

Hernando County School District

Deltona Elementary School



2015-16 School Improvement Plan

Deltona Elementary School

2055 DELTONA BLVD, Spring Hill, FL 34606

www.edline.net/pages/hcsb_des

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	85%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	34%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	C	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 Hernando County School Board on 11/17/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	21
Appendix 2: Professional Development and Technical Assistance Outlines	22
Professional Development Opportunities	23
Technical Assistance Items	24
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

In Partnership with parents and the community Deltona Elementary School is:
Determined to provide
Outstanding educational
Values to
Empower
Students
Perseverance, Respect, Integrity, Determination, Empowerment

Provide the school's vision statement

Dedicated
Educational
Success

School Environment

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

Data binders are required by all teachers with expectations in place to "know" their students as stipulated in the Danielson Model. Additionally, teachers are required to hold data chats with individual students and maintain parent conference logs. Stakeholders are provided with Title I compacts for review and signatures.

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

Deltona Elementary is a PBS school. School wide expectations have been created and reviewed to create a safe and positive atmosphere for all students. All students in each grade level must attend a school wide expectations assembly in which administration reviews and clarifies expectations. School wide incentives have been put in place to promote and reinforce positive behavior among the student body. Our school's goal is to teach students the social skills needed to be successful in school and in the community.

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

Deltona follows MTSS/RtI by identifying specific tiers:

Tier I: PBS incentives are in place to promote a positive learning environment on school campus.

Tier II: Offers specific behavior charts which are aligned with our school's PBS initiatives. Also, students are placed in a specific grade level social skills group that meets weekly and includes a behavior monitor.

Tier III: Students are placed on an Individual Behavior Monitoring Plan, continue with their weekly social skill group, and are assigned one on one skill building. Individual interventions are documented and functional behavior assessments are completed on an as needed basis. The Positive Behavior

Team educates staff and keeps them informed and updated through SBLT meetings on an as needed basis.

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

At Deltona Elementary School we have many unique programs to help meet the social and emotional needs of our students:

1. Attendance Mentors-staff members are assigned to students with truancy concerns to encourage them to attend school on a regular basis and monitor their attendance.
2. Social Skills Groups-weekly social skills groups with behavior monitor to review and enforce school wide expectations.
3. Skill Building- one on one meetings with guidance counselor to address individual student needs.
4. PBS- school wide behavior system to promote positive behavior.
5. Baycare groups- community mental health specialists confer with students identified by school guidance counselor who are in need of coping skills.
6. Lunch and SPA- teachers have lunch daily with students in the cafeteria to promote social skills and proper etiquette and to enjoy Supervised Physical Activities.
7. People Helping People- provide students with a backpack filled with nutritional snacks every Friday. Students who are eligible are identified by teachers and school guidance counselor.
8. Uniform Exchange Program-uniforms are available to 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

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
	K	1	2	3	4	5	
Attendance below 90 percent	41	40	29	41	31	35	217
One or more suspensions	3	1	2	3	4	0	13
Course failure in ELA or Math	3	1	1	1	0	1	7
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	5	2	2	1	6	17	33

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

Attendance is monitored and a mentor is assigned to any student who has excessive absences or tardies. Students receiving more than one suspension are monitored to make sure that work missed

is made up. Any student who failed in either content area is targeted for additional support through the MTSS in place at the school.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

Our school SAC and PTO reaches out to the community to educate and inform them about the population our school serves and asks for support in the form of volunteers, mentors, and/or donations to help our students to be successful. In return we recognize our community and stakeholders in many ways such as a yearly volunteer reception.

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
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Duties

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

Debi Vermette, Principal
Shari Meyer, Assistant Principal
Maureen Keiper, Title I Facilitator
Michelle Gereaux, School Psychologist
Dacey Mahoney, ESE Resource
Amy Gendron, Guidance Counselor
Cindy Casto, Elementary Assistant
Debbie Piazza, ELA Resource
Cindy Roush, Math Resource

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

Deltona Elementary School has an SBLT which meets on the first and third Wednesday of each month. This team consists of curriculum leaders, administration, core members, and a representative from each grade level, specials department, and resource/special programs. At each meeting the representatives share weekly common assessment data specific to their grade level and/or program by displaying graphs representing student performance. The team discusses possible areas of concern and brainstorms solutions that will have the highest impact on student performance and achievement. These meetings allow vertical alignment as well as provide an understanding of how each additional program supports every student. Title I provides funding for most of the the additional programs at Deltona such as computer labs, resource teachers, and supplemental programs. The Title I Facilitator ensures that there is an agenda, meeting minutes are kept, an action plan is created, and a sign-in sheet is available for all participants. She is also responsible for the coordination and integration of federal, state, and local services and programs for Deltona Elementary School. In addition, core SBLT meet bi-weekly at a separate meeting to address any areas of concern discussed during regular SBLT meetings. Once discussed, future (PLC) Professional Learning Communities are set up based on schools current needs. These meetings are also used to discuss individual students receiving MTSS to monitor their performance and decide the best course of action for their continued educational success.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Debi Vermette	Principal
Cynthia Casto	Teacher
Dacey Mahoney	Teacher
Waida Santos	Teacher
Jennifer Block	Parent
Danielle Staubitz	Parent
Rebecca Glasbrenner	Teacher
Laura Lambert	Teacher
Caroline Cornillow	Teacher
Patricia Martin	Teacher
Catherine Myers	Parent
Maureen Keiper	Teacher
Hildreen Villalobos	Parent
Lisa Hard	Teacher
Phyllis Merlino	Parent
Paulina Garcia	Parent
Kelly Sylvia	Parent
Sarah Moores	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 School Improvement Plan is reviewed annually at the SAC meeting . At this time each stakeholder contributes through discussion how we can best support our school, specifically the needs of our students.

Development of this school improvement plan

This years School Improvement Plan is a continuation of a three year model which was developed to support the success of Deltona Elementary School. It's effectiveness will continue to be monitored by administration, SBLT, and stakeholders through the representation of SAC members, Title I Committee members, and staff.

Preparation of the school's annual budget and plan

Discussion takes place with administration, staff, and stakeholders in regards to how the budget is allocated. Committee votes on approval of requests as needed. All stakeholders agree that money should be spent on students.

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

Committee voted and agreed that all funding should be spent on students. Student awards are purchased for quarterly ceremonies.

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
Holden, Joyce	Teacher, K-12
Makohon-Lynch, Sophia	Teacher, K-12
Melton, Kristin	Teacher, K-12
Santos, Waida	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

DES continues with the Accelerated Reader K through 5 this 2015-2016 school year. All students are evaluated on STAR and the data is reviewed monthly by the LLT. Positive promotions of this program are incorporated throughout the school day.

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

Deltona's Master Schedule has been created to provide a common planning time for all grade level teachers.

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

We maintain contacts with state universities and post positions on District Website whenever an opening occurs. Administration promotes student teaching (internships) to continuously support new, highly qualified teachers to the field. PBS system is in place for all staff and faculty. A schedule of weekly PLCs are in place to incorporate ongoing professional development.

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

Teachers new to the profession, have had a lapse in service of more than 1 year, or on a PIP are assigned a mentor who has completed the required CET training and demonstrated sustained effective teaching practices.

This mentor works side by side with the teacher providing support, resources, observation, coaching sessions, and technical advice on an ongoing basis. In addition, all teachers receive support from team members, team leaders, specialists, and district staff.

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

DES utilizes all county adopted curriculum maps and textbooks K through 5. All textbooks and curriculum maps align with the Florida Standards.

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

At DES we provide all students with prescriptive scheduling during their daily specials rotation. SBLT reviews current data for each student from every grade level to examine his or her proficiency levels. Once data is reviewed individual student deficits are documented on a spreadsheet. All students performing on or above grade level are placed on a different specials rotation which includes PE, Science, and Math. All students identified as non proficient are placed on a special rotation according to their specific deficits. Grade levels plan and implement MTSS using fluid walls to meet the individual needs of all students. During MTSS, instruction is modified depending on student performance. The master schedule has a designated MTSS time for every grade level where remediation and enrichment is provided.

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: 1,800

DES Computer Club is available to students before and after regular school hours.

Strategy Rationale

Students attending Title I schools are identified through the free and reduced lunch percentage. Research supports that these students struggle because of their economic disadvantage. Title I supports the education of these identified students by providing additional funding for extended learning opportunities.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Keiper, Maureen, keiper_m@hcsb.k12.fl.us

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

Data is compiled to provide a comparison of students attending the program versus students eligible to attend the program who did not participate.

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

DES invites community preschools with incoming kindergarten students to visit and take a tour of the school. Overall schoolwide expectations and grade level expectations are reviewed. A special Kindergarten open house presentation is given by administration to all parents of incoming kindergarten students where expectations are shared.

Students being promoted to 6th grade attend an assembly orientation from the middle school that they will be attending. In addition the students are invited to spend a day in the life of a middle school student in preparation for their upcoming year. Students identified with an IEP attend transition staffing to make sure their individual needs are met.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers in all grade levels will provide instruction so that students will effectively synthesize, analyze, and evaluate information as part of rigorous writing activities in all subject areas. Associated 2012-17 HCSD Strategic Plan Focus Area: D: Closing academic proficiency gaps between low-performing and high-performing student populations and schools.

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. Teachers in all grade levels will provide instruction so that students will effectively synthesize, analyze, and evaluate information as part of rigorous writing activities in all subject areas. Associated 2012-17 HCSD Strategic Plan Focus Area: D: Closing academic proficiency gaps between low-performing and high-performing student populations and schools. 1a

G072946

Targets Supported 1b

Indicator	Annual Target
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AMO Reading - All Students

Resources Available to Support the Goal 2

- ELA Resource Teacher
- Master Schedule created to allow for common planning time
- District ELA Curriculum Maps

Targeted Barriers to Achieving the Goal 3

- Lack of ELA Professional Development
- Teachers need additional training and resources to prepare students for the more rigorous ELA Florida standards to ensure that all students are prepared for the ELA Florida State Assessments.

Plan to Monitor Progress Toward G1. 8

Utilizing school wide rubrics for kindergarten through second grade and FSA rubrics for grades three, four and five to score common grade level assessments.

Person Responsible

Debbie Piazza

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Data analysis using grade level and FSA rubrics.

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. Teachers in all grade levels will provide instruction so that students will effectively synthesize, analyze, and evaluate information as part of rigorous writing activities in all subject areas. Associated 2012-17 HCSD Strategic Plan Focus Area: D: Closing academic proficiency gaps between low-performing and high-performing student populations and schools. **1**

 G072946

G1.B1 Lack of ELA Professional Development **2**

 B190457

G1.B1.S1 ELA Resource Teacher will provide professional development, materials and modeling to enhance teacher instruction. PLC's, Data Chats, PD 360, and common grade-level lesson planning will also be available to all teachers. **4**

 S201884

Strategy Rationale

If we provide professional development opportunities with the ELA Resource Teacher, instructional staff will deliver lessons with increased opportunities for rigorous writing and students will be prepared for the demands of the Florida State ELA Assessments.

Action Step 1 **5**

ELA Resource Teacher will provide professional development through modeling, PLCs, and Data Chats. Specific trainings will include opinion writing, informative/explanatory, and narrative writing. Additionally rubric and scoring training will be provided.

Person Responsible

Debbie Piazza

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

ERO, sign in sheets, progress monitoring, evidence of exemplary work, and walk through observations by administration.

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

Walkthroughs, grade level common assessments, data chats, observations, and action plans

Person Responsible

Debbie Piazza

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Sign in sheets, common assessment graphs, rubrics, action plans, and writing assignments displayed throughout school site.

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

Non negotiables for content area journals established, bi-weekly SBLT meetings.

Person Responsible

Debi Vermette

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Grade level journal expectations, exemplar work displayed, SBLT meeting, PLC, Data Chat sign - in sheets

G1.B2 Teachers need additional training and resources to prepare students for the more rigorous ELA Florida standards to ensure that all students are prepared for the ELA Florida State Assessments. 2

 B190458

G1.B2.S1 Increase opportunities for evidence based writing in all content areas. Teachers in all grade levels will follow the "Grade Level Expectations" for Writing as referenced in the District Writing Curriculum Map. 4

 S201885

Strategy Rationale

If we increase the opportunity for writing across the curriculum on the master schedule, we provide an opportunity for teachers to implement the extensive writing activities during instruction as specified on the District Curriculum Map.

Action Step 1 5

Administration will provide increased opportunities for writing on the Master Schedule.

Person Responsible

Debi Vermette

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

The completed Master Schedule provided for all staff.

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

Administrative walk-throughs to observe and ensure that students are actively engaged in reading and writing across the curriculum, adhering to the master schedule, and utilizing the District Curriculum Maps and expectations. In addition administration will collect grade level lesson plans bi-weekly.

Person Responsible

Debi Vermette

Schedule

Daily, from 8/24/2015 to 6/9/2017

Evidence of Completion

Student journal writing as well as writing assignments displayed in classrooms and hallways will provide evidence that students are writing rigorously in curriculum areas. Anchor papers are provided for students to have a visual of the the teachers' expectation. Rubrics and/or checklists are provided to students to further show expectations and to support teachers with a consistent grading plan.

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

Common grade level assessments (paper/pencil and computer based) to align with FSA writing requirements, District Writing Assessment, and administrative walk-throughs. Data analysis and monitoring will allow us to create an action plan for implementation in response to data results. data and administrative walk-through feedback.

Person Responsible

Debi Vermette

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Student writing responses, progress monitoring through common school wide assessments, and PD360 observation documentation

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	ELA Resource Teacher will provide professional development through modeling, PLCs, and Data Chats. Specific trainings will include opinion writing, informative/explanatory, and narrative writing. Additionally rubric and scoring training will be provided.	Piazza, Debbie	8/24/2015	ERO, sign in sheets, progress monitoring, evidence of exemplary work, and walk through observations by administration.	6/8/2016 daily
G1.B2.S1.A1	Administration will provide increased opportunities for writing on the Master Schedule.	Vermette, Debi	8/24/2015	The completed Master Schedule provided for all staff.	6/8/2016 daily
G1.MA1	Utilizing school wide rubrics for kindergarten through second grade and FSA rubrics for grades three, four and five to score common grade level assessments.	Piazza, Debbie	8/18/2014	Data analysis using grade level and FSA rubrics.	6/3/2015 quarterly
G1.B1.S1.MA1	Non negotiables for content area journals established, bi-weekly SBLT meetings.	Vermette, Debi	8/18/2014	Grade level journal expectations, exemplar work displayed, SBLT meeting, PLC, Data Chat sign - in sheets	6/3/2015 biweekly
G1.B1.S1.MA1	Walkthroughs, grade level common assessments, data chats, observations, and action plans	Piazza, Debbie	8/18/2014	Sign in sheets, common assessment graphs, rubrics, action plans, and writing assignments displayed throughout school site.	6/3/2015 daily
G1.B2.S1.MA1	Common grade level assessments (paper/pencil and computer based) to align with FSA writing requirements, District Writing Assessment, and administrative walk-throughs. Data analysis and monitoring will allow us to create an action plan for implementation in response to data results. data and administrative walk-through feedback.	Vermette, Debi	8/24/2015	Student writing responses, progress monitoring through common school wide assessments, and PD360 observation documentation	6/8/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Administrative walk-throughs to observe and ensure that students are actively engaged in reading and writing across the curriculum, adhering to the master schedule, and utilizing the District Curriculum Maps and expectations. In addition administration will collect grade level lesson plans bi-weekly.	Vermette, Debi	8/24/2015	Student journal writing as well as writing assignments displayed in classrooms and hallways will provide evidence that students are writing rigorously in curriculum areas. Anchor papers are provided for students to have a visual of the the teachers' expectation. Rubrics and/or checklists are provided to students to further show expectations and to support teachers with a consistent grading plan.	6/9/2017 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers in all grade levels will provide instruction so that students will effectively synthesize, analyze, and evaluate information as part of rigorous writing activities in all subject areas. Associated 2012-17 HCSD Strategic Plan Focus Area: D: Closing academic proficiency gaps between low-performing and high-performing student populations and schools.

G1.B1 Lack of ELA Professional Development

G1.B1.S1 ELA Resource Teacher will provide professional development, materials and modeling to enhance teacher instruction. PLC's, Data Chats, PD 360, and common grade-level lesson planning will also be available to all teachers.

PD Opportunity 1

ELA Resource Teacher will provide professional development through modeling, PLCs, and Data Chats. Specific trainings will include opinion writing, informative/explanatory, and narrative writing. Additionally rubric and scoring training will be provided.

Facilitator

ELA Resource Teacher

Participants

All instructional staff kindergarten through fifth grade.

Schedule

Daily, from 8/24/2015 to 6/8/2016

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B1.S1.A1	ELA Resource Teacher will provide professional development through modeling, PLCs, and Data Chats. Specific trainings will include opinion writng, informative/explanatory, and narrative writing. Additionally rubric and scoring training will be provided.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$0.00
2	G1.B2.S1.A1	Administration will provide increased opportunities for writing on the Master Schedule.				\$0.00
					Total:	\$0.00