

Volusia County Schools

# Atlantic High School



2015-16 School Improvement Plan

## Atlantic High School

1250 REED CANAL RD, Port Orange, FL 32129

<http://www.atlanticsharks.com/>

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	59%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	39%

### School Grades History

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

*\*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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

At Atlantic High School, personal responsibility is an essential component of our curriculum. In order to emphasize and teach personal responsibility, we believe that teachers, students, and parents must clearly understand the role each must play in helping every one of our students to achieve academic success.

##### **Provide the school's vision statement**

At Atlantic High School, every person is treated with dignity and respect. We welcome and encourage students, families, staff and community to learn together. Our students develop their unique talents to graduate with the greatest treasure—enthusiasm for life-long learning as responsible, creative citizens.

#### School Environment

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

Yearly school induction, mentoring, and student leadership programs (N.H.S.) are all critical components in establishing and maintaining positive relationships between teachers and students on campus.

F.I.N.S. – “Freshman Induction for New Students” is a program designed to acquaint new students with our campus, the faculty, and each other. Teachers work through coordinated ice-breaking activities designed to learn about their students and establish a rapport in their classrooms. All students on campus participate in a modified version of this induction to reiterate campus policies, procedures and begin to establish relationships in their new classrooms and with their teachers.

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

School leadership along with campus advisors and select teachers provide effective monitoring of campus before, during, and after the school day. Through their awareness and visibility, the students have access to adults at all times to express any concerns.

School counselors conduct student groups on topics determined by data analysis including incidences requiring immediate intervention.

School counselors involve district student services personnel to assist with student groups and to sponsor family events.

##### **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**

Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being 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**

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

- Student Mentoring Program
- Peer Advocacy Program (Main Campus general education students supporting Multi-VE students)
- Suicide Prevention Program
- Bullying Program

Mentoring sessions help to stimulate and nurture students. Mentoring is available each day through Power Hour, a modified intervention schedule. It provides each student an opportunity to build relationships with teachers while receiving academic assistance in any subject. Students are also placed in mentoring groups with academic coaches and school administrators. They serve as advisors who meet with students regularly and focus on guiding them through their education process. Both types of mentoring services establish rapport and support addressing academic and personal growth while meeting graduation requirements.

Project H.E.A.T. (Helping Everyone Achieve Together) is a mentoring program designed to provide additional support and motivation for under-achieving / at-risk students.

**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 report (i.e., at least quarterly) to identify students needing additional support based on indicators used to predict graduation.

The indicators are as follows:

- Unweighted GPA (at risk if below 2.0)
  - Over age for grade
  - Year-to-date discipline referrals (at risk if 2 or more)
  - Attendance 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)
  - Number of prior retentions (at risk if 1 or more)
  - Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics
- Students with 3 or more of the aforementioned indicators are identified on the Early Warning 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
	9	10	11	12	
Attendance below 90 percent	0	17	13	7	37
One or more suspensions	0	29	13	3	45
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	
BL: Unweighted GPA (below 2.0)	0	0	0	0	
Qtr1: Unweighted GPA (below 2.0)	0	0	0	0	
Qtr2: Unweighted GPA (below 2.0)	0	0	0	0	
Qtr3: Unweighted GPA (below 2.0)	0	0	0	0	
Qtr4: Unweighted GPA (below 2.0)	0	0	0	0	
Prior year retentions one or more	21	31	23	12	87

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

Indicator	Grade Level			Total
	10	11	12	
Students exhibiting two or more indicators	50	30	14	94

**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 track indicators related to on-time graduation. This report is used to identify students in need and to identify school-wide trends which impact the academic performance of students. 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.

Grade Level Meetings occur monthly to review students who are currently listed on our school's EWS report. During these meetings, teachers, counselors, academic coaches, and administration share strategies to promote student success and interventions are proposed. Students of concern who are not included in our EWS download are also discussed and adding to our monitoring roster. Minutes from meetings are recorded and discussed in a follow-up EWS Leadership Team meeting occurring monthly immediately following Grade Level meetings. During the EWS Leadership Team meeting, additional plans of support are developed including: assignment to school based mentor and scheduling of parents/ students to attend meetings on campus. Students are assigned a mentor and meet during Power Hour for small group or individual discussion related to goals and personal achievement. Mentors also monitor student progress, meet with students one-on-one, and are available to support classroom teachers as needed. During Family-Teacher Conferences, students

attend with a parent/ guardian to review progress with school based support (Assistant Principal/ Guidance Counselor and/ or Academic Coach). Families leave with a folder that includes items such as academic progress, attendance reports, and how to access the district's online gradebook. Students are asked to suggest realistic measures of support they may need; and to commit to positive change.

## 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**

Atlantic High School has developed a communication and engagement system to build positive relationships with families, communicate the school's mission and vision, and keep parents informed about their child's progress. Regular communications are delivered through multiple modes, and invite family participation and feedback. One key component in this system is a weekly phone message detailing events and opportunities during the upcoming week, which is sent to every Atlantic High School household: parents, faculty, and staff members. This phone message system also provides flexibility to send special reminders to specific sectors of our school population about academic requirements and opportunities for remediation for critical areas like Mathematics, Reading or tutoring after hours. Parents have begun to depend on this weekly communication, and frequently mention their appreciation during interactions with faculty and staff.

Atlantic's web page, [www.atlanticsharks.com](http://www.atlanticsharks.com) is another effective way to share current information about the school, along with our school-wide activities calendar which is accessible right on the home page. Many teachers utilize class web pages, Edmodo, wikis, or other forms of electronic communication w/ parents (Remind 101 text service, etc.). Teachers also regularly utilize Pinnacle (a web-based grade and attendance management system) to keep both students and parents informed about progress in their classes.

Atlantic High School has a very active PTSA, and has partnered with this outstanding group to host an annual 'Family Night'. This highly popular and well-attended event brings out over 300 students, parents, and other family members to eat, learn, have fun, and interact with many of Atlantic's business and community partners. In fact, this event is so successful that it garnered Atlantic a statewide Family Involvement Award from the Florida PTA in 2014. Atlantic's PTSA is also instrumental in increasing parent participation, bringing parents, students, and teachers together to collaborate on specific projects, and fundraising to generate needed resources to support the accomplishment of school goals.

Atlantic High School regularly hosts events, meetings, and other activities in the evenings to accommodate parents' busy work schedules. Some examples include:

- Family Nights
- PTSA & SAC meetings
- Open House
- Financial Aid Nights
- Freshman Registration Night
- Freshman Orientation Night

- Summer Orientation

To help improve the performance of struggling students, individual parent conferences are held with the student, parent, counselor, and a member of administration as part of the Student Success (EWS program). During these conferences, the team brainstorms ways to help the parent in supporting their child's success. The Student Success meetings are individually scheduled to accommodate the parent's availability, which has greatly increased parental attendance and participation in this process.

**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**

Atlantic High School builds and sustains partnerships with the local community through a coordinated effort led by the Principal, Business Partner Coordinator, Athletic Director, PTSA President, a designated Assistant Principal, and involving all members of Atlantic's faculty and staff. Local businesses and community organizations are invited to enter into business partnerships with the school, in which both parties agree to engage in mutually beneficial activities which enhance the operations of each partner. The school works closely with the PTSA to reach out to the community and obtain needed resources for teachers and students. Club and Group Sponsors, Academy Directors, and Athletic Coaches also play a critical role in building partnerships with community organizations and businesses. Examples include inviting community members to serve on advisory boards, come into the classrooms as guest speakers, to serve as judges for in-school competitions, and to participate in numerous school activities including Financial Aid Night, Family Night, Open House, Summer Orientation, and the College and Career Expo.

**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
Tager, James	Principal
Elmore, Latonya	Assistant Principal
Zinck, Brian	Assistant Principal
Alves, Dawn	Instructional Coach
Dabbe, Melanie	Instructional Coach
Garrett, Veronica	Instructional Coach
Presley, Dhand	Assistant Principal
Cunningham, Jon	Assistant Principal
Jimenez, Sandra	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 best to support students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Team, EWS, Professional Learning Communities, and Literacy Leadership Team). As the school's primary instructional leader, the

Principal communicates a vision for student achievement and guides the team's work. Each member of the School-Based Leadership Team is representative of other teams (EWS, PLCs, LLT) and serves as a liaison between the SBLT and their respective team. For example, the Instructional Coaches work through PLCs to provide teacher instructional support, professional development, and guide response to data, including the coordination of tiered academic interventions.

***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 school has a leadership team consisting of the principal, assistant principals and academic coaches. This leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers to ensure student learning.

Instructional resources include staff development developed and provided by our district and our school's leadership team. Departments meet with teachers weekly in PLC meetings to collaborate on curriculum planning and share instructional strategies. Our district and our school are both committed to meeting the needs of our students and maximizing our students' achievement.

Curricular: Our math and language arts teachers will be implementing the new Florida Standards this year. They will be supported both by our district and our coaches. All teachers have the support of our instructional leadership team.

Methodology for coordinating and supplementing funds: Federal and state funds (Title I, Title II, SAI, and FEFP) are allocated to schools by the district according to student need as demonstrated by poverty level and student achievement performance. District and school leadership teams work together to coordinate and integrate federal, state, and local funds, services and programs for the benefit of students. School Improvement funds are awarded to the school based on a per pupil funding formula and distributed via the School Advisory Council through a voting process.

School leadership meets weekly, and SAC meets monthly.

Problem solving activities

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. The plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The School Improvement Plan is based on a strategic analysis of data, and identified resources (as identified by the leadership team) are matched to the needs of the students. School Improvement Grant (SIG) funds will be used for providing teachers extended before/after school time to meet in PLCs for planning and data analysis, as well as professional development opportunities; procuring technology for classroom use, and implementing Lesson Study (providing substitute teachers for PLC members who come out of the classroom to participate).

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Jonathan Cunningham	Principal
Don Burnette	Business/Community
James Clements	Teacher
David Farr	Parent
Elaine Flasterstein	Parent
Linda Gelow	Business/Community
Carol Koskoe	Parent
Thoren Perego	Student
Erin Strauss	Parent
James Tager	Principal
Tim Kane	Teacher
Cynthia Carrig	Teacher
Laurie Kiser	Parent
Tina Olko	Parent
Carol Sellery	Education Support Employee
Melanie Ford	Teacher

## 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*

The Atlantic High School SAC works in conjunction with the School Based Leadership Team (SBLT) to review the previous year's plan and a variety of data points to evaluate the effectiveness of that plan. Principal Tager presents a data overview to the SAC including FCAT results, progress monitoring data, climate surveys, and Early Warning System (EWS) data. The SAC provides input and assists the SBLT in identifying areas of priority on which to focus the new plan's goals and strategies (Step Zero).

### *Development of this school improvement plan*

Atlantic High School's SAC provides input on the development of the SIP as part of the 8-Step problem solving process, identifying resources and barriers, and developing strategies. Utilizing this input, the SBLT developed a draft SIP and presented it to the SAC for further input and suggestions for revision. Once the SIP is revised, the SAC continues to provide ongoing monitoring of the plan through monthly reviews of data and provides direction for adjustments to the plan as warranted.

### *Preparation of the school's annual budget and plan*

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings.

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

School improvement funds were allocated based on requests submitted by faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and

voted upon for approval.

\$299.70 Magazines for literacy initiatives

\$303.17 Books for literacy initiatives

\$150.88 Core vocabulary posters for ACCESS student classrooms

\$165.00 Registration for Florida Association of Media Educators

**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
Alves, Dawn	
Cunningham, Jon	Assistant Principal
Dabbe, Melanie	Instructional Coach
Elmore, Latonya	Assistant Principal
Jimenez, Sandra	Instructional Coach
Presley, Dhand	Assistant Principal
Tager, James	Principal
Zinck, Brian	
Ali-Bhola, Farisha	Teacher, K-12
Arias, Marcella	Teacher, K-12
Brown, Jeff	Teacher, K-12
Fordham, Harriet	Teacher, K-12
Garvin, Kathy	Teacher, K-12
Gordon, Rhonda	Teacher, K-12
Johnson, Jimi	Teacher, K-12
Kane, Timothy	Teacher, K-12
Lazu, Jorge	Teacher, K-12
Maitland, Sara	Teacher, K-12
Martin, Tiffany	Teacher, K-12
Renfro, Russell	Teacher, K-12
Rivera, Julio	Teacher, K-12
Smith, Kris	Instructional Media

#### Duties

**Describe how the LLT promotes literacy within the school**

The school based Literacy Leadership Team (LLT) identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school.

The LLT meets quarterly on Mondays during lunch for 50 minutes. The LLT Co-chairs provide an agenda and facilitate the meeting. LLT member responsibilities include: attend all meetings to review data, share literacy strategies presented with their PLC, assist with development of classroom implementation strategies, and supervise and support the school-wide reading and writing initiative and implementation of Florida Standards.

The School-wide Literacy initiative's main focus is to support reading and writing in every classroom. This year's focus will be support for teachers as we begin our initiative of reading and writing every day in every classroom. Each academic coach is responsible for providing PD in their respective core areas: social studies, math, English, and science. All other Literacy Council members will be responsible for introducing strategies to their departments through work in PLC's.

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. This year we have activities during Banned Book Week, September 27th. The LLT supports our faculty/student book club which meets bi-weekly. This year we will be supporting four literacy contests--one each 9 weeks--to support our county Literacy Fair in May. The LLT also sponsors our Racing to Read Program and our Winners Circle Victory Lane Program through Daytona International Speedway. During our annual Family night event in April we hold a book fair. In addition, the LLT sponsors a school wide literacy fair in January; the activities at the fair help support the school-wide writing initiative.

## 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), Lesson Study, lesson planning days and academic coaching are critical practices to help build positive, collaborative relationships on our campus 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 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 clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Action plans created in PLC meetings are submitted weekly to administration for monitoring purposes. The common planning and regular PLC infrastructure also ensure that teachers have the structure and time to provide feedback on their Lesson Study experiences.

Lesson Study has been implemented in the math, science and social studies departments with two cycles completed in year one. This year, Lesson Study will expand to reading and language arts, with continued cycles in math, science and social studies. Participants surveyed have ranked these series of collaborative professional learning sessions as highly engaging and having a significant impact on their professional practice resulting in increased student academic achievement.

Additionally, grade level meetings are held monthly to allow interdisciplinary collaboration in addressing specific academic and behavioral concerns across the content areas. In so doing, 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 walk throughs and coaching calibrations 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 the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits from peers. The coaches work side by side with teachers to enhance

instruction.

Additional actions supporting teacher collaboration and professional growth include:

Monthly professional development "menu" offerings based on teacher surveys to allow teacher choice on professional growth.

Instructional rounds/model classroom initiate to allow teachers to identify areas of need, observe model lessons in their peers classrooms, and collaborate with peers on planning and implementation of new strategies to improve their practice.

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

1. New Teacher Programs: District E3, Individualized PD, mentors, peer classroom visits (Administration)
2. Leadership Opportunities (Administration)
3. Professional Development (School-based Leadership Teams)
4. PLC Activities (PLCs)
5. Participation in District Job Fair and Recruitment Activities (Administration)
6. Teacher recognition programs (Administration)
7. Through SIG: Signing Bonuses (new teachers) and Performance Pay (All Faculty & Administration)

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

All new/beginning teachers are provided with support through the school resource office and assistant principal who meets with them monthly. School-based veteran teachers and Academic Coaches within each PLC provide mentoring and support as needed for any new/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***

All Volusia County public high school programs meet or exceed state requirements. At the secondary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. Schools leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLCs), Lesson Study, and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

#### **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 and summative assessment data and continuously 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, create targeted instructional lessons during PLCs. Students

requiring intensive remediation receive additional support from academic coaches, mentors, and student tutors. 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 monthly to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility. The use of instructional reviews and academic coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs. 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 the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits. Instructional coaches work side by side with teachers to enhance instruction. 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:** After School Program

**Minutes added to school year:** 4,200

Targeted students receive math tutoring twice each week, for 60 minutes each time. Tutoring continues throughout the school year; however, the students who are targeted to receive this assistance vary according to progress monitoring data.

***Strategy Rationale***

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Dabbe, Melanie, mcdabbe@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

**Strategy: Weekend Program**

**Minutes added to school year: 1,440**

Targeted students receive additional time to receive instruction and tutoring at the end of each quarter. Students who are targeted to receive this assistance vary according to progress monitoring data and have the opportunity to improve quarter grades.

**Strategy Rationale**

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Cunningham, Jon, jcunnin1@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

**Strategy: Extended School Day**

**Minutes added to school year: 450**

Targeted students receive biology tutoring twice following each district assessment. Tutoring continues throughout the school year; however, the students who are targeted to receive this assistance vary according to progress monitoring data.

**Strategy Rationale**

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Alves, Dawn, dmalves@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

**Strategy: After School Program**

**Minutes added to school year: 1,200**

ACT & SAT Test Preparation

**Strategy Rationale**

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on targeted, tested concepts.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Cunningham, Jon, jcunnin1@volusia.k12.fl.us

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

ACT and SAT practice scores will be used to monitor progress.

Furthermore, ACT and SAT exam scores will be analyzed for program effectiveness.

**Strategy: After School Program**

**Minutes added to school year: 0**

Professional Learning Communities (PLCs) meet for the purpose of data analysis and response, intervention planning, as well as professional development for 1 hour each week.

**Strategy Rationale**

PLCs encourage teacher teams to engage in data analysis and problem-solving for the purpose of meeting students' academic needs as a team.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Cunningham, Jon, jcunnin1@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

**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 transition between middle and high school is improved with the addition of summer Jumpstart programs to pre-teach requisite skills to struggling students who will take Biology and Algebra. F.I.N.S. – “Freshman Induction for New Students” is a program designed by upperclassmen and student leaders, and is used to acquaint new students with our campus, the faculty, and each other. Students work through activities designed to build community, tour the campus, and receive “words of wisdom” from student leaders. Freshmen also learn about opportunities on campus, school policies, and other key items during the first week of school through a PowerPoint shown during fourth period. All students on campus participate in a modified version of this induction to reiterate campus policies, procedures and begin to establish relationships in their new classrooms and with their teachers. Incoming freshmen that are identified as needing additional support through our school’s EWS report are met with at the beginning of the year to offer an adult to connect with for support needed. These same students are assigned an adult on campus to meet with to help establish a relationship focusing on academic support and school engagement.

Commit to Graduate (C2G) is a school-led program that encourages students in the beginning of their freshmen year commit to graduating on time. In addition, a College & Career Expo is held for juniors and seniors to help them focus on connections between their high school experience and postsecondary goals.

Freshmen learn about high school graduation requirements and strategies to stay on track during a lesson occurring in their AVID or Research classes immediately following the first mid-term grade reporting.

Students are encouraged to visit their teachers during Power Hour to receive academic support including remediation and enrichment.

Students taking the ACT and/or SAT are provided onsite assistance during Power Hour or after school to complete the necessary profile and account information, with financial support as needed. Students are also provided test prep opportunities during the fall and spring. Each opportunity includes an hour long session, meeting after school for 8 weeks.

### 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 student internships. One such internship includes a partnership with the Daytona Beach Museum of Arts and Sciences in conjunction with the Smithsonian Institute. Students work with museum curators, attend online webinars, and develop 3D printing of the artifacts to bring back to the school.

Students enrolled in a Career Academy complete cross-curricular lessons that provide a more relevant approach to learning.

Representatives from local colleges and the Armed Services visit the campus several times per year and provide students information during lunch time.

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

A variety of career and technical education programs, including Career Academies, are available to assist students in acquiring skills related to a number of career fields. The Industry Certification and the associated programs available at Atlantic High School are listed below:

Industry Certification Program Name

Adobe Certified Associate (Dreamweaver) Web Development

Adobe Certified Associate (Flash) Gaming & Simulation

Adobe Certified Associate (Illustrator) Digital Design

Adobe Certified Associate (In-Design) Digital Design

Adobe Certified Associate (Photoshop) Digital Design

Adobe Certified Associate (Premier) OR Final Cut Pro Digital Video Production  
FNGLA Certified Horticulture Professional Horticulture  
NOCTI Criminal Justice Criminal Justice  
ParaPro Assessment Teacher Assisting  
Microsoft Office Specialist (MOS) Bundle Computing for College & Careers

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

Career Academies provide the model for integrating career and technical education with the content of core academic courses, providing students valuable opportunities to experience real-world applications of subject matter. Academies incorporate integrated curriculum which includes an exploration of a subject, theme, interest, or career area. Integrated curriculum combines relevant CTE courses with rigorous academic core material in order to break down barriers between subjects and make learning more meaningful.

***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***

Clicked on link and looks like no new info---

Data from the High School Feedback Report is available from 2004 through 2012 at <http://data.fldoe.org/readiness/>

In response to this data, a variety of strategies have been implemented to prepare high school students for the post secondary level. Specific programs and or initiatives that are used at the school and district level:

- Advanced Placement
- AVID
- Career Academies and Career and Technical Education Classes
- Dual Enrollment
- College Expo and Transition Fair
- College Tours and College Rep Visits
- High School Showcase
- PERT Administration and appropriate placement in College Readiness Courses
- 8th Period CSI/Mentoring groups focused on College/Career Pathways

## 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.

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## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** The School-Based Leadership Team will develop and implement a school-wide Literacy Plan to increase student achievement in all content areas.
- G2.** If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups. [copy]

## 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.** The School-Based Leadership Team will develop and implement a school-wide Literacy Plan to increase student achievement in all content areas. 1a

G069386

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	74.0
FSA English Language Arts - Achievement	54.0
ELA/Reading Gains	45.0
ELA/Reading Lowest 25% Gains	26.0
Math Gains	42.0
Bio I EOC Pass	78.0
FSA Mathematics - Achievement	59.0

**Resources Available to Support the Goal** 2

- Academic Coaches
- Literacy professional development delivered as stand-alone and infused into trainings scheduled throughout the year
- State and district support - SIG resources for PD, extended learning time & technology, district Writing Coach
- On-campus model classrooms for peer observation
- Weekly core content-area PLC meetings
- On-campus professional development offered through coaching staff and district personnel
- Basic teacher understanding of Florida Standards, including some knowledge of Reading, Writing, Speaking and Listening Standards

**Targeted Barriers to Achieving the Goal** 3

- Teacher need for specific, targeted PD related to increasing literacy and implementing Florida Standards
- Student need for additional opportunities for critical reading and writing across the content areas

**Plan to Monitor Progress Toward G1.** 8

Improved student achievement data: Volusia Literacy Tasks, District Interim Assessments, State Mandated Tests. student course grades on interim grade reports and report cards, student scores on classroom-level critical reading & writing assignments.

**Person Responsible**

Veronica Garrett

**Schedule**

Biweekly, from 10/21/2014 to 5/29/2015

**Evidence of Completion**

VLT results, DIA/SMT data, student grade reports

**G2.** If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups. [copy] 1a

G069387

### Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	45.0
ELA/Reading Lowest 25% Gains	26.0
FSA Mathematics - Achievement	59.0
4-Year Grad Rate (Standard Diploma)	74.0
Math Gains	42.0
Bio I EOC Pass	78.0
FSA English Language Arts - Achievement	54.0

### Resources Available to Support the Goal 2

- Personnel: Community Assessment Team; District Leadership Team; Instructional Services Specialists; Instructional Services Secondary TOAs, Coaches, and Elementary ISTOAs; Area Superintendents; Office of Professional Development & Support Coordinator and Specialists; ESOL Coordinator; Differentiated Accountability Region 2 Team; School Administration; Title I Intervention Teachers; Behavioral Support Staff;
- Funds: SAI Funds; Reading FEFP Funds; District Budgets; Title I Funds; Title II Funds; Title III Funds; Race to the Top (5th year amendment); SIG 1003(g) (if awarded)

### Targeted Barriers to Achieving the Goal 3

- Need for greater resource alignment--including personnel, funds, and stakeholder support:  
\*District: Volume of schools in need \*School: Volume of students in need; \*District: Ability to establish a presence on all school campuses \*School: Ability to establish a presence in all classrooms; \*District: Taking time and funds away from all schools to support most struggling schools leads to declines in higher performing schools \*School: Taking time and funds away from some students and/or teachers to support most struggling students and/or teachers leads to declines in higher performing students; \*District: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting \*School: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting; \*District: Lack of available technology resources to fulfill needs of schools \*School: Lack of available technology resources to fulfill needs of students and teachers; \*District: Lack of systematic support for stakeholder engagement in school growth \*School: Lack of systematic support for stakeholder engagement in student learning
- Inconsistent instructional quality: \*Teacher capacity to design and deliver high-quality, engaging standards-based instruction; \*Teacher capacity to design and deliver high-quality, engaging differentiated instruction; \*Teacher capacity to design assessments and use assessment data to drive instruction; \*Teacher capacity to respond to students' varying school readiness levels (elementary); \*Teacher capacity to respond to respond to students with low proficiency levels in literacy and mathematics; \*Teacher capacity to use technology resources to meet student needs; \*The capacity of instructional leaders to accurately assess and assist with instructional quality;
- Professional Learning: \*Lack of replicable and sustainable school-based PD models that incorporate consistent expectations for follow-up, implementation, and evaluation; \*Limited opportunities for professional learning; \*Inability to monitor fidelity of school-based professional learning opportunities; \*Need for greater attention to professional learning opportunities for coaches and intervention teachers; \*Inconsistent implementation of Professional Learning Communities; \*Inconsistent or limited implementation of Lesson Study

### Plan to Monitor Progress Toward G2. 8

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

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

**Person Responsible**

Alicia Parker

**Schedule**

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

**Evidence of Completion**

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

### Plan to Monitor Progress Toward G2. 8

Tier 3 CAT will analyze and make recommendations for response.

**Person Responsible**

Bambi Lockman

**Schedule**

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

**Evidence of Completion**

Tier 3 CAT minutes, which include recommended actions

### Plan to Monitor Progress Toward G2. 8

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

**Person Responsible**

James Tager

**Schedule**

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

**Evidence of Completion**

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

## 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.** The School-Based Leadership Team will develop and implement a school-wide Literacy Plan to increase student achievement in all content areas. **1**

 **G069386**

**G1.B4** Teacher need for specific, targeted PD related to increasing literacy and implementing Florida Standards **2**

 **B180512**

**G1.B4.S1** Offer school-based targeted PD and follow-up with coaching cycles. **4**

 **S191819**

### Strategy Rationale

- Year-end survey 2013-2014 and pre-planning survey 2014-2015 indicated teacher need for targeted PD
- Classroom observations revealed need for teacher PD in literacy strategies
- New assessments require student proficiency in critical reading and writing; in order for teachers to assist students in achieving this proficiency, teachers need professional development in obtaining these instructional strategies

### Action Step 1 **5**

Prioritize needs based on surveys and observations for development of PD opportunities

#### Person Responsible

Paul Nehrig

#### Schedule

Monthly, from 8/12/2014 to 5/29/2015

#### Evidence of Completion

Weekly coaching agendas

## Action Step 2 5

Schedule PD Opportunities

### **Person Responsible**

Melanie Dabbe

### **Schedule**

Monthly, from 8/12/2014 to 5/29/2015

### ***Evidence of Completion***

School calendar, PD agendas and sign-in sheets

## Action Step 3 5

Instructional Coaches schedule targeted coaching support / follow-up with faculty

### **Person Responsible**

Paul Nehrig

### **Schedule**

Weekly, from 8/12/2014 to 8/12/2015

### ***Evidence of Completion***

Coaching logs, weekly coaching agendas

## Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

AP for Curriculum & Instruction will work with Instructional Coaches to document PD development, delivery, and follow-up

### **Person Responsible**

Paul Nehrig

### **Schedule**

Weekly, from 8/12/2014 to 5/29/2015

### ***Evidence of Completion***

Instructional meeting agendas & minutes, coaching logs, PD agendas & sign-in sheets, school calendar

## Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administrative & Coaching observations will be used to determine effectiveness of PD as teachers work to implement literacy strategies & Florida Standards in the classroom.

### Person Responsible

Paul Nehrig


### Schedule

Biweekly, from 10/21/2014 to 5/29/2015

### Evidence of Completion

Observation notes of teacher use of strategies & student achievement data on progress monitoring assessments: Volusia Literacy Tasks, District Interim Assessments, and State Mandated Tests.

## G1.B5 Student need for additional opportunities for critical reading and writing across the content areas 2

 B180513

**G1.B5.S1** Capitalize on extended learning time opportunities made possible by the School Improvement Grant (SIG) strategies to build a culture of critical reading and writing instruction across the content areas. 4

 S191821

### Strategy Rationale

- Opportunities provided by the SIG resources.
- Effective literacy instruction requires time.

## Action Step 1 5

Provide teachers the support they need (PD opportunities, PLC work, time, professional literature, peer observations, lesson study) to infuse critical reading and writing elements in project-based learning activities.

### Person Responsible

Paul Nehrig

### Schedule

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

### Evidence of Completion

PD agendas & sign-in sheets, Classroom observations, PBL plans which incorporate literacy strategies, student products.

## Action Step 2 5

Utilize the Coaching cycle of observation and follow-up to support carry-over into daily instructional practice.

### **Person Responsible**

Paul Nehrig

### **Schedule**

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

### ***Evidence of Completion***

Coaching logs, Coaching/PD meeting agendas & minutes.

## Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administrative and coaching classroom observations, PLC meetings with academic coaches.

### **Person Responsible**

Paul Nehrig

### **Schedule**

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

### ***Evidence of Completion***

Observation notes of teacher use of strategies, PLC meeting notes, coaching logs

## Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Administrative and coaching classroom observations, Coaching/PD meetings, PLC meetings with academic coaches.

### **Person Responsible**

Paul Nehrig

### **Schedule**

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

### ***Evidence of Completion***

Classroom observation notes, coaching logs, Coaching/PD meeting agendas & minutes.

**G2.** If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups. [copy] 1

G069387

**G2.B2** Need for greater resource alignment--including personnel, funds, and stakeholder support:  
\*District: Volume of schools in need \*School: Volume of students in need; \*District: Ability to establish a presence on all school campuses \*School: Ability to establish a presence in all classrooms; \*District: Taking time and funds away from all schools to support most struggling schools leads to declines in higher performing schools \*School: Taking time and funds away from some students and/or teachers to support most struggling students and/or teachers leads to declines in higher performing students; \*District: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting \*School: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting; \*District: Lack of available technology resources to fulfill needs of schools \*School: Lack of available technology resources to fulfill needs of students and teachers; \*District: Lack of systematic support for stakeholder engagement in school growth \*School: Lack of systematic support for stakeholder engagement in student learning 2

B180517

**G2.B2.S1** District Multi-Tiered System of Support: Use data to determine personnel assignments and differentiated levels of support (coaching assignments or number of visits, specialist visits, and liaison visits) 4

S191822

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Bambi Lockman

#### Schedule

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

#### Evidence of Completion

School Resource Allocation Charts; District Tiered System of Support Assignments

### Action Step 2 5

Liaison assistance to Title I school leadership for developing 2014-2015 Title I school budget, SIP goal, and PD plan

**Person Responsible**

Leticia Roman

**Schedule**

On 6/30/2014

***Evidence of Completion***

Title I budgets

### Action Step 3 5

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

**Person Responsible**

James Tager

**Schedule**

On 7/7/2014

***Evidence of Completion***

District recommendation from Action Step 1

### Action Step 4 5

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

**Person Responsible**

Bambi Lockman

**Schedule**

On 7/28/2014

***Evidence of Completion***

Staffing Summary Reports

### Action Step 5 5

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

**Person Responsible**

Bambi Lockman

**Schedule**

Weekly, from 7/14/2014 to 6/8/2015

***Evidence of Completion***

CAT Meeting Calendar

### Action Step 6 5

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

**Person Responsible**

Kati Dyer

**Schedule**

Quarterly, from 8/25/2014 to 6/8/2015

***Evidence of Completion***

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

### Action Step 7 5

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

**Person Responsible**

Alicia Parker

**Schedule**

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

***Evidence of Completion***

SharePoint Data Analysis Reports

**Action Step 8** 5

Provide training to district liaisons for schools

**Person Responsible**

James Tager

**Schedule**

On 5/12/2014

***Evidence of Completion***

MyPGS (Attendance Records)

**Action Step 9** 5

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

**Person Responsible**

Alicia Parker

**Schedule**

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

***Evidence of Completion***

SharePoint Data Analysis Reports

## Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Tier 1 CAT will review all evidence submitted for each action step in this strategy:  
AS1: School Resource Allocation Charts; District Tiered System of Support Assignments  
AS2: Title I budgets  
AS3: District recommendation from Action Step 1  
AS4: Staffing Summary Reports  
AS5: CAT Meeting Calendar  
AS6: School Improvement Plans, SIP Midyear Reflection, Liaison Reports to Tier 1 CAT  
AS7: SharePoint Data Analysis Reports  
AS8: MyPGS (Attendance Records)  
AS9: SharePoint Data Analysis Reports

### **Person Responsible**

Bambi Lockman

### **Schedule**

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

### **Evidence of Completion**

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

## Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

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

### **Person Responsible**

Karen Beattie

### **Schedule**

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

### **Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Tier 3 CAT will analyze and make recommendations for response.

**Person Responsible**

Bambi Lockman

**Schedule**

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

**Evidence of Completion**

Tier 3 CAT minutes, which include recommended actions

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

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

**Person Responsible**

James Tager


**Schedule**

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

**Evidence of Completion**

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

**G2.B2.S2** Establish school-based leadership teams to support School MTSS 4

 S191823

**Strategy Rationale**

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

**Action Step 1** 5

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

**Person Responsible**

James Tager

**Schedule**

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

***Evidence of Completion***

Rosters of School-based Instructional Leadership teams

**Action Step 2** 5

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

**Person Responsible**

Karen Beattie

**Schedule**

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

***Evidence of Completion***

Conference Attendance Records

**Action Step 3** 5

Hire school-based Project TOA for SIG (Orange City Elementary)

**Person Responsible**

Carrie Crkvenac

**Schedule**

On 6/30/2017

***Evidence of Completion***

Staffing Summary

**Action Step 4** 5

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

**Person Responsible**

Teresa Marcks

**Schedule**

On 6/30/2017

***Evidence of Completion***

Staffing Summary

**Action Step 5** 5

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

**Person Responsible**

Bambi Lockman

**Schedule**

On 6/30/2017

***Evidence of Completion***

Staffing Summary

### Action Step 6 5

Hire district School Improvement Specialist

**Person Responsible**

Bambi Lockman

**Schedule**

On 6/30/2017

***Evidence of Completion***

Staffing Summary

### Action Step 7 5

PD for School-Based Instructional Leadership Teams on 8-Step Planning Process and School Improvement (including how to analyze and respond to data appropriately)

**Person Responsible**

Kati Dyer

**Schedule**

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

***Evidence of Completion***

School Improvement Plans

### Action Step 8 5

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

**Person Responsible**

Kati Dyer

**Schedule**

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

***Evidence of Completion***

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

**Action Step 9** 5

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

**Person Responsible**

Alicia Parker

**Schedule**

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

***Evidence of Completion***

Data Protocol Reports

**Action Step 10** 5

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

**Person Responsible**

James Tager

**Schedule**

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

***Evidence of Completion***

MyPGS (Attendance records and PD products)

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

School-based instructional leadership teams review all evidence submitted for each action step in this strategy:

AS1: Rosters of School-based Instructional Leadership teams

AS2: Conference Attendance Records

AS3: Staffing Summary

AS4: Staffing Summary

AS5: Staffing Summary

AS6: Staffing Summary

AS7: School Improvement Plans

AS8: Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes);

Leadership Team monthly report to liaison

AS9: Data Protocol Reports

AS10: MyPGS (Attendance records and PD products)

**Person Responsible**

James Tager

**Schedule**

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

***Evidence of Completion***

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

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

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

**Person Responsible**

Bambi Lockman

**Schedule**

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

***Evidence of Completion***

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

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

School-based instructional leadership teams review data and assessment results

**Person Responsible**

James Tager

**Schedule**

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

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

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

**Person Responsible**

Karen Beattie

**Schedule**

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

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Tier 3 CAT will analyze and make recommendations for response

**Person Responsible**

Bambi Lockman

**Schedule**

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

**Evidence of Completion**

Tier 3 CAT minutes, which include recommended actions

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

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

**Person Responsible**

James Tager

**Schedule**


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

**Evidence of Completion**

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

**G2.B2.S3 Create a system to facilitate student, family, and community engagement in student learning**

4

 S191824

**Strategy Rationale**

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

**Action Step 1** 5

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

**Person Responsible**

Carrie Crkvenac

**Schedule**

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

**Evidence of Completion**

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

### Action Step 2 5

Effective, frequent communication with stakeholders (Both schools)

**Person Responsible**

James Tager

**Schedule**

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

***Evidence of Completion***

Records from communication systems

### Action Step 3 5

Facilitate student leadership groups for the purpose of motivating students' academic and behavioral success (Both schools)

**Person Responsible**

Gary Marks

**Schedule**

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

***Evidence of Completion***

Student groups' calendar of meetings and activities

### Action Step 4 5

Facilitate mentoring programs for identified students (Both schools)

**Person Responsible**

Gary Marks

**Schedule**

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

***Evidence of Completion***

Mentoring calendar

### Action Step 5 5

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

**Person Responsible**

Amy Hall

**Schedule**

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

***Evidence of Completion***

School activities calendar

### Action Step 6 5

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

**Person Responsible**

Kelly Amy

**Schedule**

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

***Evidence of Completion***

Meeting calendar and minutes, School activities calendar, Internship logs

### Action Step 7 5

Establish PreK-20 Community of Practice (Both schools)

**Person Responsible**

Bambi Lockman

**Schedule**

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

***Evidence of Completion***

Community of Practice Agendas

**Plan to Monitor Fidelity of Implementation of G2.B2.S3** 6

School-based instructional leadership teams review all evidence submitted for each action step in this strategy:

AS1: Registrations, APTT Plan, School events calendar

AS2: Records from communication systems

AS3: Student groups' calendar of meetings and activities

AS4: Mentoring calendar

AS5: School activities calendar

AS6: Meeting calendar and minutes, School activities calendar, Internship logs

AS7: Community of Practice Agendas

**Person Responsible**

James Tager

**Schedule**

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

***Evidence of Completion***

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

**Plan to Monitor Fidelity of Implementation of G2.B2.S3** 6

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

**Person Responsible**

Bambi Lockman

**Schedule**

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

***Evidence of Completion***

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

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7**

School-based instructional leadership teams review data and assessment results

**Person Responsible**

James Tager

**Schedule**

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

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7**

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

**Person Responsible**

Karen Beattie

**Schedule**

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

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7**

Tier 3 CAT will analyze and make recommendations for response.

**Person Responsible**

Bambi Lockman

**Schedule**

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

**Evidence of Completion**

Tier 3 CAT minutes, which include recommended actions

## Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

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

### Person Responsible

James Tager


### Schedule

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

### Evidence of Completion

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

**G2.B3** Inconsistent instructional quality: \*Teacher capacity to design and deliver high-quality, engaging standards-based instruction; \*Teacher capacity to design and deliver high-quality, engaging differentiated instruction; \*Teacher capacity to design assessments and use assessment data to drive instruction; \*Teacher capacity to respond to students' varying school readiness levels (elementary); \*Teacher capacity to respond to students with low proficiency levels in literacy and mathematics; \*Teacher capacity to use technology resources to meet student needs; \*The capacity of instructional leaders to accurately assess and assist with instructional quality; 2

 B180518

**G2.B3.S1** Increase and enhance teacher capacity to design and deliver high-quality, engaging standards-based instruction 4

 S191825

### Strategy Rationale

## Action Step 1 5

Hire instructional coaches (including reading, math, writing, science, or technology coaches as specified in budget) with SIG principals' input to best benefit their respective schools. (Both schools)

### Person Responsible

James Tager

### Schedule

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

### Evidence of Completion

Staffing Summary for SIG schools

**Action Step 2** 5

PD Write From the Beginning (continue implementation)

**Person Responsible**

Carrie Crkvenac

**Schedule**

Quarterly, from 7/1/2014 to 6/30/2015

**Evidence of Completion**

MyPGS (attendance records); Coaching Logs

**Action Step 3** 5

PD Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS)

**Person Responsible**

Carrie Crkvenac

**Schedule**

Weekly, from 7/1/2014 to 6/30/2015

**Evidence of Completion**

MyPGS (attendance records), Coaching Logs

**Action Step 4** 5

PD Content area expertise (see budget line notes for specific timeline details)

**Person Responsible**

Karen Beattie

**Schedule**

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

**Evidence of Completion**

MyPGS (attendance records); Coaching Logs

### Action Step 5 5

PD Instructional practices (Engagement, Collaboration, Differentiated Instruction, Management)  
(see budget line notes for specific timeline details)

**Person Responsible**

Karen Beattie

**Schedule**

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

***Evidence of Completion***

MyPGS (attendance records); Coaching Logs

### Action Step 6 5

Instructional Reviews

**Person Responsible**

James Tager

**Schedule**

Semiannually, from 8/18/2014 to 6/30/2017

***Evidence of Completion***

Instructional Review Agendas and minutes

### Action Step 7 5

Lesson Study

**Person Responsible**

Karen Beattie

**Schedule**

Quarterly, from 8/18/2014 to 6/1/2017

***Evidence of Completion***

MyPGS (attendance records)

**Action Step 8** 5

PD Project-Based Learning

**Person Responsible**

Kelly Amy

**Schedule**

Monthly, from 8/18/2014 to 6/30/2017

***Evidence of Completion***

MyPGS (attendance records)

**Action Step 9** 5

District PLC Network for Non-core

**Person Responsible**

Kelly Amy

**Schedule**

Quarterly, from 8/17/2015 to 6/30/2017

***Evidence of Completion***

PLC Calendar

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

School-based instructional leadership teams review all evidence submitted for each action step in this strategy:

- A1: Staffing Summary for SIG schools
- A2: MyPGS (attendance records); Coaching Logs
- A3: MyPGS (attendance records); Coaching Logs
- A4: MyPGS (attendance records); Coaching Logs
- A5: MyPGS (attendance records); Coaching Logs
- A6: Instructional Review Agendas and minutes
- A7: MyPGS (attendance records); Coaching Logs
- A8: MyPGS (attendance records); Coaching Logs
- A9: PLC Calendar

**Person Responsible**

James Tager

**Schedule**

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

***Evidence of Completion***

Instructional Leadership Teams monthly Reports

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

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

**Person Responsible**

Bambi Lockman

**Schedule**

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

***Evidence of Completion***

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

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

School-based instructional leadership teams review data and assessment results

**Person Responsible**

James Tager

**Schedule**

Monthly, from 4/9/2014 to 6/30/2017

**Evidence of Completion**

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

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

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

**Person Responsible**

Bambi Lockman

**Schedule**

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

**Evidence of Completion**

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

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

Tier 3 CAT will analyze and make recommendations for response

**Person Responsible**

Bambi Lockman

**Schedule**

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

**Evidence of Completion**

Tier 3 CAT minutes, which include recommended actions

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

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

### Person Responsible

James Tager

### Schedule

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

### Evidence of Completion

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

## G2.B3.S2 Increase the use of student data to design and deliver differentiated standards-based instruction 4

 S191826

### Strategy Rationale

Not all teachers and leaders have great familiarity with methods of and resources for differentiating instruction. There needs to be greater understanding about the kinds of differentiation that should occur during Tier 1, core instruction.

## Action Step 1 5

Assist teachers to use data to develop and monitor their Deliberate Practice Plans

### Person Responsible

Karen Beattie

### Schedule

Quarterly, from 8/4/2014 to 6/30/2017

### Evidence of Completion

Deliberate Practice Plans

### Action Step 2 5

Early Release PD: Using data to differentiate instruction (to include ESE inclusion and co-teach practices)

**Person Responsible**

Karen Beattie

**Schedule**

Monthly, from 8/18/2014 to 6/30/2015

**Evidence of Completion**

MyPGS (Attendance records and PD products); Coaching Logs

### Action Step 3 5

Professional Learning Communities use data to determine differentiated instruction

**Person Responsible**

Karen Beattie

**Schedule**

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

**Evidence of Completion**

MyPGS Records (Attendance records and PLC Logs)

### Action Step 4 5

Develop Technology Plan for using Blended learning to differentiate instruction

**Person Responsible**

Gary Marks

**Schedule**

On 7/30/2014

**Evidence of Completion**

Technology Plan

### Action Step 5 5

Purchase technology and provide oversight and PD for using Blended Learning to differentiate instruction

**Person Responsible**

Gary Marks

**Schedule**

Monthly, from 1/5/2015 to 6/30/2017

**Evidence of Completion**

MyPGS (Attendance records and PD products); Coaching Logs

### Action Step 6 5

Identify and certify Blended Learning classrooms, including model classrooms

**Person Responsible**

Melissa Carr

**Schedule**

Biweekly, from 1/5/2015 to 6/30/2015

**Evidence of Completion**

Blended Learning Classroom Verification Document; CrossPointe Data Element

### Action Step 7 5

PD for teachers on Blended Learning using model classrooms

**Person Responsible**

Karen Beattie

**Schedule**

Monthly, from 8/17/2015 to 6/30/2016

**Evidence of Completion**

Coaching Logs

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

School-based instructional leadership teams review all evidence submitted for each action step in this strategy:

AS1: Deliberate Practice Plans

AS2: MyPGS (Attendance records and PD products); Coaching Logs

AS3: MyPGS Records (Attendance records and PLC Logs)

AS4: Technology Plan

AS5: MyPGS (Attendance records and PD products); Coaching Logs

AS6: Blended Learning Classroom Verification Document; CrossPointe Data Element

AS7: Coaching Logs

**Person Responsible**

James Tager

**Schedule**

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

**Evidence of Completion**

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

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

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

**Person Responsible**

Bambi Lockman

**Schedule**

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

**Evidence of Completion**

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

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

School-based instructional leadership teams review data and assessment results

**Person Responsible**

James Tager

**Schedule**

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

**Evidence of Completion**

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

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

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

**Person Responsible**

Karen Beattie

**Schedule**

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

**Evidence of Completion**

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

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

Tier 3 CAT will analyze and make recommendations for response

**Person Responsible**

Bambi Lockman

**Schedule**

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

**Evidence of Completion**

Tier 3 CAT minutes, which include recommended actions

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

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

### Person Responsible

James Tager


### Schedule

On 6/30/2017

### Evidence of Completion

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

**G2.B3.S3** Increase learning time, especially through the effective implementation of data-driven intervention practices 4

 S191827

### Strategy Rationale

Not all teachers and leaders have great familiarity with methods of and resources for differentiating instruction. There needs to be greater understanding about the kinds of differentiation that should occur during Tier 2 and Tier 3 intervention. This includes developing knowledge about effective intervention practices such as walk-to-intervention for elementary schools and the effective use of intervention periods for secondary schools.

## Action Step 1 5

Design and provide summer programs that boost student achievement

### Person Responsible

Leticia Roman

### Schedule

Annually, from 6/1/2015 to 6/30/2017

### Evidence of Completion

MyPGS; Student attendance records

### Action Step 2 5

Design master schedule with more instructional time, including Common Planning and PLC time for teachers

**Person Responsible**

Stephanie Workman

**Schedule**

On 8/15/2014

***Evidence of Completion***

Master Schedule

### Action Step 3 5

PD for teachers on how to maximize additional instructional time--to include recommendations for most effective intervention and enrichment practices in varied settings: regular class time and designated intervention periods.

**Person Responsible**

James Tager

**Schedule**

Monthly, from 7/3/2014 to 6/30/2015

***Evidence of Completion***

MyPGS; Student attendance records

### Action Step 4 5

Create Virtual Learning Design Plan and redesign Media Center as Virtual Learning Hub

**Person Responsible**

Melissa Carr

**Schedule**

Semiannually, from 6/2/2014 to 6/2/2014

***Evidence of Completion***

Virtual Learning Design Plan and Invoices

### Action Step 5 5

Provide virtual learning opportunities for students (virtual tutors, to include but not limited to tutoring support for AP classes) and virtual learning opportunities for teachers (24/7 access to online PD)

#### **Person Responsible**

Melissa Carr

#### **Schedule**

Quarterly, from 8/1/2014 to 6/30/2017

#### ***Evidence of Completion***

Records and reports from virtual learning sites

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

School-based instructional leadership teams review all evidence submitted for each action step in this strategy:

AS1: MyPGS; Student attendance records

AS2: Master Schedule

AS3: MyPGS; Student attendance records

AS4: Virtual Learning Design Plan and Invoices

AS5: Records and reports from virtual learning sites

#### **Person Responsible**

James Tager

#### **Schedule**

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

#### ***Evidence of Completion***

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

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

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

**Person Responsible**

Bambi Lockman

**Schedule**

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

**Evidence of Completion**

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

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

School-based instructional leadership teams review data and assessment results

**Person Responsible**

James Tager

**Schedule**

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

**Evidence of Completion**

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

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

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

**Person Responsible**

Karen Beattie

**Schedule**

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

**Evidence of Completion**

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

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

Tier 3 CAT will analyze and make recommendations for response.

**Person Responsible**

Bambi Lockman

**Schedule**

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

***Evidence of Completion***

Tier 3 CAT minutes, which include recommended actions

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

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

**Person Responsible**

James Tager


**Schedule**

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

***Evidence of Completion***

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

**G2.B3.S4** Implement and continue school-wide instructional reforms strategies that increase rigor and relevance, resulting in college and career readiness **4**

 S191828

### Strategy Rationale

#### Action Step 1 **5**

Design master schedule to include AVID, Freshman Academy, 9th Grade Research course, and wall-to-wall academies

##### **Person Responsible**

Teresa Marcks

##### **Schedule**

On 6/30/2014

##### **Evidence of Completion**

Master schedule

#### Action Step 2 **5**

Send team of AVID teachers to AVID Summer Conference

##### **Person Responsible**

Lary Beal

##### **Schedule**

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

##### **Evidence of Completion**

Attendance record

#### Action Step 3 **5**

PD and PLC for teachers of Atlantic's Freshman Research Course and Ninth Grade Academy

##### **Person Responsible**

Teresa Marcks

##### **Schedule**

On 7/31/2014

##### **Evidence of Completion**

Curriculum Map and Lesson Plans

**Action Step 4** 5

Students provided opportunity for ACT/SAT Test Prep

**Person Responsible**

Teresa Marcks

**Schedule**

Semiannually, from 9/8/2014 to 4/1/2017

***Evidence of Completion***

Tutoring attendance records

**Action Step 5** 5

AVID Team will meet monthly to monitor implementation of AVID program and performance of students; team will also plan quarterly field trips for AVID students

**Person Responsible**

Lary Beal

**Schedule**

Monthly, from 6/27/2014 to 6/1/2017

***Evidence of Completion***

AVID Team meeting minutes (Atlantic and Orange City)

**Plan to Monitor Fidelity of Implementation of G2.B3.S4** 6

School-based instructional leadership teams review all evidence submitted for each action step in this strategy:

AS1: Master schedule

AS2: Attendance record

AS3: Curriculum Map and Lesson Plans

AS4: Tutoring attendance records

AS5: AVID Team meeting minutes (Atlantic and Orange City)

**Person Responsible**

James Tager

**Schedule**

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

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G2.B3.S4** 6

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

**Person Responsible**

Bambi Lockman

**Schedule**

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

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G2.B3.S4 7**

School-based instructional leadership teams review data and assessment results

**Person Responsible**

James Tager

**Schedule**

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

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G2.B3.S4 7**

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

**Person Responsible**

Karen Beattie

**Schedule**

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

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G2.B3.S4 7**

Tier 3 CAT will analyze and make recommendations for response.

**Person Responsible**

Bambi Lockman

**Schedule**

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

**Evidence of Completion**

Tier 3 CAT minutes, which include recommended actions

**Plan to Monitor Effectiveness of Implementation of G2.B3.S4** 7

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

**Person Responsible**

James Tager


**Schedule**

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

**Evidence of Completion**

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

**G2.B3.S5 Create a system to respond to students' varying school readiness levels** 4

 S191829

**Strategy Rationale**

Solutions such as Voluntary PreKindergarten programs can address a community's broad-scale need for greater academic and social school readiness

**Action Step 1** 5

Hire VPK teacher and paraprofessional 4 (Orange City)

**Person Responsible**

Carrie Crkvenac

**Schedule**

On 6/30/2017

**Evidence of Completion**

Staffing Summary; DCF Credential Verification

**Action Step 2** 5

Implement Voluntary Prekindergarten classroom (Orange City)

**Person Responsible**

Carrie Crkvenac

**Schedule**

On 6/30/2017

***Evidence of Completion***

Master schedule

**Action Step 3** 5

PD VPK teachers and staff (Orange City)

**Person Responsible**

Heidi Kochis

**Schedule**

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

***Evidence of Completion***

MyPGS (attendance records); Coaching Logs

**Action Step 4** 5

Hire VPK teacher and paraprofessional 4 (Atlantic)

**Person Responsible**

Teresa Marcks

**Schedule**

On 6/30/2017

***Evidence of Completion***

Staffing Summary; DCF Credential Verification

**Action Step 5** 5

Implement Voluntary Prekindergarten classroom (Atlantic)

**Person Responsible**

Teresa Marcks

**Schedule**

On 6/30/2017

***Evidence of Completion***

Master schedule

**Action Step 6** 5

PD VPK teachers and staff (Atlantic)

**Person Responsible**

Heidi Kochis

**Schedule**

Monthly, from 6/2/2015 to 6/30/2017

***Evidence of Completion***

MyPGS (attendance records); Coaching Logs

**Action Step 7** 5

PD Academic Parent-Teacher Teams (Orange City)

**Person Responsible**

Carrie Crkvenac

**Schedule**

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

***Evidence of Completion***

Registration, APTT Plan, Calendar of events

**Plan to Monitor Fidelity of Implementation of G2.B3.S5** 6

School-based instructional leadership teams review all evidence submitted for each action step.

A1: Staffing Summary; DCF Credential Verification

A2: Master schedule

A3: MyPGS (attendance records); Coaching Logs

A4: Staffing Summary; DCF Credential Verification

A5: Master schedule

A6: MyPGS (attendance records); Coaching Logs

A7: Registration, APTT Plan, Calendar of events

**Person Responsible**

James Tager

**Schedule**

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

***Evidence of Completion***

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

**Plan to Monitor Fidelity of Implementation of G2.B3.S5** 6

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

**Person Responsible**

Bambi Lockman

**Schedule**

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

***Evidence of Completion***

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

**Plan to Monitor Effectiveness of Implementation of G2.B3.S5** 7

School-based instructional leadership teams review data and assessment results

**Person Responsible**

James Tager

**Schedule**

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

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G2.B3.S5** 7

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

**Person Responsible**

Karen Beattie

**Schedule**

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

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G2.B3.S5** 7

Tier 3 CAT will analyze and make recommendations for response.

**Person Responsible**

Bambi Lockman

**Schedule**

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

**Evidence of Completion**

Tier 3 CAT minutes, which include recommended actions

**Plan to Monitor Effectiveness of Implementation of G2.B3.S5** 7

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

**Person Responsible**

James Tager


**Schedule**

Quarterly, from 7/1/2014 to 6/3/2017


**Evidence of Completion**

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

**G2.B4** Professional Learning: \*Lack of replicable and sustainable school-based PD models that incorporate consistent expectations for follow-up, implementation, and evaluation; \*Limited opportunities for professional learning; \*Inability to monitor fidelity of school-based professional learning opportunities; \*Need for greater attention to professional learning opportunities for coaches and intervention teachers; \*Inconsistent implementation of Professional Learning Communities; \*Inconsistent or limited implementation of Lesson Study 2

 B180519

**G2.B4.S1** Create a school-based model that is replicable and sustainable for all schools 4

 S191830

**Strategy Rationale**

**Action Step 1** 5

Facilitate school-based model classroom system

**Person Responsible**

Karen Beattie

**Schedule**

Weekly, from 7/2/2014 to 6/30/2015

**Evidence of Completion**

Visitation Logs; Database of Model Classrooms; Stipends paid according to Assurance 13 for model classroom teachers

### Action Step 2 5

Establish SIG schools as transformation models for partner schools in need of improvement. Year 2: impacting an additional 4 schools, and Year 3: impacting an additional 12 schools. Further years' growth will increase exponentially.

**Person Responsible**

Karen Beattie

**Schedule**

Monthly, from 8/1/2015 to 6/30/2017

***Evidence of Completion***

Visitation Logs, MyPGS Inservice Records

### Action Step 3 5

Establish network between Leadership Teams at SIG Schools and Leadership Teams at partner schools

**Person Responsible**

James Tager

**Schedule**

On 6/30/2017

***Evidence of Completion***

MyPGS Inservice Records

### Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Tier 1 CAT will review all evidence submitted for each action step in this strategy:  
AS1: Visitation Logs; Database of Model Classrooms; Stipends paid according to Assurance 13 for model classroom teachers  
AS2: Visitation Logs, MyPGS Inservice Records  
AS3: MyPGS Inservice Records

**Person Responsible**

Bambi Lockman

**Schedule**

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

***Evidence of Completion***

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

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7**

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

**Person Responsible**

Karen Beattie

**Schedule**

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

***Evidence of Completion***

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

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7**

Tier 3 CAT will analyze and make recommendations for response.

**Person Responsible**

Bambi Lockman

**Schedule**

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

***Evidence of Completion***

Tier 3 CAT minutes, which include recommended actions

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7**

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

**Person Responsible**

James Tager

**Schedule**

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

**Evidence of Completion**

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

**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.B4.S1.A1	Prioritize needs based on surveys and observations for development of PD opportunities	Nehrig, Paul	8/12/2014	Weekly coaching agendas	5/29/2015 monthly
G1.B5.S1.A1	Provide teachers the support they need (PD opportunities, PLC work, time, professional literature, peer observations, lesson study) to infuse critical reading and writing elements in project-based learning activities.	Nehrig, Paul	9/1/2014	PD agendas & sign-in sheets, Classroom observations, PBL plans which incorporate literacy strategies, student products.	5/29/2015 monthly
G2.B2.S1.A1	Examine data to determine level of need at each school in each subject area using a 4-point rubric; determine initial resource allocation (personnel, time, and money) needed for all schools within the district and assign district liaisons to each school. The district recommendations will be shared with the Community Assessment Team, with the opportunity to provide input.	Lockman, Bambi	6/2/2014	School Resource Allocation Charts; District Tiered System of Support Assignments	6/30/2017 annually
G2.B2.S2.A1	PD for Liaisons to provide support for schools to establish Instructional Leadership teams that will direct and monitor the school-based MTSS	Tager, James	5/1/2014	Rosters of School-based Instructional Leadership teams	4/30/2017 quarterly
G2.B2.S3.A1	Facilitate student, family, and community programs that promote engagement in student learning (Orange City)	Crkvenac, Carrie	3/1/2015	Registrations, Academic Parent-Teacher Teams Plan, School events calendar	5/1/2016 quarterly
G2.B3.S1.A1	Hire instructional coaches (including reading, math, writing, science, or technology coaches as specified in budget) with SIG principals' input to best benefit their respective schools. (Both schools)	Tager, James	7/1/2014	Staffing Summary for SIG schools	6/30/2017 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S2.A1	Assist teachers to use data to develop and monitor their Deliberate Practice Plans	Beattie, Karen	8/4/2014	Deliberate Practice Plans	6/30/2017 quarterly
G2.B3.S3.A1	Design and provide summer programs that boost student achievement	Roman, Leticia	6/1/2015	MyPGS; Student attendance records	6/30/2017 annually
G2.B3.S4.A1	Design master schedule to include AVID, Freshman Academy, 9th Grade Research course, and wall-to-wall academies	Marcks, Teresa	6/2/2014	Master schedule	6/30/2014 one-time
G2.B3.S5.A1	Hire VPK teacher and paraprofessional 4 (Orange City)	Crkvenac, Carrie	6/2/2014	Staffing Summary; DCF Credential Verification	6/30/2017 one-time
G2.B4.S1.A1	Facilitate school-based model classroom system	Beattie, Karen	7/2/2014	Visitation Logs; Database of Model Classrooms; Stipends paid according to Assurance 13 for model classroom teachers	6/30/2015 weekly
G1.B4.S1.A2	Schedule PD Opportunities	Dabbe, Melanie	8/12/2014	School calendar, PD agendas and sign-in sheets	5/29/2015 monthly
G1.B5.S1.A2	Utilize the Coaching cycle of observation and follow-up to support carry-over into daily instructional practice.	Nehrig, Paul	9/1/2014	Coaching logs, Coaching/PD meeting agendas & minutes.	5/29/2015 weekly
G2.B2.S1.A2	Liaison assistance to Title I school leadership for developing 2014-2015 Title I school budget, SIP goal, and PD plan	Roman, Leticia	6/9/2014	Title I budgets	6/30/2014 one-time
G2.B2.S2.A2	District and School-based Instructional Leadership Teams attend DA Region 2 Summer Conference	Beattie, Karen	7/14/2014	Conference Attendance Records	8/21/2016 annually
G2.B2.S3.A2	Effective, frequent communication with stakeholders (Both schools)	Tager, James	6/2/2014	Records from communication systems	6/30/2017 weekly
G2.B3.S1.A2	PD Write From the Beginning (continue implementation)	Crkvenac, Carrie	7/1/2014	MyPGS (attendance records); Coaching Logs	6/30/2015 quarterly
G2.B3.S2.A2	Early Release PD: Using data to differentiate instruction (to include ESE inclusion and co-teach practices)	Beattie, Karen	8/18/2014	MyPGS (Attendance records and PD products); Coaching Logs	6/30/2015 monthly
G2.B3.S3.A2	Design master schedule with more instructional time, including Common Planning and PLC time for teachers	Workman, Stephanie	6/2/2014	Master Schedule	8/15/2014 one-time
G2.B3.S4.A2	Send team of AVID teachers to AVID Summer Conference	Beal, Lary	7/7/2014	Attendance record	8/14/2016 annually
G2.B3.S5.A2	Implement Voluntary Prekindergarten classroom (Orange City)	Crkvenac, Carrie	8/4/2014	Master schedule	6/30/2017 one-time
G2.B4.S1.A2	Establish SIG schools as transformation models for partner schools in need of improvement. Year 2: impacting an additional 4 schools, and Year 3: impacting an additional 12 schools. Further years' growth will increase exponentially.	Beattie, Karen	8/1/2015	Visitation Logs, MyPGS Inservice Records	6/30/2017 monthly
G1.B4.S1.A3	Instructional Coaches schedule targeted coaching support / follow-up with faculty	Nehrig, Paul	8/12/2014	Coaching logs, weekly coaching agendas	8/12/2015 weekly
G2.B2.S1.A3	The district recommendations for school resource allocations will be shared with the Community Assessment Team, with the opportunity to provide input.	Tager, James	7/7/2014	District recommendation from Action Step 1	7/7/2014 one-time
G2.B2.S2.A3	Hire school-based Project TOA for SIG (Orange City Elementary)	Crkvenac, Carrie	6/2/2014	Staffing Summary	6/30/2017 one-time
G2.B2.S3.A3	Facilitate student leadership groups for the purpose of motivating students'	Marks, Gary	6/2/2014	Student groups' calendar of meetings and activities	6/30/2017 monthly

**Volusia - 4941 - Atlantic High School - 2015-16 SIP**  
*Atlantic High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	academic and behavioral success (Both schools)				
G2.B3.S1.A3	PD Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS)	Crkvenac, Carrie	7/1/2014	MyPGS (attendance records), Coaching Logs	6/30/2015 weekly
G2.B3.S2.A3	Professional Learning Communities use data to determine differentiated instruction	Beattie, Karen	7/1/2014	MyPGS Records (Attendance records and PLC Logs)	6/30/2017 biweekly
G2.B3.S3.A3	PD for teachers on how to maximize additional instructional time--to include recommendations for most effective intervention and enrichment practices in varied settings: regular class time and designated intervention periods.	Tager, James	7/3/2014	MyPGS; Student attendance records	6/30/2015 monthly
G2.B3.S4.A3	PD and PLC for teachers of Atlantic's Freshman Research Course and Ninth Grade Academy	Marcks, Teresa	7/1/2014	Curriculum Map and Lesson Plans	7/31/2014 one-time
G2.B3.S5.A3	PD VPK teachers and staff (Orange City)	Kochis, Heidi	6/2/2014	MyPGS (attendance records); Coaching Logs	6/30/2017 monthly
G2.B4.S1.A3	Establish network between Leadership Teams at SIG Schools and Leadership Teams at partner schools	Tager, James	7/1/2016	MyPGS Inservice Records	6/30/2017 one-time
G2.B2.S1.A4	Share the resource allocation plan with appropriate school and district leaders, ensuring positions are filled with highly qualified personnel.	Lockman, Bambi	7/8/2014	Staffing Summary Reports	7/28/2014 one-time
G2.B2.S2.A4	Hire school-based Project TOA for SIG (Atlantic High)	Marcks, Teresa	6/2/2014	Staffing Summary	6/30/2017 one-time
G2.B2.S3.A4	Facilitate mentoring programs for identified students (Both schools)	Marks, Gary	6/2/2014	Mentoring calendar	6/30/2017 quarterly
G2.B3.S1.A4	PD Content area expertise (see budget line notes for specific timeline details)	Beattie, Karen	7/1/2014	MyPGS (attendance records); Coaching Logs	6/30/2017 weekly
G2.B3.S2.A4	Develop Technology Plan for using Blended learning to differentiate instruction	Marks, Gary	7/1/2014	Technology Plan	7/30/2014 one-time
G2.B3.S3.A4	Create Virtual Learning Design Plan and redesign Media Center as Virtual Learning Hub	Carr, Melissa	6/2/2014	Virtual Learning Design Plan and Invoices	6/2/2014 semiannually
G2.B3.S4.A4	Students provided opportunity for ACT/ SAT Test Prep	Marcks, Teresa	9/8/2014	Tutoring attendance records	4/1/2017 semiannually
G2.B3.S5.A4	Hire VPK teacher and paraprofessional 4 (Atlantic)	Marcks, Teresa	6/2/2015	Staffing Summary; DCF Credential Verification	6/30/2017 one-time
G2.B2.S1.A5	The Community Assessment Team (CAT) will have a four-tiered structure for monitoring. The Tier 1 CAT will meet weekly to review data collected during site visits to determine customized next steps for each school aligned to SIP goals; the Tier 2 CAT will meet every other week; the Tier 3 CAT will meet quarterly to review assessment data for progress monitoring; the Tier 4 CAT members will be called in as needed for their expertise (Finance, Legal, Human Resource, Technology, etc.).	Lockman, Bambi	7/14/2014	CAT Meeting Calendar	6/8/2015 weekly
G2.B2.S2.A5	Hire district Project Manager for SIG Schools and office specialist for support	Lockman, Bambi	6/2/2014	Staffing Summary	6/30/2017 one-time
G2.B2.S3.A5	Facilitate student, family, and community programs that enhance college and career readiness (Atlantic)	Hall, Amy	7/1/2014	School activities calendar	6/30/2017 quarterly

**Volusia - 4941 - Atlantic High School - 2015-16 SIP**  
*Atlantic High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A5	PD Instructional practices (Engagement, Collaboration, Differentiated Instruction, Management) (see budget line notes for specific timeline details)	Beattie, Karen	7/1/2014	MyPGS (attendance records); Coaching Logs	6/30/2017 biweekly
G2.B3.S2.A5	Purchase technology and provide oversight and PD for using Blended Learning to differentiate instruction	Marks, Gary	1/5/2015	MyPGS (Attendance records and PD products); Coaching Logs	6/30/2017 monthly
G2.B3.S3.A5	Provide virtual learning opportunities for students (virtual tutors, to include but not limited to tutoring support for AP classes) and virtual learning opportunities for teachers (24/7 access to online PD)	Carr, Melissa	8/1/2014	Records and reports from virtual learning sites	6/30/2017 quarterly
G2.B3.S4.A5	AVID Team will meet monthly to monitor implementation of AVID program and performance of students; team will also plan quarterly field trips for AVID students	Beal, Lary	6/27/2014	AVID Team meeting minutes (Atlantic and Orange City)	6/1/2017 monthly
G2.B3.S5.A5	Implement Voluntary Prekindergarten classroom (Atlantic)	Marcks, Teresa	8/4/2015	Master schedule	6/30/2017 one-time
G2.B2.S1.A6	Monitoring development of school Instructional Leadership Teams for SIP implementation, with assistance from each school's liaison	Dyer, Kati	8/25/2014	School Improvement Plans, SIP Midyear Reflection, Liaison Reports to Tier 1 CAT	6/8/2015 quarterly
G2.B2.S2.A6	Hire district School Improvement Specialist	Lockman, Bambi	6/2/2014	Staffing Summary	6/30/2017 one-time
G2.B2.S3.A6	Establish and sustain business, government, and college partnerships that facilitate educator professional growth and relevant student learning (to include related student internships and field studies) (Both schools)	Amy, Kelly	8/4/2015	Meeting calendar and minutes, School activities calendar, Internship logs	6/30/2017 semiannually
G2.B3.S1.A6	Instructional Reviews	Tager, James	8/18/2014	Instructional Review Agendas and minutes	6/30/2017 semiannually
G2.B3.S2.A6	Identify and certify Blended Learning classrooms, including model classrooms	Carr, Melissa	1/5/2015	Blended Learning Classroom Verification Document; CrossPointe Data Element	6/30/2015 biweekly
G2.B3.S5.A6	PD VPK teachers and staff (Atlantic)	Kochis, Heidi	6/2/2015	MyPGS (attendance records); Coaching Logs	6/30/2017 monthly
G2.B2.S1.A7	CAT monitoring and analysis of district assessments to determine areas in need of additional support; resource allocation adjustments will be made as warranted.	Parker, Alicia	9/22/2014	SharePoint Data Analysis Reports	6/8/2015 quarterly
G2.B2.S2.A7	PD for School-Based Instructional Leadership Teams on 8-Step Planning Process and School Improvement (including how to analyze and respond to data appropriately)	Dyer, Kati	8/25/2014	School Improvement Plans	9/8/2016 quarterly
G2.B2.S3.A7	Establish PreK-20 Community of Practice (Both schools)	Lockman, Bambi	8/4/2015	Community of Practice Agendas	6/30/2017 semiannually
G2.B3.S1.A7	Lesson Study	Beattie, Karen	8/18/2014	MyPGS (attendance records)	6/1/2017 quarterly
G2.B3.S2.A7	PD for teachers on Blended Learning using model classrooms	Beattie, Karen	8/17/2015	Coaching Logs	6/30/2016 monthly
G2.B3.S5.A7	PD Academic Parent-Teacher Teams (Orange City)	Crkvenac, Carrie	3/1/2015	Registration, APTT Plan, Calendar of events	5/1/2016 quarterly
G2.B2.S1.A8	Provide training to district liaisons for schools	Tager, James	5/12/2014	MyPGS (Attendance Records)	5/12/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.A8	School-based Instructional Leadership Teams create and meet regularly to monitor School Improvement Plans	Dyer, Kati	8/25/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison	6/9/2017 monthly
G2.B3.S1.A8	PD Project-Based Learning	Amy, Kelly	8/18/2014	MyPGS (attendance records)	6/30/2017 monthly
G2.B2.S1.A9	CAT monitoring and analysis of district assessments to determine areas in need of additional support; resource allocation adjustments will be made as warranted.	Parker, Alicia	9/22/2014	SharePoint Data Analysis Reports	6/8/2015 quarterly
G2.B2.S2.A9	School-based MTSS monthly meetings to analyze progress monitoring data and EWS report	Parker, Alicia	8/11/2014	Data Protocol Reports	6/9/2017 monthly
G2.B3.S1.A9	District PLC Network for Non-core	Amy, Kelly	8/17/2015	PLC Calendar	6/30/2017 quarterly
G2.B2.S2.A10	PD on Vertical Alignment Meetings between SIG schools and feeder pattern schools	Tager, James	5/4/2015	MyPGS (Attendance records and PD products)	5/19/2017 semiannually
G1.MA1	Improved student achievement data: Volusia Literacy Tasks, District Interim Assessments, State Mandated Tests. student course grades on interim grade reports and report cards, student scores on classroom-level critical reading & writing assignments.	Garrett, Veronica	10/21/2014	VLT results, DIA/SMT data, student grade reports	5/29/2015 biweekly
G1.B4.S1.MA1	Administrative & Coaching observations will be used to determine effectiveness of PD as teachers work to implement literacy strategies & Florida Standards in the classroom.	Nehrig, Paul	10/21/2014	Observation notes of teacher use of strategies & student achievement data on progress monitoring assessments: Volusia Literacy Tasks, District Interim Assessments, and State Mandated Tests.	5/29/2015 biweekly
G1.B4.S1.MA1	AP for Curriculum & Instruction will work with Instructional Coaches to document PD development, delivery, and follow-up	Nehrig, Paul	8/12/2014	Instructional meeting agendas & minutes, coaching logs, PD agendas & sign-in sheets, school calendar	5/29/2015 weekly
G1.B5.S1.MA1	Administrative and coaching classroom observations, Coaching/PD meetings, PLC meetings with academic coaches.	Nehrig, Paul	9/1/2014	Classroom observation notes, coaching logs, Coaching/PD meeting agendas & minutes.	5/29/2015 weekly
G1.B5.S1.MA1	Administrative and coaching classroom observations, PLC meetings with academic coaches.	Nehrig, Paul	9/1/2014	Observation notes of teacher use of strategies, PLC meeting notes, coaching logs	5/29/2015 biweekly
G2.MA1	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT. Analysis of district and state assessment results will determine progress made toward goals. Analysis of teacher performance data will be compared to student achievement data (when applicable).	Parker, Alicia	9/22/2014	Student achievement data (to include AMO progress); Graduation data; Teacher performance reports, including triangulation of data (PD, teacher evaluation performance, and student achievement); Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly
G2.MA2	Tier 3 CAT will analyze and make recommendations for response.	Lockman, Bambi	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G2.MA3	District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the	Tager, James	7/10/2014	Evidence: Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams; modifications to Problem-Solving items in School SIPs	6/30/2017 quarterly

**Volusia - 4941 - Atlantic High School - 2015-16 SIP**  
*Atlantic High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	school's recursive 8-step Planning & Problem Solving Process.				
G2.B2.S1.MA1	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.	Beattie, Karen	7/1/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly
G2.B2.S1.MA3	Tier 3 CAT will analyze and make recommendations for response.	Lockman, Bambi	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G2.B2.S1.MA4	District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-step Planning & Problem Solving Process.	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/30/2017 quarterly
G2.B2.S1.MA1	Tier 1 CAT will review all evidence submitted for each action step in this strategy: AS1: School Resource Allocation Charts; District Tiered System of Support Assignments AS2: Title I budgets AS3: District recommendation from Action Step 1 AS4: Staffing Summary Reports AS5: CAT Meeting Calendar AS6: School Improvement Plans, SIP Midyear Reflection, Liaison Reports to Tier 1 CAT AS7: SharePoint Data Analysis Reports AS8: MyPGS (Attendance Records) AS9: SharePoint Data Analysis Reports	Lockman, Bambi	7/1/2014	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/30/2017 monthly
G2.B3.S1.MA1	School-based instructional leadership teams review data and assessment results	Tager, James	4/9/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison: Data Protocol Reports	6/30/2017 monthly
G2.B3.S1.MA4	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize finding for the Tier 3 CAT	Lockman, Bambi	7/1/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only) assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly
G2.B3.S1.MA5	Tier 3 CAT will analyze and make recommendations for response	Lockman, Bambi	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G2.B3.S1.MA6	District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-step Planning & Problem Solving Process.	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/30/2017 quarterly
G2.B3.S1.MA1	School-based instructional leadership teams review all evidence submitted for each action step in this strategy: A1: Staffing Summary for SIG schools A2: MyPGS (attendance records); Coaching Logs A3: MyPGS (attendance records); Coaching Logs A4: MyPGS (attendance records); Coaching Logs A5: MyPGS (attendance records); Coaching Logs A6: Instructional Review Agendas and minutes A7: MyPGS (attendance	Tager, James	7/1/2014	Instructional Leadership Teams monthly Reports	6/30/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	records); Coaching Logs A8: MyPGS (attendance records); Coaching Logs A9: PLC Calendar				
G2.B3.S1.MA3	Tier 1 CAT will review all evidence submitted for each action step, including school-based instructional leadership teams monthly reports	Lockman, Bambi	7/1/2014	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/30/2017 monthly
G2.B4.S1.MA1	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.	Beattie, Karen	7/1/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 monthly
G2.B4.S1.MA2	Tier 3 CAT will analyze and make recommendations for response.	Lockman, Bambi	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G2.B4.S1.MA3	District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-step Planning & Problem Solving Process.	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/30/2017 quarterly
G2.B4.S1.MA1	Tier 1 CAT will review all evidence submitted for each action step in this strategy: AS1: Visitation Logs; Database of Model Classrooms; Stipends paid according to Assurance 13 for model classroom teachers AS2: Visitation Logs, MyPGS Inservice Records AS3: MyPGS Inservice Records	Lockman, Bambi	7/1/2014	Minutes of Tier 1 CAT (school-based and district-activity reports); Deliverable evidence	6/30/2017 monthly
G2.B2.S2.MA1	School-based instructional leadership teams review data and assessment results	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B2.S2.MA4	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.	Beattie, Karen	7/1/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly
G2.B2.S2.MA5	Tier 3 CAT will analyze and make recommendations for response	Lockman, Bambi	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G2.B2.S2.MA6	District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-steps Planning & Problem Solving Process.	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/30/2017 quarterly
G2.B2.S2.MA1	School-based instructional leadership teams review all evidence submitted for each action step in this strategy: AS1: Rosters of School-based Instructional Leadership teams AS2: Conference Attendance Records AS3: Staffing Summary AS4: Staffing Summary AS5: Staffing Summary AS6: Staffing Summary AS7: School Improvement Plans AS8: Instructional Leadership Teams monthly report to SAC on SIP	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly

**Volusia - 4941 - Atlantic High School - 2015-16 SIP**  
*Atlantic High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	progress (SAC Minutes); Leadership Team monthly report to liaison AS9: Data Protocol Reports AS10: MyPGS (Attendance records and PD products)				
G2.B2.S2.MA2	Tier 1 CAT will review all evidence submitted for each action step, including school-based instructional leadership teams monthly reports	Lockman, Bambi	7/1/2014	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/30/2017 monthly
G2.B3.S2.MA1	School-based instructional leadership teams review data and assessment results	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B3.S2.MA4	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.	Beattie, Karen	7/30/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly
G2.B3.S2.MA5	Tier 3 CAT will analyze and make recommendations for response	Lockman, Bambi	7/30/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G2.B3.S2.MA6	District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-step Planning & Problem Solving Process.	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/30/2017 one-time
G2.B3.S2.MA1	School-based instructional leadership teams review all evidence submitted for each action step in this strategy: AS1: Deliberate Practice Plans AS2: MyPGS (Attendance records and PD products); Coaching Logs AS3: MyPGS Records (Attendance records and PLC Logs) AS4: Technology Plan AS5: MyPGS (Attendance records and PD products); Coaching Logs AS6: Blended Learning Classroom Verification Document; CrossPointe Data Element AS7: Coaching Logs	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B3.S2.MA3	Tier 1 CAT will review all evidence submitted for each action step; including school-based instructional leadership teams monthly reports.	Lockman, Bambi	7/1/2014	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/30/2017 monthly
G2.B2.S3.MA3	School-based instructional leadership teams review data and assessment results	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B2.S3.MA4	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.	Beattie, Karen	7/1/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly
G2.B2.S3.MA5	Tier 3 CAT will analyze and make recommendations for response.	Lockman, Bambi	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G2.B2.S3.MA6	District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/30/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	school's recursive 8-steps Planning & Problem Solving Process.				
G2.B2.S3.MA1	School-based instructional leadership teams review all evidence submitted for each action step in this strategy: AS1: Registrations, APTT Plan, School events calendar AS2: Records from communication systems AS3: Student groups' calendar of meetings and activities AS4: Mentoring calendar AS5: School activities calendar AS6: Meeting calendar and minutes, School activities calendar, Internship logs AS7: Community of Practice Agendas	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B2.S3.MA2	Tier 1 CAT will review all evidence submitted for each action step	Lockman, Bambi	7/1/2014	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/30/2017 monthly
G2.B3.S3.MA1	School-based instructional leadership teams review data and assessment results	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B3.S3.MA3	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.	Beattie, Karen	7/1/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly
G2.B3.S3.MA4	Tier 3 CAT will analyze and make recommendations for response.	Lockman, Bambi	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 monthly
G2.B3.S3.MA5	District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-step Planning & Problem Solving Process.	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/30/2017 quarterly
G2.B3.S3.MA1	School-based instructional leadership teams review all evidence submitted for each action step in this strategy: AS1: MyPGS; Student attendance records AS2: Master Schedule AS3: MyPGS; Student attendance records AS4: Virtual Learning Design Plan and Invoices AS5: Records and reports from virtual learning sites	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B3.S3.MA6	Tier 1 CAT will review all evidence submitted for each action step; including school-based instructional leadership teams monthly reports	Lockman, Bambi	7/1/2014	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/30/2017 monthly
G2.B3.S4.MA1	School-based instructional leadership teams review data and assessment results	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B3.S4.MA5	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.	Beattie, Karen	7/1/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S4.MA6	Tier 3 CAT will analyze and make recommendations for response.	Lockman, Bambi	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G2.B3.S4.MA7	District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-step Planning & Problem Solving Process.	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/30/2017 quarterly
G2.B3.S4.MA1	School-based instructional leadership teams review all evidence submitted for each action step in this strategy: AS1: Master schedule AS2: Attendance record AS3: Curriculum Map and Lesson Plans AS4: Tutoring attendance records AS5: AVID Team meeting minutes (Atlantic and Orange City)	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B3.S4.MA2	Tier 1 CAT will review all evidence submitted for each action step; including school-based instructional leadership teams monthly reports	Lockman, Bambi	7/1/2014	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/30/2017 quarterly
G2.B3.S5.MA3	School-based instructional leadership teams review data and assessment results	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B3.S5.MA4	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment results; plan response; and summarize findings for the Tier 3 CAT.	Beattie, Karen	7/1/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly
G2.B3.S5.MA5	Tier 3 CAT will analyze and make recommendations for response.	Lockman, Bambi	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G2.B3.S5.MA6	District liaisons will report recommendations to schools for school-based instructional leadership teams to take action. This will be the basis for the school's recursive 8-step Planning & Problem Solving Process.	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/3/2017 quarterly
G2.B3.S5.MA1	School-based instructional leadership teams review all evidence submitted for each action step. A1: Staffing Summary; DCF Credential Verification A2: Master schedule A3: MyPGS (attendance records); Coaching Logs A4: Staffing Summary; DCF Credential Verification A5: Master schedule A6: MyPGS (attendance records); Coaching Logs A7: Registration, APTT Plan, Calendar of events	Tager, James	6/30/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B3.S5.MA2	Tier 1 CAT will review all evidence submitted for each action step	Lockman, Bambi	7/1/2014	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/30/2017 monthly

## 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.*

**G2.** If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups. [copy]

**G2.B2** Need for greater resource alignment--including personnel, funds, and stakeholder support:

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

**G2.B2.S1** District Multi-Tiered System of Support: Use data to determine personnel assignments and differentiated levels of support (coaching assignments or number of visits, specialist visits, and liaison visits)

### PD Opportunity 1

Provide training to district liaisons for schools

#### Facilitator

District Staff with the possibility DA Region 2 team

#### Participants

District Liaisons

#### Schedule

On 5/12/2014

## **G2.B2.S2** Establish school-based leadership teams to support School MTSS

### **PD Opportunity 1**

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

#### **Facilitator**

District staff with possible DA Region 2 assistance

#### **Participants**

District liaisons

#### **Schedule**

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

### **PD Opportunity 2**

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

#### **Facilitator**

DA Region 2 Team

#### **Participants**

Focus, Priority, and SIG Schools

#### **Schedule**

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

### **PD Opportunity 3**

PD for School-Based Instructional Leadership Teams on 8-Step Planning Process and School Improvement (including how to analyze and respond to data appropriately)

#### **Facilitator**

District staff with possible DA Region 2 assistance

#### **Participants**

School-Based Instructional Leadership Teams

#### **Schedule**

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

#### **PD Opportunity 4**

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

**Facilitator**

District staff

**Participants**

SIG schools and feeder pattern schools

**Schedule**

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

### **G2.B2.S3 Create a system to facilitate student, family, and community engagement in student learning**

#### **PD Opportunity 1**

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

**Facilitator**

School and district staff, including consultants

**Participants**

Orange City students, teachers, family, community

**Schedule**

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

#### **PD Opportunity 2**

Effective, frequent communication with stakeholders (Both schools)

**Facilitator**

District staff

**Participants**

SIG schools

**Schedule**

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

### **PD Opportunity 3**

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

#### **Facilitator**

School and district staff

#### **Participants**

SIG Schools

#### **Schedule**

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

### **PD Opportunity 4**

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

#### **Facilitator**

School and district staff

#### **Participants**

SIG schools, business, government, and college partners

#### **Schedule**

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

### **PD Opportunity 5**

Establish PreK-20 Community of Practice (Both schools)

#### **Facilitator**

School and district staff

#### **Participants**

SIG schools, college partners, district staff

#### **Schedule**

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

**G2.B3** Inconsistent instructional quality: \*Teacher capacity to design and deliver high-quality, engaging standards-based instruction; \*Teacher capacity to design and deliver high-quality, engaging differentiated instruction; \*Teacher capacity to design assessments and use assessment data to drive instruction; \*Teacher capacity to respond to students' varying school readiness levels (elementary); \*Teacher capacity to respond to students with low proficiency levels in literacy and mathematics; \*Teacher capacity to use technology resources to meet student needs; \*The capacity of instructional leaders to accurately assess and assist with instructional quality;

**G2.B3.S1** Increase and enhance teacher capacity to design and deliver high-quality, engaging standards-based instruction

### **PD Opportunity 1**

PD Write From the Beginning (continue implementation)

#### **Facilitator**

Orange City staff (Write From the Beginning Teacher-Facilitator)

#### **Participants**

Orange City teachers (all grade levels)

#### **Schedule**

Quarterly, from 7/1/2014 to 6/30/2015

### **PD Opportunity 2**

PD Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS)

#### **Facilitator**

Reading Coach

#### **Participants**

Orange City K-2 teachers, with some 3-5 intervention teachers

#### **Schedule**

Weekly, from 7/1/2014 to 6/30/2015

### **PD Opportunity 3**

PD Content area expertise (see budget line notes for specific timeline details)

#### **Facilitator**

Instructional Coaches, District Specialists, Consultants

#### **Participants**

Orange City and Atlantic teachers (all grade levels), including selected teachers from other schools

#### **Schedule**

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

### **PD Opportunity 4**

PD Instructional practices (Engagement, Collaboration, Differentiated Instruction, Management) (see budget line notes for specific timeline details)

#### **Facilitator**

Instructional Coaches, District Specialists, Consultants

#### **Participants**

Orange City and Atlantic teachers (all grade levels), including selected teachers from other schools

#### **Schedule**

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

### **PD Opportunity 5**

Lesson Study

#### **Facilitator**

District PD staff and FCR-STEM facilitators

#### **Participants**

SIG Schools, with the addition of selected other schools

#### **Schedule**

Quarterly, from 8/18/2014 to 6/1/2017

## PD Opportunity 6

PD Project-Based Learning

### Facilitator

District and school staff, to include Ford Foundation

### Participants

SIG Schools

### Schedule

Monthly, from 8/18/2014 to 6/30/2017

**G2.B3.S2** Increase the use of student data to design and deliver differentiated standards-based instruction

## PD Opportunity 1

Early Release PD: Using data to differentiate instruction (to include ESE inclusion and co-teach practices)

### Facilitator

District staff and school leadership teams

### Participants

Volusia County Teachers

### Schedule

Monthly, from 8/18/2014 to 6/30/2015

## PD Opportunity 2

Professional Learning Communities use data to determine differentiated instruction

### Facilitator

District staff and school leadership teams

### Participants

SIG Schools

### Schedule

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

### PD Opportunity 3

Purchase technology and provide oversight and PD for using Blended Learning to differentiate instruction

#### Facilitator

District and school staff

#### Participants

SIG schools

#### Schedule

Monthly, from 1/5/2015 to 6/30/2017

**G2.B3.S3** Increase learning time, especially through the effective implementation of data-driven intervention practices

### PD Opportunity 1

Design and provide summer programs that boost student achievement

#### Facilitator

District staff

#### Participants

SIG schools and select teachers from other schools

#### Schedule

Annually, from 6/1/2015 to 6/30/2017

### PD Opportunity 2

PD for teachers on how to maximize additional instructional time--to include recommendations for most effective intervention and enrichment practices in varied settings: regular class time and designated intervention periods.

#### Facilitator

District and school staff, with possible DA Region 2 team assistance

#### Participants

SIG Schools

#### Schedule

Monthly, from 7/3/2014 to 6/30/2015

**G2.B3.S4** Implement and continue school-wide instructional reforms strategies that increase rigor and relevance, resulting in college and career readiness

**PD Opportunity 1**

Send team of AVID teachers to AVID Summer Conference

**Facilitator**

AVID

**Participants**

Orange City and Atlantic AVID teacher teams

**Schedule**

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

**PD Opportunity 2**

PD and PLC for teachers of Atlantic's Freshman Research Course and Ninth Grade Academy

**Facilitator**

District staff and school leadership

**Participants**

Teachers of Atlantic's Freshman Research Course and Ninth Grade Academy

**Schedule**

On 7/31/2014

**G2.B3.S5** Create a system to respond to students' varying school readiness levels

**PD Opportunity 1**

PD VPK teachers and staff (Orange City)

**Facilitator**

District VPK Project Manager

**Participants**

VPK teachers and staff

**Schedule**

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

## **PD Opportunity 2**

PD VPK teachers and staff (Atlantic)

### **Facilitator**

District VPK Project Manager

### **Participants**

VPK teachers and staff

### **Schedule**

Monthly, from 6/2/2015 to 6/30/2017

## **PD Opportunity 3**

PD Academic Parent-Teacher Teams (Orange City)

### **Facilitator**

WestED

### **Participants**

Administrator and leadership team from Orange City Elementary

### **Schedule**

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

**G2.B4** Professional Learning: \*Lack of replicable and sustainable school-based PD models that incorporate consistent expectations for follow-up, implementation, and evaluation; \*Limited opportunities for professional learning; \*Inability to monitor fidelity of school-based professional learning opportunities; \*Need for greater attention to professional learning opportunities for coaches and intervention teachers; \*Inconsistent implementation of Professional Learning Communities; \*Inconsistent or limited implementation of Lesson Study

**G2.B4.S1** Create a school-based model that is replicable and sustainable for all schools

### **PD Opportunity 1**

Establish SIG schools as transformation models for partner schools in need of improvement. Year 2: impacting an additional 4 schools, and Year 3: impacting an additional 12 schools. Further years' growth will increase exponentially.

#### **Facilitator**

Teachers and Coaches at SIG Schools

#### **Participants**

Partner schools within the district

#### **Schedule**

Monthly, from 8/1/2015 to 6/30/2017

### **PD Opportunity 2**

Establish network between Leadership Teams at SIG Schools and Leadership Teams at partner schools

#### **Facilitator**

Leadership Teams at SIG Schools and district staff

#### **Participants**

Leadership Teams at partner schools

#### **Schedule**

On 6/30/2017

## Technical Assistance Items

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

**G2.** If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups. [copy]

**G2.B2** Need for greater resource alignment--including personnel, funds, and stakeholder support:  
\*District: Volume of schools in need \*School: Volume of students in need; \*District: Ability to establish a presence on all school campuses \*School: Ability to establish a presence in all classrooms; \*District: Taking time and funds away from all schools to support most struggling schools leads to declines in higher performing schools \*School: Taking time and funds away from some students and/or teachers to support most struggling students and/or teachers leads to declines in higher performing students; \*District: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting \*School: Policies and practices that hinder flexibility in scheduling, staffing, and budgeting; \*District: Lack of available technology resources to fulfill needs of schools \*School: Lack of available technology resources to fulfill needs of students and teachers; \*District: Lack of systematic support for stakeholder engagement in school growth \*School: Lack of systematic support for stakeholder engagement in student learning

**G2.B2.S1** District Multi-Tiered System of Support: Use data to determine personnel assignments and differentiated levels of support (coaching assignments or number of visits, specialist visits, and liaison visits)

### PD Opportunity 1

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

#### Facilitator

District Liaisons in cooperation with School Improvement office and DA Region 2 team

#### Participants

School Instructional Leadership Teams

#### Schedule

Quarterly, from 8/25/2014 to 6/8/2015

**G2.B2.S2** Establish school-based leadership teams to support School MTSS

**PD Opportunity 1**

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

**Facilitator**

District Data and Student Services staff in cooperation with DA Region 2 team

**Participants**

School-Based Instructional Leadership Teams

**Schedule**

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

**G2.B2.S3** Create a system to facilitate student, family, and community engagement in student learning

**PD Opportunity 1**

Facilitate mentoring programs for identified students (Both schools)

**Facilitator**

School and district staff in partnership with agencies such as United Way

**Participants**

SIG Schools: Community members and school staff

**Schedule**

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

**G2.B3** Inconsistent instructional quality: \*Teacher capacity to design and deliver high-quality, engaging standards-based instruction; \*Teacher capacity to design and deliver high-quality, engaging differentiated instruction; \*Teacher capacity to design assessments and use assessment data to drive instruction; \*Teacher capacity to respond to students' varying school readiness levels (elementary); \*Teacher capacity to respond to students with low proficiency levels in literacy and mathematics; \*Teacher capacity to use technology resources to meet student needs; \*The capacity of instructional leaders to accurately assess and assist with instructional quality;

**G2.B3.S1** Increase and enhance teacher capacity to design and deliver high-quality, engaging standards-based instruction

**PD Opportunity 1**

Instructional Reviews

**Facilitator**

District staff in conjunction with DA Region 2 team

**Participants**

District staff, including liaisons, SIG schools, and selected schools

**Schedule**

Semiannually, from 8/18/2014 to 6/30/2017

**G2.B3.S2** Increase the use of student data to design and deliver differentiated standards-based instruction

**PD Opportunity 1**

Assist teachers to use data to develop and monitor their Deliberate Practice Plans

**Facilitator**

District PD staff and school leadership teams

**Participants**

All Volusia County Teachers

**Schedule**

Quarterly, from 8/4/2014 to 6/30/2017

**G2.B3.S3** Increase learning time, especially through the effective implementation of data-driven intervention practices

**PD Opportunity 1**

Design master schedule with more instructional time, including Common Planning and PLC time for teachers

**Facilitator**

Technology Services and Instructional Services staff with assistance as needed from DA Region 2 team

**Participants**

SIG Schools Instructional Leadership Teams

**Schedule**

On 8/15/2014

**G2.B3.S4** Implement and continue school-wide instructional reforms strategies that increase rigor and relevance, resulting in college and career readiness

**PD Opportunity 1**

AVID Team will meet monthly to monitor implementation of AVID program and performance of students; team will also plan quarterly field trips for AVID students

**Facilitator**

AVID Specialist Lary Beal

**Participants**

SIG Schools AVID Site Teams

**Schedule**

Monthly, from 6/27/2014 to 6/1/2017

**G2.B3.S5** Create a system to respond to students' varying school readiness levels

**PD Opportunity 1**

Implement Voluntary Prekindergarten classroom (Orange City)

**Facilitator**

VPK Project Manager Heidi Kochis

**Participants**

Orange City VPK Team

**Schedule**

On 6/30/2017

**PD Opportunity 2**

Implement Voluntary Prekindergarten classroom (Atlantic)

**Facilitator**

VPK Project Manager Heidi Kochis

**Participants**

Atlantic VPK Team

**Schedule**

On 6/30/2017

**G2.B4** Professional Learning: \*Lack of replicable and sustainable school-based PD models that incorporate consistent expectations for follow-up, implementation, and evaluation; \*Limited opportunities for professional learning; \*Inability to monitor fidelity of school-based professional learning opportunities; \*Need for greater attention to professional learning opportunities for coaches and intervention teachers; \*Inconsistent implementation of Professional Learning Communities; \*Inconsistent or limited implementation of Lesson Study

**G2.B4.S1** Create a school-based model that is replicable and sustainable for all schools

### PD Opportunity 1

Facilitate school-based model classroom system

#### Facilitator

District coaching staff in cooperation with FDLRS and DA Region 2 Team

#### Participants

School-Based Instructional Leadership Teams of SIG Schools and Model Classroom Teachers

#### Schedule

Weekly, from 7/2/2014 to 6/30/2015

### Budget

#### Budget Data

1	G1.B4.S1.A1	Prioritize needs based on surveys and observations for development of PD opportunities	\$0.00
2	G1.B4.S1.A2	Schedule PD Opportunities	\$0.00
3	G1.B4.S1.A3	Instructional Coaches schedule targeted coaching support / follow-up with faculty	\$0.00
4	G1.B5.S1.A1	Provide teachers the support they need (PD opportunities, PLC work, time, professional literature, peer observations, lesson study) to infuse critical reading and writing elements in project-based learning activities.	\$0.00
5	G1.B5.S1.A2	Utilize the Coaching cycle of observation and follow-up to support carry-over into daily instructional practice.	\$0.00
6	G2.B2.S1.A1	Examine data to determine level of need at each school in each subject area using a 4-point rubric; determine initial resource allocation (personnel, time, and money) needed for all schools within the district and assign district liaisons to each school. The district recommendations will be shared with the Community Assessment Team, with the opportunity to provide input.	\$0.00
7	G2.B2.S1.A2	Liaison assistance to Title I school leadership for developing 2014-2015 Title I school budget, SIP goal, and PD plan	\$0.00
8	G2.B2.S1.A3	The district recommendations for school resource allocations will be shared with the Community Assessment Team, with the opportunity to provide input.	\$0.00

## Budget Data

9	G2.B2.S1.A4	Share the resource allocation plan with appropriate school and district leaders, ensuring positions are filled with highly qualified personnel.	\$0.00
10	G2.B2.S1.A5	The Community Assessment Team (CAT) will have a four-tiered structure for monitoring. The Tier 1 CAT will meet weekly to review data collected during site visits to determine customized next steps for each school aligned to SIP goals; the Tier 2 CAT will meet every other week; the Tier 3 CAT will meet quarterly to review assessment data for progress monitoring; the Tier 4 CAT members will be called in as needed for their expertise (Finance, Legal, Human Resource, Technology, etc.).	\$0.00
11	G2.B2.S1.A6	Monitoring development of school Instructional Leadership Teams for SIP implementation, with assistance from each school's liaison	\$0.00
12	G2.B2.S1.A7	CAT monitoring and analysis of district assessments to determine areas in need of additional support; resource allocation adjustments will be made as warranted.	\$0.00
13	G2.B2.S1.A8	Provide training to district liaisons for schools	\$0.00
14	G2.B2.S1.A9	CAT monitoring and analysis of district assessments to determine areas in need of additional support; resource allocation adjustments will be made as warranted.	\$0.00
15	G2.B2.S2.A1	PD for Liaisons to provide support for schools to establish Instructional Leadership teams that will direct and monitor the school-based MTSS	\$0.00
16	G2.B2.S2.A10	PD on Vertical Alignment Meetings between SIG schools and feeder pattern schools	\$0.00
17	G2.B2.S2.A2	District and School-based Instructional Leadership Teams attend DA Region 2 Summer Conference	\$0.00
18	G2.B2.S2.A3	Hire school-based Project TOA for SIG (Orange City Elementary)	\$0.00
19	G2.B2.S2.A4	Hire school-based Project TOA for SIG (Atlantic High)	\$0.00
20	G2.B2.S2.A5	Hire district Project Manager for SIG Schools and office specialist for support	\$0.00
21	G2.B2.S2.A6	Hire district School Improvement Specialist	\$0.00
22	G2.B2.S2.A7	PD for School-Based Instructional Leadership Teams on 8-Step Planning Process and School Improvement (including how to analyze and respond to data appropriately)	\$0.00
23	G2.B2.S2.A8	School-based Instructional Leadership Teams create and meet regularly to monitor School Improvement Plans	\$0.00
24	G2.B2.S2.A9	School-based MTSS monthly meetings to analyze progress monitoring data and EWS report	\$0.00
25	G2.B2.S3.A1	Facilitate student, family, and community programs that promote engagement in student learning (Orange City)	\$0.00
26	G2.B2.S3.A2	Effective, frequent communication with stakeholders (Both schools)	\$0.00
27	G2.B2.S3.A3	Facilitate student leadership groups for the purpose of motivating students' academic and behavioral success (Both schools)	\$0.00
28	G2.B2.S3.A4	Facilitate mentoring programs for identified students (Both schools)	\$0.00
29	G2.B2.S3.A5	Facilitate student, family, and community programs that enhance college and career readiness (Atlantic)	\$0.00

## Budget Data

30	G2.B2.S3.A6	Establish and sustain business, government, and college partnerships that facilitate educator professional growth and relevant student learning (to include related student internships and field studies) (Both schools)	\$0.00
31	G2.B2.S3.A7	Establish PreK-20 Community of Practice (Both schools)	\$0.00
32	G2.B3.S1.A1	Hire instructional coaches (including reading, math, writing, science, or technology coaches as specified in budget) with SIG principals' input to best benefit their respective schools. (Both schools)	\$0.00
33	G2.B3.S1.A2	PD Write From the Beginning (continue implementation)	\$0.00
34	G2.B3.S1.A3	PD Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS)	\$0.00
35	G2.B3.S1.A4	PD Content area expertise (see budget line notes for specific timeline details)	\$0.00
36	G2.B3.S1.A5	PD Instructional practices (Engagement, Collaboration, Differentiated Instruction, Management) (see budget line notes for specific timeline details)	\$0.00
37	G2.B3.S1.A6	Instructional Reviews	\$0.00
38	G2.B3.S1.A7	Lesson Study	\$0.00
39	G2.B3.S1.A8	PD Project-Based Learning	\$0.00
40	G2.B3.S1.A9	District PLC Network for Non-core	\$0.00
41	G2.B3.S2.A1	Assist teachers to use data to develop and monitor their Deliberate Practice Plans	\$0.00
42	G2.B3.S2.A2	Early Release PD: Using data to differentiate instruction (to include ESE inclusion and co-teach practices)	\$0.00
43	G2.B3.S2.A3	Professional Learning Communities use data to determine differentiated instruction	\$0.00
44	G2.B3.S2.A4	Develop Technology Plan for using Blended learning to differentiate instruction	\$0.00
45	G2.B3.S2.A5	Purchase technology and provide oversight and PD for using Blended Learning to differentiate instruction	\$0.00
46	G2.B3.S2.A6	Identify and certify Blended Learning classrooms, including model classrooms	\$0.00
47	G2.B3.S2.A7	PD for teachers on Blended Learning using model classrooms	\$0.00
48	G2.B3.S3.A1	Design and provide summer programs that boost student achievement	\$0.00
49	G2.B3.S3.A2	Design master schedule with more instructional time, including Common Planning and PLC time for teachers	\$0.00
50	G2.B3.S3.A3	PD for teachers on how to maximize additional instructional time--to include recommendations for most effective intervention and enrichment practices in varied settings: regular class time and designated intervention periods.	\$0.00
51	G2.B3.S3.A4	Create Virtual Learning Design Plan and redesign Media Center as Virtual Learning Hub	\$0.00
52	G2.B3.S3.A5	Provide virtual learning opportunities for students (virtual tutors, to include but not limited to tutoring support for AP classes) and virtual learning opportunities for teachers (24/7 access to online PD)	\$0.00

## Budget Data

53	G2.B3.S4.A1	Design master schedule to include AVID, Freshman Academy, 9th Grade Research course, and wall-to-wall academies	\$0.00
54	G2.B3.S4.A2	Send team of AVID teachers to AVID Summer Conference	\$0.00
55	G2.B3.S4.A3	PD and PLC for teachers of Atlantic's Freshman Research Course and Ninth Grade Academy	\$0.00
56	G2.B3.S4.A4	Students provided opportunity for ACT/SAT Test Prep	\$0.00
57	G2.B3.S4.A5	AVID Team will meet monthly to monitor implementation of AVID program and performance of students; team will also plan quarterly field trips for AVID students	\$0.00
58	G2.B3.S5.A1	Hire VPK teacher and paraprofessional 4 (Orange City)	\$0.00
59	G2.B3.S5.A2	Implement Voluntary Prekindergarten classroom (Orange City)	\$0.00
60	G2.B3.S5.A3	PD VPK teachers and staff (Orange City)	\$0.00
61	G2.B3.S5.A4	Hire VPK teacher and paraprofessional 4 (Atlantic)	\$0.00
62	G2.B3.S5.A5	Implement Voluntary Prekindergarten classroom (Atlantic)	\$0.00
63	G2.B3.S5.A6	PD VPK teachers and staff (Atlantic)	\$0.00
64	G2.B3.S5.A7	PD Academic Parent-Teacher Teams (Orange City)	\$0.00
65	G2.B4.S1.A1	Facilitate school-based model classroom system	\$0.00
66	G2.B4.S1.A2	Establish SIG schools as transformation models for partner schools in need of improvement. Year 2: impacting an additional 4 schools, and Year 3: impacting an additional 12 schools. Further years' growth will increase exponentially.	\$0.00
67	G2.B4.S1.A3	Establish network between Leadership Teams at SIG Schools and Leadership Teams at partner schools	\$0.00
Total:			\$0.00