

Hernando County School District

Deltona Elementary School



2017-18 Schoolwide Improvement Plan

Deltona Elementary School

2055 DELTONA BLVD, Spring Hill, FL 34606

<https://www.hernandoschools.org/des>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	C

**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 1/9/2018.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Deltona Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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

b. Provide the school's vision statement.

ALL children WILL achieve at high levels.

2. School Environment

a. 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.

b. 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.

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.

Deltona follows MTSS/Rtl 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.

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.

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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The School-based Leadership Team meets bimonthly to analyze school, grade level, and individual student data. This includes data in attendance, grades, test performance, and disciplinary issues. Students that show concerning data in 2 or more areas are then targeted for interventions based on their individual early warning indicators.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	56	37	38	51	40	41	0	0	0	0	0	0	0	263
One or more suspensions	3	2	1	5	6	2	0	0	0	0	0	0	0	19
Course failure in ELA or Math	22	0	1	0	1	0	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	7	9	28	0	0	0	0	0	0	0	44

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	18	2	1	7	14	20	0	0	0	0	0	0	0	62

c. 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/467082>.

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.

Our school SAC, Title I, and Parent Involvement Committees reach 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Shellabarger, Debi	Principal
Keiper, Maureen	Assistant Principal

b. Duties

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

Debi Vermette, Principal
Maureen Keiper, Assistant Principal

Jessica Neuman, Title I Facilitator
 Ryan Wilson, ESE Resource
 Amy Gendron, Guidance Counselor
 Cindy Casto, Elementary Assistant
 Kristie Licht, Writing Resource
 Kristin Melton, Reading Resource
 Sophia Makohon-Lynch, Reading Resource
 Cindy Roush, Math Resource
 Ruth Flaspeter, Elementary Assistant - MTSS Coordinator

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.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Debi Vermette	Principal
Cynthia Casto	Teacher
Jessica Neuman	Teacher
Cathy Haun	Parent
Franshesca Ellis	Parent
Emily Davis	Parent
Brandy Kunda	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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.

c. 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.

2. 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.

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
Makohon-Lynch, Sophia	Teacher, K-12
Fox, Michelle	Teacher, K-12
Melton, Kristin	Teacher, K-12
Santos, Waida	Instructional Media

b. Duties

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

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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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.

2. 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.

3. 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.

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.

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

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.

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.

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: 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

Neuman, Jessica, neuman_j2@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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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.** 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”), 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. 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

G099157

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	60.0
FSA Mathematics Achievement	65.0
Math Gains	60.0
Math Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	65.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Master Schedule created to allow for common planning time
- District ELA Curriculum Maps
- Writing Coach
- Literacy Coach

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 8/7/2017 to 6/1/2018

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

G099157

G1.B1 Lack of ELA Professional Development 2

B266938

G1.B1.S1 The District Writing Coach and District Literacy Coach 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

S282859

Strategy Rationale

If we provide professional development opportunities with the District Literacy and Writing Coaches, 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 and Writing Coach 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

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

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

Action Step 2 5

The District Literacy Coach and District Writing Coach will provide professional development in Core Connections Writing Strategies through modeling, PLCs, and Data Chats.

Person Responsible

Debbie Piazza

Schedule

Monthly, from 8/7/2017 to 6/1/2018

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

Debi Shellabarger

Schedule

Daily, from 8/7/2017 to 6/1/2018

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 have been established and monitored during bi-weekly SBLT meetings.

Person Responsible

Debi Shellabarger

Schedule

Biweekly, from 8/7/2017 to 6/1/2018

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**

 B266939

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**

 S282860

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 Shellabarger

Schedule

Daily, from 8/7/2017 to 6/1/2018

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 Shellabarger

Schedule

Daily, from 8/7/2017 to 6/1/2018

Evidence of Completion

Quality Student journal writing as well as exemplar 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 and administrative walk-through feedback.

Person Responsible

Debi Shellabarger

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M414814	Utilizing school wide rubrics for kindergarten through second grade and FSA rubrics for grades...	Piazza, Debbie	8/7/2017	Data analysis using grade level and FSA rubrics.	6/1/2018 quarterly
G1.B1.S1.MA1 M414810	Non negotiables for content area journals have been established and monitored during bi-weekly SBLT...	Shellabarger, Debi	8/7/2017	Grade level journal expectations, exemplar work displayed, SBLT meeting, PLC, Data Chat sign - in sheets	6/1/2018 biweekly
G1.B1.S1.MA1 M414811	Walkthroughs, grade level common assessments, data chats, observations, and action plans	Shellabarger, Debi	8/7/2017	Sign in sheets, common assessment graphs, rubrics, action plans, and writing assignments displayed throughout school site.	6/1/2018 daily
G1.B1.S1.A1 A381651	ELA Resource Teacher and Writing Coach will provide professional development through modeling,...	Piazza, Debbie	8/7/2017	ERO, sign in sheets, progress monitoring, evidence of exemplary work, and walk through observations by administration.	6/1/2018 monthly
G1.B1.S1.A2 A381652	The District Literacy Coach and District Writing Coach will provide professional development in...	Piazza, Debbie	8/7/2017	ERO, sign in sheets, progress monitoring, evidence of exemplary work, and walk through observations by administration.	6/1/2018 monthly
G1.B2.S1.MA1 M414812	Common grade level assessments (paper/pencil and computer based) to align with FSA writing...	Shellabarger, Debi	8/7/2017	Student writing responses, progress monitoring through common school wide assessments, and PD360 observation documentation	6/1/2018 monthly
G1.B2.S1.MA1 M414813	Administrative walk-throughs to observe and ensure that students are actively engaged in reading...	Shellabarger, Debi	8/7/2017	Quality Student journal writing as well as exemplar 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.	6/1/2018 daily
G1.B2.S1.A1 A381653	Administration will provide increased opportunities for writing on the Master Schedule.	Shellabarger, Debi	8/7/2017	The completed Master Schedule provided for all staff.	6/1/2018 daily

V. 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 The District Writing Coach and District Literacy Coach 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 and Writing Coach 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

Debbie Piazza and Michelle Fontaine

Participants

All instructional staff, Kindergarten through Fifth Grade.

Schedule

Monthly, from 8/7/2017 to 6/1/2018

PD Opportunity 2

The District Literacy Coach and District Writing Coach will provide professional development in Core Connections Writing Strategies through modeling, PLCs, and Data Chats.

Facilitator

Debbie Piazza and Michelle Fontaine

Participants

All instructional staff, Kindergarten through Fifth Grade.

Schedule

Monthly, from 8/7/2017 to 6/1/2018

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	ELA Resource Teacher and Writing Coach 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.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide			\$0.00
2	G1.B1.S1.A2	The District Literacy Coach and District Writing Coach will provide professional development in Core Connections Writing Strategies through modeling, PLCs, and Data Chats.				\$0.00
3	G1.B2.S1.A1	Administration will provide increased opportunities for writing on the Master Schedule.				\$0.00
					Total:	\$0.00