually
G1.B1.S1.A4 A282486	Offer Title 1 Pre-K CSI	Sydeski, Wendy	7/5/2016	Enrollment Reports	8/1/2017 annually
G7.B1.S1.A3 A271040	Establish and communicate school-wide procedures and non-negotiables for curriculum resources and...	Waldon, Gail	8/15/2017	Faculty Handbook	8/31/2017 one-time
G7.B1.S1.A4 A271039	Establish and communicate regular structure for school meetings (administrative, coaches, PLCs,...	Waldon, Gail	8/15/2017	School Calendar	8/31/2017 one-time
G8.B1.S1.MA1 M275697	School-based instructional leadership teams (administrators, SIG4 project manager, instructional...	Myers, Richard	3/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	8/31/2017 monthly
G10.B1.S2.MA1 M282504	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	3/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	8/31/2017 monthly
G8.B1.S1.A1 A278646	Design Professional Learning with site staff focusing on social/emotional learning.	Dyer, Kati	8/1/2017	Calendar documentation and planning minutes.	9/29/2017 one-time
G6.B1.S2.MA8 M336587	District Liaisons and School Based Leadership Teams review data and assessment results, assistance...	Dyer, Kati	7/1/2017	Leadership Team monthly report to liaison; Data Protocol Reports; Quarterly SIG Progress Monitoring Review	9/30/2017 one-time
G6.B1.S3.MA8 M336591	District Liaisons and School Based Leadership Teams review data and assessment results, assistance...	Dyer, Kati	7/1/2017	Leadership Team monthly report to liaison; Data Protocol Reports; SIG Progress Monitoring Review	9/30/2017 one-time
G7.B1.S1.A7 A281623	Create MOU that will allow reassignment or removal of teachers whose VAM scores are less than...	Paige-Pender, Dana	9/1/2017	Signed MOU	10/31/2017 one-time
G8.B1.S1.MA1 M275694	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	8/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	10/31/2017 monthly
G9.B3.S1.MA1 M282501	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	8/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	10/31/2017 monthly
G9.B3.S1.A1 A278659	Meet with Food Brings Hope representatives to develop plan for dinners and/or weekend meals for...	Watson, Jason	8/1/2017	Calendar and meeting notes	10/31/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G10.B1.S1.MA1 M278360	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	8/1/2017	Evidence: Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	10/31/2017 monthly
G10.B1.S1.A1 A278676	Design a calendar for articulation meetings between preschool teachers and primary teachers	Watson, Jason	8/1/2017	Calendar of articulation meetings	10/31/2017 one-time
G10.B1.S1.A2 A278657	Inventory and review instructional programs and monitoring tools currently in use at Holly Hill for...	Sydeski, Wendy	8/1/2017	Materials inventory	10/31/2017 one-time
G10.B1.S1.A5 A280652	Hold initial planning meeting to discuss conversion of current PreK classroom at Holly Hill to a...	Gilliland, Kim	8/1/2017	Calendar and meeting notes	10/31/2017 one-time
G9.B3.S2.MA1 M282769	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	8/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	10/31/2017 monthly
G9.B3.S2.A1 A280695	Hire a Project Manager	Watson, Jason	8/1/2017	Project Manager Job Description and Notice of Personnel Action	10/31/2017 one-time
G9.B3.S2.A2 A280696	Hire an Instructional Program Lead for SIG4	Watson, Jason	8/1/2017	Job Description and Notice of Personnel Action	10/31/2017 one-time
G9.B3.S2.A5 A284114	Identify (1) instructional leader at Holly Hill and (1) instructional leader at the District for...	Freeman, Susan	8/1/2017	Identified (1) instructional leader at Holly Hill and (1) instructional leader at the district	10/31/2017 one-time
G10.B1.S2.A1 A280704	Hold a meeting of district VPK personnel and Early Steps for ESE personnel to discuss language...	Kelly, Jennifer	8/1/2017	Calendar and Meeting Notes	10/31/2017 one-time
G10.B1.S2.A2 A280705	Identify assessments currently in place for diagnosing language acquisition issues given to...	Sydeski, Wendy	8/1/2017	List of assessments and purposes	10/31/2017 one-time
G10.B1.S2.A3 A280714	Investigate the current structure of PreK-Kindergarten articulation meetings to determine whether...	Sydeski, Wendy	8/1/2017	Calendar and meeting notes	10/31/2017 one-time
G9.B3.S3.MA1 M282773	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Myers, Richard	8/1/2016	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	10/31/2017 monthly
G9.B3.S3.A1 A283753	Develop a leadership committee with various stakeholders to identify performance pay criteria	Watson, Jason	8/1/2017	Leadership Committee Roster	10/31/2017 one-time
G10.B1.S4.MA1 M282508	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	8/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes	10/31/2017 monthly
G10.B1.S4.A2 A281826	Conduct a needs assessment of each teachers' current technological proficiency using the Technology...	Holland, Eric	8/1/2017	TIM results	10/31/2017 one-time
G10.B1.S4.A4 A281838	Schedule trainings on technology that supports standards-based instruction and instructional shifts...	Taylor, Jennifer	8/1/2017	Faculty Professional Learning and PLC Calendar	10/31/2017 one-time
G9.B3.S4.MA1 M282786	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	8/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	10/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G9.B3.S4.A1 A280667	Create a social media hashtag to be used to share positive events at Holly Hill	Watson, Jason	8/1/2017	Sample of messages from hashtag	10/31/2017 one-time
G9.B3.S4.A2 A283763	Hire a Family and Community Engagement Facilitator and develop survey to identify learning needs of...	Watson, Jason	6/27/2017	Job description, Notice of Personnel Action; Parent Survey	10/31/2017 one-time
G9.B3.S4.A3 A283764	Evaluate the learning needs of parents based upon survey results	Watson, Jason	8/1/2017	Survey results	10/31/2017 one-time
G9.B3.S4.A4 A283765	Develop a calendar of parent learning opportunities based upon identified needs	Watson, Jason	8/1/2017	Parent Learning Opportunities calendar	10/31/2017 one-time
G9.B3.S4.A9 A283821	Create a regular, recurring monthly agenda item called "SIG4 Progress" to be listed on each School...	Watson, Jason	8/1/2017	SAC Minutes	10/31/2017 one-time
G10.B1.S5.MA1 M282510	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	8/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	10/31/2017 monthly
G10.B1.S5.A1 A281971	Using the Blended Learning classroom rubric, visit current classrooms using technology to determine...	Kestory, Melanie	8/1/2017	Current Blended Learning Rubric ratings	10/31/2017 one-time
G10.B1.S5.A4 A281993	Schedule meeting between principal, district blended learning specialist, instructional coaches,...	Kestory, Melanie	8/1/2017	Calendar of monthly support visits	10/31/2017 one-time
G9.B3.S5.MA1 M282790	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	8/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	10/31/2017 monthly
G9.B3.S5.A1 A283772	Holly Hill leadership team will research Daytona State College (DSC) partnering with Holly Hill...	Taylor, Jennifer	8/1/2017	Communication (such as emails) to DSC regarding DSC PDS site	10/31/2017 one-time
G10.B1.S6.MA1 M282512	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	8/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	10/31/2017 monthly
G10.B1.S6.A1 A281998	Coaches and administrators partner with Atlantic High School to learn how to create a structure for...	Taylor, Jennifer	8/1/2017	Calendar and meeting notes	10/31/2017 one-time
G10.B1.S6.A2 A281999	Administrators and district specialists conduct school-wide classrooms visits using the...	Taylor, Jennifer	8/1/2017	List of potential model classroom teachers	10/31/2017 one-time
G1.B1.S1.A10 A282754	Continue collaborative professional learning with private preschool providers and VCS	Rybinski, Desiree	7/15/2016	sign in sheets	12/15/2017 quarterly
G6.B1.S2.MA9 M336588	District Liaisons and School Based Leadership Teams review data and assessment results, assistance...	Dyer, Kati	10/7/2017	Leadership Team monthly report to liaison; Data Protocol Reports; Quarterly SIG Progress Monitoring Review	12/31/2017 one-time
G6.B1.S3.MA9 M336592	District Liaisons and School Based Leadership Teams review data and assessment results, assistance...	Dyer, Kati	10/1/2017	Leadership Team monthly report to liaison; Data Protocol Reports; SIG Progress Monitoring Review	12/31/2017 one-time
G8.B1.S1.MA3 M336912	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	11/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	1/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B1.S1.A2 A278652	Train all teachers in school wide behavioral plan to support students.	Taylor, Jennifer	8/1/2017	Training materials, agenda, sign in sheets	1/31/2018 one-time
G9.B3.S1.MA3 M336921	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	11/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	1/31/2018 monthly
G9.B3.S1.A2 A278679	Communicate and promote Food Brings Hope to parents at Holly Hill.	Watson, Jason	8/1/2017	Communication and promotional materials sent to parents.	1/31/2018 semiannually
G9.B3.S1.A3 A278681	Meet with city representatives to determine a plan to distribute books birth-age 5 (grant...	Watson, Jason	11/1/2017	Calendar and Meeting notes	1/31/2018 one-time
G10.B1.S1.MA3 M336966	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	11/1/2017	Evidence: Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	1/31/2018 monthly
G10.B1.S1.A3 A278658	Investigate and select potential instructional programs and monitoring tools for use at Holly Hill...	Kelly, Jennifer	8/1/2017	List of planned purchases	1/31/2018 one-time
G10.B1.S1.A4 A280643	Visit PreK site at Atlantic High (SIG3 school) to incorporate what they have learned about PreK...	Watson, Jason	11/1/2017	Calendar and meeting notes	1/31/2018 one-time
G9.B3.S2.MA2 M336930	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	11/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	1/31/2018 monthly
G9.B3.S2.A3 A283792	Work with UPD to identify strengths/ weaknesses in data	Dyer, Kati	11/1/2017	List of Strengths and weaknesses	1/31/2018 one-time
G9.B3.S2.A4 A283793	Develop plan to leverage information learned from UPD to implement new strategies	Dyer, Kati	11/1/2017	Action plan	1/31/2018 one-time
G10.B1.S2.A4 A280716	Investigate current practices with foundational skills instruction to determine whether any changes...	Rybinski, Desiree	8/1/2017	Calendar and meeting notes	1/31/2018 one-time
G10.B1.S2.A5 A280719	Investigate current practices with current ELA curriculum materials to determine which...	Rybinski, Desiree	8/1/2017	Calendar and meeting notes	1/31/2018 one-time
G10.B1.S2.A6 A280723	Investigate current practices with Intensive Reading to determine whether any changes are needed to...	Blinn, Tracy	8/1/2017	Calendar and meeting notes	1/31/2018 one-time
G10.B1.S2.A7 A280730	Visit PreK site at Atlantic High (SIG3 school) to incorporate what they have learned about PreK and...	Watson, Jason	11/1/2017	Calendar and meeting notes	1/31/2018 one-time
G10.B1.S3.MA1 M282506	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	8/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	1/31/2018 monthly
G10.B1.S3.A1 A283819	Provide learning walks for administrators with look-fors aligned to standards-based instruction and...	Dyer, Kati	8/1/2017	Learning walks calendar and schedule	1/31/2018 one-time
G9.B3.S3.MA3 M336932	School based instructional leadership teams (administrators, SIG4 project manager, instructional...		11/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	1/31/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G9.B3.S3.A2 A283754	The leadership committee meets and sets performance pay criteria by using the evaluation system to...	Watson, Jason	11/1/2017	Criteria for performance pay and bonuses	1/31/2018 one-time
G10.B1.S4.MA3 M336993	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	11/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes	1/31/2018 monthly
G10.B1.S4.A1 A281825	Examine the district's Digital Classroom Plan for connections to make between it and SIG4 strategy...	Holland, Eric	8/1/2017	Calendar and meeting notes	1/31/2018 one-time
G10.B1.S4.A3 A281829	Analyze teachers' TIM results to determine which technology trainings are needed in order to...	Holland, Eric	8/1/2017	List of Technology Trainings to be Scheduled	1/31/2018 one-time
G10.B1.S4.A5 A281841	Schedule meeting between Holly Hill's Digital Learning Teacher Leader (DLTL), teachers at Holly...	Holland, Eric	8/1/2017	Calendar and meeting notes	1/31/2018 one-time
G9.B3.S4.MA3 M336953	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	11/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	1/31/2018 monthly
G9.B3.S4.A5 A283766	Plan out parent learning opportunities	Watson, Jason	11/1/2017	Sample of planned agenda	1/31/2018 one-time
G9.B3.S4.A6 A283767	Promote and Communicate to the parents about learning nights	Watson, Jason	11/1/2017	Sample communication (such as Emails, letters, and promotional material)	1/31/2018 semiannually
G9.B3.S5.MA3 M336956	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	11/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	1/31/2018 monthly
G9.B3.S5.A2 A283773	Observe how Stetson/Citrus Grove PDS works	Watson, Jason	11/1/2017	Notes, observations, from visits/ meetings	1/31/2018 one-time
G9.B3.S5.A8 A283789	Develop an agreement with HR that qualified DSC students who intern and participate in PD/events...	Paige-Pender, Dana	11/1/2017	HR agreement	1/31/2018 one-time
G10.B1.S6.MA3 M337007	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	11/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	1/31/2018 monthly
G10.B1.S6.A3 A282004	Meet with potential model classrooms teachers to agree upon common expectations for job role of...	Taylor, Jennifer	11/1/2017	Model classroom teacher stipend agreement	1/31/2018 one-time
G6.B1.S2.MA10 M336589	District Liaisons and School Based Leadership Teams review data and assessment results, assistance...	Dyer, Kati	1/1/2018	Leadership Team monthly report to liaison; Data Protocol Reports; Quarterly SIG Progress Monitoring Review	3/31/2018 one-time
G6.B1.S3.MA10 M336593	District Liaisons and School Based Leadership Teams review data and assessment results, assistance...	Dyer, Kati	1/1/2018	Leadership Team monthly report to liaison; Data Protocol Reports; SIG Progress Monitoring Review	3/31/2018 one-time
G8.B1.S1.MA4 M336913	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	2/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	4/30/2018 monthly
G9.B3.S1.MA4 M336922	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	2/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item	4/30/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				on SIG4 progress and recorded in SAC minutes)	
G9.B3.S1.A4 A278684	Develop a community team to help communicate about the opportunity to provide books and parenting...	Watson, Jason	2/1/2018	Communication with community	4/30/2018 monthly
G9.B3.S3.MA4 M336933	School based instructional leadership teams (administrators, SIG4 project manager, instructional...		2/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	4/30/2018 one-time
G9.B3.S3.A3 A283755	Develop an MOU with Volusia United Educators Union	Watson, Jason	2/1/2018	Signed MOU	4/30/2018 one-time
G9.B3.S3.A4 A283817	School leaders and district Human Resources personnel meet to plan and maximize job fair and...	Paige-Pender, Dana	2/1/2018	List of Teacher Candidates scheduled for interviews at Holly Hill Job Fair	4/30/2018 one-time
G10.B1.S5.MA3 M337000	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	2/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	4/30/2018 monthly
G10.B1.S5.A2 A281854	Determine which teachers will receive the school's technology resources to support blended learning...	Watson, Jason	8/1/2017	List of Blended Learning Classrooms	4/30/2018 one-time
G10.B1.S5.A3 A281855	Analyze classroom visit data to determine how instructional coaches will provide support for...	Taylor, Jennifer	2/1/2018	Plan for coaching support	4/30/2018 one-time
G9.B3.S5.MA4 M336957	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	2/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	4/30/2018 monthly
G9.B3.S5.A3 A283774	Develop agreement with DSC to become PDS site	Watson, Jason	2/1/2018	PDS contract with DSC	4/30/2018 one-time
G9.B3.S5.A4 A283783	Develop MOU with Volusia United Educators Union to reward teachers mentors to DSC students	Watson, Jason	2/1/2018	Signed MOU	4/30/2018 one-time
G9.B3.S5.A5 A283784	Train mentor teachers for DSC interns	McDonough, Jenny	2/1/2018	Mentor training materials	4/30/2018 one-time
G10.B1.S6.MA4 M337008	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	2/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	4/30/2018 monthly
G10.B1.S6.A4 A282000	Potential model classrooms teachers visit model classrooms at other school sites.	Taylor, Jennifer	2/1/2018	Calendar	4/30/2018 one-time
G7.B1.S1.A8 A271035	Assisting PLCs with Using and Responding to District Interim Assessment Data, including...	Holland, Eric	9/5/2017	PLC Sign-in sheets	5/29/2018 one-time
G7.B1.S1.A1 A271037	Set up biweekly meetings with Principal, Chief Academic Officer, and Area Superintendent	Roland, Rose	8/15/2017	Calendar Appointments, Meeting Notes	5/31/2018 biweekly
G7.B1.S1.A2 A281624	Superintendent meeting with Principal to discuss that they will be replaced if the school does not...	Russell, James	8/15/2017	Calendar and TOP	5/31/2018 one-time
G7.B1.S1.A6 A271034	Provide support and training for best practices in instruction (lesson planning and curriculum...	Hazel, Rachel	8/15/2017	Sign-in sheets; Training/coaching visit calendar	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B1.S1.A3 A278656	Provide training in Social/Emotional learning supports using SEL Curriculum.	Taylor, Jennifer	8/1/2017	Training materials, agenda, sign in sheets	5/31/2018 one-time
G7.B1.S1.A5 A271033	Provide schoolwide CHAMPS training and follow-up support	McDonough, Jenny	8/15/2017	Sign-in sheets	6/1/2018 biweekly
G7.B1.S1.MA1 M265348	Biweekly meetings with Principal, Chief Academic Officer, Area Superintendent	Roland, Rose	8/1/2017	Refer to Action Step Evidence in Step 5	6/30/2018 biweekly
G6.B1.S2.MA11 M336590	District Liaisons and School Based Leadership Teams review data and assessment results, assistance...	Dyer, Kati	4/1/2018	Leadership Team monthly report to liaison; Data Protocol Reports; Quarterly SIG Progress Monitoring Review	6/30/2018 one-time
G6.B1.S2.MA7 M336534	School-based instructional leadership teams review all evidence submitted for each action step in...	Leffler, Danielle	7/1/2017	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2018 monthly
G6.B1.S2.A10 A323113	Hire district Continuous Improvement Director and office specialist for support	Leffler, Danielle	7/1/2017	Staffing Summary	6/30/2018 one-time
G6.B1.S2.A11 A323114	PD for school-based instructional leadership teams on step 0 and 8-step planning process with...	Dyer, Kati	7/1/2017	School Improvement Plans	6/30/2018 annually
G6.B1.S2.A12 A323115	PD for liaisons to provide support for schools to establish instructional leadership teams that...	Dyer, Kati	7/1/2017	Rosters of school-based instructional leadership teams in SIP	6/30/2018 quarterly
G6.B1.S2.A13 A323116	School-based instructional leadership teams create and meet regularly to monitor school improvement...	Dyer, Kati	7/1/2017	Instructional leadership teams monthly report to SAC on SIP progress (SAC minutes); Leadership team monthly report to liaison	6/30/2018 quarterly
G6.B1.S2.A14 A323117	School-based MTSS monthly meetings to analyze progress monitoring data and EWS report	Dyer, Kati	7/1/2017	Data protocol reports	6/30/2018 monthly
G6.B1.S2.A15 A323118	PD on Vertical Alignment Meetings between SIG schools and feeder pattern schools	Leffler, Danielle	7/1/2017	MyPGS attendance records and PD products	6/30/2018 quarterly
G6.B1.S3.MA11 M336594	District Liaisons and School Based Leadership Teams review data and assessment results, assistance...	Dyer, Kati	4/1/2018	Leadership Team monthly report to liaison; Data Protocol Reports; SIG Progress Monitoring Review	6/30/2018 one-time
G6.B1.S3.MA7 M336482	School-based instructional leadership teams review all evidence submitted for each action step in...	Leffler, Danielle	7/1/2017	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2018 monthly
G6.B1.S3.A8 A323066	Effective, frequent communication with stakeholders	Leffler, Danielle	7/1/2017	Records from communication systems, fliers, pamphlets, etc.	6/30/2018 weekly
G6.B1.S3.A9 A323067	Facilitate student leadership groups for the purpose of motivating students' academic and...	Leffler, Danielle	7/1/2017	Student groups' calendar of meetings and activities	6/30/2018 monthly
G6.B1.S3.A10 A323068	Facilitate mentoring program for identified students	Leffler, Danielle	7/1/2017	Mentoring Calendar	6/30/2018 monthly
G6.B1.S3.A11 A323069	Facilitate student, family, and community programs that enhance college and career readiness	Leffler, Danielle	7/1/2017	School Activities Calendar	6/30/2018 monthly
G6.B1.S3.A12 A323070	Establish and maintain business, government and college partnerships that facilitate educator...	Leffler, Danielle	7/1/2017	Meeting calendar and minutes, school activities calendar, internship logs	6/30/2018 quarterly
G4.B1.S4.A3 A285996	Analyze the outcomes of the pilot schools to determine expansion of decentralized budget system.	Weaver, Stephanie	7/2/2017	notes	7/2/2018 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.MA1 🔑 M265352	State Assessment Monitoring	Holland, Eric	9/30/2017	School Grade, FSA Proficiency Progress and Learning Gains	7/31/2018 semiannually
G8.MA1 🔑 M282500	The principal, lead liaison, and SIG4 project manager will review all data and assessment results...	Marcks, Teresa	5/1/2018	Meeting minutes and data document analysis	7/31/2018 one-time
G9.MA1 🔑 M282503	The principal, lead liaison, and SIG4 project manager will review all data and assessment results...	Marcks, Teresa	5/1/2018	Meeting minutes and data document analysis	7/31/2018 one-time
G10.MA1 🔑 M278368	The principal, lead liaison, and SIG4 project manager will review all data and assessment results...	Marcks, Teresa	5/1/2018	Meeting minutes and data document analysis	7/31/2018 one-time
G8.B1.S1.MA5 🔑 M336914	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	5/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	7/31/2018 monthly
G8.B1.S1.A4 🔑 A280118	Provide formal direct instruction for teachers on social skills with language acquisition as a...	Taylor, Jennifer	8/1/2017	Training materials, agenda, sign in sheets	7/31/2018 one-time
G9.B3.S1.MA1 🔑 M282502	School-based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	5/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	7/31/2018 one-time
G9.B3.S1.MA5 🔑 M336923	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	5/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	7/31/2018 monthly
G9.B3.S1.A5 🔑 A278686	Develop a plan for how the city could use Holly Hill library	Watson, Jason	5/1/2018	Facility usage agreement and plan	7/31/2018 one-time
G9.B3.S1.A6 🔑 A280648	Meet with Embry Riddle Aeronautical University to develop STEM opportunities at Holly Hill	Watson, Jason	5/1/2018	Calendar and meeting notes	7/31/2018 one-time
G10.B1.S1.MA1 🔑 M278364	School-based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	5/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	7/31/2018 monthly
G9.B3.S2.MA1 🔑 M282770	School-based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	5/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	7/31/2018 monthly
G10.B1.S2.MA1 🔑 M282505	School-based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	5/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	7/31/2018 monthly
G10.B1.S2.A8 🔑 A283818	Schedule training for teachers and staff on how to model and use appropriate language skills	Watson, Jason	2/1/2018	School Professional Learning Calendar	7/31/2018 one-time
G10.B1.S3.MA1 🔑 M282507	School-based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	5/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	7/31/2018 monthly
G10.B1.S3.MA3 🔑 M336985	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	8/1/2017	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item	7/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				on SIG4 progress and recorded in SAC minutes)	
G10.B1.S3.A2 A281803	Construct a master schedule that allows time for PLCs for each grade level (K-5) and subject area...	Watson, Jason	5/1/2018	Master Schedule	7/31/2018 one-time
G10.B1.S3.A3 A281807	Construct a calendar that allows for instructional coaches to conduct training during PLCs, as well...	Watson, Jason	5/1/2018	Faculty Professional Learning and PLC Calendar	7/31/2018 one-time
G10.B1.S3.A4 A281814	Calendar training for feedback practices and Student Work Protocol for administrators and coaches.	Taylor, Jennifer	8/1/2017	Administrative and Coaches Professional Learning Calendar	7/31/2018 one-time
G10.B1.S3.A5 A281816	According to the inventory and needs assessment conducted in Strategy 1 (Implement Early Learning...	Watson, Jason	8/1/2017	Purchase Order	7/31/2018 one-time
G10.B1.S3.A6 A281820	After receiving training, determine how coaches and administrators will use Instructional Practice...	Taylor, Jennifer	8/1/2017	Meeting notes	7/31/2018 one-time
G9.B3.S3.MA1 M282774	School-based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	5/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	7/31/2018 one-time
G10.B1.S4.MA1 M282509	School-based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	5/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	7/31/2018 monthly
G10.B1.S4.MA4 M336994	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	5/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes	7/31/2018 monthly
G10.B1.S4.A6 A281844	Ensure that the Canvas framework is in place and available for teachers who choose to use it for...	Holland, Eric	8/1/2017	Calendar and meeting notes	7/31/2018 one-time
G10.B1.S4.A7 A281845	Ensure that digital instructional materials (included but not limited to RAZ Kids and Open...	Holland, Eric	8/1/2017	List of digital instructional materials	7/31/2018 one-time
G10.B1.S4.A8 A283820	Meet with district facilities personnel to determine schedule for purchase of movable furniture to...	Watson, Jason	5/1/2018	Calendar and meeting notes	7/31/2018 one-time
G9.B3.S4.MA1 M282787	School-based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	5/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	7/31/2018 one-time
G9.B3.S4.MA4 M336954	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	5/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	7/31/2018 monthly
G9.B3.S4.A7 A283769	Provide opportunities for parents to share opinion	Watson, Jason	11/1/2017	5Essentials Survey	7/31/2018 monthly
G9.B3.S4.A8 A283770	Advertise F.A.C.T. Fairs at Holly Hill	Watson, Jason	8/1/2017	F.A.C.T. Fair Agenda	7/31/2018 one-time
G4.B1.S4.A2 A285681	Provide the necessary training for six (6) pilot schools – three (3) elementary, two (2) middle...	Weaver, Stephanie	7/1/2017	agenda	7/31/2018 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G10.B1.S5.MA1 M282511	School-based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	5/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	7/31/2018 one-time
G9.B3.S5.MA1 M282791	School-based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	5/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	7/31/2018 one-time
G9.B3.S5.MA5 M336958	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	5/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	7/31/2018 monthly
G9.B3.S5.A6 A283786	Train DSC interns- Interns will participate in PD offered at HHS	Taylor, Jennifer	2/1/2018	DSC interns sign in sheet from PD	7/31/2018 monthly
G9.B3.S5.A7 A283788	DSC interns participate in community events	Watson, Jason	2/1/2018	DSC sign in sheet from events	7/31/2018 monthly
G10.B1.S6.MA1 M282513	School-based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	5/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	7/31/2018 monthly
G10.B1.S6.MA5 M337009	School based instructional leadership teams (administrators, SIG4 project manager, instructional...	Watson, Jason	5/1/2018	Instructional Leadership Team Monitoring Report (to be reported to SAC as a regular monthly agenda item on SIG4 progress and recorded in SAC minutes)	7/31/2018 monthly
G10.B1.S6.A5 A282007	Schedule meeting between principal, district specialists, instructional coaches, and potential...	Watson, Jason	5/1/2018	Calendar of monthly support visits	7/31/2018 one-time
G7.B1.S1.MA1 M265351	Monitoring and Responding to Schools' Interim Assessment and MTSS Data	Holland, Eric	9/1/2017	District Interim Assessments; MTSS data	8/29/2018 monthly
G7.B1.S1.MA2 M265349	Check progress and determine next actions in Transformation Team	Marcks, Teresa	8/14/2017	Refer to Action Step Evidence in Step 5	8/31/2018 weekly
G7.B1.S1.A9 A344456	Ensure administrators have adequate time for teacher observation and feedback by hiring a TOA to...	Roland, Rose	9/1/2017	Job description and NPA	8/31/2018 one-time
G7.B1.S1.A10 A344476	Hire identified staff to support enhanced school-wide structures, lesson planning, data use, and...	Roland, Rose	9/1/2017	Job descriptions	8/31/2018 one-time
G7.B1.S1.A11 A344491	Train staff on Social Emotional Learning. This would include programs such as: poverty workshops,...	Hall, Amy	10/2/2017	Training calendar; MyPGS attendance	8/31/2018 one-time
G1.MA1 M214682	District Data Analysis Summary & Response Meeting	Holland, Eric	7/12/2016	State assessments data	7/1/2021 annually
G1.B1.S1.MA1 M214681	District Datapalooza	Holland, Eric	10/26/2016	District assessments data	7/1/2021 triannually
G1.B1.S1.MA1 M214680	Leadership Team Monitoring Meeting	Marcks, Teresa	7/5/2016	Meeting Minutes	7/1/2021 monthly
G1.B1.S2.MA1 M287523	District Datapalooza	Holland, Eric	10/26/2016	district assessment data	7/1/2021 triannually
G1.B1.S2.MA1 M287521	Leadership Team Monitoring Meetings	Marcks, Teresa	7/5/2016	Meeting minutes	7/1/2021 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1 M289770	Leadership Team Monitoring Meeting	Marcks, Teresa	7/5/2016	meeting notes	7/1/2021 monthly
G4.B1.S6.A3 A286007	Partner with Businesses (Local and National)	Wait, Nancy	8/1/2016	new funds generated	7/30/2021 one-time
G3.B1.S1.A1 A284894	Realign teacher schedules to allow time for professional learning opportunities that emphasizes...	Dyer, Kati	8/15/2016	master schedules, Professional Learning schedules	7/31/2021 annually
G3.B1.S1.A2 A284895	Expand Transformational Teacher Leadership to include more opportunities for teacher leaders to...	Dyer, Kati	8/15/2016	list of teacher leadership opportunities	7/31/2021 quarterly
G3.B1.S1.A3 A284896	All staff will collaborate through a simplified online professional growth system, which includes...	Dyer, Kati	12/1/2016	online professional growth system platform	7/31/2021 monthly
G3.B1.S1.A4 A284897	Deliver differentiated experiences in professional learning for all employees to support individual...	Dyer, Kati	8/8/2016	List of professional learning opportunities	7/31/2021 monthly
G3.B1.S1.A5 A285593	Increase professional learning offerings for teachers whose courses include industry...	Amy, Kelly	8/15/2016	list of professional learning offerings	7/31/2021 monthly
G3.B1.S1.A6 A285594	Continue to offer professional learning for integrated curriculum and project-based learning,...	Dyer, Kati	8/8/2016	list of professional learning opportunities, agendas	7/31/2021 monthly
G3.B1.S1.A8 A285600	Offer microcredentials	Dyer, Kati	8/8/2016	microcredentials earned	7/31/2021 monthly
G4.B1.S1.A1 A285631	Upon achieving a balanced budget, include line item for budgets	Weaver, Stephanie	7/2/2016	budget sheet	7/31/2021 annually
G4.B1.S1.A2 A285632	Research supplemental revenue sources	Trawick, Bertie	7/2/2016	notes	7/31/2021 monthly
G4.B1.S1.A3 A285636	Continued evaluation of cost cutting measures & efficiencies	Muller, Deb	7/2/2016	notes	7/31/2021 monthly
G1.B1.S2.A1 A284127	Develop a professional learning plan for administrators and liaisons based on level of tiered...	Dyer, Kati	1/4/2016	Proposed Tiered Professional Learning Schedule	7/31/2021 quarterly
G1.B1.S2.A2 A284203	Schools establish School Leadership Teams and analyze school data prior to district SLT training	Goepfert, Lyndi	5/2/2016	SLT participants	7/31/2021 annually
G1.B1.S2.A4 A284279	Tier schools based on risk factor analysis with differentiated levels of support	Head, Barbara	7/1/2016	Tiered List	7/31/2021 quarterly
G1.B1.S2.A5 A284282	Assign liaisons to support all schools and provide regular visits according to tier	Head, Barbara	7/1/2016	Liaison List	7/31/2021 annually
G1.B1.S2.A6 A284289	Provide follow-up training to school administrators in support of aligning school plans and...	Dyer, Kati	7/1/2016	Sign in sheets	7/31/2021 quarterly
G1.B1.S2.A7 A284293	Provide Data Walks training to administrators	Goepfert, Lyndi	9/1/2016	Sign in sheets	7/31/2021 annually
G1.B1.S2.A8 A284294	Provide monthly professional learning sessions for Tier 2.5 and 3 schools aligned to Step 5	Dyer, Kati	9/1/2016	Admin agendas	7/31/2021 monthly
G1.B1.S2.A9 A284295	Provide quarterly professional learning sessions for liaisons aligned to Step 5	Goepfert, Lyndi	9/1/2016	Agendas	7/31/2021 quarterly
G4.B1.S2.A1 A285659	Assist with new guidelines, regulations and legislation necessary to facilitate the purchasing...	Kraft, Maria	7/2/2016	notes	7/31/2021 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S2.A2 A285660	Review multi-year contracts to ensure financial efficiency	Kraft, Maria	7/2/2016	notes	7/31/2021 monthly
G4.B1.S2.A3 A285662	Maintain Request for Proposals (RFPs) to comply with school board policy 602.	Kraft, Maria	7/2/2016	RFPs	7/31/2021 monthly
G3.B1.S3.A1 A287261	Establish a district cost saving initiative for employees.	Muller, Deb	7/5/2016	budget	7/31/2021 annually
G3.B1.S4.A1 A287269	District wide recognition/appreciation activities.	Paige-Pender, Dana	7/5/2016	agendas, flyers, emails	7/31/2021 monthly
G3.B1.S4.A3 A287271	Salaries in the top 10% of the state.	Russell, James	7/5/2016	salary schedules	7/31/2021 one-time
G3.B1.S5.A1 A287277	Identify exemplary teacher education universities, technical schools and specialized programs to...	Paige-Pender, Dana	7/5/2016	new recruits	7/31/2021 monthly
G3.B1.S5.A2 A287278	Place highly qualified (evaluation rating) school leaders in the lowest performing schools.	Marks, Gary	7/5/2016	list of school leader placements and evaluation ratings	7/31/2021 annually
G3.B1.S5.A3 A287280	FUTURES/business partners assist with recruitment of teachers.	Paige-Pender, Dana	7/5/2016	list of recruited teachers	7/31/2021 monthly
G3.B1.S5.A4 A287281	Train leaders on hiring best practices and retention best practices.	Marks, Gary	7/5/2016	agenda	7/31/2021 annually
G4.B1.S6.A5 A287324	Research statutes	Dyer, Michael	10/1/2016	released memorandum	7/31/2021 monthly
G4.B1.S6.A6 A287325	Expansion of School advertising opportunities	Wait, Nancy	7/5/2016	school advertisements	7/31/2021 monthly
G1.B1.S1.A1 A235153	Continue Offering Year Round VPK	Sydeski, Wendy	8/8/2016	Enrollment Reports	8/3/2021 daily
G1.B1.S1.A5 A282489	Kindergarten Orientation at all elementary schools	Sydeski, Wendy	8/8/2016	Sign-in sheets	8/9/2021 annually
G1.B1.S1.A6 A282490	Migrant Orientation	Amaral, Katie	8/8/2016	sign in sheets	8/9/2021 annually
G1.B1.S1.A8 A282492	Staggered Start	Head, Barbara	8/8/2016	attendance	8/13/2021 annually
G1.B1.S1.A7 A282491	Pre-K Transition Meetings	Sydeski, Wendy	7/1/2016	sign in sheets	8/31/2021 annually
G1.B1.S3.MA1 M289772	District Datapalooza	Holland, Eric	10/1/2016	district data	10/30/2021 triannually
G1.B1.S1.A9 A282494	Head Start Kindergarten School Visits	Sydeski, Wendy	1/15/2017	Calendar	12/15/2021 annually

V. Professional Development Opportuntities

Professional development opportunities identified in the DIAP as action steps to achieve the district's goals.

G1. Increase the academic achievement of all students through effective instruction, a challenging, rigorous curriculum, and multiple instructional pathways for students to meet their individual needs.

G1.B1 Lack of effective coordination and integration of district departments.

G1.B1.S1 Promote high quality early childhood educational experiences that will ensure kindergarten readiness.

PD Opportunity 1

Continue collaborative professional learning with private preschool providers and VCS

Facilitator

Elementary Curriculum Specialists, Kindergarten Teachers, and VPK

Participants

Private preschool providers and VCS

Schedule

Quarterly, from 7/15/2016 to 12/15/2017

G1.B1.S2 Support a System of Continuous School Improvement

PD Opportunity 1

District provides School Leadership Teams training to assist schools to write School Improvement Plans and design aligned professional learning opportunities.

Facilitator

Area Supts, PLSI members, with support from Title I, ESE, and DLA

Participants

SLT

Schedule

PD Opportunity 2

Provide follow-up training to school administrators in support of aligning school plans and professional learning.

Facilitator

PLSI staff

Participants

School Administrators

Schedule

Quarterly, from 7/1/2016 to 7/31/2021

PD Opportunity 3

Provide Data Walks training to administrators

Facilitator

Lead Liaisons

Participants

School Administrators

Schedule

Annually, from 9/1/2016 to 7/31/2021

PD Opportunity 4

Provide monthly professional learning sessions for Tier 2.5 and 3 schools aligned to Step 5

Facilitator

PLSI, curriculum specialists

Participants

Tier 2.5 and Tier 3.0 schools

Schedule

Monthly, from 9/1/2016 to 7/31/2021

PD Opportunity 5

Provide quarterly professional learning sessions for liaisons aligned to Step 5

Facilitator

Lead Liaisons

Participants

Liaisons

Schedule

Quarterly, from 9/1/2016 to 7/31/2021

G1.B1.S3 Expand implementation of sustainable interventions within a multi-tiered system of supports for students

PD Opportunity 1

Train Admin (w/ Sustainability embedded) Overview with T1 Training modules on SEL for rollout to teachers and staff

Facilitator

Student Services Team, M.A. Myers

Participants

Adminstrators

Schedule

Monthly, from 1/4/2016 to 3/31/2017

PD Opportunity 2

Train Student Service providers (T1-3 supports for SEL)

Facilitator

Student Services Team, M.A. Myers

Participants

Student Services Providers

Schedule

Weekly, from 1/4/2017 to 2/28/2017

G3. Attract, hire, continuously develop, retain, and reward highly qualified staff to improve academic achievement and student success

G3.B1 Lack of systematic alignment of human resources and professional development processes.

G3.B1.S5 Attract, hire, continuously develop, retain and reward highly qualified staff to improve academic achievement and student success.

PD Opportunity 1

Train leaders on hiring best practices and retention best practices.

Facilitator

Area Supts.

Participants

school and district administrators

Schedule

Annually, from 7/5/2016 to 7/31/2021

G4. Ensure that all resources in the district are allocated to support the highest level of student achievement and the strategic plan priorities with fiscal responsibility and transparency.

G4.B1 Need to better align fiscal resources to school and system needs.

G4.B1.S4 Explore options to provide budgetary discretion afforded to schools and departments to properly and efficiently allocate funding within their site

PD Opportunity 1

Provide the necessary training for six (6) pilot schools – three (3) elementary, two (2) middle schools, and one (1) high school.

Facilitator

Stephanie Weaver

Participants

Schedule

Annually, from 7/1/2017 to 7/31/2018

G4.B1.S5 Implement new ERP (Enterprise Resource Planning) system

PD Opportunity 1

Training and implementation

Facilitator

Participants

Schedule

Weekly, from 7/1/2017 to 7/31/2017

G7. UNiSIG for South Daytona, Blue Lake, and Palm Terrace: If we implement a tiered system of support for school improvement with turnaround schools, then teaching and learning will improve.

G7.B1 Recent trends at these three schools have led to a staff that is generally new to teaching. There is a need to support the new staff, as well as the staff as a whole, with gaining cohesion with school-wide structures, lesson planning, data use, differentiated instruction.

G7.B1.S1 Provide support and/or training on school-wide structures, lesson planning, data use, and differentiated instruction.

PD Opportunity 1

Provide schoolwide CHAMPS training and follow-up support

Facilitator

Kaytlynn Milliken

Participants

All D Schools

Schedule

Biweekly, from 8/15/2017 to 6/1/2018

PD Opportunity 2

Provide support and training for best practices in instruction (lesson planning and curriculum pacing)

Facilitator

District Liaison, Secondary Curriculum Specialists

Participants

Turnaround Implementing School

Schedule

Monthly, from 8/15/2017 to 5/31/2018

PD Opportunity 3

Assisting PLCs with Using and Responding to District Interim Assessment Data, including Differentiating Instruction to Support Student Needs as Indicated by Data

Facilitator

District Liaison, Secondary Curriculum Specialists

Participants

Turnaround Implementing School

Schedule

On 5/29/2018

G8. SIG4 GOAL1: If Holly Hill School creates a supportive environment by implementing a school wide system for social emotional learning, then early warning risk factors will decrease and positive behaviors will increase.

G8.B1 1. Student perception is weak in the area of overall school climate: *feeling it is important to come to school daily *student effort *value of learning 2. Current programs/approaches are not being implemented with fidelity 3. Lack of integration of programs

G8.B1.S1 Develop a strong, campus wide Culture for Learning.

PD Opportunity 1

Design Professional Learning with site staff focusing on social/emotional learning.

Facilitator

Jen Taylor

Participants

SLT

Schedule

On 9/29/2017

PD Opportunity 2

Train all teachers in school wide behavioral plan to support students.

Facilitator

School Psychologist and/or Jennifer Taylor

Participants

Teachers

Schedule

On 1/31/2018

PD Opportunity 3

Provide training in Social/Emotional learning supports using SEL Curriculum.

Facilitator

Jennifer Taylor and/pr SEL contact

Participants

Teachers

Schedule

On 5/31/2018

PD Opportunity 4

Provide formal direct instruction for teachers on social skills with language acquisition as a focus.

Facilitator

Jennifer Taylor and/or Desiree Rybinski or designee

Participants

Teachers

Schedule

On 7/31/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the DIAP as action steps to achieve the district's goals.

VII. Budget

#	Code	Description	Amount
1	G1.B1.S1.A1	Continue Offering Year Round VPK	$0.00
2	G1.B1.S1.A10	Continue collaborative professional learning with private preschool providers and VCS	$0.00
3	G1.B1.S1.A2	Investigate Expansion of Year Round VPK	$0.00
4	G1.B1.S1.A3	Continue Offering VPK Summer Programs	$0.00
5	G1.B1.S1.A4	Offer Title 1 Pre-K CSI	$0.00
6	G1.B1.S1.A5	Kindergarten Orientation at all elementary schools	$0.00
7	G1.B1.S1.A6	Migrant Orientation	$0.00
8	G1.B1.S1.A7	Pre-K Transition Meetings	$0.00
9	G1.B1.S1.A8	Staggered Start	$0.00
10	G1.B1.S1.A9	Head Start Kindergarten School Visits	$0.00
11	G1.B1.S2.A1	Develop a professional learning plan for administrators and liaisons based on level of tiered support and school needs.	$0.00
12	G1.B1.S2.A10	Plan for next SLT	$0.00
13	G1.B1.S2.A2	Schools establish School Leadership Teams and analyze school data prior to district SLT training	$0.00
14	G1.B1.S2.A3	District provides School Leadership Teams training to assist schools to write School Improvement Plans and design aligned professional learning opportunities.	$0.00
15	G1.B1.S2.A4	Tier schools based on risk factor analysis with differentiated levels of support	$0.00
16	G1.B1.S2.A5	Assign liaisons to support all schools and provide regular visits according to tier	$0.00
17	G1.B1.S2.A6	Provide follow-up training to school administrators in support of aligning school plans and professional learning.	$0.00
18	G1.B1.S2.A7	Provide Data Walks training to administrators	$0.00
19	G1.B1.S2.A8	Provide monthly professional learning sessions for Tier 2.5 and 3 schools aligned to Step 5	$0.00
20	G1.B1.S2.A9	Provide quarterly professional learning sessions for liaisons aligned to Step 5	$0.00
21	G1.B1.S3.A1	Identify and communicate a research-based definition of MTSS	$0.00
22	G1.B1.S3.A10		$0.00
23	G1.B1.S3.A2	Research Social Emotional Learning (SEL)	$0.00
24	G1.B1.S3.A3	Develop a Decision Making document and process for district support for any intervention programs, and/or strategies for SEL and Academics	$0.00
25	G1.B1.S3.A4	Build process for analyzing district and building level data to determine necessary supports for individual and groups of students as well as staff.	$0.00

26	G1.B1.S3.A5	Create tiers of intervention and support for Academics and SEL	$0.00
27	G1.B1.S3.A6	Train Admin (w/ Sustainability embedded) Overview with T1 Training modules on SEL for rollout to teachers and staff	$0.00
28	G1.B1.S3.A7	Train Student Service providers (T1-3 supports for SEL)	$0.00
29	G1.B1.S3.A8	Public (Parent/Community) Comm. of MTSS Framework	$0.00
30	G1.B1.S3.A9	Create a process for monitoring effectiveness of MTSS	$0.00
31	G10.B1.S1.A1	Design a calendar for articulation meetings between preschool teachers and primary teachers	$0.00
32	G10.B1.S1.A2	Inventory and review instructional programs and monitoring tools currently in use at Holly Hill for PreK students. Specifically, the inventory will investigate current resources for standards-based instruction, data use for differentiated instruction, and social/emotional learning. This review should also include a review of health and safety standards.	$0.00
33	G10.B1.S1.A3	Investigate and select potential instructional programs and monitoring tools for use at Holly Hill with Blended ESE PreK students. Specifically, the inventory will investigate and select potential resources for standards-based instruction, data use for differentiated instruction, and social/emotional learning.	$0.00
34	G10.B1.S1.A4	Visit PreK site at Atlantic High (SIG3 school) to incorporate what they have learned about PreK into the SIG4 PreK implementation at Holly Hill. Meeting will include discussion of how Atlantic has collaborated with local VPK providers to provide suggestions about how Holly Hill might be used as a site to provide modeling and training for local VPK providers.	$0.00
35	G10.B1.S1.A5	Hold initial planning meeting to discuss conversion of current PreK classroom at Holly Hill to a Blended ESE PreK classroom (to begin August 2017) and addition of another VPK classroom at Holly Hill (to begin August 2018). Meeting will include discussion of how social skills curriculum can be blended into the program.	$0.00
36	G10.B1.S2.A1	Hold a meeting of district VPK personnel and Early Steps for ESE personnel to discuss language acquisition issues common among young children, available community supports, as well as hopes for additional supports to be provided.	$0.00
37	G10.B1.S2.A2	Identify assessments currently in place for diagnosing language acquisition issues given to students before school age, in VPK, and in grades K-8 (including but not limited to FLKRS, DRA, SRI, etc.).	$0.00
38	G10.B1.S2.A3	Investigate the current structure of PreK-Kindergarten articulation meetings to determine whether any changes are needed to support language acquisition needs of students. Enlist the support of language acquisition researchers when needed.	$0.00
39	G10.B1.S2.A4	Investigate current practices with foundational skills instruction to determine whether any changes are needed to support language acquisition needs of students. Enlist the support of language acquisition researchers when needed.	$0.00
40	G10.B1.S2.A5	Investigate current practices with current ELA curriculum materials to determine which instructional materials are needed to support the integration of language acquisition and social skills within the ELA curriculum to support the needs of students. This will include analysis of existing ELA module lessons to determine how language, listening, and social skills can all be integrated to allow structured time for students to practice their language, listening, and social skills. Enlist the support of language acquisition researchers when needed.	$0.00

41	G10.B1.S2.A6	Investigate current practices with Intensive Reading to determine whether any changes are needed to support language acquisition needs of students. Enlist the support of language acquisition researchers when needed.	$0.00
42	G10.B1.S2.A7	Visit PreK site at Atlantic High (SIG3 school) to incorporate what they have learned about PreK and language acquisition issues into the SIG4 PreK implementation at Holly Hill. Meeting will include discussion of how Atlantic has collaborated with local VPK providers to provide suggestions about how Holly Hill might be used as a site to provide modeling and training for local VPK providers, specifically in the area of language acquisition.	$0.00
43	G10.B1.S2.A8	Schedule training for teachers and staff on how to model and use appropriate language skills	$0.00
44	G10.B1.S3.A1	Provide learning walks for administrators with look-fors aligned to standards-based instruction and the instructional shifts.	$0.00
45	G10.B1.S3.A2	Construct a master schedule that allows time for PLCs for each grade level (K-5) and subject area (6-8) for the upcoming school year.	$0.00
46	G10.B1.S3.A3	Construct a calendar that allows for instructional coaches to conduct training during PLCs, as well as training on standards-based instruction, the instructional shifts, Instructional Practice Guides and corresponding core actions during PLC time and faculty meeting times.	$0.00
47	G10.B1.S3.A4	Calendar training for feedback practices and Student Work Protocol for administrators and coaches.	$0.00
48	G10.B1.S3.A5	According to the inventory and needs assessment conducted in Strategy 1 (Implement Early Learning Model at Holly Hill), purchase new materials for complex texts for the school library and teacher classroom libraries.	$0.00
49	G10.B1.S3.A6	After receiving training, determine how coaches and administrators will use Instructional Practice Guides and Student Work Protocols with teachers. [THIS MIGHT BE A FUTURE ACTION STEP, DEPENDING ON WHEN THESE TRAININGS ARE SCHEDULED.]	$0.00
50	G10.B1.S4.A1	Examine the district's Digital Classroom Plan for connections to make between it and SIG4 strategy for personalizing learning.	$0.00
51	G10.B1.S4.A2	Conduct a needs assessment of each teachers' current technological proficiency using the Technology Integration Matrix.	$0.00
52	G10.B1.S4.A3	Analyze teachers' TIM results to determine which technology trainings are needed in order to support teachers instruction of the standards.	$0.00
53	G10.B1.S4.A4	Schedule trainings on technology that supports standards-based instruction and instructional shifts into the 2017-2018 calendar. Determine how instructional coaches can encourage technology integration within scheduled trainings and/or PLC meetings.	$0.00
54	G10.B1.S4.A5	Schedule meeting between Holly Hill's Digital Learning Teacher Leader (DLTL), teachers at Holly Hill who have attended the Classrooms Connect (CC) training, and instructional coaches to determine how DLTL, CC teachers, and coaches can work together to model standards-aligned instruction with the integration of technology in CC and/or DLTL teachers' classrooms.	$0.00
55	G10.B1.S4.A6	Ensure that the Canvas framework is in place and available for teachers who choose to use it for blended learning classrooms.	$0.00

56	G10.B1.S4.A7	Ensure that digital instructional materials (included but not limited to RAZ Kids and Open Educational Resources) are in place and available for teachers who choose to use them for blended learning classrooms.	$0.00
57	G10.B1.S4.A8	Meet with district facilities personnel to determine schedule for purchase of movable furniture to allow for greater flexibility in classroom design to create environments that are more supportive of and conducive for personalized learning.	$0.00
58	G10.B1.S5.A1	Using the Blended Learning classroom rubric, visit current classrooms using technology to determine the extent to which these classrooms are personalizing learning within their classrooms.	$0.00
59	G10.B1.S5.A2	Determine which teachers will receive the school's technology resources to support blended learning classrooms--for instance, 60 laptops could be allocated to 3 elementary classrooms--1 primary and 2 intermediate; 30 laptops could be allocated to 2 teachers in secondary math or social studies; and 30 laptops could be allocated to ELA and Science classrooms. [THESE LAPTOPS ARE ALREADY IN PLACE, NOT A NEW PURCHASE.]	$0.00
60	G10.B1.S5.A3	Analyze classroom visit data to determine how instructional coaches will provide support for teachers seeking to become "Blended Learning" classrooms.	$0.00
61	G10.B1.S5.A4	Schedule meeting between principal, district blended learning specialist, instructional coaches, and teachers of blended learning classrooms to ensure common language about success criteria for "Blended Learning" classrooms and to determine 17-18 calendar of district support.	$0.00
62	G10.B1.S6.A1	Coaches and administrators partner with Atlantic High School to learn how to create a structure for model classrooms for the upcoming school year at Holly Hill.	$0.00
63	G10.B1.S6.A2	Administrators and district specialists conduct school-wide classrooms visits using the Instructional Practice Guides to assist in making determinations about which classrooms have the greatest potential to become model classrooms.	$0.00
64	G10.B1.S6.A3	Meet with potential model classrooms teachers to agree upon common expectations for job role of "model classroom teacher." The role shall include but not be limited to: 1. working with instructional coaches to better one's practice 2. visiting other schools to learn from others' best practices 3. opening one's classroom for learning walks for Holly Hill, Volusia, and/or Florida teachers and administrators 4. allowing video footage to be captured 5. consulting with architects of microcredential courses that may use classroom videos for teaching others.	$0.00
65	G10.B1.S6.A4	Potential model classrooms teachers visit model classrooms at other school sites.	$0.00
66	G10.B1.S6.A5	Schedule meeting between principal, district specialists, instructional coaches, and potential model classroom teachers to determine the next year's calendar of district and school support toward the goal of creating model classrooms.	$0.00
67	G3.B1.S1.A1	Realign teacher schedules to allow time for professional learning opportunities that emphasizes high-effect-size instructional strategies aligned to the Volusia System for Empowering Teachers (VSET).	$0.00
68	G3.B1.S1.A2	Expand Transformational Teacher Leadership to include more opportunities for teacher leaders to grow and lead.	$0.00
69	G3.B1.S1.A3	All staff will collaborate through a simplified online professional growth system, which includes evaluation evidence, deliberate practice plans, and aligned professional learning opportunities for targeted role-based support.	$0.00

70	G3.B1.S1.A4	Deliver differentiated experiences in professional learning for all employees to support individual needs for improved student achievement.	$0.00
71	G3.B1.S1.A5	Increase professional learning offerings for teachers whose courses include industry certification exams.	$0.00
72	G3.B1.S1.A6	Continue to offer professional learning for integrated curriculum and project-based learning, aligned with the Florida Standards.	$0.00
73	G3.B1.S1.A7	Redesign monthly administrative meetings into professional learning sessions for the purpose of increasing administrator knowledge of Florida Standards, instructional best practices (Volusia System for Empowering Teachers -VSET), and instructional leadership (Volusia System for Empowering Leaders -VSEL, Volusia District Administrators Evaluation System -VDAES).	$0.00
74	G3.B1.S1.A8	Offer microcredentials	$0.00
75	G3.B1.S2.A1		$0.00
76	G3.B1.S3.A1	Establish a district cost saving initiative for employees.	$0.00
77	G3.B1.S3.A2	Implement Performance Pay	$0.00
78	G3.B1.S4.A1	District wide recognition/appreciation activities.	$0.00
79	G3.B1.S4.A2	Bring salaries in line with peer and surrounding districts.	$0.00
80	G3.B1.S4.A3	Salaries in the top 10% of the state.	$0.00
81	G3.B1.S5.A1	Identify exemplary teacher education universities, technical schools and specialized programs to actively recruit the graduates.	$0.00
82	G3.B1.S5.A2	Place highly qualified (evaluation rating) school leaders in the lowest performing schools.	$0.00
83	G3.B1.S5.A3	FUTURES/business partners assist with recruitment of teachers.	$0.00
84	G3.B1.S5.A4	Train leaders on hiring best practices and retention best practices.	$0.00
85	G4.B1.S1.A1	Upon achieving a balanced budget, include line item for budgets	$0.00
86	G4.B1.S1.A2	Research supplemental revenue sources	$0.00
87	G4.B1.S1.A3	Continued evaluation of cost cutting measures & efficiencies	$0.00
88	G4.B1.S2.A1	Assist with new guidelines, regulations and legislation necessary to facilitate the purchasing process.	$0.00
89	G4.B1.S2.A2	Review multi-year contracts to ensure financial efficiency	$0.00
90	G4.B1.S2.A3	Maintain Request for Proposals (RFPs) to comply with school board policy 602.	$0.00
91	G4.B1.S3.A1	Identify one who is directly accountable to the superintendent and school board	$0.00
92	G4.B1.S4.A1	Establish appropriate framework, with allowable criteria and dollar amount, for each site administrator, with oversite in place. These items would be purchased using centralized purchasing procedures.	$0.00
93	G4.B1.S4.A2	Provide the necessary training for six (6) pilot schools – three (3) elementary, two (2) middle schools, and one (1) high school.	$0.00

94	G4.B1.S4.A3	Analyze the outcomes of the pilot schools to determine expansion of decentralized budget system.	$0.00
95	G4.B1.S5.A1	Business Process Analysis with appropriate staff and GFOA consulting team.	$0.00
96	G4.B1.S5.A2	Draft and release RFP (Request for Proposal)	$0.00
97	G4.B1.S5.A3	Analyze RFP responses and select final vendor	$0.00
98	G4.B1.S5.A4	Negotiate contract, sign contract.	$0.00
99	G4.B1.S5.A5	Training and implementation	$0.00
100	G4.B1.S6.A1	Pursue Legislative changes to grant additional spending flexibility	$0.00
101	G4.B1.S6.A2	Survey other districts	$0.00
102	G4.B1.S6.A3	Partner with Businesses (Local and National)	$0.00
103	G4.B1.S6.A4	Consider 1 Mill referendum	$0.00
104	G4.B1.S6.A5	Research statutes	$0.00
105	G4.B1.S6.A6	Expansion of School advertising opportunities	$0.00
106	G4.B1.S6.A7	Internal Accounts Flexibility	$0.00
107	G4.B1.S6.A8	Expansion of Enterprise Services (Printing, Payroll, Technology, Bus Maintenance)	$0.00
108	G6.B1.S1.A1	Examine data to determine level of need at each school in each subject area using a 4-point rubric; determine initial resource allocation (personnel, time, and money) needed for all schools within the district and assign district liaisons to each school. The district recommendations will be shared with the Community Assessment Team, with the opportunity to provide input.	$0.00
109	G6.B1.S1.A2	Liaison assistance to school leadership for developing Title I school budget, SIP goal, and PD plan	$0.00
110	G6.B1.S1.A3	The district recommendations for school resource allocations will be shared with the Community Assessment Team, with the opportunity to provide input.	$0.00
111	G6.B1.S1.A4	Share the resource allocation plan with appropriate school and district leaders, ensuring positions are filled with highly qualified personnel.	$0.00
112	G6.B1.S1.A5	The Community Assessment Team (CAT) will have a four-tiered structure for monitoring. The Tier 1 CAT will meet weekly to review data collected during site visits to determine customized next steps for each school aligned to SIP goals; the Tier 2 CAT will meet every other week; the Tier 3 CAT will meet quarterly to review assessment data for progress monitoring; the Tier 4 CAT members will be called in as needed for their expertise (Finance, Legal, Human Resource, Technology, etc.).	$0.00
113	G6.B1.S1.A6	Monitoring development of school Instructional Leadership Teams for SIP implementation, with assistance from each school's liaison	$0.00
114	G6.B1.S1.A7	CAT monitoring and analysis of district assessments to determine areas in need of additional support; resource allocation adjustments will be made as warranted.	$0.00
115	G6.B1.S1.A8	Provide training to district liaisons for schools	$0.00
116	G6.B1.S1.A9		$0.00

117	G6.B1.S2.A1	PD for Liaisons to provide support for schools to establish Instructional Leadership teams that will direct and monitor the school-based MTSS	$0.00
118	G6.B1.S2.A10	Hire district Continuous Improvement Director and office specialist for support	$0.00
119	G6.B1.S2.A11	PD for school-based instructional leadership teams on step 0 and 8-step planning process with follow-up and school improvement (including how to analyze and respond to data appropriately)	$0.00
120	G6.B1.S2.A12	PD for liaisons to provide support for schools to establish instructional leadership teams that will direct and monitor the school-based MTSS	$0.00
121	G6.B1.S2.A13	School-based instructional leadership teams create and meet regularly to monitor school improvement plans.	$0.00
122	G6.B1.S2.A14	School-based MTSS monthly meetings to analyze progress monitoring data and EWS report	$0.00
123	G6.B1.S2.A15	PD on Vertical Alignment Meetings between SIG schools and feeder pattern schools	$0.00
124	G6.B1.S2.A2	District and School-based Instructional Leadership Teams attend DA Region 2 Summer Conference	$0.00
125	G6.B1.S2.A3	Hire school-based Project TOA for SIG (Atlantic High)	$0.00
126	G6.B1.S2.A4	Hire district Project Manager for SIG Schools and office specialist for support	$0.00
127	G6.B1.S2.A5	Hire district School Improvement Specialist	$0.00
128	G6.B1.S2.A6	PD for School-Based Instructional Leadership Teams on step 0 of the 8-Step Planning Process with follow-up and School Improvement (including how to analyze and respond to data appropriately)	$0.00
129	G6.B1.S2.A7	School-based Instructional Leadership Teams create and meet regularly to monitor School Improvement Plans	$0.00
130	G6.B1.S2.A8	School-based MTSS monthly meetings to analyze progress monitoring data and EWS report	$0.00
131	G6.B1.S2.A9	PD on Vertical Alignment Meetings between SIG schools and feeder pattern schools	$0.00
132	G6.B1.S3.A1	Facilitate student, family, and community programs that promote engagement in student learning (Orange City)	$0.00
133	G6.B1.S3.A10	Facilitate mentoring program for identified students	$0.00
134	G6.B1.S3.A11	Facilitate student, family, and community programs that enhance college and career readiness	$0.00
135	G6.B1.S3.A12	Establish and maintain business, government and college partnerships that facilitate educator professional growth and relevant student learning (to include related student internships and field studies)	$0.00
136	G6.B1.S3.A2	Effective, frequent communication with stakeholders	$0.00
137	G6.B1.S3.A3	Facilitate student leadership groups for the purpose of motivating students' academic and behavioral success	$0.00
138	G6.B1.S3.A4	Facilitate mentoring programs for identified students	$0.00
139	G6.B1.S3.A5	Facilitate student, family, and community programs that enhance college and career readiness	$0.00

140	G6.B1.S3.A6	Establish and sustain business, government, and college partnerships that facilitate educator professional growth and relevant student learning (to include related student internships and field studies)	$0.00
141	G6.B1.S3.A7	Establish PreK-20 Community of Practice	$0.00
142	G6.B1.S3.A8	Effective, frequent communication with stakeholders	$0.00
143	G6.B1.S3.A9	Facilitate student leadership groups for the purpose of motivating students' academic and behavioral success	$0.00
144	G7.B1.S1.A1	Set up biweekly meetings with Principal, Chief Academic Officer, and Area Superintendent	$0.00
145	G7.B1.S1.A10	Hire identified staff to support enhanced school-wide structures, lesson planning, data use, and differentiated instruction (intervention teachers at Palm Terrace, Blue Lake, South Daytona; and tutoring hours at each site)	$0.00
146	G7.B1.S1.A11	Train staff on Social Emotional Learning. This would include programs such as: poverty workshops, poverty conferences, poverty simulations, SEL Harmony programs, RULER , Trauma Informed Care, Compassion Fatigue, and off-site parent trainings.	$0.00
147	G7.B1.S1.A2	Superintendent meeting with Principal to discuss that they will be replaced if the school does not increase its letter grade to C or higher.	$0.00
148	G7.B1.S1.A3	Establish and communicate school-wide procedures and non-negotiables for curriculum resources and assessments use, intervention, PLC attendance, grading policies, and classroom discipline.	$0.00
149	G7.B1.S1.A4	Establish and communicate regular structure for school meetings (administrative, coaches, PLCs, School Leadership Team)	$0.00
150	G7.B1.S1.A5	Provide schoolwide CHAMPS training and follow-up support	$0.00
151	G7.B1.S1.A6	Provide support and training for best practices in instruction (lesson planning and curriculum pacing)	$0.00
152	G7.B1.S1.A7	Create MOU that will allow reassignment or removal of teachers whose VAM scores are less than effective, as well as priority for any new vacancies.	$0.00
153	G7.B1.S1.A8	Assisting PLCs with Using and Responding to District Interim Assessment Data, including Differentiating Instruction to Support Student Needs as Indicated by Data	$0.00
154	G7.B1.S1.A9	Ensure administrators have adequate time for teacher observation and feedback by hiring a TOA to handle discipline and other duties.	$0.00
155	G8.B1.S1.A1	Design Professional Learning with site staff focusing on social/emotional learning.	$0.00
156	G8.B1.S1.A2	Train all teachers in school wide behavioral plan to support students.	$0.00
157	G8.B1.S1.A3	Provide training in Social/Emotional learning supports using SEL Curriculum.	$0.00
158	G8.B1.S1.A4	Provide formal direct instruction for teachers on social skills with language acquisition as a focus.	$0.00
159	G9.B3.S1.A1	Meet with Food Brings Hope representatives to develop plan for dinners and/or weekend meals for families and students; and work with SLT to develop a communication plan to the parents about Food Brings Hope.	$0.00
160	G9.B3.S1.A2	Communicate and promote Food Brings Hope to parents at Holly Hill.	$0.00

161	G9.B3.S1.A3	Meet with city representatives to determine a plan to distribute books birth-age 5 (grant opportunities such as Dolly Parton's Imagination Library are currently being considered by the City of Holly Hill).	$0.00
162	G9.B3.S1.A4	Develop a community team to help communicate about the opportunity to provide books and parenting programming for children from birth-age 5; and share the opportunity for community parents to receive books and participate in parenting programming for children from birth-age 5 with the community.	$0.00
163	G9.B3.S1.A5	Develop a plan for how the city could use Holly Hill library	$0.00
164	G9.B3.S1.A6	Meet with Embry Riddle Aeronautical University to develop STEM opportunities at Holly Hill	$0.00
165	G9.B3.S2.A1	Hire a Project Manager	$0.00
166	G9.B3.S2.A2	Hire an Instructional Program Lead for SIG4	$0.00
167	G9.B3.S2.A3	Work with UPD to identify strengths/weaknesses in data	$0.00
168	G9.B3.S2.A4	Develop plan to leverage information learned from UPD to implement new strategies	$0.00
169	G9.B3.S2.A5	Identify (1) instructional leader at Holly Hill and (1) instructional leader at the District for the Commissioner's Leadership Academy	$0.00
170	G9.B3.S3.A1	Develop a leadership committee with various stakeholders to identify performance pay criteria	$0.00
171	G9.B3.S3.A2	The leadership committee meets and sets performance pay criteria by using the evaluation system to identify and reward implementation site leaders, teachers, and other staff who, in implementing the selected intervention for three years, have increased student achievement.	$0.00
172	G9.B3.S3.A3	Develop an MOU with Volusia United Educators Union	$0.00
173	G9.B3.S3.A4	School leaders and district Human Resources personnel meet to plan and maximize job fair and recruitment visits specifically to hire teachers for Holly Hill	$0.00
174	G9.B3.S4.A1	Create a social media hashtag to be used to share positive events at Holly Hill	$0.00
175	G9.B3.S4.A2	Hire a Family and Community Engagement Facilitator and develop survey to identify learning needs of parents	$0.00
176	G9.B3.S4.A3	Evaluate the learning needs of parents based upon survey results	$0.00
177	G9.B3.S4.A4	Develop a calendar of parent learning opportunities based upon identified needs	$0.00
178	G9.B3.S4.A5	Plan out parent learning opportunities	$0.00
179	G9.B3.S4.A6	Promote and Communicate to the parents about learning nights	$0.00
180	G9.B3.S4.A7	Provide opportunities for parents to share opinion	$0.00
181	G9.B3.S4.A8	Advertise F.A.C.T. Fairs at Holly Hill	$0.00
182	G9.B3.S4.A9	Create a regular, recurring monthly agenda item called "SIG4 Progress" to be listed on each School Advisory Council agenda wherein the principal or designee will share the Instructional Leadership Team Monitoring Report to share important SIG4 updates and monitor progress. This will help ensure communication and transparency to all stakeholders.	$0.00

183	G9.B3.S5.A1	Holly Hill leadership team will research Daytona State College (DSC) partnering with Holly Hill School as a Professional Development School (PDS) site	$0.00
184	G9.B3.S5.A2	Observe how Stetson/Citrus Grove PDS works	$0.00
185	G9.B3.S5.A3	Develop agreement with DSC to become PDS site	$0.00
186	G9.B3.S5.A4	Develop MOU with Volusia United Educators Union to reward teachers mentors to DSC students	$0.00
187	G9.B3.S5.A5	Train mentor teachers for DSC interns	$0.00
188	G9.B3.S5.A6	Train DSC interns- Interns will participate in PD offered at HHS	$0.00
189	G9.B3.S5.A7	DSC interns participate in community events	$0.00
190	G9.B3.S5.A8	Develop an agreement with HR that qualified DSC students who intern and participate in PD/events will receive a school-based Letter of Intent to hire (LOI)	$0.00
		Total:	$0.00