Silver Sands Middle School

2018-19 Schoolwide Improvement Plan

Silver Sands Middle School

1300 HERBERT ST, Port Orange, FL 32129

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

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	61%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	C	A*

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 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.

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 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.

2018-19 DA Category and Statuses for Silver Sands Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Silver Sands is committed to building individual character and achievement by linking learning to life through real world applications.

b. Provide the school's vision statement.

Silver Sands Middle School follows the vision statement of Volusia County Schools: Ensuring all students receive a superior 21st century education.

2. School Environment

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

Camps Sands is a program designed to acquaint new students with our campus, the faculty, and one another. Teachers and student-leaders known as Web Leaders work through coordinated ice-breaking activities designed to learn about their students and establish a rapport.

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

To promote positive behavior and build a school community based upon consistent safety and responsibilities, the school-based Behavior Leadership Team develops policies, procedures and expectations intended for all students and staff for a variety of settings across campus. Specific and longstanding initiatives include the constant list of classroom/students behaviors with a built-in pyramid of consequences (teacher reactions) known as the Warrior Code.

School leadership, along with campus advisers and supplemented teachers, as well as, the expectation of teachers/staff to provide hall monitoring between all classes, establish effective monitoring of campus throughout the school day. Through this visibility and supervision, the students have access to adults on a constant basis.

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.

Behavior Leadership Team policies, procedures and expectations are based upon behavioral data and are implicitly reinforced throughout the year. the membership of the BLT is inclusive of all areas (core instruction, administration, etc.).

The Leadership Team works collaboratively with BLT and the principal to protect instructional time and monitor the instituted policies/procedures for fidelity as well as reflection for needed change, as well.

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.

SSMS provides the following non-violence and anti-drug programs:
- Student mentoring program
- Second Step Curriculum via SEL TOA

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

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.

Silver Sands Middle accesses the Early Warning Systems (EWS) quarterly. The EWS is a specialized report available to middle schools. the indicators are as follows:

-Attendance below 90%, regardless of whether absence is excused or due to out of school suspensions
-Year to date suspensions (at risk if 1 or more), which includes in-school and out-of-school suspension
-Level 1 score on the statewide, standardized assessment in ELA or Math

Pursuant to Florida Statute, any student who meets at lease 2 of the aforementioned indicators is identified on the Early Warning System and parents notification is made, inviting them to a meeting at the school.

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	0	0	0	0	0	0	15	10	14	0	0	0	0	39
One or more suspensions	0	0	0	0	0	0	1	5	4	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	15	9	11	0	0	0	0	35

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	0	0	0	0	0	0	70	90	77	0	0	0	0	237

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

The above data (b1) reflects the baseline number of students exhibiting 2 or more indicators as of the end of year report for the 2017-2018 school year and will be updated quarterly within 5 days of the end of the 9 weeks.

The above data (b2) reflects the number of students exhibiting 2 or more indicators at the end of the 2017-2018 school year.

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g. attendance below 90%, patterns of discipline referrals, etc.) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which groups data are considered and evidence-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues (e.g. office discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with tenets of Positive Behavioral Supports.

Regular review of the Early Warning Systems report enables the school team to determine if interventions are successful in addressing ares of concern. For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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?
No

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

2. Description

Silver Sands Middle School will increase the number of informational meetings held for parents/guardians to support their understanding and use of Volusia Information Management Systems (VIMS) as a way to stay informed, as well as, increase the number of parents involved in our School Advisory Council.

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.

The school builds and sustains with the local community by holding such events as alongside and in collaboration with:
Open House
Schedule Pick-Up
PTSA

Business Partners
Career Day
Registration
Camp Sands
Port Orange Family Days
Book Carnival

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
Wiles, Amanda	Principal
Jones, Jessica	Instructional Media
Alligood, Kevin	Teacher, K-12
Culver, Tracia	Assistant Principal
Gilmore, Samantha	Teacher, K-12
Leathead, Todd	Assistant Principal
Lecras, Timothy	Teacher, K-12
Mongelli, Joanne	Instructional Coach
Alves, Aaron	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.

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

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.

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, 8 step plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process,

with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Title X- Homeless
The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)
The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs
Silver Sands offers the following non-violence and anti-drug programs:
• Student Mentoring Program
• Crisis Training Program
• Suicide Prevention Program
• Bullying Program

Nutrition Programs
Silver Sands offers a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Nutrition and Wellness programs
• Running Club
Exercise and Sports Science Academy

Job Training
Silver Sands offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.
Silver Sands offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, and Technology career clusters.
Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA and FFEA.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Amanda Wiles	Principal
Brittney Greenwalt	Parent
Therese Humbles	Parent
Gloria Scholz	Parent
Tracia Culver	Teacher
Mary Ann Cunningham	Parent
Tim Carignan	Teacher
Mark Kraft	Teacher
Marie Sylvester	Teacher
Rick Pesarchick	Parent
Stephanie Dahl	Parent
Christie Trope	Parent
Raymond Sanders	Parent
Dee Akers	Parent
Paula Blake	Parent
Kathy Mueller	Parent
Jan Brown	Parent
Isa Perez	Parent
Amanda Smith	Parent
Tim Carignan	Teacher
Roberta Rosensteel	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 sought input by sharing Step Zero's results with the faculty as well as the School Advisory Council.

b. Development of this school improvement plan

During the course of the year, SAC members will work collaboratively with the principal to promote best practices for successful implementation of the School Improvement Plan goals.

c. Preparation of the school's annual budget and plan

The schools' annual budget and spending plan are shared for input and discussion during monthly SAC meetings.

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

When called upon to do so, SAC members will vote to approve the use of SAC funds as requested by the faculty/staff and principal. All the while, SAC will adhere to and practice under the agreed upon by-laws. Specific allocations are to be determined based on department needs in regards to the level of support during implementation of school-wide goal(s).

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
Gilmore, Samantha	Teacher, K-12
Mongelli, Joanne	Instructional Coach
Jones, Jessica	Instructional Media
Wiles, Amanda	Principal

b. Duties

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

The school based Literacy Leadership Team (LLT) identifies school based resources to determine the continuum of literacy supports available.
The school-wide literacy initiative, Linking Literacy to Life, promotes reading and writing as a school each week. Each department is responsible for providing the text that everyone in the school will interact and respond to. Additionally, PD has been provided on differentiation as well as close reading and writing strategies through the leadership and collaboration of the LLT.
Further means of literacy advocacy and promotion occurs through Professional Learning Communities, participation and sponsorship of the Volusia County's Secondary Literacy Fair, hosting a Scholastic book fair during Open House, and in-depth, logistical preparation of the School Improvement Plan.

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.

Silver Sands encourages positive working relationships between teachers through common planning, Professional Learning Communities (PLC's), lesson studies, Linking Literacy to Life cross-curricular literacy initiative, and professional development based on the needs of SSMS's faculty.

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

Silver Sands Middle participates in the annual Volusia Schools job fair and instructional transfer fain in an effort to recruit highly qualified teachers. New teachers participate in the new teacher program and are assigned a PAR evaluator who assists them throughout the year, ensuring they are on target with classroom management and lesson plan development. Administration offers leadership training opportunities to staff looking to progress in their education career and support educational opportunities for said personnel.

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

Silver Sands Middle School participates in the new teacher program for teachers new to teaching or in-need of support for growth and development. Pairings are determined through the district coordinators and PAR teachers are assigned to those in-need. Each new teacher is assigned a veteran teacher as a "mentor" to assist them in navigating the ins and outs of teaching at Silver Sands.

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.

At the secondary level, the Volusia County schools district curriculum specialists leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, within these teacher teams, formative and summative assessments are aligned with each content area's standards to facilitate effective monitoring of student achievement. School leaders and teachers are provided professional development on the implementation of the curriculum maps, resources and assessments.

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 Silver Sands, common planning allows teachers to participate in weekly PLC's to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period known as Warrior Time. Within PLC's, teachers utilize curriculum maps and instructional calendars to create targeted instruction, especially for remediation purposes.

When necessary, teachers make recommendations for students to be reviewed and assisted by the school's Problem-Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across the content areas.

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: Before School Program
Minutes added to school year: 11,520

The Media Center is open to students needing access to resources and technology for thirty minutes before the start of each school day.

Teachers from all subject areas offer lunchtime and/or before/after school tutoring at times determined by the individual teacher.

A 25 minute remediation opportunity is offered daily and known as Warrior Time. During this time, students can engage in remediation for what they don't yet show proficiency or enrichment for what they've mastered.

PLC's meet weekly during common planning to collaborate on school-wide and/or individual student data trends, instructional practices/pacing and professional development efforts/focus.

Strategy Rationale

Strategy Purpose(s)

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

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

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

Students, parents, teachers and administration should see an opportunity for extended instructional time that positively influences academic achievement, engagement and confidence measurable through classroom data and feedback opportunities.Two surveys for feedback are conducted each year, one by the Media Advisory Council and a second by the School Advisory Council.

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, §§ 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.

Silver Sands Middle works with feeder elementary schools to assist incoming 6th grade students with the registration process, as well as to help students and parents become familiar with the new campus. We make available Web Leaders, exemplary 8th grade students, to give visiting 5th graders a tour of the school. A few months later, just prior to the start of the new school year, incoming 6th graders are invited back to tour the campus and engage in ice-breaker, trust-building activities with their soon-to-be peers.

In addition, we work with high schools in our feeder pattern to assist outgoing 8th grade students with their transition to high school. High school personnel from the same feeder schools visit our students

and teachers to provide information about student academics and activities as well as the registration process for their particular programs of study.

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.

Silver Sands Middle offers students elective courses in art, business, technology, and journalism. Many of these courses focus on job skills and real-world information. Each year, the guidance staff coordinates a career day. In the weeks prior to the event, students fill out an interest survey which are used to sort students into a track for the day's events and speakers. During career day, guest speakers from a wide range and diverse selection of professions speak to students about the ins and outs of their prospective careers.

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

Information is disseminated regarding high school academies and dual enrollment opportunities so that students may begin considering these options and opportunities while still in the middle school grades. A course is also offered titled Digital Information Technology that allows students to access and complete Microsoft Certification exams for industry certification in the Microsoft suite products.

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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"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 Silver Sands develops systems that foster collective efficacy and support instructional practices, then teachers will successfully implement rigorous standards aligned instruction to meet students' individual needs and increase academic achievement.

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 Silver Sands develops systems that foster collective efficacy and support instructional practices, then teachers will successfully implement rigorous standards aligned instruction to meet students' individual needs and increase academic achievement. 1a

🔑 G100510

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0
FSA ELA Achievement	65.0
FCAT 2.0 Science Proficiency	73.0
Civics EOC Pass	81.0
Algebra I EOC Pass Rate	98.0

Targeted Barriers to Achieving the Goal 3

- Limited knowledge and implementation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Learning Communities

- Volusia Instructional Management Systems- Pinnacle/PGS

- Early Release Professional Learning

- Warrior Time, daily remediation

- Student Achievement Databases- Data Warehouse and Eduphoria

- Digital Learning Technology

- Monthly and weekly recognition programs, such as, Warrior of the Week and Faculty/Staff Member of the month

- Curricular Resources- textbooks, curriculum maps and instructional calendars

- Digital Learning Teacher Leader

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible
Jessica Jones

Schedule
On 10/29/2018

Evidence of Completion
SIP Progress Monitoring Meeting Minutes and Sign in Sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

> **Person Responsible**
> Amanda Wiles
>
> **Schedule**
> On 2/14/2019
>
> *Evidence of Completion*
> Mid-year Review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

> **Person Responsible**
> Amanda Wiles
>
> **Schedule**
> Annually, from 6/20/2019 to 7/30/2019
>
> *Evidence of Completion*
> Step Zero for 2019-2020 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 Silver Sands develops systems that foster collective efficacy and support instructional practices, then teachers will successfully implement rigorous standards aligned instruction to meet students' individual needs and increase academic achievement. 1

🔑 G100510

G1.B1 Limited knowledge and implementation 2

🔑 B271029

G1.B1.S1 Refine systematic practices and provide professional learning to support effective instructional practices and the implementation of standards-aligned instruction as well as the use of technology. 4

🔑 S286930

Strategy Rationale

Increase percentage of teachers effectively implementing standards-aligned instruction
Increase student achievement
Foster collective efficacy among faculty and staff
Increase student engagement and provide skills for 21st century learning

Action Step 1 5

Analyze data from Step Zero and the Systematic Practices for School Improvement reflection to identify strengths and areas of weaknesses; then prioritize areas of focus

Person Responsible

Amanda Wiles

Schedule

Monthly, from 6/7/2018 to 8/31/2018

Evidence of Completion

List of strengths and areas of weaknesses with focus areas identified.

Action Step 2 5

Develop plan of action for professional learning and systematic practices including the infrastructure for implementation.

Person Responsible

Amanda Wiles

Schedule

On 6/7/2018

Evidence of Completion

Completed plan of action, including timelines and people responsible

Action Step 3 `5`

Communicate the draft plan, collect teacher input, then revise accordingly.

Person Responsible

Amanda Wiles

Schedule

On 8/10/2018

Evidence of Completion

Faculty meeting sign-in and input.

Action Step 4 `5`

Teacher participation in district content sessions supporting standards-aligned instruction during pre-planning week.

Person Responsible

Amanda Wiles

Schedule

On 8/8/2018

Evidence of Completion

MyPGS sign in sheets

Action Step 5 `5`

Dictrict facilitation of a sharing and planning session with teachers to examine the resources available and ensure that the upcoming student tasks aligned to the depth of the standard.

Person Responsible

Amanda Wiles

Schedule

On 9/12/2018

Evidence of Completion

Agendas

Action Step 6 `5`

Teachers incorportate the aligned tasks into their instruction with admin walk thrus observing implentation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Amanda Wiles

Schedule

On 9/26/2018

Evidence of Completion

Aligned tasks and admin interaction data

Action Step 7 `5`

Teachers participate in a school-based Early Release Professional Learning focused on using technology during lessons that are aligned to the focus standards to enhance engagement.

Person Responsible

Amanda Wiles

Schedule

On 9/26/2018

Evidence of Completion

Sign in sheets

Action Step 8 `5`

Teachers incorporate the information from ERPL #1 into their lessons, with instructional coach and admin implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Amanda Wiles

Schedule

Weekly, from 10/4/2018 to 5/31/2019

Evidence of Completion

Lesson plans and coach's interaction data

Action Step 9 `5`

Teachers participate in the district Early Release Professional Learning sessions focused on standards-aligned instruction (Oct. 17, 2018 - District ERPL #1; November 28, 2018 - ERPL #2, January 23, 2019 - District ERPL #3, February 27, 2019 - District ERPL #4)

Person Responsible

Amanda Wiles

Schedule

Monthly, from 10/17/2018 to 2/27/2019

Evidence of Completion

MyPGS sign in sheets

Action Step 10 `5`

Teachers observe each other implementing the new learning from the district ERPL's using the skinny instructional practice guide.

Person Responsible

Amanda Wiles

Schedule

Monthly, from 10/18/2018 to 5/31/2019

Evidence of Completion

Teacher observation schedule

Action Step 11 `5`

Teachers incorporate the information from ERPL's into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers. (After each district ERPL session, steps 13 and 14 should be repeated)

Person Responsible

Amanda Wiles

Schedule

Weekly, from 10/18/2018 to 5/31/2019

Evidence of Completion

Teacher observation schedule

Action Step 12 `5`

Teachers participate in a school based Early Release Professional Learning focused on success criteria.

Person Responsible

Amanda Wiles

Schedule

On 10/31/2018

Evidence of Completion

MyPGS sign in sheets.

Action Step 13 `5`

Teachers incorporate the information from ERPL #2 into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Amanda Wiles

Schedule

Weekly, from 11/5/2018 to 5/31/2019

Evidence of Completion

Lesson plans and coaches interaction data

Action Step 14 `5`

Teachers participate in a school-based Early Release Professional Learning focused on lowest quartile reporting categories.

Person Responsible

Amanda Wiles

Schedule

On 11/14/2018

Evidence of Completion

Action Step 15 5

Teachers will incorporate the information from the ERPL #3 into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

> **Person Responsible**
>
> Amanda Wiles
>
> **Schedule**
>
> Weekly, from 1/10/2019 to 5/31/2019
>
> *Evidence of Completion*
>
> Amanda Wiles

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**
>
> Amanda Wiles
>
> **Schedule**
>
> Biweekly, from 8/7/2018 to 3/1/2019
>
> *Evidence of Completion*
>
> Outlook Meeting invite

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

Administrators conduct Data Walks

> **Person Responsible**
>
> Amanda Wiles
>
> **Schedule**
>
> Monthly, from 8/20/2018 to 5/30/2019
>
> *Evidence of Completion*
>
> Data Walk Collection Tools and Data Grids

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

Coach provides follow-up support to ensure implementation of standards aligned instruction

Person Responsible

Amanda Wiles

Schedule

Weekly, from 8/20/2018 to 5/30/2019

Evidence of Completion

Coach's interaction data and notes

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

Determine status towards completing action steps 1-6 during monthly SLT Meeting

Person Responsible

Amanda Wiles

Schedule

Monthly, from 8/20/2018 to 5/30/2019

Evidence of Completion

SLT meeting notes

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

Amanda Wiles

Schedule

Monthly, from 7/16/2018 to 5/30/2019

Evidence of Completion

Monthly Data Walks, Observational Notes, Lesson Plans, VXT Data, SLT Minutes

G1.B1.S2 Implement and refine highly effective PLC's that follow an intentional cycle to improve knowledge and implementation of standards-aligned instruction. [4]

🔑 S286931

Strategy Rationale

PLC cycles ensure all students needs are met.
Strengthen teacher collaboration and instructional practice.

Action Step 1 [5]

Examine master schedule to ensure common planning for identified content areas and set weekly scheduled PLC's.

Person Responsible

Amanda Wiles

Schedule

On 6/6/2018

Evidence of Completion

Master schedule with common planning

Action Step 2 [5]

Administrators communicate the expectations of PLC's, both verbally and in writing during pre-planning.

Person Responsible

Amanda Wiles

Schedule

On 8/7/2018

Evidence of Completion

Agenda notes and written communication

Action Step 3 5

Each team uses the PLC Rubric to rate effectiveness of their PLC, then prioritizes areas of focus and discusses how they will improve. Identify Teacher Leader Facilitator, establish norms, and clarify the role of the Instructional Coach in PLC's.

Person Responsible

Amanda Wiles

Schedule

On 8/9/2018

Evidence of Completion

PLC meeting minutes, PLC ratings, Teacher Leader Facilitator list, and established roles

Action Step 4 5

Collective Efficacy

Person Responsible

Amanda Wiles

Schedule

Daily, from 8/14/2018 to 5/30/2019

Evidence of Completion

PLC meeting minutes, Sunshine Club events, staff surveys

Action Step 5 5

Teacher leaders train departments on PLC norms

Person Responsible

Amanda Wiles

Schedule

On 8/28/2018

Evidence of Completion

PLC meeting minutes

Action Step 6 `5`

Teams analyze data (FSA, VXT's, etc) to determine how students performed last year. Teams set a SMART goal accordingly.

Person Responsible

Schedule

On 8/14/2018

Evidence of Completion

PLC meeting minutes, established SMART goals

Action Step 7 `5`

Coach introduces "skinny" IPG at faculty meeting, PLC teams discuss what each section looks like in practice, and coach clears up any misconceptions.

Person Responsible

Amanda Wiles

Schedule

On 8/21/2018

Evidence of Completion

Faculty meeting minutes

Action Step 8 `5`

Teacher Leader brings and upcoming common lesson and the coach models the process of analyzing the lesson using the Planning Conversation Guide to assist teachers in determining focus standards, identifying the criteria for mastery of the standards (success criteria), and planning the sequence of questions.

Person Responsible

Amanda Wiles

Schedule

On 8/23/2018

Evidence of Completion

PLC meeting minutes, completed sections of the Planning Conversation Guide.

Action Step 9 `5`

PLC's discuss data in biweekly meetings.

Person Responsible

Joanne Mongelli

Schedule

Biweekly, from 8/14/2018 to 5/28/2019

Evidence of Completion

PLC meeting minutes

Action Step 10 `5`

Departments will meet as a whole at least once per month to discuss data and standards.

Person Responsible

Joanne Mongelli

Schedule

Monthly, from 8/14/2018 to 5/28/2019

Evidence of Completion

PLC meeting notes

Action Step 11 `5`

Administration and coach will do monthly walk thrus during PLC meetings.

Person Responsible

Amanda Wiles

Schedule

Monthly, from 8/21/2018 to 5/31/2019

Evidence of Completion

Walk through data

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

Administrators attend the weekly PLC's

Person Responsible

Amanda Wiles

Schedule

Weekly, from 8/9/2018 to 5/30/2019

Evidence of Completion

Administrator notes

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

Determine status towards completing action steps 1-7 during monthly SLT

Person Responsible

Amanda Wiles

Schedule

Monthly, from 8/16/2018 to 5/30/2019

Evidence of Completion

SLT Meeting Notes

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

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

Person Responsible

Amanda Wiles

Schedule

Monthly, from 7/16/2018 to 5/30/2019

Evidence of Completion

V. Professional Development Opportunities

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

G1. If Silver Sands develops systems that foster collective efficacy and support instructional practices, then teachers will successfully implement rigorous standards aligned instruction to meet students' individual needs and increase academic achievement.

G1.B1 Limited knowledge and implementation

G1.B1.S1 Refine systematic practices and provide professional learning to support effective instructional practices and the implementation of standards-aligned instruction as well as the use of technology.

PD Opportunity 1

Teacher participation in district content sessions supporting standards-aligned instruction during pre-planning week.

Facilitator

Curriculum Specialists and/or Coach

Participants

Teachers

Schedule

On 8/8/2018

PD Opportunity 2

Dictrict facilitation of a sharing and planning session with teachers to examine the resources available and ensure that the upcoming student tasks aligned to the depth of the standard.

Facilitator

TBD

Participants

Faculty

Schedule

On 9/12/2018

PD Opportunity 3

Teachers participate in a school-based Early Release Professional Learning focused on using technology during lessons that are aligned to the focus standards to enhance engagement.

Facilitator

TBD

Participants

Faculty

Schedule

On 9/26/2018

PD Opportunity 4

Teachers participate in the district Early Release Professional Learning sessions focused on standards-aligned instruction (Oct. 17, 2018 - District ERPL #1; November 28, 2018 - ERPL #2, January 23, 2019 - District ERPL #3, February 27, 2019 - District ERPL #4)

Facilitator

Professional Learning Facilitator

Participants

Teachers

Schedule

Monthly, from 10/17/2018 to 2/27/2019

PD Opportunity 5

Teachers observe each other implementing the new learning from the district ERPL's using the skinny instructional practice guide.

Facilitator

Amanda Wiles

Participants

Teachers

Schedule

Monthly, from 10/18/2018 to 5/31/2019

PD Opportunity 6

Teachers incorporate the information from ERPL's into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers. (After each district ERPL session, steps 13 and 14 should be repeated)

Facilitator

Amanda Wiles

Participants

Teachers

Schedule

Weekly, from 10/18/2018 to 5/31/2019

PD Opportunity 7

Teachers participate in a school based Early Release Professional Learning focused on success criteria.

Facilitator

ERPL facilitators

Participants

Teachers

Schedule

On 10/31/2018

PD Opportunity 8

Teachers participate in a school-based Early Release Professional Learning focused on lowest quartile reporting categories.

Facilitator

TBD

Participants

Teachers

Schedule

On 11/14/2018

G1.B1.S2 Implement and refine highly effective PLC's that follow an intentional cycle to improve knowledge and implementation of standards-aligned instruction.

PD Opportunity 1

Coach introduces "skinny" IPG at faculty meeting, PLC teams discuss what each section looks like in practice, and coach clears up any misconceptions.

Facilitator

Joanne Mongelli

Participants

Teachers

Schedule

On 8/21/2018

PD Opportunity 2

Teacher Leader brings and upcoming common lesson and the coach models the process of analyzing the lesson using the Planning Conversation Guide to assist teachers in determining focus standards, identifying the criteria for mastery of the standards (success criteria), and planning the sequence of questions.

Facilitator

Joanne Mongelli

Participants

Teachers

Schedule

On 8/23/2018

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	Analyze data from Step Zero and the Systematic Practices for School Improvement reflection to identify strengths and areas of weaknesses; then prioritize areas of focus	$0.00
2	G1.B1.S1.A10	Teachers observe each other implementing the new learning from the district ERPL's using the skinny instructional practice guide.	$0.00
3	G1.B1.S1.A11	Teachers incorporate the information from ERPL's into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers. (After each district ERPL session, steps 13 and 14 should be repeated)	$0.00
4	G1.B1.S1.A12	Teachers participate in a school based Early Release Professional Learning focused on success criteria.	$0.00
5	G1.B1.S1.A13	Teachers incorporate the information from ERPL #2 into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.	$0.00
6	G1.B1.S1.A14	Teachers participate in a school-based Early Release Professional Learning focused on lowest quartile reporting categories.	$0.00
7	G1.B1.S1.A15	Teachers will incorporate the information from the ERPL #3 into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.	$0.00
8	G1.B1.S1.A2	Develop plan of action for professional learning and systematic practices including the infrastructure for implementation.	$0.00
9	G1.B1.S1.A3	Communicate the draft plan, collect teacher input, then revise accordingly.	$0.00
10	G1.B1.S1.A4	Teacher participation in district content sessions supporting standards-aligned instruction during pre-planning week.	$0.00
11	G1.B1.S1.A5	Dictrict facilitation of a sharing and planning session with teachers to examine the resources available and ensure that the upcoming student tasks aligned to the depth of the standard.	$0.00
12	G1.B1.S1.A6	Teachers incorporate the aligned tasks into their instruction with admin walk thrus observing implentation of the lessons and providing feedback and coaching support to teachers.	$0.00
13	G1.B1.S1.A7	Teachers participate in a school-based Early Release Professional Learning focused on using technology during lessons that are aligned to the focus standards to enhance engagement.	$0.00
14	G1.B1.S1.A8	Teachers incorporate the information from ERPL #1 into their lessons, with instructional coach and admin implementation of the lessons and providing feedback and coaching support to teachers.	$0.00
15	G1.B1.S1.A9	Teachers participate in the district Early Release Professional Learning sessions focused on standards-aligned instruction (Oct. 17, 2018 - District ERPL #1; November 28, 2018 - ERPL #2, January 23, 2019 - District ERPL #3, February 27, 2019 - District ERPL #4)	$0.00

16	G1.B1.S2.A1	Examine master schedule to ensure common planning for identified content areas and set weekly scheduled PLC's.	$0.00
17	G1.B1.S2.A10	Departments will meet as a whole at least once per month to discuss data and standards.	$0.00
18	G1.B1.S2.A11	Administration and coach will do monthly walk thrus during PLC meetings.	$0.00
19	G1.B1.S2.A2	Administrators communicate the expectations of PLC's, both verbally and in writing during pre-planning.	$0.00
20	G1.B1.S2.A3	Each team uses the PLC Rubric to rate effectiveness of their PLC, then prioritizes areas of focus and discusses how they will improve. Identify Teacher Leader Facilitator, establish norms, and clarify the role of the Instructional Coach in PLC's.	$0.00
21	G1.B1.S2.A4	Collective Efficacy	$0.00
22	G1.B1.S2.A5	Teacher leaders train departments on PLC norms	$0.00
23	G1.B1.S2.A6	Teams analyze data (FSA, VXT's, etc) to determine how students performed last year. Teams set a SMART goal accordingly.	$0.00
24	G1.B1.S2.A7	Coach introduces "skinny" IPG at faculty meeting, PLC teams discuss what each section looks like in practice, and coach clears up any misconceptions.	$0.00
25	G1.B1.S2.A8	Teacher Leader brings and upcoming common lesson and the coach models the process of analyzing the lesson using the Planning Conversation Guide to assist teachers in determining focus standards, identifying the criteria for mastery of the standards (success criteria), and planning the sequence of questions.	$0.00
26	G1.B1.S2.A9	PLC's discuss data in biweekly meetings.	$0.00
		Total:	$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S2.A1 A388596	Examine master schedule to ensure common planning for identified content areas and set weekly...	Wiles, Amanda	6/6/2018	Master schedule with common planning	6/6/2018 one-time
G1.B1.S1.A2 A388582	Develop plan of action for professional learning and systematic practices including the...	Wiles, Amanda	6/7/2018	Completed plan of action, including timelines and people responsible	6/7/2018 one-time
G1.B1.S2.A2 A388597	Administrators communicate the expectations of PLC's, both verbally and in writing during...	Wiles, Amanda	8/7/2018	Agenda notes and written communication	8/7/2018 one-time
G1.B1.S1.A4 A388584	Teacher participation in district content sessions supporting standards-aligned instruction during...	Wiles, Amanda	8/8/2018	MyPGS sign in sheets	8/8/2018 one-time
G1.B1.S2.A3 A388598	Each team uses the PLC Rubric to rate effectiveness of their PLC, then prioritizes areas of focus...	Wiles, Amanda	8/9/2018	PLC meeting minutes, PLC ratings, Teacher Leader Facilitator list, and established roles	8/9/2018 one-time
G1.B1.S1.A3 A388583	Communicate the draft plan, collect teacher input, then revise accordingly.	Wiles, Amanda	8/7/2018	Faculty meeting sign-in and input.	8/10/2018 one-time
G1.B1.S2.A6 A388601	Teams analyze data (FSA, VXT's, etc) to determine how students performed last year. Teams set a...		8/14/2018	PLC meeting minutes, established SMART goals	8/14/2018 one-time
G1.B1.S2.A7 A388602	Coach introduces "skinny" IPG at faculty meeting, PLC teams discuss what each section looks like in...	Wiles, Amanda	8/21/2018	Faculty meeting minutes	8/21/2018 one-time
G1.B1.S2.A8 A388603	Teacher Leader brings and upcoming common lesson and the coach models the process of analyzing the...	Wiles, Amanda	8/23/2018	PLC meeting minutes, completed sections of the Planning Conversation Guide.	8/23/2018 one-time
G1.B1.S2.A5 A388600	Teacher leaders train departments on PLC norms	Wiles, Amanda	8/14/2018	PLC meeting minutes	8/28/2018 one-time
G1.B1.S1.A1 A388581	Analyze data from Step Zero and the Systematic Practices for School Improvement reflection to...	Wiles, Amanda	6/7/2018	List of strengths and areas of weaknesses with focus areas identified.	8/31/2018 monthly
G1.B1.S1.A5 A388585	Dictrict facilitation of a sharing and planning session with teachers to examine the resources...	Wiles, Amanda	9/12/2018	Agendas	9/12/2018 one-time
G1.B1.S1.A6 A388586	Teachers incorporate the aligned tasks into their instruction with admin walk thrus observing...	Wiles, Amanda	8/13/2018	Aligned tasks and admin interaction data	9/26/2018 one-time
G1.B1.S1.A7 A388587	Teachers participate in a school-based Early Release Professional Learning focused on using...	Wiles, Amanda	9/26/2018	Sign in sheets	9/26/2018 one-time
G1.MA1 M424622	SIP Progress Monitoring Meeting	Jones, Jessica	10/29/2018	SIP Progress Monitoring Meeting Minutes and Sign in Sheet	10/29/2018 one-time
G1.B1.S1.A12 A388592	Teachers participate in a school based Early Release Professional Learning focused on success...	Wiles, Amanda	10/31/2018	MyPGS sign in sheets.	10/31/2018 one-time
G1.B1.S1.A14 A388594	Teachers participate in a school-based Early Release Professional Learning focused on lowest...	Wiles, Amanda	11/14/2018		11/14/2018 one-time
G1.MA2 M424623	SIP Midyear Review	Wiles, Amanda	2/14/2018	Mid-year Review in CIMS	2/14/2019 one-time
G1.B1.S1.A9 A388589	Teachers participate in the district Early Release Professional Learning sessions focused on...	Wiles, Amanda	10/17/2018	MyPGS sign in sheets	2/27/2019 monthly

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 M424615	Touch base with professional learning facilitators to determine status of the professional learning...	Wiles, Amanda	8/7/2018	Outlook Meeting invite	3/1/2019 biweekly
G1.B1.S2.A9 A388604	PLC's discuss data in biweekly meetings.	Mongelli, Joanne	8/14/2018	PLC meeting minutes	5/28/2019 biweekly
G1.B1.S2.A10 A388605	Departments will meet as a whole at least once per month to discuss data and standards.	Mongelli, Joanne	8/14/2018	PLC meeting notes	5/28/2019 monthly
G1.B1.S1.MA1 M424614	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Wiles, Amanda	7/16/2018	Monthly Data Walks, Observational Notes, Lesson Plans, VXT Data, SLT Minutes	5/30/2019 monthly
G1.B1.S1.MA3 M424616	Administrators conduct Data Walks	Wiles, Amanda	8/20/2018	Data Walk Collection Tools and Data Grids	5/30/2019 monthly
G1.B1.S1.MA4 M424617	Coach provides follow-up support to ensure implementation of standards aligned instruction	Wiles, Amanda	8/20/2018	Coach's interaction data and notes	5/30/2019 weekly
G1.B1.S1.MA5 M424618	Determine status towards completing action steps 1-6 during monthly SLT Meeting	Wiles, Amanda	8/20/2018	SLT meeting notes	5/30/2019 monthly
G1.B1.S2.MA1 M424619	Discuss the effectiveness of PLC's and analyze collected data using the PLC Rubric.	Wiles, Amanda	7/16/2018		5/30/2019 monthly
G1.B1.S2.MA1 M424620	Administrators attend the weekly PLC's	Wiles, Amanda	8/9/2018	Administrator notes	5/30/2019 weekly
G1.B1.S2.MA2 M424621	Determine status towards completing action steps 1-7 during monthly SLT	Wiles, Amanda	8/16/2018	SLT Meeting Notes	5/30/2019 monthly
G1.B1.S2.A4 A388599	Collective Efficacy	Wiles, Amanda	8/14/2018	PLC meeting minutes, Sunshine Club events, staff surveys	5/30/2019 daily
G1.B1.S1.A8 A388588	Teachers incorporate the information from ERPL #1 into their lessons, with instructional coach and...	Wiles, Amanda	10/4/2018	Lesson plans and coach's interaction data	5/31/2019 weekly
G1.B1.S1.A10 A388590	Teachers observe each other implementing the new learning from the district ERPL's using the skinny...	Wiles, Amanda	10/18/2018	Teacher observation schedule	5/31/2019 monthly
G1.B1.S1.A11 A388591	Teachers incorporate the information from ERPL's into their lessons with instructional coach...	Wiles, Amanda	10/18/2018	Teacher observation schedule	5/31/2019 weekly
G1.B1.S1.A13 A388593	Teachers incorporate the information from ERPL #2 into their lessons with instructional coach...	Wiles, Amanda	11/5/2018	Lesson plans and coaches interaction data	5/31/2019 weekly
G1.B1.S1.A15 A388595	Teachers will incorporate the information from the ERPL #3 into their lessons with instructional...	Wiles, Amanda	1/10/2019	Amanda Wiles	5/31/2019 weekly
G1.B1.S2.A11 A388606	Administration and coach will do monthly walk thrus during PLC meetings.	Wiles, Amanda	8/21/2018	Walk through data	5/31/2019 monthly
G1.MA3 M424624	State Assessment Results	Wiles, Amanda	6/20/2019	Step Zero for 2019-2020 SIP	7/30/2019 annually