Forest Lake Elementary School

2016-17 Schoolwide Improvement Plan

Forest Lake Elementary School

1600 DOYLE RD, Deltona, FL 32725

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

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	B*	C	B

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 is pending approval by the Volusia County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Forest Lake Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of our Forest Lake Elementary Community is to provide a supportive learning environment where all students can achieve academic success.

b. Provide the school's vision statement.

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

2. School Environment

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

Forest Lake Elementary fosters an environment where teachers build strong individual relationships with each of their students. Various opportunities for direct two-way communication, classroom and after-school activities, and special events allow teachers to learn about their students' cultures and helps build strong relationships. Frequent communication between teachers and parents/guardians, input from sponsors of extracurricular activities, and student participation in support services are part of this process and add to the teachers' knowledge of students. At Forest Lake, teachers approach interactions with their students with an open mind and work to learn all they can about each student from multiple sources such as:

Open House / Meet the Teacher
PTO Family Activities
Parent conferences
Student/teacher conferences
Vertical articulation
Climate survey results
Title 1 Parent-to-Kid Program

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

All faculty and staff members of Forest Lake Elementary are expected to model excellent behavior for students, and support students to make positive behavioral choices as well. All adults take responsibility for monitoring the campus, following the mantra of 'See something, say something'. Teachers are assigned to designated areas for supervision before and after school. A 'Safety Patrol' program enlists and trains 5th grade students to assist with monitoring younger students. Rules are clearly posted in each classroom and teachers review behavioral expectations regularly with their students. Students who are treated with disrespect by others are encouraged to bring their concerns to an adult for help in resolving the situation. "Bully boxes" are available for students to turn in slips reporting bullying. Anti-bullying messages are frequently read on the Panther News Network (PNN) morning news program. A thorough safety & security plan is in place and staff is trained to follow procedures for keeping their students safe. Visitors all sign in/out through the main office and are required to wear an ID badge while on campus.

c. 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, because student engagement and time on task has been demonstrated to be one of the greatest contributing factors to student academic success. Several strategies are in place to support this focus, including but not limited to: training for teachers on effective classroom management (CHAMPS) to proactively minimize the occurrence of distractions and on handling minor disciplinary infractions quickly and efficiently, maintaining frequent two-way communications with parents/guardians, strong administrative support for handling intermediate to major disciplinary infractions, guidance lessons utilizing the Second Step curriculum, and support for teachers from Instructional Coaches, a strong PST process, and district resources as needed.

d. 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.

Forest Lake Elementary School meets students' needs through multiple strategies. The Certified School Counselor serves as the main point of contact and coordinates a wide variety of student services. In addition to providing training and assistance to faculty and staff members, the counselor directly and indirectly supports students in a number of ways. The counselor serves as PST co-chair, and is able to connect many students in need with the resources they require. Students are able to self-refer or teachers may refer a student to meet with the counselor. The counselor uses the Second Step curriculum for guidance lessons. The counselor is
available to meet with parents and students as needed.
Additionally, anti-bullying and suicide prevention lessons are conducted at grade levels as appropriate. The school nurse assists with services such as vision and dental care for students in need. Community partnerships provide school supplies, shoes, clothing, meals, etc. to families identified with a particular need.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/ 313106.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. 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.

Forest Lake Elementary partners with the community in several ways. A staff member has been designated as the Business Partner Coordinator, and seeks every opportunity to recruit local businesses and community organizations to form partnerships with our school. These partnerships in turn provide needed support for school programs and enhance the educational program at Forest Lake. For example, several restaurants such as Chili's, Chik-Fil-a, Hannah Banana's Ice Cream and Subway sponsor school 'Spirit Nights'. Publix supplies reward coupons for student achievement. Student recognition programs are almost entirely funded through partnering with local business and community groups. Throughout the year, business partners are invited to participate in various school events to show support, raise awareness, and provide resources to help raise student achievement.

Forest Lake Elementary also has a strong and active Parent Teacher Organization (PTO) which brings together parents, teachers, and members of the community to support our students. The PTO sponsors a 'Math Night' at our local Publix Store. A 'Family Science Night' is sponsored by the PTO and community members which gives students and parents an opportunity to experience the process of science.

C. 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).

1. School Leadership Team

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

Name	Title
Nehrig, Paul	Principal
Sanford, David	Assistant Principal
Dutil, Denielle	Instructional Coach
Baldoni, Vicky	Instructional Coach
Alexander, Denise	Teacher, K-12
Anselmo, Kathy	Teacher, K-12
Clute, Annissa	Teacher, K-12
Cleek, Amanda	Teacher, K-12
Boulware, Kelly	Teacher, ESE
Boyle, Gregory	Teacher, K-12
Dealy, Nicole	School Counselor
Sierra, Maria	Teacher, K-12
Frey, Kera	Teacher, K-12

b. Duties

1. 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 students 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.

2. 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 prinicpal, 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.

Instruction resources include staff development developed and provided by our district and our school's leadership team. Departments meet with teachers bi-weekly in PLC meetings to collaborate on curriculum planning and share instructional strategies. Grade levels meet weekly during common planning time to analyze student data and collaboratively plan lessons to meet the needs of all students. 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 teacher have the support of our instructional leadership team and cadre leaders.

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 works 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 and are matched to the needs of the students/school.

School Improvement funds will be used for professional development opportunities and procuring technology for classroom use.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Paul Nehrig	Principal
Vikki Wagenhauser	Teacher
Kathy Anselmo	Teacher
Jennifer Grill	Parent
Elizabeth Brumley	Parent
Lourdes Sierra	Teacher
Carolyn Lemar	Education Support Employee
Marlene Boyle	Parent
Denielle Dutil	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership team then shared results with the faculty, as well as the School Advisory Council to receive input.

b. Development of this school improvement plan

The Forest Lake Elementary School Advisory Council is involved in the development of the school improvement plan through input at SAC meetings. The SAC, comprised of parents and school employees, works with available data to offer suggestions on focus areas and make suggestions for implementation of on-campus improvement programs aimed at increasing student achievement. Suggestions were taken from both the SAC committee and Forest Lake Staff.

c. 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.

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

School improvement funds are allocated based on request 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 include a bulleted list of how the school used last year's SIP funds.

School Improvement Funds may be used to support Professional Development and to purchase incentives to encourage and reward student achievement.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Nehrig, Paul	Principal
Alexander, Denise	Teacher, K-12
Anselmo, Kathy	Teacher, K-12
Baldoni, Vicky	Instructional Coach
Boulware, Kelly	Teacher, ESE
Cleek, Amanda	Teacher, K-12
Clute, Annissa	Teacher, K-12
Delemeester, Nichole	Teacher, K-12
Dutil, Denielle	Instructional Coach
Frey, Kera	Teacher, K-12
Sanford, David	Assistant Principal
Sierra, Maria	Teacher, K-12
Wagenhauser, Vikki	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT for this year will be: to increase student achievement in reading and language arts, to address strengths and weaknesses of all student populations, to provide material and technical support to address student literacy needs, and to assist instructional personnel with implementation the new Florida Standards Assessments.

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 twice a month on Tuesdays during lunch for 30 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 implementations strategies, and supervise and support the school-wide writing initiative and implementation of Florida Standards.

The School-wide Literacy initiative's main focus is to support ELA benchmarks in every classroom. This year's focus will be support for teachers as we continue to our school-wide ELA initiative. The academic coaches are responsible for provide PD in their respective core areas. All other Literacy Council members will be responsible for introducing strategies to their departments through work in PLC. Training for staff in Write From the Beginning is being provided.

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 will sponsor three Scholastic book fairs, September, December, and May. During the month of January, the LLT, community members, and staff participate in a school wide literacy fair.

D. 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).

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

Common planning time is provided for all grade level/departments within the master schedule. Professional Learning Community (PLC) meetings weekly after school provide teachers time to collaboratively analyze student achievement data and utilize that analysis to inform instructional planning. Academic Coaches provide direct support to PLCs and individual teachers in the use of data to inform instruction, collaborative planning, and improving instructional practices.

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

School leadership works closely with the district HR department to recruit, screen, and hire highly qualified applicants for all teaching positions. Administrators and teacher leaders attend the annual district Job Fair to recruit highly qualified teachers. Administration maintains a network of contacts throughout the district to identify candidates for vacancies. New teachers are supported by fellow faculty members who serve as mentors, school administration, Peer Assistance and Review (PAR) teachers, and a comprehensive district-based new teacher orientation program. School leadership coordinates with Academic Coaches to provide multiple professional development opportunities for faculty and staff. Offerings are often tailored to individual needs, especially for new hires who may require additional support. Also, administration encourages distributed leadership and provides opportunities for faculty members to serve as teacher leaders.

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

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

Forest Lake Elementary offers three types of teacher mentoring at this time. A) First year teachers participate in the E3 program, which is a district new teacher training program. Grade K - 5 Core teachers are assigned a district PAR teacher who meets with them throughout the year to discuss instructional techniques, classroom management, and lesson plan development. New teachers are also assigned an on-campus mentor to assist with grade level specific items, acclimation to the FLE culture, and professional development. B) Teachers new to FLE are assigned an on-campus mentor to assist with grade level specific items, acclimation to the FLE culture, and professional development. C) Teachers who have been teaching at FLE, but are new to a grade level will work closely with the Academic Coaches who will assist with grade level specific lesson planning and classroom management.

A) First Year Teachers:
Adriana Albano, Elementary PE Teacher, Mentor Greg Boyle
Quatiana Banks, Intermediate Teacher Grade 5, Mentor Monika Luedecke
Kelly Bartlinski, Primary Teacher Grade K, Mentor Annissa Clute
Karen Blake, ESE Teacher, Mentor Kelly Boulware
Alysen Breeden, Primary Teacher Grade 2, Mentor Deborah Swanson
Simone Honeyghan, ESE Teacher, Mentor Francine Romeo
Melissa Janosik, Primary Teacher Grade 1, Mentor Maria Sierra
Lena Reynolds, Primary Teacher Grade 3, Mentor Priscilla Ruiz
LaToyal Rose, Primary Teacher Grade 3, Mentor Amanda Cleek

B) Teachers new to FLE:
Grazyna Stawniak, Primary Teacher Grade 1, Mentor Cindy Raynor
Virginia Brady, Primary Teacher Grade 3, Mentor Nichole Delemeester
Brent Beckley, Intermediate Teacher Grade 5, Amy Dorton
Kaeleigh Carson, Primary Teacher Grade 2, Mentor Kathy Anselmo
Daniel Johnson, ESE Teacher, Mentor Amy Haines

C) Teachers new to the grade level:
Annissa Clute, from Grade VPK to Grade K
Rebecca Junk, from Grade 5 to Grade 1
Amy Dorton, from Grade 3 to Grade 4

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All Volusia County public schools programs meet or exceed state requirements. The district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

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

b. Instructional Strategies

1. 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.

The school-wide School-based Leadership Team (SLT) and grade-level PLCs continuously monitor and analyze student assessment results to provide additional supports or modify and differentiate instruction based on student need. Flexible grouping, alternate presentations of lessons, extended time, individualized or small group activities, and two after-school tutoring programs are all used to support struggling learners.
An Intervention Teacher and several ESE Support Facilitation Teachers provide direct support to students based on demonstrated need. SIPPS is used for differentiated instruction in phonics in grades K-2, and targeted phonics instruction up through grade 5 for ESE students. All teachers progress monitor their own classroom students on a regular basis and modify instruction based on results. Students who continue to struggle are referred to the PST.

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

Strategy: Extended School Day

Minutes added to school year: 1,800

STAR tutoring is a district-based program targeting students based on need. Utilizing research-based software (I-Ready), students receive tutoring through the STAR program. Students receive direct support from a certified teacher tutor in a 4:1 ratio. Students spend 30 minutes on the computer program completing
prescribed activities and 30 minutes in an individualized tutoring session with the teacher tutor.

Strategy Rationale

Providing additional small group instruction to struggling students provides them the opportunity to make academic gains in core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Cleek, Amanda, amcleek@volusia.k12.fl.us

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

Data is collected through the computer program (I-Ready reports) that students use during the tutoring session. The prescribed computer program allows students to work on individualized areas in need of support. Classroom data and district progress monitoring assessments are analyzed for growth as well as district assessments.

Strategy: Weekend Program

Minutes added to school year: 480

Math Boot Camp - Students identified based on district assessments are invited to participate in a 4 week Saturday class. Lessons are based on students' academic needs.

Strategy Rationale

Providing tutoring based on targeted student needs will increase their learning gains.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Pearson, Brittany, bapearso@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

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

B. 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"Â? 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If Forest Lake Elementary collaboratively implements standards-aligned instruction based on the Instructional Shifts, then student achievement will increase.

Strategic Goals Detail

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

G1. If Forest Lake Elementary collaboratively implements standards-aligned instruction based on the Instructional Shifts, then student achievement will increase. 1a

🔍 G083543

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	75.0
FSA Mathematics Achievement	75.0
FCAT 2.0 Science Proficiency	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and implementation

- Lack of a supportive learning environment including mindset

Resources Available to Help Reduce or Eliminate the Barriers 2

- The resources available to support this goal include curriculum maps/modules, academic coaches, curriculum/district specialists, cadre members, SuccessMaker Data, Title I funds, Intervention teachers, Professional Learning, Digital Learning Teacher Leader, SAC funds, PTO and business partners/community leaders.

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible
Paul Nehrig

Schedule
On 10/31/2016

Evidence of Completion
SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible
Paul Nehrig

Schedule
On 2/14/2017

Evidence of Completion
Midyear Review in CIMS

Plan to Monitor Progress Toward G1. `8`

State Assessment Results

Person Responsible
Paul Nehrig

Schedule
Annually, from 5/25/2017 to 7/11/2017

Evidence of Completion
Step Zero for 2017-2018 SIP

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If Forest Lake Elementary collaboratively implements standards-aligned instruction based on the Instructional Shifts, then student achievement will increase. 1

🔑 G083543

G1.B1 Lack of knowledge and implementation 2

🔑 B221628

G1.B1.S1 Develop knowledge and skills of the Instructional Shifts in ELA and improve implementation of core actions. 4

🔑 S233880

Strategy Rationale

Increase the percentage of teachers effectively implementing the instructional shifts of ELA.

Action Step 1 5

Create a Needs Assessment Survey using resources from Achieve the Core and assess current knowledge and skills of Instructional Shifts in ELA

Person Responsible

Paul Nehrig

Schedule

On 8/12/2016

Evidence of Completion

Complete Needs Assessment Survey during pre-planning and developed Professional Learning Plan

Action Step 2 5

Provide professional learning on ELA: Core Action Practice #1, based on Needs Assessment Survey and data collection results

Person Responsible

Denielle Dutil

Schedule

Daily, from 9/19/2016 to 9/19/2016

Evidence of Completion

Faculty Meeting Sign In Sheet #1

Action Step 3 `5`

Provide professional learning on ELA: Core Action Practice #2, based on Needs Assessment Survey and data collection results

Person Responsible

Denielle Dutil

Schedule

On 10/19/2016

Evidence of Completion

Faculty Meeting Sign In Sheet #2

Action Step 4 `5`

Provide professional learning on ELA: Core Action Practice #3, based on Needs Assessment Survey and data collection results

Person Responsible

Denielle Dutil

Schedule

On 11/16/2016

Evidence of Completion

Faculty Meeting Sign In Sheet #3

Action Step 5 `5`

Practice implementing the knowledge and skills learned during each Professional Learning session

Person Responsible

Denielle Dutil

Schedule

Daily, from 9/20/2016 to 5/26/2017

Evidence of Completion

Lesson plans, student work sample, data collection tools

Action Step 6 `5`

Monitor and provide feedback and coaching as needed for each Professional Learning

Person Responsible

Denielle Dutil

Schedule

On 5/26/2017

Evidence of Completion

Data Collection Results

Action Step 7 `5`

Provide professional learning on ELA Core Practices 1-3: A Deeper Dive

Person Responsible

Denielle Dutil

Schedule

Daily, from 12/7/2016 to 12/7/2016

Evidence of Completion

Faculty Meeting PL Sign In Sheets

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

Track survey report to determine survey completion

Person Responsible

Denielle Dutil

Schedule

Daily, from 8/9/2016 to 8/12/2016

Evidence of Completion

Survey report

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

Touch base with professional learning facilitators to determine status of the professional learning plans

Person Responsible

Denielle Dutil

Schedule

Biweekly, from 6/22/2016 to 12/14/2016

Evidence of Completion

Outlook Calendar and meeting invite

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

Coaches observing using Instructional Practices Guides (IPG) and through PLC

Person Responsible

Denielle Dutil

Schedule

Weekly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Coaching Plan or Logs and Instructional Practices Guides (IPG's)

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly SLT meetings.

Person Responsible

Paul Nehrig

Schedule

Monthly, from 7/22/2016 to 5/26/2017

Evidence of Completion

Monthly data walks, observation notes, lesson plans, VXT data, SLT minutes

G1.B1.S2 Develop knowledge and skills of the Instructional Shifts in Math and improve implementation of core actions 4

🔑 S233881

Strategy Rationale

Increase the percentage of teachers effectively implementing the instructional shifts of Math

Action Step 1 5

Create a Needs Assessment Survey using resources from Achieve the Core and assess current knowledge and skills of Instructional Shifts in Math

Person Responsible

Vicky Baldoni

Schedule

On 8/12/2016

Evidence of Completion

Completed Needs Assessment Survey during pre-planning and developed Professional Learning Plan

Action Step 2 5

Provide professional learning on Math: Core Action Practice #1, based on Needs Assessment Survey and data collection results

Person Responsible

Vicky Baldoni

Schedule

On 9/19/2016

Evidence of Completion

Faculty Meeting Sign In Sheet #1

Action Step 3 `5`

Provide professional learning on Math: Core Action Practice #2, based on Needs Assessment Survey and data collection results

Person Responsible

Vicky Baldoni

Schedule

On 10/19/2016

Evidence of Completion

Faculty Sign In Sheet #2

Action Step 4 `5`

Provide professional learning on Math: Core Action Practice #3, based on Needs Assessment Survey and data collection results

Person Responsible

Vicky Baldoni

Schedule

On 11/16/2016

Evidence of Completion

Faculty Sign In Sheet #3

Action Step 5 `5`

Practice implementing the knowledge and skills learned during each Professional Learning session

Person Responsible

Vicky Baldoni

Schedule

Daily, from 9/20/2016 to 5/26/2017

Evidence of Completion

Lesson plans, student work samples, data collection tools

Action Step 6 `5`

Monitor and provide feedback and coaching as needed for each Professional Learning

Person Responsible

Vicky Baldoni

Schedule

Biweekly, from 9/20/2016 to 5/26/2017

Evidence of Completion

Data Collection Results

Action Step 7 `5`

Provide professional learning on ELA Core Practices 1-3: A Deeper Dive

Person Responsible

Vicky Baldoni

Schedule

On 12/14/2016

Evidence of Completion

Faculty meeting sign in sheet

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

Track survey report to determine survey completion

Person Responsible

Vicky Baldoni

Schedule

On 8/12/2016

Evidence of Completion

Survey reports

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

Touch base with professional learning facilitators to determine status of the professional learning plans

Person Responsible

Vicky Baldoni

Schedule

On 2/8/2017

Evidence of Completion

Outlook Calendar and meeting invite

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

Coaches observing using Instructional Practices Guides (IPG) and through PLC

Person Responsible

Vicky Baldoni

Schedule

Weekly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Coaching Plan or Logs and Instructional Practices Guides (IPG's)

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly SLT meetings

Person Responsible

Paul Nehrig

Schedule

Biweekly, from 7/22/2016 to 5/26/2017

Evidence of Completion

Monthly data walks, observation notes, lesson plans, VXT data, SLT minutes

G1.B2 Lack of a supportive learning environment including mindset 2

🔑 B221629

G1.B2.S1 Develop highly effective PLC's and collaboratively improve knowledge and implementation of the Instructions Shifts. 4

🔑 S233882

Strategy Rationale

Data analysis and planning of instruction to meet the needs of all students

Action Step 1 5

Provide professional learning on District PLC Rubric and use rubric to assess needs

Person Responsible

Vicky Baldoni

Schedule

On 8/11/2016

Evidence of Completion

Pre Planning PL Sign in sheet & completed PLC rubric self-assessment

Action Step 2 5

Provide professional learning on PLC Teams in Action

Person Responsible

Denielle Dutil

Schedule

On 8/31/2016

Evidence of Completion

ERPL Sign In Sheets and rubric feedback

Action Step 3 `5`

Observe PLC teams in action and provide immediate feedback using the PLC Rubric at the end of the meeting. PLC Mini Teach Topics will be determined throughout this process based on data and presented at scheduled faculty meetings.

Person Responsible

Denielle Dutil

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PLC Rubric data

Action Step 4 `5`

Provide opportunities for highly effective PLC teams to model for faculty (Fish Bowl Activities)

Person Responsible

Vicky Baldoni

Schedule

On 3/8/2017

Evidence of Completion

ERPL Sign In Sheets

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

Determine status towards completing action steps 1-4 during monthly SLT meetings

Person Responsible

Paul Nehrig

Schedule

Monthly, from 7/11/2016 to 5/26/2017

Evidence of Completion

SLT Meeting Minutes

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

Discuss the effectiveness of PLC's and analyze collected data using PLC rubric

Person Responsible

Paul Nehrig

Schedule

Monthly, from 7/11/2016 to 5/26/2017

Evidence of Completion

PLC Rubric data, SLT minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A1 🔍 A300318	Provide professional learning on District PLC Rubric and use rubric to assess needs	Baldoni, Vicky	8/11/2016	Pre Planning PL Sign in sheet & completed PLC rubric self-assessment	8/11/2016 one-time
G1.B1.S1.MA1 🔍 M304758	Track survey report to determine survey completion	Dutil, Denielle	8/9/2016	Survey report	8/12/2016 daily
G1.B1.S1.A1 🔍 A300304	Create a Needs Assessment Survey using resources from Achieve the Core and assess current knowledge...	Nehrig, Paul	6/22/2016	Complete Needs Assessment Survey during pre-planning and developed Professional Learning Plan	8/12/2016 one-time
G1.B1.S2.MA1 🔍 M304762	Track survey report to determine survey completion	Baldoni, Vicky	8/9/2016	Survey reports	8/12/2016 one-time
G1.B1.S2.A1 🔍 A300311	Create a Needs Assessment Survey using resources from Achieve the Core and assess current knowledge...	Baldoni, Vicky	6/22/2016	Completed Needs Assessment Survey during pre-planning and developed Professional Learning Plan	8/12/2016 one-time
G1.B2.S1.A2 🔍 A300319	Provide professional learning on PLC Teams in Action	Dutil, Denielle	8/31/2016	ERPL Sign In Sheets and rubric feedback	8/31/2016 one-time
G1.B1.S1.A2 🔍 A300305	Provide professional learning on ELA: Core Action Practice #1, based on Needs Assessment Survey and...	Dutil, Denielle	9/19/2016	Faculty Meeting Sign In Sheet #1	9/19/2016 daily
G1.B1.S2.A2 🔍 A300312	Provide professional learning on Math: Core Action Practice #1, based on Needs Assessment Survey...	Baldoni, Vicky	9/19/2016	Faculty Meeting Sign In Sheet #1	9/19/2016 one-time
G1.B1.S1.A3 🔍 A300306	Provide professional learning on ELA: Core Action Practice #2, based on Needs Assessment Survey and...	Dutil, Denielle	10/19/2016	Faculty Meeting Sign In Sheet #2	10/19/2016 one-time
G1.B1.S2.A3 🔍 A300313	Provide professional learning on Math: Core Action Practice #2, based on Needs Assessment Survey...	Baldoni, Vicky	10/19/2016	Faculty Sign In Sheet #2	10/19/2016 one-time
G1.MA1 🔍 M304767	SIP Progress Monitoring Meeting	Nehrig, Paul	10/31/2016	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/31/2016 one-time
G1.B1.S1.A4 🔍 A300307	Provide professional learning on ELA: Core Action Practice #3, based on Needs Assessment Survey and...	Dutil, Denielle	11/16/2016	Faculty Meeting Sign In Sheet #3	11/16/2016 one-time
G1.B1.S2.A4 🔍 A300314	Provide professional learning on Math: Core Action Practice #3, based on Needs Assessment Survey...	Baldoni, Vicky	11/16/2016	Faculty Sign In Sheet #3	11/16/2016 one-time
G1.B1.S1.A7 🔍 A300310	Provide professional learning on ELA Core Practices 1-3: A Deeper Dive	Dutil, Denielle	12/7/2016	Faculty Meeting PL Sign In Sheets	12/7/2016 daily
G1.B1.S1.MA2 🔍 M304759	Touch base with professional learning facilitators to determine status of the professional learning...	Dutil, Denielle	6/22/2016	Outlook Calendar and meeting invite	12/14/2016 biweekly
G1.B1.S2.A7 🔍 A300317	Provide professional learning on ELA Core Practices 1-3: A Deeper Dive	Baldoni, Vicky	12/14/2016	Faculty meeting sign in sheet	12/14/2016 one-time
G1.B1.S2.MA3 🔍 M304763	Touch base with professional learning facilitators to determine status of the professional learning...	Baldoni, Vicky	6/22/2016	Outlook Calendar and meeting invite	2/8/2017 one-time
G1.MA2 🔍 M304768	SIP Midyear Review	Nehrig, Paul	2/14/2017	Midyear Review in CIMS	2/14/2017 one-time
G1.B2.S1.A4 🔍 A300321	Provide opportunities for highly effective PLC teams to model for faculty (Fish Bowl Activities)	Baldoni, Vicky	3/8/2017	ERPL Sign In Sheets	3/8/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 🔍 M304757	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Nehrig, Paul	7/22/2016	Monthly data walks, observation notes, lesson plans, VXT data, SLT minutes	5/26/2017 monthly
G1.B1.S1.MA3 🔍 M304760	Coaches observing using Instructional Practices Guides (IPG) and through PLC	Dutil, Denielle	8/31/2016	Coaching Plan or Logs and Instructional Practices Guides (IPG's)	5/26/2017 weekly
G1.B1.S1.A5 🔍 A300308	Practice implementing the knowledge and skills learned during each Professional Learning session	Dutil, Denielle	9/20/2016	Lesson plans, student work sample, data collection tools	5/26/2017 daily
G1.B1.S1.A6 🔍 A300309	Monitor and provide feedback and coaching as needed for each Professional Learning	Dutil, Denielle	9/20/2016	Data Collection Results	5/26/2017 one-time
G1.B2.S1.MA1 🔍 M304765	Discuss the effectiveness of PLC's and analyze collected data using PLC rubric	Nehrig, Paul	7/11/2016	PLC Rubric data, SLT minutes	5/26/2017 monthly
G1.B2.S1.MA1 🔍 M304766	Determine status towards completing action steps 1-4 during monthly SLT meetings	Nehrig, Paul	7/11/2016	SLT Meeting Minutes	5/26/2017 monthly
G1.B2.S1.A3 🔍 A300320	Observe PLC teams in action and provide immediate feedback using the PLC Rubric at the end of the...	Dutil, Denielle	8/15/2016	PLC Rubric data	5/26/2017 monthly
G1.B1.S2.MA1 🔍 M304761	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Nehrig, Paul	7/22/2016	Monthly data walks, observation notes, lesson plans, VXT data, SLT minutes	5/26/2017 biweekly
G1.B1.S2.MA4 🔍 M304764	Coaches observing using Instructional Practices Guides (IPG) and through PLC	Baldoni, Vicky	8/31/2016	Coaching Plan or Logs and Instructional Practices Guides (IPG's)	5/26/2017 weekly
G1.B1.S2.A5 🔍 A300315	Practice implementing the knowledge and skills learned during each Professional Learning session	Baldoni, Vicky	9/20/2016	Lesson plans, student work samples, data collection tools	5/26/2017 daily
G1.B1.S2.A6 🔍 A300316	Monitor and provide feedback and coaching as needed for each Professional Learning	Baldoni, Vicky	9/20/2016	Data Collection Results	5/26/2017 biweekly
G1.MA3 🔍 M304769	State Assessment Results	Nehrig, Paul	5/25/2017	Step Zero for 2017-2018 SIP	7/11/2017 annually

V. Professional Development Opportunities

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

G1. If Forest Lake Elementary collaboratively implements standards-aligned instruction based on the Instructional Shifts, then student achievement will increase.

G1.B1 Lack of knowledge and implementation

G1.B1.S1 Develop knowledge and skills of the Instructional Shifts in ELA and improve implementation of core actions.

PD Opportunity 1

Provide professional learning on ELA: Core Action Practice #1, based on Needs Assessment Survey and data collection results

Facilitator

Academic Coaches with District Support

Participants

Faculty

Schedule

Daily, from 9/19/2016 to 9/19/2016

PD Opportunity 2

Provide professional learning on ELA: Core Action Practice #2, based on Needs Assessment Survey and data collection results

Facilitator

Academic Coaches with District Support

Participants

Faculty

Schedule

On 10/19/2016

PD Opportunity 3

Provide professional learning on ELA: Core Action Practice #3, based on Needs Assessment Survey and data collection results

Facilitator

Academic Coaches with district support

Participants

Faculty

Schedule

On 11/16/2016

PD Opportunity 4

Provide professional learning on ELA Core Practices 1-3: A Deeper Dive

Facilitator

Academic Coaches with district support

Participants

Faculty

Schedule

Daily, from 12/7/2016 to 12/7/2016

G1.B1.S2 Develop knowledge and skills of the Instructional Shifts in Math and improve implementation of core actions

PD Opportunity 1

Provide professional learning on Math: Core Action Practice #1, based on Needs Assessment Survey and data collection results

Facilitator

Academic Coaches with district support

Participants

Faculty

Schedule

On 9/19/2016

PD Opportunity 2

Provide professional learning on Math: Core Action Practice #2, based on Needs Assessment Survey and data collection results

Facilitator

Academic Coaches with district support

Participants

Faculty

Schedule

On 10/19/2016

PD Opportunity 3

Provide professional learning on Math: Core Action Practice #3, based on Needs Assessment Survey and data collection results

Facilitator

Academic Coaches with district support

Participants

Faculty

Schedule

On 11/16/2016

PD Opportunity 4

Provide professional learning on ELA Core Practices 1-3: A Deeper Dive

Facilitator

Academic coaches with district support

Participants

Faculty

Schedule

On 12/14/2016

G1.B2 Lack of a supportive learning environment including mindset

G1.B2.S1 Develop highly effective PLC's and collaboratively improve knowledge and implementation of the Instructions Shifts.

PD Opportunity 1

Provide professional learning on District PLC Rubric and use rubric to assess needs

Facilitator

Academic Coaches with district support

Participants

Faculty

Schedule

On 8/11/2016

PD Opportunity 2

Provide professional learning on PLC Teams in Action

Facilitator

Academic Coaches with district support

Participants

Faculty

Schedule

On 8/31/2016

PD Opportunity 3

Provide opportunities for highly effective PLC teams to model for faculty (Fish Bowl Activities)

Facilitator

Academic Coaches with district support

Participants

Faculty

Schedule

On 3/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create a Needs Assessment Survey using resources from Achieve the Core and assess current knowledge and skills of Instructional Shifts in ELA	$0.00
2	G1.B1.S1.A2	Provide professional learning on ELA: Core Action Practice #1, based on Needs Assessment Survey and data collection results	$0.00
3	G1.B1.S1.A3	Provide professional learning on ELA: Core Action Practice #2, based on Needs Assessment Survey and data collection results	$0.00
4	G1.B1.S1.A4	Provide professional learning on ELA: Core Action Practice #3, based on Needs Assessment Survey and data collection results	$0.00
5	G1.B1.S1.A5	Practice implementing the knowledge and skills learned during each Professional Learning session	$0.00
6	G1.B1.S1.A6	Monitor and provide feedback and coaching as needed for each Professional Learning	$0.00
7	G1.B1.S1.A7	Provide professional learning on ELA Core Practices 1-3: A Deeper Dive	$0.00
8	G1.B1.S2.A1	Create a Needs Assessment Survey using resources from Achieve the Core and assess current knowledge and skills of Instructional Shifts in Math	$0.00
9	G1.B1.S2.A2	Provide professional learning on Math: Core Action Practice #1, based on Needs Assessment Survey and data collection results	$0.00
10	G1.B1.S2.A3	Provide professional learning on Math: Core Action Practice #2, based on Needs Assessment Survey and data collection results	$0.00
11	G1.B1.S2.A4	Provide professional learning on Math: Core Action Practice #3, based on Needs Assessment Survey and data collection results	$0.00
12	G1.B1.S2.A5	Practice implementing the knowledge and skills learned during each Professional Learning session	$0.00
13	G1.B1.S2.A6	Monitor and provide feedback and coaching as needed for each Professional Learning	$0.00
14	G1.B1.S2.A7	Provide professional learning on ELA Core Practices 1-3: A Deeper Dive	$0.00
15	G1.B2.S1.A1	Provide professional learning on District PLC Rubric and use rubric to assess needs	$0.00
16	G1.B2.S1.A2	Provide professional learning on PLC Teams in Action	$0.00
17	G1.B2.S1.A3	Observe PLC teams in action and provide immediate feedback using the PLC Rubric at the end of the meeting. PLC Mini Teach Topics will be determined throughout this process based on data and presented at scheduled faculty meetings.	$0.00
18	G1.B2.S1.A4	Provide opportunities for highly effective PLC teams to model for faculty (Fish Bowl Activities)	$0.00
		Total:	$0.00