

Volusia County Schools

Pathways Elementary School



2015-16 School Improvement Plan

Pathways Elementary School

2100 AIRPORT RD, Ormond Beach, FL 32174

<http://myvolusiaschools.org/school/pathways/pages/default.aspx>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	44%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	23%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	23
Professional Development Opportunities	24
Technical Assistance Items	25
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	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

Together, we will develop the skills, knowledge, and values needed to address challenges effectively in a rapidly changing world.

Provide the school's vision statement

Through the individual commitment of all, our students will graduate with the knowledge, skill, and values necessary to be contributors to our democratic society.

School Environment

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

Yearly school orientation assembly between teachers and students outlining school expectations, program, events as well as learning opportunities.

Students have an opportunity to participate in numerous after-school activities including ten clubs. i.e. news crew, student council, safety patrol, performing arts, girls on the run, gardening, running, chess, etc.

We feature a special area schedule that promotes equal access for all students and all special areas. During open house and meet the teacher we provide opportunity for students to visit and learn about their classroom environments.

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

We have increased safety and security measures concerning parent drop off and pick up. We have changed our student waiting areas so that they are all indoors. We have implemented a number and ticket system for student dismissal.

Our school counselor has an anonymous box to report bullying and to also request time to talk to our school counselor.

We have a rotation schedule for administrative and counselor visibility within our school.

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 provide "Patriot Pride" tickets to reinforce positive behaviors school-wide. When classes reach a total of 25 tickets our administrative team acknowledges them on the morning news and the class receives a special reward.

We expect students to be respectful and courteous to fellow students and adults at all times. When students misbehave, teachers will involve parents.

Instructional time is protected by the principal which is evidenced by student misconduct being handled immediately and with minimum 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

The school offers the following non-violence and anti-drug programs.

D.A.R.E.

Student Mentoring Program

Peer Mediation Program

Crisis Training Program

Suicide Prevention Program

Bullying Program

All students are screened quarterly for behavioral and social-emotional issues through the electronic report card. Through the screening, the school is able to disaggregate data to determine if individual students, classroom, teachers, grade levels or the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel (i.e., school psychologists, school counselors and school social workers) provide direct and indirect evidenced-based supports to students identified through the screening measure.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		
Student Retentions		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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 report 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 evidence-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?

No

PIP Link

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

Description

Bring Your Own Technology (BYOT) Parent Information & Tech Support Meetings
Assessment & Common Core Parent Information Meeting
Curriculum Cadre Nights
Math Night at Publix
Maintain high level of volunteers within our school
Monthly Pathways "Night Out" for dinner at one of our business sponsors
Monthly PTA Meetings
Monthly SAC Meetings
PTA Sponsored Events (Soc Hop, Fall Festival, 80's Night, Field Days, etc...)
After School Clubs

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

We have partnered with the City of Ormond Beach and their outreach department within the city's police department. The city provides the D.A.R.E. (Drug, Abuse, Resistance, Education) to schools within the city limits. Students learn about the DARE decision making model (making wise choices) with any decision they make.

Pathways is a Five Star school with a very active PTA and community business partners. Pathways has partnered with a variety of local business to support our school through banner advertisements, monetary donations and peer mentoring opportunities.

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:

Name	Title
Watson, Jason	Principal
Moore, Michelle	Guidance Counselor
Graf, Leah	Teacher, K-12
Gabriel, Heidi	Teacher, K-12
Kent, Heather	Teacher, K-12
Pellicer, Megan	Teacher, K-12
Carlock, Jennifer	Teacher, ESE
Dennis, Michele	Teacher, K-12
Pascoe, Carolyn	Teacher, K-12
Glaenzer, Stephanie	Teacher, K-12
Gardner, Meredith	Teacher, K-12

Duties

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

The school-based MTSS leadership team identifies school-based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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

The school 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 Rtl 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jason Watson	Principal
Stephanie Coleman	Parent
Mary Dorn	Parent
Anna Hannon	Parent
Clay Meek	Parent
Kim Nilsen	Parent
Melissa Winquist	Parent
Heidi Gabriel	Teacher
Fredrica Jacobson	Education Support Employee
Mary Beth Nichols	Parent
Sharon Barnes	Parent
Jessica Pavese	Parent
Carolyn Pascoe	Teacher
Heather Kent	Teacher
Megan Pellicer	Teacher
Johanna Todd	Parent

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

Administration and the school advisory council met to evaluate the effectiveness of last year's school improvement plan. The SAC discussed the 2015 school assessment data. In addition, our school's faculty received the results and met to engage in step zero.

Development of this school improvement plan

The primary purpose of a SAC is to assist in the preparation of the school improvement plan to improve student performance. The plan shall be based on an analysis of student achievement and other school performance data. The SAC shall be responsible for the final decision making at the school relating to the school improvement process and plan.

Preparation of the school's annual budget and plan

The schools annual budget and plan are shared for input and discussion at the October SAC meeting. Updates on the schools budget, spending, and progress indicators are shared are monthly SAC meetings.

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

The 2014-2015 school improvement budget was \$7,015.34. The money was used to provide professional development and materials to support the SIP goal to improve writing instruction. The carry over from the 2014-2015 school year is \$1,161.62. The allocation for the 2015-2016 school year is \$1,405.00. The total budget for the 2015-2016 school year is \$2,566.62

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:

Name	Title
Watson, Jason	Principal
Graf, Leah	Teacher, K-12
Moore, Michelle	Guidance Counselor
Gabriel, Heidi	Teacher, K-12
Kent, Heather	Teacher, K-12
Carlock, Jennifer	Teacher, ESE
Pellicer, Megan	Teacher, K-12
Glaenzer, Stephanie	Teacher, K-12
Pascoe, Carolyn	Teacher, K-12
Gardner, Meredith	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

To ensure teachers at their grade level or in their department are meeting regularly in Professional Learning Communities to address the essential questions:

- What do we want students to learn?
- How will we know that students have learned what we want them to learn?
- How will we give time and support to students who don't learn what we want them to learn?
- How will we give time and support to students who already know or learn quickly what we want them to learn?

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 and intervention times.

Scheduled weekly PLC (professional learning communities)

Leadership team meetings, SIP Committee, Grant Writing Committee, Professional Development Committee

These are all critical practices to help build positive, collaborative relationships on our campus among teachers.

Common planning allows teachers to participate in weekly PLC's to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLC's make recommendation 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 language and understanding of instructional practices. Action plans created and PLC meetings are

submitted to administration for monitoring purposes. The common planning and regular PLC infrastructure also ensure the teachers have the structure and time to provide feedback on their lesson study experiences.

Professional development plays a significant part in designing instruction to meet student needs and teachers collaborate with each other. Instructional reviews, combined with administrative walk-through's provide leadership with data to identify areas in which additional follow up instruction is needed. The leadership team meets monthly to discuss the trends that are happening in the classroom.

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

Leadership opportunities: Team Leader, Committee Chair, SAC Representative

Professional Development

Professional Learning Communities

Celebrations/Teacher Recognition (Teacher of the Quarter, Teacher of the Year)

Student showcase/acknowledgement through awards assemblies

Full implementation for the Volusia's System for Empowering Teachers, based on Charlotte Danielson's Framework for Effective Teachers

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

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, school-based veteran teachers within each PLC provide mentoring as needed for any new or beginning teachers in that PLC.

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

Our school utilizes the district generated curriculum maps and modules that have been aligned to meet all of the requirements of Florida's standards. Any additional resources purchased are aligned with the Florida state standards.

Additionally teacher teams create diagnostic, formative and summative assessments to monitor student achievement.

Instructional Strategies

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

We consistently meet in PLC's and share classroom/district data within our teams to identify students that are not meeting mastery. Collaboratively PLC teams create plans to meet the needs of these students and reassess the data through ongoing progress monitoring.

Ex: After students are identified as needing intervention, we provide supplemented material for our intermediate grade levels within the school day and provide additional instruction for the standards that have not been mastered.

Ex: Within grade levels our PLC's identify students that need additional guidance and direction with their academic progress. Students participate in our "Walk to Intervention" program and they receive

remedial instruction. Intervention is offered school-wide on a daily basis at Pathways Elementary within the instructional day. All instructional staff is a part of this intervention.

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: After School Program

Minutes added to school year: 0

Pathways offers 10 after school club opportunities, after school tutoring for science, ELA and math as well as professional development committee meetings.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on identified core concepts. After school clubs enrich the overall learning experience as students are able to choose the club that interests them. Professional development is based on survey of teacher needs with student learning as the focus.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Watson, Jason, jdwatson@volusia.k12.fl.us

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

Classroom diagnostic, formative, summative and district assessments are used to identify students who could benefit from remedial or enrichment activities. In some cases skills are retaught and retested. Results of diagnostic, formative summative and district assessments are monitored.

Strategy: Summer Program

Minutes added to school year: 7,200

Summer Reading Camp and Extended School Year for ESE students.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Summer Reading Camp is provided to general education and ESE third graders who do not pass the FCAT-Reading. Reading portfolio data is collected as well as results of the alternative assessment students take at the end of Summer Reading Camp. ESE students who meet the criteria for Extended School Year services are identified from their IEPs.

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** If teachers attend weekly collaboration meetings, with learning as the focus, then student achievement will increase.

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. If teachers attend weekly collaboration meetings, with learning as the focus, then student achievement will increase. 1a

G068812

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	2.0
FSA Mathematics - Achievement	4.0
FCAT 2.0 Science Proficiency	2.0

Resources Available to Support the Goal 2

- School-based Professional Development, District Formative and Summative Assessments, District-level Professional Development Activities, Professional Learning Communities, Team Meetings, Volusia's System for Empowering Teachers, Volusia's System for Empowering Leaders, Charlotte Danielson's Framework for Teaching, Bring Your Own Technology, Curriculum Maps, Problem Solving Team/Response to Interventions Model, Media Center, SIPPS, Training for Ready Reading and Writing series, Curriculum Cadre Updates, Communication from administration, posted learning targets in each classroom.

Targeted Barriers to Achieving the Goal 3

- A lack of a deep understanding of district curriculum maps, modules and Florida Standards.
- Collaboration time constraints

Plan to Monitor Progress Toward G1. 8

Progress towards the goal will be monitored through District Assessments, teacher observations, and discussions at Collaboration Meetings.

Person Responsible

Jason Watson

Schedule

Weekly, from 8/25/2015 to 6/7/2016

Evidence of Completion

Eduphoria reports, collaboration minutes, and administration observations.

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. If teachers attend weekly collaboration meetings, with learning as the focus, then student achievement will increase. **1**

 G068812

G1.B1 A lack of a deep understanding of district curriculum maps, modules and Florida Standards. **2**

 B178776

G1.B1.S1 Teachers receive training from Cadre Representatives to gain knowledge on implementation of updated curriculum maps, pacing and modules. Teachers will also utilize the District Testing Calendar. Sign In sheets and teacher reflections will be used as evidence to monitor completion. **4**

 S190169

Strategy Rationale

To increase competency while planning lessons using the district's curriculum maps and modules.

Action Step 1 **5**

Professional Development in Ready Reading and Writing

Person Responsible

Jason Watson

Schedule

On 9/9/2015

Evidence of Completion

Observation of teachers participating in the full-day Professional Development

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

Progress monitoring and teacher observations

Person Responsible

Jason Watson

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Data points, evidence from observations, and collaboration meeting minutes are being implemented with fidelity.

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

Data analysis

Person Responsible

Jason Watson

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Analyze test scores from district assessments

G1.B2 Collaboration time constraints 2

B178777

G1.B2.S1 Team collaboration time is built into our weekly schedule. Each team meets on Tuesdays, with administration, during their planning time. 4

S190170

Strategy Rationale

Collaboration meetings are purposeful, data driven, effective and consistent. Student achievement and progress is monitored frequently.

Action Step 1 5

Collaboration with Curriculum Cadre Representatives during PLC's

Person Responsible

Jason Watson

Schedule

Every 6 Weeks, from 9/1/2015 to 6/7/2016

Evidence of Completion

Teacher observation and review of district assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Time is devoted in the weekly schedule to allow for grade level collaboration

Person Responsible

Jason Watson

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Collaboration meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administration will attend all weekly collaboration meetings for each grade level. Each teacher is expected to participate.

Person Responsible

Jason Watson

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Collaboration meeting minutes and District Assessments results

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Professional Development in Ready Reading and Writing	Watson, Jason	9/9/2015	Observation of teachers participating in the full-day Professional Development	9/9/2015 one-time
G1.B2.S1.A1	Collaboration with Curriculum Cadre Representatives during PLC's	Watson, Jason	9/1/2015	Teacher observation and review of district assessments	6/7/2016 every-6-weeks
G1.MA1	Progress towards the goal will be monitored through District Assessments, teacher observations, and discussions at Collaboration Meetings.	Watson, Jason	8/25/2015	Eduphoria reports, collaboration minutes, and administration observations.	6/7/2016 weekly
G1.B1.S1.MA1	Data analysis	Watson, Jason	8/24/2015	Analyze test scores from district assessments	6/7/2016 weekly
G1.B1.S1.MA1	Progress monitoring and teacher observations	Watson, Jason	8/24/2015	Data points, evidence from observations, and collaboration meeting minutes are being implemented with fidelity.	6/7/2016 weekly
G1.B2.S1.MA1	Administration will attend all weekly collaboration meetings for each grade level. Each teacher is expected to participate.	Watson, Jason	8/24/2015	Collaboration meeting minutes and District Assessments results	6/7/2016 weekly
G1.B2.S1.MA1	Time is devoted in the weekly schedule to allow for grade level collaboration	Watson, Jason	8/24/2015	Collaboration meeting minutes	6/7/2016 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 Opportunities

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

G1. If teachers attend weekly collaboration meetings, with learning as the focus, then student achievement will increase.

G1.B1 A lack of a deep understanding of district curriculum maps, modules and Florida Standards.

G1.B1.S1 Teachers receive training from Cadre Representatives to gain knowledge on implementation of updated curriculum maps, pacing and modules. Teachers will also utilize the District Testing Calendar. Sign In sheets and teacher reflections will be used as evidence to monitor completion.

PD Opportunity 1

Professional Development in Ready Reading and Writing

Facilitator

Curriculum Associates

Participants

Teachers Grade 2-5

Schedule

On 9/9/2015

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B1.S1.A1	Professional Development in Ready Reading and Writing				\$7,015.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$7,015.00
			<i>Notes: 2014-2015 allocation- \$3568.00 2013-2014 carry over- \$3447.34 Total SIP budget- \$7015.34</i>			
2	G1.B2.S1.A1	Collaboration with Curriculum Cadre Representatives during PLC's				\$0.00
					Total:	\$7,015.00