Holly Hill School

2014-15 School Improvement Plan

Holly Hill School

1500 CENTER AVE, Holly Hill, FL 32117

http://myvolusiaschools.org/school/hollyhill/pages/default.aspx

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	92%

Alternative/ESE Center	Charter School	Minority
No	No	51%

School Grades History

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

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	[Wayne Green](#)

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Holly Hill School is committed to creating a learning environment where all students can achieve academic success through rigorous instruction provided by caring, collaborative teachers and supported by involved parents and community members.

Provide the school's vision statement

At Holly Hill School, all students are empowered to become life-long learners and successful citizens through the interactions of all stakeholders that convey high expectations, support and mutual respect for students and one another.

School Environment

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

Holly Hill K-8 has a deep understanding of student's culture as it is situated between churches and housing developments in a low-socioeconomic area. Stakeholder involvement in decision-making is a critical component of establishing and maintaining positive relationships between staff, teachers, and students on campus. We utilize a student climate survey and a school climate survey to assess the feelings of safety, cooperation, mutual trust and respect on campus. Another way we promote positive relationships between teachers and students is through our extracurricular activities such as; FFEA, band, basketball teams, Highsteppers, and Pep Squad. We also host a summer-tutoring program where students can receive free tutoring, breakfast and lunch throughout the week. This serves to build relationships with the community, students and teachers as well as prevent summer regression of reading and math skills.
We utilize our Positive Behavior System Team, Instructional Leadership Team, Teacher Leadership Team, Guidance, PTA and our SAC committee to inform decision making and expectations.

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

The school based Positive Behavior System (PBS) Team develops procedures intended for all students and staff in classrooms and common areas throughout the school. We focus on promoting positive behaviors and building a school community based upon "Living The Code". The PBS team developed lesson plans and activities to support the implementation of The Code. We ensure all students follow the code in being responsible, respectful, cooperative, and safe in the school setting. Positive behavior support (PBS) strategies are considered effective when interventions result in increases in an individual's success and personal satisfaction, and the enhancement of positive social interactions across academic, recreational, and community settings.
School leadership, along with campus advisors, and teachers provide effective monitoring of the campus before, during, and after school with active rotational supervision throughout the school day. Though this active supervision approach, students have access to adults to express any concerns anytime of the school day.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We have developed a Positive Behavior System (PBS) at Holly Hill School. We have utilized the PBS approach for behavior change which incorporates proactive, positive (non-punitive), and instructional strategies exercised over time with consistency. These strategies involve establishing settings, structures, and systems to facilitate positive behavior change in all school settings.

Since Holly Hill has adopted the Positive Behavior System (PBS), instruction regarding behavioral expectations is the most critical antecedent for appropriate student behavior. Teachers set the expectation with Learning Targets, addressing elements of The Code and defining behavior expectations before every activity. Teachers use "stamps" and Knight Bucks to reinforce positive behaviors and participation.

Instructional time is a top priority and protected by administration and staff members. The Holly Hill School approach is to ensure student and parent accountability for absences and tardies. Student misconduct will be handled immediately and with minimal interruption to instruction.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

At Holly Hill our role of education is to give students a broad and foundational knowledge over a wide range of subjects, it is equally important for young people to be aware of and develop their unique strengths. Our school offers the following non-violence and anti-drug programs: Student Mentor Program, Guidance Mediation Programs, Crisis Training Programs, Suicide Prevention Program, and Bullying Program.

Our Guidance Counselors are a part of our special area rotation in primary grades where they focus on an array of social-emotional topics weekly. School counselors conduct student groups on topics predetermined by data analysis including individual support requiring immediate intervention. School counselors also involve district student services personnel to assist with student groups and to sponsor family events. Student services personnel (School Psychologists, School Counselors, and School Social Workers) provide direct and indirect evidence-based support to students identified through criteria measurement.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school regularly accesses the Early Warning System, which is a specialized report available to middle schools. The indicators are as follows:
Attendance is below 90%, regardless of whether absence is excused or due to out of school suspensions
Year to date suspensions (at risk if 1 or more) including in school or out of school
Course failure in ELA or mathematics
Level score on statewide, standardize assessments in English or Math
Pursuant to Florida Statue, any student who meets at least 2 of the aforementioned indicators is identified on the Early Warning System and the parents are invited to a Problem Solving Team (PST) meeting at the school.

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

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

Indicator	Grade Level					Total
	4	**5**	**6**	**7**	**8**	
Attendance below 90 percent	3	18	18	21	39	99
One or more suspensions	1	12	9	19	24	65
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	3	18	18	21	39	99

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

Indicator	Grade Level					Total
	4	**5**	**6**	**7**	**8**	
Students exhibiting two or more indicators	3	15	12	11	13	54

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

The Early Warning System is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g., attendance below 90%, patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidenced-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues (e.g., office discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (i.e., if numbers are not increasing). For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS. The student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

PTSA, SAC, Open House, Evening Computer Class for Parents, Reading and Math Nights, FCAT Night, Science Night to prepare for Science Fair, and Pinnacle Night to explain and demonstrate to parents how to access the gradebook program, and monitor the grades of their child at anytime.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community through actively participating in community events. The principal is often a guest of the Holly Hill Commission to share information about school programs and accomplishments. Our local elected officials and police officers participate in school events and awards assemblies. There is a strong partnership with the YMCA, the Boys and Girls Club and Daytona State College to provide tutoring and mentoring for our students. In addition, Food Brings Hope, will offer food, after school tutoring and after school field trips for our students.

Effective Leadership

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

School Leadership Team

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

Name	Title
Micallef, Michael	Assistant Principal
Levine, Jeff	Assistant Principal
Mallory, Steffan	Assistant Principal
Fisher, Tami	Principal
Gill, Jennifer	Instructional Coach
Troutman, Karen	Instructional Coach
Hoffman, Barbara	Instructional Coach
Mayo, Billie Jo	Instructional Coach
Beery, Lynne	Instructional Coach

Duties

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

The school-based leadership team identifies school based needs and resources (both materials and personnel) to determine how to best support students and teachers. Academic and behavioral data, teacher and student feedback, classroom walk-throughs, and observations are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Positive Behavior Support Teams, Professional Learning Communities and Knights Roundtable). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the teams' work. Each member of the School Based Leadership Team serves as a representative and liaison for one of the other teams/PLC.

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

Personnel: The leadership team considers student achievement data, instructional performance and team dynamics when assigning teachers to grade levels or departments. Throughout the year there is ongoing progress monitoring of both student and teacher performance to ensure the implementation of appropriate intervention and support is given to all. The leadership team provides positive reinforcement to both students and teachers for their achievements.

Instructional Resources: The leadership team participates in weekly PLC meetings that include data review, curriculum discussions and instructional planning. Highly effective teachers are encouraged to take leadership roles within the school. They are also supported and encouraged to participate in professional development that goes beyond what is offered at the district level. Teachers receive immediate feedback on instructional best practices through weekly walk-throughs from both the academic coaches and administrators. Professional development is differentiated to meet the needs of individual grade levels or departments. Due to the diverse levels of proficiency among teachers, every effort is also made to differentiate based on levels of proficiency.

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Title I Part A

Our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Holly Hill School include:

• Academic Coaches for the purpose of comprehensive staff development
• Reading Intervention Teachers to provide interventions for students in need via a push-in model
• Math Coach to provide comprehensive staff development and support to the math teachers
• STAR Tutoring, iReady, Wellness Plan, Computer Certification course, RENEW-homeless shelter, Teacher Tutors, Data Chats, Extended PLC Meetings, Bullying Program, Classroom Resources for Engagement, Differentiation, Technology- iPads, Mobi for teachers and students, and Clickers.
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for ongoing staff development as determined by the results of FCAT data
• Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

• Academic Assistance through credit accrual/recovery, tutoring, and summer school
• Translation Services for parent/teacher conferences
• Parental support through parent/kid activity nights and workshops on school success
• Migrant Parent Advisory Council (MPAC)
• Medical Assistance through referrals to outside community agencies
• Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student

achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichment that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

Holly Hill School offers the following non-violence and anti-drug programs:

• Student Mentoring Program

• Peer Mediation Program

• Crisis Training Program

• Suicide Prevention Program

• Bullying Program

Nutrition Programs

Holly Hill School offers a variety of nutrition programs including:

• Free and Reduced Meal Plan

• Wellness Policy School Plan

• Nutrition and Wellness classes through PE

• Health classes at the secondary level

• Physical Activity Centers for Elementary students

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

• Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.

• Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.

• Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.

• Coordinating the services being provided by Head Start with services in elementary schools.

• Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

-8200110/YSC BUSINESS KEYBOARDING

-8200520/YSK COMPUTER APPLICATIONS IN BUSINESS 1

-8209020/VME COMPUTING FOR COLLEGE & CAREERS

-8600010/YSQ INTRODUCTION TO TECHNOLOGY
-8600020/YSR EXPLORING TECHNOLOGY 1
-8600020B/YSRB EXPLORING TECHNOLOGY 2
-8600040/XTI EXPLORATION OF PRODUCTION TECHNOLOGY
Job Training
Holly Hill School offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, field trips to business and industry locations and through Career and Technical Education in the Business, Technology, and Health classes.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Beverly Gadson	Teacher
Arthur Morris	Business/Community
Jan Gartrell	Business/Community
Tami Fisher	Principal
Roger Healy	Business/Community
Jeff Levine	Education Support Employee
Jeff Miller	Business/Community
Laurel Stevenson	Teacher
John Penny	Business/Community
Lorena Reed	Parent
Zina Johns	Parent
Jennifer Vierra	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

In order to evaluate the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Using a reflective approach, the team brainstormed an 8-step planning and problem-solving process to identify goals and set targets based on the previous year's data. Analyzing this data, allowed the team to effectively determine our current strengths and weaknesses, which provided key information to determine the future needs of the stakeholders. Our school leadership team then shared results with the faculty, as well as the School Advisory Council, to receive input for the development of a school improvement plan for the school year of 2014-2015.

Development of this school improvement plan

The SAC participated in a data review of student achievement on the Florida Comprehensive Assessment Test, the Florida Alternate Assessment, the End-of-Course (EOC) Assessments, and feedback of the Climate Survey data from stakeholders. Collaboratively, the SAC team reviewed the data and discussed specific information to understand the root causes for identified areas of

weaknesses. In addition, the SAC discussed both resources and specific barriers to increasing student achievement and positive interactions at HHS. The discussion of the specific strategies for improvement was started and will continue at our next SAC meeting.

Preparation of the school's annual budget and plan

The preparation of the school's annual budget and plan will align with the school improvement plan. At the SAC meetings, we will continue the discussion of the school's annual budget and plan; which is shared for the purpose of obtaining input and monitoring of the appropriate allocation of funds. Throughout the year, updates on the school's budget, spending, and progress of projects will be provided at SAC meetings.

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

The allocation of the school's improvement funds are based on the guidelines established by the Florida Statutes. The use of funds are aligned with the goals and implementation of the school improvement plan. The requests for funds are submitted by faculty and staff. All actions regarding the expenditure of funds are voted upon by the SAC members. During the course of the 2013-2014 school year, no SAC funds were used. Funds were provided at the end of the school year.

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

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

Literacy Leadership Team (LLT)

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

Name	Title
Troutman, Karen	Instructional Coach
Gill, Jennifer	Instructional Coach
Levine, Jeff	Assistant Principal
Woody, Debra	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The school based LLT identifies school based resources (both materials and personnel) to determine the
continuum of academic supports available to students to support literacy at the individual school site. The school-based LLT leadership team meets regularly throughout the school year in order to address the literacy needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.
Programs supported by LLT: Scholastic Reading Counts, 100 Book Challenge, National Writing Project, Literacy Fair, Family Literacy Night, Young Author's Celebration, and Literacy Week.

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Common planning, Professional Learning Communities, (PLCs), and academic coaching are critical practices to help build positive, collaborative relationships among teachers.

Common planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem Solving Team (PST). Through the PLC structure teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. The common planning and regular PLC infrastructure also ensures that teachers have the structure and time to provide feedback on implementation of new instructional strategies, assessments and planning future units of study.

The use of academic coaches to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews combined with administrative walk throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets weekly to talk about what trends are being seen in classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of allowing class visits from peers. The coaches work side by side with teachers to enhance instruction and reflective practices.

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

1. New Teacher Programs (Individual PD, small group professional development, New Teacher Orientation, Teacher Retention Program, PLC activities, PAR teachers assigned by district, mentors, peer classroom visits, other site visits as needed) Persons responsible: Academic Coaches, Administration, District Staff.
2. PLC Activities (Data analysis to drive instruction, Best Practices: Language Arts Florida Standards, Mathematical Florida Standards, Interactive Science Notebooks,Building the Instructional Block,Formative Assessments, VIMS, new curriculum material) Persons responsible:Faculty, Academic Coaches,
Administration)
3.Celebration/Acknowledgement/Recognition of Teacher Accomplishments (Teacher of the Year, FFEA Teacher of the Month, Individual recognitions)
Persons responsible:TOTY Committee, FFEA, Administration, Knight Life Committee, Faculty)
4.Student showcase/acknowledgement (Knight Bucks,100 Book Challenge Grades K-2, Reading Counts Grades 2-8, Knight Pride Awards,District Honor Roll, etc.) Persons responsible: Faculty, Staff, Administration, Team Leaders, PTSA, SAC)

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

All new teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, school based mentors and coaches have been paired with beginning teachers or teachers who are new to our school or department to provide support as needed.
Mentees: Mentors:
Amanda Benedict Rachel Simpson
Veda Blanche Nancy Fruitts
Charlene Kayea Maria Smith
Linnell Cooper Marjorie Rayam
Kelly Perry Robin Fitchett
Lauren Peters Marty Wilson
Amanda Guidry Tracy Smith

Whitney Karmolinski Alana O'Neal
Veronica Perdue Elizabeth Albert
Barbara Henry Lakiva Dew
Penelope Aguilar Scott Whetherholt
Richard Clough BJ Mayo
Wendy Hall BJ Mayo
Sheila Maxwell Darryl-Anne Marks
Stephanie Siegel Michael Zablo
Tech. Teacher Laurel Stevenson
Katherine Martin Diane Zitrin
Planned Activities: Observations/visitations of same grade level peer; model lessons; observations and coaching via PAR teacher, academic coaches; assist with lesson plans and provide
support; conference/discuss

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All Volusia County public schools meet or exceed state requirements. The district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to Florida Standards. District teams create summative assessments to monitor student achievement. School leaders and teachers are given professional development on the implementation of curriculum maps, resources and assessments.
Professional Learning Communities and Academic Coaches help to ensure that instruction is aligned to Florida Standards, well-paced, rigorous and engaging.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Common planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside academic coaches and interventionists, create targeted instruction for intervention. Students requiring intensive remediation receive additional support from interventionists and i-Ready. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.
The use of academic coaches to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews combined with administrative walkthroughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets weekly to talk about what trends are being seen in classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of allowing class visits from peers. The coaches work side by side with teachers to enhance instruction and reflective practices. Coaches diligently complete the coaching cycle to provide

maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on campus.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Plus One School- school day extended by one hour each school day

Strategy Rationale

Extends the number of minutes available for core instruction grades K-5 and provides an additional period for intervention and enrichment in grades 6-8.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Mallory, Steffan, samallor@volusia.k12.fl.us

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

Administrative observations and monitoring PLC and data meeting discussions to address instructional strategies for implementation. Data that will be monitored will include PLC Minutes, FAIR, District Interim
Assessments, Formative and Summative Assessment, FCAT Explorer, FCAT 2.0, and End of Course Exams.

Strategy: Summer Program

Minutes added to school year: 4,800

Tutoring for both math and reading using iReady, 5 days a week for 2 hours a day

Strategy Rationale

Keep our students engaged in learning over the summer and provide more individualized instruction to help close the achievement gap

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Mallory, Steffan, samallor@volusia.k12.fl.us

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

Results from diagnostic and post assessment will be compared to determine student's academic growth

Strategy: After School Program

Minutes added to school year: 3,240

After school tutoring using iReady

Strategy Rationale

Provide extra support for students that scored a level 1 on FCAT in reading or math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Mallory, Steffan, samallor@volusia.k12.fl.us

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

Results from diagnostic and post assessment will be compared to determine student's academic growth

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

College and Career Readiness

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, after FCAT testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

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

The school offers students elective courses in art, business, technology, and career study as well as AVID courses and electives. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   Develop and implement communication tools to convey and celebrate high expectations, support and mutual respect.

G2.   Increase students' proficiency and application of literacy strategies to improve achievement across the content areas.

Strategic Goals Detail

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

G1. Develop and implement communication tools to convey and celebrate high expectations, support and mutual respect. `1a`

🔍 G047049

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	98.0
Discipline incidents	-30.0

Resources Available to Support the Goal `2`

- Teachers
- Academic Coaches
- Administrators
- Community members
- Title I funding
- PBS Team

Targeted Barriers to Achieving the Goal `3`

- SUPPORTIVE ENVIRONMENT - Time, consistency of implementation, teacher and student buy in

Plan to Monitor Progress Toward G1. `8`

Measure the effectiveness of communication tools to convey and celebrate high expectations, support and mutual respect.

Person Responsible
Jeff Levine

Schedule
Annually, from 10/13/2014 to 6/5/2015

Evidence of Completion
Climate survey, attendance rate and number of discipline referrals

G2. Increase students' proficiency and application of literacy strategies to improve achievement across the content areas. `1a`

🔍 G037658

Targets Supported `1b`

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	20.0
FSA - English Language Arts - Proficiency Rate	20.0
ELA/Reading Gains	25.0
ELA/Reading Lowest 25% Gains	25.0
Algebra I EOC Pass Rate	95.0
Math Gains	25.0
Math Lowest 25% Gains	40.0
FCAT 2.0 Science Proficiency	49.0

Resources Available to Support the Goal `2`

- Math and Reading Coaches
- District support from content area specialists
- Reading Interventionists
- Before, during and after school tutors
- Collaboration with post secondary institutions
- Title I funding

Targeted Barriers to Achieving the Goal `3`

- Teachers' knowledge and skills

Plan to Monitor Progress Toward G2. `8`

Diagnostic, formative and summative student assessment data, script taping, rubrics, walk-through and observation evidence

Person Responsible

Tami Fisher

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Student performance on State Assessments, PLC minutes, reports from VIMS, PMRN, Eduphoria, lesson plans, script tapes, and coaching and walk-through feedback forms

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Develop and implement communication tools to convey and celebrate high expectations, support and mutual respect. 1

🔑 G047049

G1.B1 SUPPORTIVE ENVIRONMENT - Time, consistency of implementation, teacher and student buy in 2

🔑 B117096

G1.B1.S1 Use student planners in grades 3-8, students will record the daily learning target and homework as well as set short and long term goals and monitor their own academic progress. Teachers will use planners to document positive reinforcement given to students for targeted academic or positive behavior examples. 4

🔑 S128861

Strategy Rationale

Engage students with instructional strategies that ensure achievement of learning expectations. Provide a positive behavioral support system that is seamless from the school buildings to the classrooms. Keep parents informed of their child's progress. Convey high expectations for the success of all students.

Action Step 1 5

Teachers will post learning targets and homework assignments daily and then monitor that students write this information in their planners

Person Responsible

Steffan Mallory

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Random sampling of planners, walk-through data

Action Step 2 `5`

Teachers will provide students with stamps in their planner that represent positive reinforcement of academic/behavioral expectations.

Person Responsible

Steffan Mallory

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Random sampling of planners, walk-through data

Action Step 3 `5`

Teachers will facilitate the process for students setting short and long term goals and monitoring their own academic progress

Person Responsible

Steffan Mallory

Schedule

Biweekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Random sampling of planners, walk-through data

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

Academic coaches and administrator will conduct walk-throughs noting if each teacher has a learning target and homework assignment posted, whether students have copied down this information in their planner and if teachers are giving students stamps in their planner for positive reinforcement.

Person Responsible

Steffan Mallory

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Weekly walk-through data

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

Randomly check student planners to determine whether or not individual goal setting and academic progress monitoring is taking place and compile from weekly walk-through debriefs, any walk-through data that supports teachers facilitating the goal setting and academic monitoring processes.

Person Responsible

Steffan Mallory

Schedule

Biweekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Random samples of student planners and walk-through data

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

Students and teachers will be surveyed at the midterm and end of grading period to determine the consistency of planner implementation and positive reinforcement.

Person Responsible

Michael Zablo

Schedule

Every 6 Weeks, from 9/1/2014 to 5/29/2015

Evidence of Completion

Survey results and EWS data

G1.B1.S2 Implement a parent involvement rewards program to recognize parents for participating in their child's education though attending conferences, school events, parent education nights.... 4

🔑 S130655

Strategy Rationale

It is very difficult to get parents involved in their child's education. They do not realize the importance of being involved and have no real motivation to be involved. The Parent Involvement Rewards program we have developed will work similarly to a customer rewards program. Each parent will have a key tag that has a bar code unique to their children. Every time a parent attends a school event, parent conference, parent education night or volunteers, the key tag will be scanned. Different point values are then awarded for the various activities or events. The points can then be used to purchase various benefits, including but not limited to: family passes to school movie nights, school spirit merchandise, tickets to school basketball games, tickets to family dinner nights, gift certificates to the Book Fair or grocery store, bus passes... Along with the benefits, there is a tiered system for points earned to create a little competition. Parents will earn points to become either gold, silver or bronze knight. At each level the parent would get a t-shirt so they can show off their level of involvement when attending events or around the community. Parents reaching each level will also be recognized in the school newsletter and on the marquee.

Action Step 1 5

Establish and initiate a visitor management system that can be modified to include a point system for participation in a variety of school activities. The system includes the use of key tags that have a unique bar code for each family. Develop tiers and rewards parents can earn for participation in their child's education.

Person Responsible

Tami Fisher

Schedule

On 10/31/2014

Evidence of Completion

Roster of bar codes and corresponding parents, spread sheet of events indicating point value, copy of information provided to parents regarding registration

Action Step 2 `5`

Maintain a redemption center within the Parent Center so that parents can redeem their participation points.

Person Responsible

Jeff Levine

Schedule

Biweekly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Parent participation logs, point redemption logs

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

Using the Parent Involvement Rewards Program, track the number of parents participating and utilizing points earned.

Person Responsible

Jeff Levine

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Monthly participation reports, monthly points earned and used reports

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

Determine if the number of parents participating in their child's education has increased.

Person Responsible

Jeff Levine

Schedule

Monthly, from 10/13/2014 to 6/5/2015

Evidence of Completion

Monthly participation reports, monthly points earned and used reports

G2. Increase students' proficiency and application of literacy strategies to improve achievement across the content areas. 1

🔑 G037658

G2.B3 Teachers' knowledge and skills 2

🔑 B090518

G2.B3.S1 Participate in professional learning communities 4

🔑 S101268

Strategy Rationale

Through PLCs teachers will gain content specific knowledge to assist with planning and assessments. Teachers and coaching staff will work together to address student needs as revealed by the data.

Action Step 1 5

Establish a consistent weekly schedule for professional learning communities to meet both during the day and after school. Facilitate/participate in professional learning communities, embedded with professional development when appropriate. Develop professional learning community data rooms to host weekly meetings.

Person Responsible

Michael Micallef

Schedule

Weekly, from 8/28/2014 to 6/5/2015

Evidence of Completion

Schedules, agendas, minutes, artifacts

Action Step 2 5

Provide time for extended PLCs at least once per nine week period to occur during the day or after school. Facilitate/participate in professional learning communities, embedded with professional development when appropriate, that focus on 9 week instructional planning.

Person Responsible

Michael Micallef

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Schedules, agendas, minutes, artifacts

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Each professional learning community meeting will have an agenda and corresponding minutes.

Person Responsible

Michael Micallef

Schedule

Monthly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Agendas, minutes, action plans, artifacts

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Agendas, minutes, action plans, and artifacts will reflect the use of data to make instructional decisions and positively impact rigor and student engagement. Data includes formative and summative assessments as well as script taping and walk-through evidence.

Person Responsible

Michael Micallef

Schedule

Every 6 Weeks, from 9/25/2014 to 6/5/2015

Evidence of Completion

Agendas, minutes, action plans, artifacts, script taping, walk-through and observation evidence, debriefing notes

G2.B3.S2 Provide targeted professional development 4

S101269

Strategy Rationale

Thinking Maps' Response to Literature is a professional development that is best aligned with the Florida Standards, test item specs that were released from FLDOE, and assessment rubrics. Participants in this training will learn how to effectively scaffold questions to deepen critical thinking and analysis of text, how to incorporate Thinking Maps into cross-curricular lessons with multiple types of text and how to transfer information from Thinking Maps into a well-constructed response.

Action Step 1 5

Teachers will participate in Response to Literature training and receive implementation support from the trainers throughout the school year.

Person Responsible

Jennifer Gill

Schedule

On 4/30/2015

Evidence of Completion

Lesson plans that show implementation of Response to Literature structures, Walk-through evidence, sign-in sheets from training, agenda from training and follow-up sessions with district coaches.

Action Step 2 5

Targeted staff development based on differentiated instruction and effective intervention practices.

Person Responsible

Jennifer Gill

Schedule

Monthly, from 9/23/2014 to 5/29/2015

Evidence of Completion

Lesson plans that show evidence of differentiation and implementation of best practices, Walk-through evidence, sign-in sheets from training, agendas from training and follow-up sessions with district coaches.

Action Step 3 5

Professional development on using technology (iPads, clickers, Mobis) in the classroom

Person Responsible

Jennifer Gill

Schedule

Semiannually, from 10/1/2014 to 3/31/2015

Evidence of Completion

Walkthrough and observation data

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Weekly instructional leadership team PLCs, PLCs with grade levels and departments, walkthrough notes, and lesson planning to incorporate the Response to Literature structure, differentiated instruction and use of technology.

Person Responsible

Jennifer Gill

Schedule

Weekly, from 10/8/2014 to 6/5/2015

Evidence of Completion

Weekly instructional leadership team PLC minutes, PLC minutes with grade levels and departments, walkthrough notes, and lesson plans to incorporate the Response to Literature structure and differentiated instruction.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Consistent review of data including diagnostic, formative and summative assessments as well as script taping and walk-through evidence to monitor the implementation of Response to Literature, differentiated instruction and use of technology.

Person Responsible

Jennifer Gill

Schedule

Quarterly, from 10/23/2014 to 6/5/2015

Evidence of Completion

Lesson plans, coaching debriefs, PLC minutes, testing data

G2.B3.S3 Weekly walk-throughs and immediate feedback 4

🔑 S101270

Strategy Rationale

When focusing energy on new professional methods and techniques teachers must first determine their needs. Weekly walk-throughs provide a self-reflection tool that allow teachers to determine where they are now with content knowledge and implementation of best practices. Through coaching debriefs teachers can develop a plan, based on reflection and feedback, to grow in their areas of need.

Action Step 1 5

Instructional Leadership team will complete walk-throughs and provide feedback for every teacher on a weekly basis. A list of "look-fors" were established based on Charlotte Danielson's, Framework For Teaching. Each member of the leadership team will record responses for the predetermined look-fors and leave a copy for the teacher to use as a self-reflection tool.

Person Responsible

Tami Fisher

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Walk-through feedback forms, debriefing notes

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Instructional Leadership Team will conduct classroom walkthroughs/observations collecting data specifically focused on the components of Charlotte Danielson's Framework For Teaching. Additional data will be gathered from PLC meetings and documented in the PLC minutes. Fidelity will be monitored in weekly Instructional Leadership team meetings where we debrief the notes from the week.

Person Responsible

Tami Fisher

Schedule

Weekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Rotational schedule and walkthrough evidence sheets.

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 `7`

The Instructional Leadership team will meet weekly to determine the positives and areas in need of improvement based on the walk-through data collected from that week and student achievement data. The team will look for trend data indicating effective or ineffective instructional practices. Changes to existing strategies or additional strategies will be added based on the data.

Person Responsible

Tami Fisher

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Weekly Team debrief notes

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1	Establish a consistent weekly schedule for professional learning communities to meet both during the day and after school. Facilitate/participate in professional learning communities, embedded with professional development when appropriate. Develop professional learning community data rooms to host weekly meetings.	Micallef, Michael	8/28/2014	Schedules, agendas, minutes, artifacts	6/5/2015 weekly
G2.B3.S2.A1	Teachers will participate in Response to Literature training and receive implementation support from the trainers throughout the school year.	Gill, Jennifer	10/8/2014	Lesson plans that show implementation of Response to Literature structures, Walk-through evidence, sign-in sheets from training, agenda from training and follow-up sessions with district coaches.	4/30/2015 one-time
G2.B3.S3.A1	Instructional Leadership team will complete walk-throughs and provide feedback for every teacher on a weekly basis. A list of "look-fors" were established based on Charlotte Danielson's, Framework For Teaching. Each member of the leadership team will record responses for the predetermined look-fors and leave a copy for the teacher to use as a self-reflection tool.	Fisher, Tami	9/1/2014	Walk-through feedback forms, debriefing notes	5/29/2015 weekly
G1.B1.S1.A1	Teachers will post learning targets and homework assignments daily and then monitor that students write this information in their planners	Mallory, Steffan	9/1/2014	Random sampling of planners, walk-through data	5/29/2015 biweekly
G1.B1.S2.A1	Establish and initiate a visitor management system that can be modified to include a point system for participation in a variety of school	Fisher, Tami	9/1/2014	Roster of bar codes and corresponding parents, spread sheet of events indicating point value, copy of	10/31/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	activities. The system includes the use of key tags that have a unique bar code for each family. Develop tiers and rewards parents can earn for participation in their child's education.			information provided to parents regarding registration	
G2.B3.S2.A2	Targeted staff development based on differentiated instruction and effective intervention practices.	Gill, Jennifer	9/23/2014	Lesson plans that show evidence of differentiation and implementation of best practices, Walk-through evidence, sign-in sheets from training, agendas from training and follow-up sessions with district coaches.	5/29/2015 monthly
G2.B3.S1.A2	Provide time for extended PLCs at least once per nine week period to occur during the day or after school. Facilitate/participate in professional learning communities, embedded with professional development when appropriate, that focus on 9 week instructional planning.	Micallef, Michael	9/1/2014	Schedules, agendas, minutes, artifacts	6/5/2015 quarterly
G1.B1.S1.A2	Teachers will provide students with stamps in their planner that represent positive reinforcement of academic/behavioral expectations.	Mallory, Steffan	9/1/2014	Random sampling of planners, walk-through data	5/29/2015 biweekly
G1.B1.S2.A2	Maintain a redemption center within the Parent Center so that parents can redeem their participation points.	Levine, Jeff	10/20/2014	Parent participation logs, point redemption logs	6/5/2015 biweekly
G1.B1.S1.A3	Teachers will facilitate the process for students setting short and long term goals and monitoring their own academic progress	Mallory, Steffan	10/1/2014	Random sampling of planners, walk-through data	5/29/2015 biweekly
G2.B3.S2.A3	Professional development on using technology (iPads, clickers, Mobis) in the classroom	Gill, Jennifer	10/1/2014	Walkthrough and observation data	3/31/2015 semiannually
G1.MA1	Measure the effectiveness of communication tools to convey and celebrate high expectations, support and mutual respect.	Levine, Jeff	10/13/2014	Climate survey, attendance rate and number of discipline referrals	6/5/2015 annually
G1.B1.S1.MA1	Students and teachers will be surveyed at the midterm and end of grading period to determine the consistency of planner implementation and positive reinforcement.	Zablo, Michael	9/1/2014	Survey results and EWS data	5/29/2015 every-6-weeks
G1.B1.S1.MA1	Academic coaches and administrator will conduct walk-throughs noting if each teacher has a learning target and homework assignment posted, whether students have copied down this information in their planner and if teachers are giving students stamps in their planner for positive reinforcement.	Mallory, Steffan	9/1/2014	Weekly walk-through data	5/29/2015 biweekly
G1.B1.S1.MA2	Randomly check student planners to determine whether or not individual goal setting and academic progress monitoring is taking place and compile from weekly walk-through debriefs, any walk-through data that supports teachers facilitating the goal setting and academic monitoring processes.	Mallory, Steffan	10/1/2014	Random samples of student planners and walk-through data	5/29/2015 biweekly
G1.B1.S2.MA1	Determine if the number of parents participating in their child's education has increased.	Levine, Jeff	10/13/2014	Monthly participation reports, monthly points earned and used reports	6/5/2015 monthly
G1.B1.S2.MA1	Using the Parent Involvement Rewards Program, track the number of parents	Levine, Jeff	10/1/2014	Monthly participation reports, monthly points earned and used reports	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	participating and utilizing points earned.				
G2.MA1	Diagnostic, formative and summative student assessment data, script taping, rubrics, walk-through and observation evidence	Fisher, Tami	9/1/2014	Student performance on State Assessments, PLC minutes, reports from VIMS, PMRN, Eduphoria, lesson plans, script tapes, and coaching and walk-through feedback forms	5/29/2015 quarterly
G2.B3.S1.MA1	Agendas, minutes, action plans, and artifacts will reflect the use of data to make instructional decisions and positively impact rigor and student engagement. Data includes formative and summative assessments as well as script taping and walk-through evidence.	Micallef, Michael	9/25/2014	Agendas, minutes, action plans, artifacts, script taping, walk-through and observation evidence, debriefing notes	6/5/2015 every-6-weeks
G2.B3.S1.MA1	Each professional learning community meeting will have an agenda and corresponding minutes.	Micallef, Michael	9/25/2014	Agendas, minutes, action plans, artifacts	6/5/2015 monthly
G2.B3.S2.MA1	Consistent review of data including diagnostic, formative and summative assessments as well as script taping and walk-through evidence to monitor the implementation of Response to Literature, differentiated instruction and use of technology.	Gill, Jennifer	10/23/2014	Lesson plans, coaching debriefs, PLC minutes, testing data	6/5/2015 quarterly
G2.B3.S2.MA1	Weekly instructional leadership team PLCs, PLCs with grade levels and departments, walkthrough notes, and lesson planning to incorporate the Response to Literature structure, differentiated instruction and use of technology.	Gill, Jennifer	10/8/2014	Weekly instructional leadership team PLC minutes, PLC minutes with grade levels and departments, walkthrough notes, and lesson plans to incorporate the Response to Literature structure and differentiated instruction.	6/5/2015 weekly
G2.B3.S3.MA1	The Instructional Leadership team will meet weekly to determine the positives and areas in need of improvement based on the walk-through data collected from that week and student achievement data. The team will look for trend data indicating effective or ineffective instructional practices. Changes to existing strategies or additional strategies will be added based on the data.	Fisher, Tami	9/8/2014	Weekly Team debrief notes	5/29/2015 weekly
G2.B3.S3.MA1	Instructional Leadership Team will conduct classroom walkthroughs/ observations collecting data specifically focused on the components of Charlotte Danielson's Framework For Teaching. Additional data will be gathered from PLC meetings and documented in the PLC minutes. Fidelity will be monitored in weekly Instructional Leadership team meetings where we debrief the notes from the week.	Fisher, Tami	9/5/2014	Rotational schedule and walkthrough evidence sheets.	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Develop and implement communication tools to convey and celebrate high expectations, support and mutual respect.

G1.B1 SUPPORTIVE ENVIRONMENT - Time, consistency of implementation, teacher and student buy in

G1.B1.S2 Implement a parent involvement rewards program to recognize parents for participating in their child's education though attending conferences, school events, parent education nights....

PD Opportunity 1

Establish and initiate a visitor management system that can be modified to include a point system for participation in a variety of school activities. The system includes the use of key tags that have a unique bar code for each family. Develop tiers and rewards parents can earn for participation in their child's education.

Facilitator

Tami Fisher and Jeff Levine

Participants

Faculty, students and parents

Schedule

On 10/31/2014

G2. Increase students' proficiency and application of literacy strategies to improve achievement across the content areas.

G2.B3 Teachers' knowledge and skills

G2.B3.S1 Participate in professional learning communities

PD Opportunity 1

Establish a consistent weekly schedule for professional learning communities to meet both during the day and after school. Facilitate/participate in professional learning communities, embedded with professional development when appropriate. Develop professional learning community data rooms to host weekly meetings.

Facilitator

Instructional leadership, district level Instructional Services Staff

Participants

Teachers

Schedule

Weekly, from 8/28/2014 to 6/5/2015

PD Opportunity 2

Provide time for extended PLCs at least once per nine week period to occur during the day or after school. Facilitate/participate in professional learning communities, embedded with professional development when appropriate, that focus on 9 week instructional planning.

Facilitator

Instructional leadership, district level Instructional Services Staff

Participants

Teachers

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

G2.B3.S2 Provide targeted professional development

PD Opportunity 1

Teachers will participate in Response to Literature training and receive implementation support from the trainers throughout the school year.

Facilitator

Anita Watson and Robin Alday, District Writing Coaches and Trainers for Response to Literature

Participants

Teachers (grades 3-5), Reading Teachers 6-8, Language Arts Teachers 6-8, ESE and ELL teachers

Schedule

On 4/30/2015

PD Opportunity 2

Targeted staff development based on differentiated instruction and effective intervention practices.

Facilitator

Collaborative development between academic coaches, reading intervention teachers, District and DOE staff.

Participants

Teachers grades K-8

Schedule

Monthly, from 9/23/2014 to 5/29/2015

PD Opportunity 3

Professional development on using technology (iPads, clickers, Mobis) in the classroom

Facilitator

Collaborative development between academic coaches, reading intervention teachers, and District staff

Participants

Teachers grades K-8

Schedule

Semiannually, from 10/1/2014 to 3/31/2015

Technical Assistance Items

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

G2. Increase students' proficiency and application of literacy strategies to improve achievement across the content areas.

G2.B3 Teachers' knowledge and skills

G2.B3.S3 Weekly walk-throughs and immediate feedback

PD Opportunity 1

Instructional Leadership team will complete walk-throughs and provide feedback for every teacher on a weekly basis. A list of "look-fors" were established based on Charlotte Danielson's, Framework For Teaching. Each member of the leadership team will record responses for the predetermined look-fors and leave a copy for the teacher to use as a self-reflection tool.

Facilitator

Instructional Leadership Team

Participants

Instructional Personnel K-8

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: Develop and implement communication tools to convey and celebrate high expectations, support and mutual respect.	15,179
Goal 2: Increase students' proficiency and application of literacy strategies to improve achievement across the content areas.	608,465
Grand Total	**623,644**

Goal 1: Develop and implement communication tools to convey and celebrate high expectations, support and mutual respect.		
Description	**Source**	**Total**
B1.S1.A3 - Homeless Budget to provide binders, supplies, and literature books for homeless students	Title I Part A	3,094
B1.S2.A1 - PD for Parent Involvement Rewards Program	Title I Part A	500
B1.S2.A1 - Parent Involvement - Funding for Keep n Track visitor program	Title I Part A	2,500
B1.S2.A1 - Parent education nights	Title I Part A	6,085
B1.S2.A2 - Paraprofessional II for Parent Center	Title I Part A	3,000
Total Goal 1		**15,179**

Goal 2: Increase students' proficiency and application of literacy strategies to improve achievement across the content areas.		
Description	**Source**	**Total**
B3.S1.A1 - Materials and supplies for PLCs	Title I Part A	2,000
B3.S1.A1 - Salaries for academic coaches	Title I Part A	178,482
B3.S1.A2 - Substitutes or compensation for extended PLC time	Title I Part A	20,000
B3.S2.A1 - Professional development and materials and supplies (Response to Literature PD)	Title I Part A	4,000
B3.S2.A2 - Professional development and materials and supplies (Rings of Proficiency PD)	Title I Part A	20,000
B3.S2.A2 - After school and summer tutoring and Teachers as Tutors program	Title I Part A	120,000
B3.S2.A2 - Reading Intervention teachers and Odyssey Lab teacher	Title I Part A	227,483
B3.S2.A3 - Professional Development on using technology	Title I Part A	6,000

Goal 2: Increase students' proficiency and application of literacy strategies to improve achievement across the content areas.		
Description	**Source**	**Total**
B3.S2.A3 - Technology - Tech tubs, Apple volume vouchers, Mobi Views, iPad dongles	Title I Part A	30,000
B3.S3.A1 - Materials/Supplies (Walkthrough rotations)	Title I Part A	500
Total Goal 2		**608,465**