

Volusia County Schools

Atlantic High School



2018-19 Schoolwide Improvement Plan

Atlantic High School

1250 REED CANAL RD, Port Orange, FL 32129

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

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)
High School PK, 9-12	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	41%

School Grades History

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

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

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

2018-19 DA Category and Statuses for Atlantic High 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Yearly school orientation, induction, mentoring, and student leadership are all critical components in establishing and maintaining positive relationships between teachers and students on campus.

Freshman Orientation is designed to acquaint new students with our campus and with our students leaders. Incoming 9th graders participate in students-lead tours of the campus, work through coordinated ice-breaking activities designed to learn about high school life and establish a rapport with each other and with our student leaders. Students learn about opportunities on campus such as various clubs, sports and volunteerism as well as strategies for success in high school.

All students on campus participate in an induction program during the first week of school to reiterate campus policies, procedures and begin to establish relationships in their new classrooms and with their teachers.

Select students also participate in a mentoring program (Check and Connect) designed to build positive school relationships among students and adults as well as increase attendance and engagement at school.

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

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

Students are encouraged to participate in the monthly SAC meetings to have a voice in school-based decision making and share concerns.

Full time school resource deputy available on campus to help with campus supervision and to assist with discipline concerns or safety issues.

Proactive approach to addressing safety issues in advance - these include weekly safety and security updates and reminders for staff and students and communication with families via connect-ed messages, Remind 101 text messaging system, social media, and school website.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to instruction.

Discipline consequences are addressed consistently and by the use of progressive discipline. The discipline office regularly addresses faculty with reminders and ideas to address student behavior. Teachers are encouraged to use options short of referral when appropriate, with the understanding that gross insubordination, disrespect, and actions detrimental to the safety of others should be addressed with referrals. When students are sent out of class for behavior reasons, students are not allowed back in class without proof that they have been addressed. Some of the steps/tools used in the area of discipline are:

- Parent contact
- Parent conference
- Conferencing by discipline staff and our campus Deputy
- Referral to PST (problem solving team)
- Warning letters to students who attend using variances
- Connections to coaches and extracurricular groups
- Referral to DSPC (District Student Placement Committee) for major offenses

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.

The school offers the following programs to promote social and emotional well being:

- Student Mentoring through Check & Connect (targets ESE students who are at-risk)
- Mentoring through daily intervention time
- STAR Club (Main Campus general education students supporting Multi-VE students)
- Suicide Prevention Program
- Bullying Program
- Winners Circle (targets lowest quartile readers)
- Food Brings Hope (targets students identified as homeless or economically disadvantaged to offer support in school, promote school involvement and provide cultural experience)
- At-risk senior mentoring through graduation assurance coaches and faculty
- "Racing to Read" literacy program (incentive program targeting lowest quartile students)

Mentoring/Power Hour sessions help to stimulate and nurture students. Mentoring is available each day through Power Hour, a daily intervention period. It provides each student an opportunity to build relationships with teachers while receiving academic assistance in any subject. Students are also assigned a mentor academic based on at-risk indicators. They serve as advisers who meet with students regularly and focus on guiding them through their education process. Both types of mentoring services establish rapport and support addressing academic and personal growth while meeting graduation requirements. We also have an established process for identifying students in

need of school uniforms, school supplies, and food. We have an on-site food & school supply pantry for those in need.

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 regularly accesses the Early Warning System report (i.e., at least quarterly) to identify students needing additional support based on indicators used to predict graduation.

The indicators are as follows:

- Unweighted GPA (at risk if below 2.0)
 - Over age for grade
 - Year-to-date discipline referrals (at risk if 2 or more)
 - Attendance below 90%, regardless of whether absence is excused or due to out- of school suspensions
 - Year to date suspensions (at risk if 1 or more)
 - Number of prior retentions (at risk if 1 or more)
 - Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics
- Students with 3 or more of the aforementioned indicators are identified on the Early Warning System.

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	0	0	0	49	63	52	29	193	
One or more suspensions	0	0	0	0	0	0	0	0	0	1	4	1	1	7	
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	0	0	0	81	115	131	208	535	
BL: Unweighted GPA (below 2.0)	0	0	0	0	0	0	0	0	0	2	75	64	30	171	
Qtr1: Unweighted GPA (below 2.0)	0	0	0	0	0	0	0	0	0	0	0	0	0		
Qtr2: Unweighted GPA (below 2.0)	0	0	0	0	0	0	0	0	0	0	0	0	0		
Qtr3: Unweighted GPA (below 2.0)	0	0	0	0	0	0	0	0	0	0	0	0	0		
Qtr4: Unweighted GPA (below 2.0)	0	0	0	0	0	0	0	0	0	0	0	0	0		
Prior year retentions one or more	0	0	0	0	0	0	0	0	0	51	71	84	85	291	

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	0	0	0	75	76	40	12	203	

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

The Early Warning System report is used to track indicators related to on-time graduation. This report is used to identify students in need and to identify school-wide trends which impact the academic performance of students. Indicators that are elevated (e.g., attendance below 90%, patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidenced-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues(e.g., office discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports. Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (i.e., if numbers are not increasing).

For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

Graduation Assurance Coaches meet regularly with EWS students for data chats, goal setting, and problem solving. Power Hour schedules are created for students, families are communicated with, teachers are notified of intervention needs and student progress is monitored.

EWS student meetings are established for all students with multiple indicators and identified as high-need. These meetings include student, guidance, administration and/or graduation assurance coaches, and parents. During these meetings, additional plans of support are developed including: assignment to school based mentor, academic/attendance contracts, credit retrieval options, and school engagement strategies. Mentors monitor student progress, meet with students one-on-one, and are available to support classroom teachers as needed. Families leave with a folder that includes items such as academic progress, attendance reports, copies of contracts, directions on how to access the district's online gradebook, and community support options.

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?

No

1. PFEP Link

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

2. Description

Atlantic High School has developed a communication and engagement system to build positive relationships with families, communicate the school's mission and vision, and keep parents informed about their child's progress. Regular communications are delivered through multiple modes, and invite family participation and feedback. One key component in this system is a weekly phone message detailing events and opportunities during the upcoming week, which is sent to every Atlantic High School household: parents, faculty, and staff members. This phone message system also

provides flexibility to send special reminders to specific sectors of our school population about academic requirements and opportunities for remediation for critical areas like Mathematics, Reading or tutoring after hours. Parents have begun to depend on this weekly communication, and frequently mention their appreciation during interactions with faculty and staff. Additionally, we have begun utilizing a text remind messaging system (Remind 101) that is established for each grade level. Atlantic is also utilizing social media to keep parents informed via Facebook, Twitter and Instagram school accounts.

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

Atlantic High School has an active PTSA that will be partnering with the school increase family participation at school events and activities. A school expo/showcase during Open House was established to include local community and business partners, school sports, clubs, parent groups (PTSA, SAC) and career academies, allowing students and families to learn more about our school and ways to get involved. A parent grade book assistance workshop is held during Open House to provide families support with accessing and monitoring their students grades and attendance.

Atlantic's PTSA is also instrumental in increasing parent participation, bringing parents, students, and teachers together to collaborate on specific projects, and fundraising to generate needed resources to support the accomplishment of school goals.

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

- PTSA & SAC meetings
- Open House
- Financial Aid Nights
- Freshman Registration Nights
- Freshman Orientation Night
- Summer Orientation
- Academy Showcase

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

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.

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

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
Sparger, Kimberly	Instructional Coach
Hinson, Stephen	Principal
Alves, Dawn	Assistant Principal
Dabbe, Melanie	Administrative Support
Temple, Lawrence	Assistant Principal
Leffler, Danielle	Assistant Principal
Chandler, Al	Assistant Principal
Rich, Stacie	Instructional Coach

b. Duties

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

The school-based leadership team identifies school based needs and resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Team, EWS, Professional Learning Communities, Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the School-Based Leadership Team is representative of other teams (EWS, PLCs, LLT) and serves as a liaison between the SBLT and their respective team. For example, the Instructional Coaches work through PLCs to provide teacher instructional support, professional development, and guide response to data, including the coordination of tiered academic interventions.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

Instructional resources include a professional learning plan developed and provided by our district and our school's leadership team. Teachers will engage in targeted professional learning based on student data and school need throughout the year. Teachers meet weekly in PLCs to review data, collaborate on curriculum planning and share instructional strategies. Our district and our school are both committed to meeting the needs of our students and maximizing our students' achievement.

Curricular: Our teachers will continue to implement the Florida Instructional Shifts this school year.

They will be supported both by our district and our instructional coaches through professional learning, classroom observation, and feedback. All teachers have the support of our instructional leadership team.

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

School leadership meets weekly, and SAC meets monthly.

Problem solving activities

The School Improvement Plan is data-driven and focuses on areas of school- based need. The plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The School Improvement Plan is based on a strategic analysis of data, and identified resources (as identified by the leadership team) are matched to the needs of the students.

School Improvement Grant (SIG) funds will be used for providing teachers extended before/after school time to meet in PLCs for planning and data analysis, as well as professional development opportunities; after school tutoring programs to meet students needs, procuring technology for classroom use, and ACT prep for students, college & career field studies, additional human resources(intervention teachers, math coach, grad assurance).

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stephen Hinson	Principal
Don Burnette	Business/Community
James Clements	Teacher
Dawn Alves	Education Support Employee
Sharon Rieder	Parent
Brian Jackson	Parent
Dionne Jackson	Parent
Kelli Foxman	Parent
Grant Foxman	Student
Renee Gutierrez	Education Support Employee

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

b. Development of this school improvement plan

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

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

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

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

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

Expenditure by SAC during 2017-18:

Besuden / 825 / alcohol-impaired training kit

Fordham / 96 / magazines (literacy!)

Garrett / 560 / teacher literacy training

Morgan / 555 / Ozmo kits (multi. ed. devices for teaching literacy and math)

Smith / 2348 / author visit and books (literacy!)

Eshen / 100 / CPR training and certificates

Blackwell / 575 / band music

Hoskote / 800 / anatomy models

Bishop / 900 / Aquaculture magazines and live cultures

Wallace / 1650 / Nearpod subscription

Morrow / 327 / music for chorus

Bishop / 753 / live specimens for Marine Bio

Besuden / 258 / books for criminal justice classes

Clements / 145 / batteries for NSpire calculators (science and math sharing)

Clements / 1000 / supplies for SECME team

Total, not-to-exceed funding granted = \$ 10,892.

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
Alves, Dawn	Assistant Principal
Dabbe, Melanie	Instructional Coach
Smith, Kris	Instructional Media
Hinson, Stephen	Principal
Chandler, Al	Assistant Principal
Leffler, Danielle	Assistant Principal
Temple, Lawrence	Assistant Principal
Stewart, Erin	Teacher, K-12
Rich, Stacie	Instructional Coach
Sparger, Kimberly	Instructional Coach

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 (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets bi-weekly. LLT member responsibilities include: identify areas of need based on classroom observation or student/school data, provide support/PD on literacy strategies, provide support with ongoing data analysis and lesson planning, development of school wide intervention plans, and supervise and support the school-wide literacy initiative and implementation of Florida Standards.

The LLTs main focus is to integrate literacy strategies in all content areas through effective standards-aligned instruction. All professional learning will be in support of this focus area.

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. The LLT sponsors our Racing to Read Program and our Winners Circle Victory Lane Program through Daytona International Speedway.

On campus activities that promote literacy:

Monthly poetry slam

Student/staff book club that runs all year long

Special celebration activities: Hispanic Heritage, Banned Books Week, Black History

Student eat lunch daily in the media center to promote access to literature

Media specialist is a part of the statewide Florida Teens Read Committee which helps provide the school with the latest books

Participation in a national program called YALSA's Teens Top Ten which allows students to review pre-published books

Media Center sponsors author visits

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.

Common planning, Professional Learning Communities (PLCs), instructional rounds and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

Common planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. PLCs are provided with a framework that outlines expectations and guides their collaborative work. When necessary, PLCs make recommendation for students to be reviewed and assisted by the school's Problem-Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together to create common assessments, analyze data, develop intervention plans, and plan for quality, standards-aligned instruction. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Action plans created in PLC meetings are submitted weekly to administration for monitoring purposes.

This year, SIG funds will be used to provide planning days for PLCs to engage in instructional rounds and planning time. With their peers, participants will engage in classroom observations, debrief findings, identify best practices, and plan for quality instruction collaboratively. Those surveyed have ranked these collaborative learning sessions as highly engaging and having a significant impact on their professional practice resulting in increased student academic achievement.

The use of academic coaches to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews, combined with administrative walk throughs and coaching calibrations provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits from peers. The coaches work side by side with teachers to analyze data, develop interventions and increase instructional practice.

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

- District Teacher Induction/training program
- School-based new teacher induction program
- School-based mentors for all new teachers
- Peer classroom visits/instructional rounds
- Classroom coaching
- Leadership opportunities through school-based leadership teams
- School-based professional learning based on identified data, teacher need
- Professional learning communities
- Participation in district job fair and recruitment activities
- Quarterly teacher recognition program

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

All new/beginning teachers participate in a school-based new teacher induction program.

All new teachers are provided with ongoing support through an identified peer mentor as well as an assistant principal who meets with them weekly. Mentoring activities include grade book training, assistance with daily responsibilities, accessing school data, lesson planning, etc.

Academic coaches within each PLC provide mentoring and support as needed for any new/beginning teachers in that PLC.

New teachers will also participate in peer classroom observations.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data from FSA, EOC exams, PERT, district interim assessments, and others as appropriate, is reviewed by teachers, academic coaches, guidance and administration to determine appropriate academic placement for students each school year and throughout the year. This includes placement of students in reading classes to support continued improvement in literacy, placement of students in remedial math courses to build skills for success on EOCs, as well as identifying students for advance courses for enrichment purposes.

Common planning allows teachers to participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during power hour (intervention time). Students are also identified for after school tutoring and additional targeted classroom support using school data. Teachers, alongside academic coaches, create targeted instructional lessons during PLCs. Students requiring intensive remediation receive additional support from academic coaches, mentors, and graduation assurance personnel. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem-Solving Team (PST).

Through a customized, data driven professional learning plan, teachers develop skills for analyzing data, using data for instructional decision making, and designing intervention and remediation plans in the classroom to meet student needs. Instructional Reviews, coaching observations, and administrative walk-throughs, provide leadership with data to identify areas in which additional follow-

up coaching is needed. The leadership team (which includes coaches) meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits. Instructional coaches work side by side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on campus.

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

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hinson, Stephen, schinson@volusia.k12.fl.us

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

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

Strategy: Extended School Day

Minutes added to school year: 8,640

"Power Hour" is held 4 days per week to provide students additional time within the school day to get extra help, remediate skills, or engage in enrichment opportunities.

Strategy Rationale

Not all students have the resources to stay after school to access tutoring at that time, power hour provides time during the school day for students to get the additional support that they need.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hinson, Stephen, schinson@volusia.k12.fl.us

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

Data on power hour attendance and associated academic performance will be reviewed weekly at SLT meetings

Strategy: After School Program

Minutes added to school year: 1,800

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

Strategy Rationale

We will target students in need of additional support with FSA in ELA reading & writing

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

Student sign in sheets; classroom assessment data/progress monitoring; student tracking

Strategy: After School Program

Minutes added to school year: 1,440

ACT & SAT test preparation after school program. Student data will be used to target students in need of concordant scores on SAT or ACT for reading. Program is also open to students wishing to build their test prep skills for maximum success on ACT/SAT.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Garrett, Veronica, vgarrett@volusia.k12.fl.us

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

ACT and SAT practice scores will be used to monitor progress.
Furthermore, ACT and SAT exam scores will be analyzed for program effectiveness.

Strategy: After School Program

Minutes added to school year: 0

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

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

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

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.

The transition between middle and high school is improved with the addition of summer Jumpstart programs to pre-teach requisite skills to struggling students who will take Biology as well as a remediation summer program for Algebra 1.

Yearly school orientation, induction, mentoring, and student leadership are all critical components in establishing and maintaining positive relationships between teachers and students on campus.

Freshman Orientation is designed to acquaint new students with our campus and with our students leaders. Incoming 9th graders participate in students-lead tours of the campus, work through coordinated ice-breaking activities designed to learn about high school life and establish a rapport with each other and with our student leaders. Students learn about opportunities on campus such as various clubs, sports and volunteerism as well as strategies for success in high school.

Incoming freshmen that are identified as needing additional support through our school's EWS report are met with at the beginning of the year to offer an adult to connect with for support needed. These same students are assigned an adult on campus to meet with to help establish a relationship focusing on academic support and school engagement.

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

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

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

Students taking the ACT and/or SAT are provided onsite assistance during Power Hour or after school to complete the necessary profile and account information, with financial support as needed. Students are also provided test prep opportunities during the fall and spring.

School hosts ASVAB administration twice per year in the fall and spring.

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.

School hosts a college and career expo yearly to expose 11th & 12th grade students to post secondary opportunities and establish connections with representatives in the local community that can support them as they transition out of high school.

The school, through our Wall-to-Wall Career Academy Structure, offers career based, hands-on learning opportunities for students. Each of our 9 career academies has an advisory board, made up of community, faculty & business partners. Board members provide input, offer services, & work with instructors to set up internship & other work-based opportunities for students. Academies are articulated with higher learning institutions such as Keiser University, Daytona State College, & Full

Sail University, which provide field study opportunities for students to learn more about their programs and institutions.

Representatives from local colleges and Armed Services visit the campus throughout the year to provide students information during lunch time.

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

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

A variety of career and technical education programs, through our Career Academies, provide opportunities for students to acquire industry related skills that will guide them along the path to industry certification. The Industry Certification and associated programs available at Atlantic High School are listed below:

Industry Certification Program Name

Adobe (ACA) Animate Gaming and Simulation

Adobe (ACA) Illustrator Gaming and Simulation

Adobe (ACA) Photoshop Gaming and Simulation

Adobe (ACA) Premiere Pro Digital Video

Adobe Photoshop CC Digital Video

Agriculture Associate Certification Aquaculture, Environmental and Marine Science

Aquaculture Technician Aquaculture, Environmental and Marine Science

Child Development Associate Teaching, Education and Learning

Private Pilot Technology, Engineering, Science and Aeronautics

Small UAS Safety Certification Technology, Engineering, Science and Aeronautics

Storyboard Pro Gaming and Simulation

Visual Line of Sight Systems Operator Technology, Engineering, Science and Aeronautics

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

Career Academies provide the model for integrating career and technical education with the content of core academic courses, providing students valuable opportunities to experience real-world applications of subject matter. Academies incorporate integrated curriculum which includes an exploration of a subject, theme, interest, or career area. Integrated curriculum combines relevant CTE courses with rigorous academic core material in order to break down barriers between subjects and make learning more meaningful. The teachers, at Atlantic, both core and CTE, come together for a 30-hour integrated curriculum professional development in the summer, where the main focus was blending core and CTE through Project Based Learning. Additionally, 8 afterschool planning days have been designated for academy directors and core academic teachers to plan career integration in their curriculum.

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.

Data from the High School Feedback Report is available from 2004 through 2016 at <http://data.fldoe.org/readiness/default.cfm>

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

- Advanced Placement
- AVID
- Wall to Wall Career Academies that include Career and Technical Education Classes and Internships
- On Campus Dual Enrollment with two local colleges
- College & Career Expo and Transition Fair
- College Tours and College Rep Visits
- High School Showcase
- PERT Administration and appropriate placement in College Readiness Courses

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.

Atlantic experienced a positive trend in ELA data for percent of students meeting with proficiency, and overall learning gains. There was also a positive trend for math in the areas of percent of students meeting with proficiency, overall learning gains. Atlantic's graduation continued a positive trend increasing by 5 percent. While we experienced a positive trend in data overall and increased our school grade from a C to a B, we are still falling below expectations with our lower quartile in both ELA (down 8 percent) and Math (down 4 percent). Additionally, our US History scores have continued a negative trend falling below the district and state average.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Atlantic High School works positively and collectively with all stakeholders to integrate literacy strategies in all content areas through effective standards aligned instruction, then student achievement will increase.
- G2.** If we create a systematized process for increasing engagement in learning, then student achievement and graduation rates will increase in all subgroups. [copy]

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), 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 Atlantic High School works positively and collectively with all stakeholders to integrate literacy strategies in all content areas through effective standards aligned instruction, then student achievement will increase. 1a

G100534

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
ELA/Reading Gains	57.0
ELA/Reading Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack of knowledge of best instructional practices for literacy including technology
- Lack of consistency & follow up with interventions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum Maps and district PLCs
- Common planning
- Professional learning to support Florida Standards & Instructional Shifts
- Professional learning targeting data driven decision making and lesson planning
- SAC funds
- SIG funds to support PLC time after school
- Instructional Coaches

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Stephen Hinson

Schedule

On 10/25/2018

Evidence of Completion

SIP progress monitoring meeting minutes & sign in sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Stephen Hinson

Schedule

On 1/28/2019

Evidence of Completion

Midyear review in CIS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Stephen Hinson

Schedule

Annually, from 5/31/2019 to 7/31/2019

Evidence of Completion

Step zero for 2019-2020 SIP

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

G100535

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	57.0
ELA/Reading Lowest 25% Gains	40.0
FSA Mathematics Achievement	58.0
4-Year Grad Rate (Standard Diploma)	90.0
Math Gains	55.0
Bio I EOC Pass	85.0
FSA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personnel: Community Assessment Team; District Leadership Team; Instructional Services Specialists; Instructional Services Secondary TOAs, Coaches, and Elementary ISTOAs; Area Superintendents; Office of Professional Development & Support Coordinator and Specialists; ESOL Coordinator; Differentiated Accountability Region 2 Team; School Administration; Title I Intervention Teachers; Behavioral Support Staff;

- Funds: SAI Funds; Reading FEFP Funds; District Budgets; Title I Funds; Title II Funds; Title III Funds; Race to the Top (5th year amendment); SIG 1003(g) (if awarded)

Plan to Monitor Progress Toward G2. 8

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

Analysis of district and state assessment results will determine progress made toward goals.

Analysis of teacher performance data will be compared to student achievement data (when applicable).

Person Responsible

Danielle Leffler

Schedule

Quarterly, from 8/13/2018 to 6/4/2019

Evidence of Completion

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

Plan to Monitor Progress Toward G2. 8

Tier 3 CAT will analyze and make recommendations for response.

Person Responsible

Danielle Leffler

Schedule

Quarterly, from 8/13/2018 to 6/4/2019

Evidence of Completion

Tier 3 CAT minutes, which include recommended actions

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Danielle Leffler

Schedule

Quarterly, from 8/13/2018 to 6/4/2019

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If Atlantic High School works positively and collectively with all stakeholders to integrate literacy strategies in all content areas through effective standards aligned instruction, then student achievement will increase. **1**

 G100534

G1.B2 Teachers lack of knowledge of best instructional practices for literacy including technology **2**

 B271120

G1.B2.S1 Develop knowledge & skills for collective efficacy, effective standards-aligned literacy instruction, data chats, goal setting **4**

 S287011

Strategy Rationale

If teachers receive on-going professional learning on best practices for literacy instruction as well as follow up support from coaches and admin, standards-aligned instructional practice will increase

Action Step 1 **5**

AHS will develop a professional learning plan based on school data and the school improvement plan goal.

Person Responsible

Dawn Alves

Schedule

Annually, from 8/1/2018 to 6/1/2019

Evidence of Completion

Professional Learning Plan, student data

Action Step 2 **5**

Teachers will identify bottom quartile on class rosters and develop plans for support through PLCs.

Person Responsible

Danielle Leffler

Schedule

Weekly, from 9/5/2018 to 6/1/2019

Evidence of Completion

Rosters provided to staff with bottom quartile for both ELA & Math; PL on strategies to support, PLC plans submitted weekly indicating implementation.

Action Step 3 5

Provide structure and support for collaboration and PLC planning.

Person Responsible

Dawn Alves

Schedule

Weekly, from 8/7/2018 to 6/1/2019

Evidence of Completion

Master schedule that includes common planning, PLC Frameworks developed by SLT & provided to PLCs, PLC minutes uploaded weekly to shared folder

Action Step 4 5

Teacher will implement knowledge & skills learned during professional learning.

Person Responsible

Dawn Alves

Schedule

Daily, from 8/7/2018 to 6/1/2019

Evidence of Completion

Walk through data collection

Action Step 5 5

Administration and academic coaches will monitor implementation of professional learning, provide feedback, and arrange for classroom coaching as needed.

Person Responsible

Dawn Alves

Schedule

Daily, from 8/7/2018 to 6/1/2019

Evidence of Completion

Walk through data collection, coaching observation dates, coaching logs

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

Develop Customized, Data-Driven Professional Learning Plan

Person Responsible

Dawn Alves

Schedule

Annually, from 8/7/2018 to 6/1/2019

Evidence of Completion

Professional learning plan document

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

SLT Conduct Data Walks

Person Responsible

Dawn Alves

Schedule

Weekly, from 8/20/2018 to 5/31/2019

Evidence of Completion

Data Walk Collection Tools & Data Spreadsheets

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

Determine status towards completing action steps 1-5 during weekly SLT meetings

Person Responsible

Stephen Hinson

Schedule

Weekly, from 8/7/2018 to 5/29/2019

Evidence of Completion

Weekly meeting attendance roster, action plan

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

Analyze collected data to discuss impact of the PLP at weekly SLT meetings

Person Responsible

Dawn Alves

Schedule

Weekly, from 8/7/2018 to 5/31/2019

Evidence of Completion

Meeting minutes; action plan

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

Analyze collected data and discuss the impact and effectiveness of the PLP at weekly SLT meeting

Person Responsible

Dawn Alves

Schedule

Monthly, from 8/13/2018 to 6/4/2019

Evidence of Completion

Walk through data collected, observational notes, student data

G1.B3 Lack of consistency & follow up with interventions **2**

 B271121

G1.B3.S1 Develop highly effective PLCs to improve instructional knowledge and consistency of standards implementation **4**

 S287012

Strategy Rationale

If teachers are provided the time to meet , the framework for effective PLCs and support from admin and coaches, implementation then effective, standards aligned instruction and interventions will increase

Action Step 1 **5**

Provide PLC framework and resources for teachers.

Person Responsible

Dawn Alves

Schedule

Quarterly, from 8/7/2018 to 6/1/2019

Evidence of Completion

PLC frameworks, data protocols, PLC minutes

Action Step 2 **5**

Observe PLC teams in action & provide immediate feedback.

Person Responsible

Dawn Alves

Schedule

Weekly, from 8/7/2018 to 6/1/2019

Evidence of Completion

Data will be collected by admin team & coaches and reviewed at SLT meetings.

Action Step 3 5

Implement mini-PLCs throughout year (during PLC or faculty meeting time) based on data and needs collected via PLCs.

Person Responsible

Dawn Alves

Schedule

Monthly, from 8/7/2018 to 6/1/2019

Evidence of Completion

Sign-in sheets collected by principal's secretary

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Analyzing collected data and discuss effectiveness of PLCs at weekly SLT/Coaches meetings

Person Responsible

Dawn Alves

Schedule

Weekly, from 8/7/2018 to 6/1/2019

Evidence of Completion

Data walks, PLC minutes, data protocols, observation notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Analyze collected data and discuss the effectiveness of PLCs at weekly SLT meeting

Person Responsible

Dawn Alves

Schedule

Weekly, from 8/13/2018 to 6/4/2019

Evidence of Completion

Monthly data walks, observational notes, PLC minutes, data protocols

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

G100535

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

B271124

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

S287013

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Danielle Leffler

Schedule

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

Evidence of Completion

School Resource Allocation Charts; District Tiered System of Support Assignments

Action Step 2 5

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

Person Responsible

Danielle Leffler

Schedule

On 6/30/2014

Evidence of Completion

Title I budgets

Action Step 3 5

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

Person Responsible

Danielle Leffler

Schedule

On 7/7/2014

Evidence of Completion

District recommendation from Action Step 1

Action Step 4 5

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

Person Responsible

Danielle Leffler

Schedule

On 7/28/2014

Evidence of Completion

Staffing Summary Reports

Action Step 5 5

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

Person Responsible

Danielle Leffler

Schedule

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

Evidence of Completion

CAT Meeting Calendar

Action Step 6 5

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

Person Responsible

Danielle Leffler

Schedule

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

Evidence of Completion

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

Action Step 7 5

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

Person Responsible

Danielle Leffler

Schedule

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

Evidence of Completion

SharePoint Data Analysis Reports

Action Step 8 5

Provide training to district liaisons for schools

Person Responsible

Danielle Leffler

Schedule

On 5/12/2014

Evidence of Completion

MyPGS (Attendance Records)

Action Step 9 5

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

Person Responsible

Danielle Leffler

Schedule

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

Evidence of Completion

SharePoint Data Analysis Reports

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

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

Person Responsible

Danielle Leffler

Schedule

Monthly, from 8/13/2018 to 6/4/2019

Evidence of Completion

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

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

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

Person Responsible

Danielle Leffler

Schedule

Quarterly, from 8/13/2018 to 6/4/2019

Evidence of Completion

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

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

Tier 3 CAT will analyze and make recommendations for response.

Person Responsible

Danielle Leffler

Schedule

Quarterly, from 8/13/2018 to 6/4/2019

Evidence of Completion

Tier 3 CAT minutes, which include recommended actions

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

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

Person Responsible

Danielle Leffler


Schedule

Quarterly, from 8/13/2018 to 8/13/2018

Evidence of Completion

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

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

 S287014

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

James Tager

Schedule

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

Evidence of Completion

Rosters of School-based Instructional Leadership teams

Action Step 2 5

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

Person Responsible

Karen Beattie

Schedule

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

Evidence of Completion

Conference Attendance Records

Action Step 3 5

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

Person Responsible

Carrie Crkvenac

Schedule

On 6/30/2017

Evidence of Completion

Staffing Summary

Action Step 4 5

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

Person Responsible

Teresa Marcks

Schedule

On 6/30/2017

Evidence of Completion

Staffing Summary

Action Step 5 5

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

Person Responsible

Bambi Lockman

Schedule

On 6/30/2017

Evidence of Completion

Staffing Summary

Action Step 6 5

Hire district School Improvement Specialist

Person Responsible

Bambi Lockman

Schedule

On 6/30/2017

Evidence of Completion

Staffing Summary

Action Step 7 5

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

Person Responsible

Kati Dyer

Schedule

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

Evidence of Completion

School Improvement Plans

Action Step 8 5

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

Person Responsible

Kati Dyer

Schedule

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

Evidence of Completion

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

Action Step 9 5

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

Person Responsible

Alicia Parker

Schedule

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

Evidence of Completion

Data Protocol Reports

Action Step 10 5

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

Person Responsible

James Tager

Schedule

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

Evidence of Completion

MyPGS (Attendance records and PD products)

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

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

AS1: Rosters of School-based Instructional Leadership teams

AS2: Conference Attendance Records

AS3: Staffing Summary

AS4: Staffing Summary

AS5: Staffing Summary

AS6: Staffing Summary

AS7: School Improvement Plans

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

Leadership Team monthly report to liaison

AS9: Data Protocol Reports

AS10: MyPGS (Attendance records and PD products)

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Bambi Lockman

Schedule

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

Evidence of Completion

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

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

School-based instructional leadership teams review data and assessment results

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Karen Beattie

Schedule

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

Evidence of Completion

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

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

Tier 3 CAT will analyze and make recommendations for response

Person Responsible

Bambi Lockman

Schedule

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

Evidence of Completion

Tier 3 CAT minutes, which include recommended actions

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

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

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

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

4

 S287015

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Carrie Crkvenac

Schedule

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

Evidence of Completion

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

Action Step 2 5

Effective, frequent communication with stakeholders (Both schools)

Person Responsible

James Tager

Schedule

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

Evidence of Completion

Records from communication systems

Action Step 3 5

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

Person Responsible

Gary Marks

Schedule

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

Evidence of Completion

Student groups' calendar of meetings and activities

Action Step 4 5

Facilitate mentoring programs for identified students (Both schools)

Person Responsible

Gary Marks

Schedule

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

Evidence of Completion

Mentoring calendar

Action Step 5 5

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

Person Responsible

Amy Hall

Schedule

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

Evidence of Completion

School activities calendar

Action Step 6 5

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

Person Responsible

Kelly Amy

Schedule

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

Evidence of Completion

Meeting calendar and minutes, School activities calendar, Internship logs

Action Step 7 5

Establish PreK-20 Community of Practice (Both schools)

Person Responsible

Bambi Lockman

Schedule

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

Evidence of Completion

Community of Practice Agendas

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

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

AS1: Registrations, APTT Plan, School events calendar

AS2: Records from communication systems

AS3: Student groups' calendar of meetings and activities

AS4: Mentoring calendar

AS5: School activities calendar

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

AS7: Community of Practice Agendas

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Bambi Lockman

Schedule

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

Evidence of Completion

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

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

School-based instructional leadership teams review data and assessment results

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Karen Beattie

Schedule

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

Evidence of Completion

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

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

Tier 3 CAT will analyze and make recommendations for response.

Person Responsible

Bambi Lockman

Schedule

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

Evidence of Completion

Tier 3 CAT minutes, which include recommended actions

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

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

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

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

 B271125

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

 S287016

Strategy Rationale

Action Step 1 5

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

Person Responsible

James Tager

Schedule

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

Evidence of Completion

Staffing Summary for SIG schools

Action Step 2 5

PD Write From the Beginning (continue implementation)

Person Responsible

Carrie Crkvenac

Schedule

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

Evidence of Completion

MyPGS (attendance records); Coaching Logs

Action Step 3 5

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

Person Responsible

Carrie Crkvenac

Schedule

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

Evidence of Completion

MyPGS (attendance records), Coaching Logs

Action Step 4 5

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

Person Responsible

Karen Beattie

Schedule

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

Evidence of Completion

MyPGS (attendance records); Coaching Logs

Action Step 5 5

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

Person Responsible

Karen Beattie

Schedule

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

Evidence of Completion

MyPGS (attendance records); Coaching Logs

Action Step 6 5

Instructional Reviews

Person Responsible

James Tager

Schedule

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

Evidence of Completion

Instructional Review Agendas and minutes

Action Step 7 5

Lesson Study

Person Responsible

Karen Beattie

Schedule

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

Evidence of Completion

MyPGS (attendance records)

Action Step 8 5

PD Project-Based Learning

Person Responsible

Kelly Amy

Schedule

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

Evidence of Completion

MyPGS (attendance records)

Action Step 9 5

District PLC Network for Non-core

Person Responsible

Kelly Amy

Schedule

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

Evidence of Completion

PLC Calendar

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

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

A1: Staffing Summary for SIG schools

A2: MyPGS (attendance records); Coaching Logs

A3: MyPGS (attendance records); Coaching Logs

A4: MyPGS (attendance records); Coaching Logs

A5: MyPGS (attendance records); Coaching Logs

A6: Instructional Review Agendas and minutes

A7: MyPGS (attendance records); Coaching Logs

A8: MyPGS (attendance records); Coaching Logs

A9: PLC Calendar

Person Responsible

James Tager

Schedule

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

Evidence of Completion

Instructional Leadership Teams monthly Reports

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

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

Person Responsible

Schedule

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

Evidence of Completion

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

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

School-based instructional leadership teams review data and assessment results

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Schedule

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

Evidence of Completion

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

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

Tier 3 CAT will analyze and make recommendations for response

Person Responsible

Schedule

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

Evidence of Completion

Tier 3 CAT minutes, which include recommended actions

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

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

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

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

 S287017

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Karen Beattie

Schedule

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

Evidence of Completion

Deliberate Practice Plans

Action Step 2 **5**

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

Person Responsible

Karen Beattie

Schedule

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

Evidence of Completion

MyPGS (Attendance records and PD products); Coaching Logs

Action Step 3 5

Professional Learning Communities use data to determine differentiated instruction

Person Responsible

Karen Beattie

Schedule

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

Evidence of Completion

MyPGS Records (Attendance records and PLC Logs)

Action Step 4 5

Develop Technology Plan for using Blended learning to differentiate instruction

Person Responsible

Gary Marks

Schedule

On 7/30/2014

Evidence of Completion

Technology Plan

Action Step 5 5

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

Person Responsible

Gary Marks

Schedule

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

Evidence of Completion

MyPGS (Attendance records and PD products); Coaching Logs

Action Step 6 5

Identify and certify Blended Learning classrooms, including model classrooms

Person Responsible

Melissa Carr

Schedule

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

Evidence of Completion

Blended Learning Classroom Verification Document; CrossPointe Data Element

Action Step 7 5

PD for teachers on Blended Learning using model classrooms

Person Responsible

Karen Beattie

Schedule

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

Evidence of Completion

Coaching Logs

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

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

AS1: Deliberate Practice Plans

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

AS3: MyPGS Records (Attendance records and PLC Logs)

AS4: Technology Plan

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

AS6: Blended Learning Classroom Verification Document; CrossPointe Data Element

AS7: Coaching Logs

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Bambi Lockman

Schedule

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

Evidence of Completion

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

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

School-based instructional leadership teams review data and assessment results

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Karen Beattie

Schedule

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

Evidence of Completion

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

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

Tier 3 CAT will analyze and make recommendations for response

Person Responsible

Bambi Lockman

Schedule

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

Evidence of Completion

Tier 3 CAT minutes, which include recommended actions

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

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

Person Responsible

James Tager

Schedule

On 6/30/2017

Evidence of Completion

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

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

 S287018

Strategy Rationale

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

Action Step 1 **5**

Design and provide summer programs that boost student achievement

Person Responsible

Leticia Roman

Schedule

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

Evidence of Completion

MyPGS; Student attendance records

Action Step 2 **5**

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

Person Responsible

Stephanie Workman

Schedule

On 8/15/2014

Evidence of Completion

Master Schedule

Action Step 3 5

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

Person Responsible

James Tager

Schedule

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

Evidence of Completion

MyPGS; Student attendance records

Action Step 4 5

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

Person Responsible

Melissa Carr

Schedule

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

Evidence of Completion

Virtual Learning Design Plan and Invoices

Action Step 5 5

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

Person Responsible

Melissa Carr

Schedule

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

Evidence of Completion

Records and reports from virtual learning sites

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

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

AS1: MyPGS; Student attendance records

AS2: Master Schedule

AS3: MyPGS; Student attendance records

AS4: Virtual Learning Design Plan and Invoices

AS5: Records and reports from virtual learning sites

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Bambi Lockman

Schedule

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

Evidence of Completion

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

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

School-based instructional leadership teams review data and assessment results

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Karen Beattie

Schedule

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

Evidence of Completion

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

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

Tier 3 CAT will analyze and make recommendations for response.

Person Responsible

Bambi Lockman

Schedule

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

Evidence of Completion

Tier 3 CAT minutes, which include recommended actions

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

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

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

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

 S287019

Strategy Rationale

Action Step 1 **5**

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

Person Responsible

Teresa Marcks

Schedule

On 6/30/2014

Evidence of Completion

Master schedule

Action Step 2 **5**

Send team of AVID teachers to AVID Summer Conference

Person Responsible

Lary Beal

Schedule

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

Evidence of Completion

Attendance record

Action Step 3 **5**

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

Person Responsible

Teresa Marcks

Schedule

On 7/31/2014

Evidence of Completion

Curriculum Map and Lesson Plans

Action Step 4 5

Students provided opportunity for ACT/SAT Test Prep

Person Responsible

Teresa Marcks

Schedule

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

Evidence of Completion

Tutoring attendance records

Action Step 5 5

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

Person Responsible

Lary Beal

Schedule

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

Evidence of Completion

AVID Team meeting minutes (Atlantic and Orange City)

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

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

AS1: Master schedule

AS2: Attendance record

AS3: Curriculum Map and Lesson Plans

AS4: Tutoring attendance records

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

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Bambi Lockman

Schedule

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

Evidence of Completion

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

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

School-based instructional leadership teams review data and assessment results

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Karen Beattie

Schedule

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

Evidence of Completion

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

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

Tier 3 CAT will analyze and make recommendations for response.

Person Responsible

Bambi Lockman

Schedule

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

Evidence of Completion

Tier 3 CAT minutes, which include recommended actions

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

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

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

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

 S287020

Strategy Rationale

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

Action Step 1 **5**

Hire VPK teacher and paraprofessional 4 (Orange City)

Person Responsible

Carrie Crkvenac

Schedule

On 6/30/2017

Evidence of Completion

Staffing Summary; DCF Credential Verification

Action Step 2 **5**

Implement Voluntary Prekindergarten classroom (Orange City)

Person Responsible

Carrie Crkvenac

Schedule

On 6/30/2017

Evidence of Completion

Master schedule

Action Step 3 5

PD VPK teachers and staff (Orange City)

Person Responsible

Heidi Kochis

Schedule

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

Evidence of Completion

MyPGS (attendance records); Coaching Logs

Action Step 4 5

Hire VPK teacher and paraprofessional 4 (Atlantic)

Person Responsible

Teresa Marcks

Schedule

On 6/30/2017

Evidence of Completion

Staffing Summary; DCF Credential Verification

Action Step 5 5

Implement Voluntary Prekindergarten classroom (Atlantic)

Person Responsible

Teresa Marcks

Schedule

On 6/30/2017

Evidence of Completion

Master schedule

Action Step 6 5

PD VPK teachers and staff (Atlantic)

Person Responsible

Heidi Kochis

Schedule

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

Evidence of Completion

MyPGS (attendance records); Coaching Logs

Action Step 7 5

PD Academic Parent-Teacher Teams (Orange City)

Person Responsible

Carrie Crkvenac

Schedule

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

Evidence of Completion

Registration, APTT Plan, Calendar of events

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

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

A1: Staffing Summary; DCF Credential Verification

A2: Master schedule

A3: MyPGS (attendance records); Coaching Logs

A4: Staffing Summary; DCF Credential Verification

A5: Master schedule

A6: MyPGS (attendance records); Coaching Logs

A7: Registration, APTT Plan, Calendar of events

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Bambi Lockman

Schedule

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

Evidence of Completion

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

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

School-based instructional leadership teams review data and assessment results

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Karen Beattie

Schedule

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

Evidence of Completion

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

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

Tier 3 CAT will analyze and make recommendations for response.

Person Responsible

Bambi Lockman

Schedule

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

Evidence of Completion

Tier 3 CAT minutes, which include recommended actions

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

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

Person Responsible

James Tager

Schedule

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


Evidence of Completion

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

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

 B271126

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

 S287021

Strategy Rationale

Action Step 1 **5**

Facilitate school-based model classroom system

Person Responsible

Karen Beattie

Schedule

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

Evidence of Completion

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

Action Step 2 **5**

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

Person Responsible

Karen Beattie

Schedule

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

Evidence of Completion

Visitation Logs, MyPGS Inservice Records

Action Step 3 5

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

Person Responsible

James Tager

Schedule

On 6/30/2017

Evidence of Completion

MyPGS Inservice Records

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

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

Person Responsible

Bambi Lockman

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Karen Beattie

Schedule

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

Evidence of Completion

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

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

Tier 3 CAT will analyze and make recommendations for response.

Person Responsible

Bambi Lockman

Schedule

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

Evidence of Completion

Tier 3 CAT minutes, which include recommended actions

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

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

Person Responsible

James Tager

Schedule

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

Evidence of Completion

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

V. Professional Development Opportunities

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

G1. If Atlantic High School works positively and collectively with all stakeholders to integrate literacy strategies in all content areas through effective standards aligned instruction, then student achievement will increase.

G1.B2 Teachers lack of knowledge of best instructional practices for literacy including technology

G1.B2.S1 Develop knowledge & skills for collective efficacy, effective standards-aligned literacy instruction, data chats, goal setting

PD Opportunity 1

AHS will develop a professional learning plan based on school data and the school improvement plan goal.

Facilitator

Dawn Alves; Stacie Rich, Kimberly Sparger

Participants

AHS Faculty

Schedule

Annually, from 8/1/2018 to 6/1/2019

PD Opportunity 2

Teachers will identify bottom quartile on class rosters and develop plans for support through PLCs.

Facilitator

Stacie Rich, Kimberly Sparger

Participants

Faculty

Schedule

Weekly, from 9/5/2018 to 6/1/2019

PD Opportunity 3

Teacher will implement knowledge & skills learned during professional learning.

Facilitator

Dawn Alves

Participants

Faculty

Schedule

Daily, from 8/7/2018 to 6/1/2019

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

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

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

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

PD Opportunity 1

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

Facilitator

District staff with possible DA Region 2 assistance

Participants

District liaisons

Schedule

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

PD Opportunity 2

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

Facilitator

DA Region 2 Team

Participants

Focus, Priority, and SIG Schools

Schedule

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

PD Opportunity 3

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

Facilitator

District staff with possible DA Region 2 assistance

Participants

School-Based Instructional Leadership Teams

Schedule

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

PD Opportunity 4

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

Facilitator

District staff

Participants

SIG schools and feeder pattern schools

Schedule

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

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

PD Opportunity 1

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

Facilitator

School and district staff, including consultants

Participants

Orange City students, teachers, family, community

Schedule

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

PD Opportunity 2

Effective, frequent communication with stakeholders (Both schools)

Facilitator

District staff

Participants

SIG schools

Schedule

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

PD Opportunity 3

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

Facilitator

School and district staff

Participants

SIG Schools

Schedule

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

PD Opportunity 4

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

Facilitator

School and district staff

Participants

SIG schools, business, government, and college partners

Schedule

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

PD Opportunity 5

Establish PreK-20 Community of Practice (Both schools)

Facilitator

School and district staff

Participants

SIG schools, college partners, district staff

Schedule

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

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

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

PD Opportunity 1

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

Facilitator

District staff and school leadership teams

Participants

Volusia County Teachers

Schedule

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

PD Opportunity 2

Professional Learning Communities use data to determine differentiated instruction

Facilitator

District staff and school leadership teams

Participants

SIG Schools

Schedule

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

PD Opportunity 3

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

Facilitator

District and school staff

Participants

SIG schools

Schedule

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

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

PD Opportunity 1

Design and provide summer programs that boost student achievement

Facilitator

District staff

Participants

SIG schools and select teachers from other schools

Schedule

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

PD Opportunity 2

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

Facilitator

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

Participants

SIG Schools

Schedule

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

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

PD Opportunity 1

Send team of AVID teachers to AVID Summer Conference

Facilitator

AVID

Participants

Orange City and Atlantic AVID teacher teams

Schedule

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

PD Opportunity 2

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

Facilitator

District staff and school leadership

Participants

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

Schedule

On 7/31/2014

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

PD Opportunity 1

PD VPK teachers and staff (Orange City)

Facilitator

District VPK Project Manager

Participants

VPK teachers and staff

Schedule

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

PD Opportunity 2

PD VPK teachers and staff (Atlantic)

Facilitator

District VPK Project Manager

Participants

VPK teachers and staff

Schedule

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

PD Opportunity 3

PD Academic Parent-Teacher Teams (Orange City)

Facilitator

WestED

Participants

Administrator and leadership team from Orange City Elementary

Schedule

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

VI. Technical Assistance Items

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

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

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

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

TA Opportunity 1

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

Facilitator

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

Participants

School-Based Instructional Leadership Teams

Schedule

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

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

TA Opportunity 1

Facilitate mentoring programs for identified students (Both schools)

Facilitator

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

Participants

SIG Schools: Community members and school staff

Schedule

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

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

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

TA Opportunity 1

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

Facilitator

District PD staff and school leadership teams

Participants

All Volusia County Teachers

Schedule

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

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

TA Opportunity 1

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

Facilitator

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

Participants

SIG Schools Instructional Leadership Teams

Schedule

On 8/15/2014

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

TA Opportunity 1

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

Facilitator

AVID Specialist Lary Beal

Participants

SIG Schools AVID Site Teams

Schedule

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

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

TA Opportunity 1

Implement Voluntary Prekindergarten classroom (Orange City)

Facilitator

VPK Project Manager Heidi Kochis

Participants

Orange City VPK Team

Schedule

On 6/30/2017

TA Opportunity 2

Implement Voluntary Prekindergarten classroom (Atlantic)

Facilitator

VPK Project Manager Heidi Kochis

Participants

Atlantic VPK Team

Schedule



















On 6/30/2017

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					
G2.B2.S1.A8 A388864	Provide training to district liaisons for schools	Leffler, Danielle	5/12/2014	MyPGS (Attendance Records)	5/12/2014 one-time
G2.B3.S3.A4 A388902	Create Virtual Learning Design Plan and redesign Media Center as Virtual Learning Hub	Carr, Melissa	6/2/2014	Virtual Learning Design Plan and Invoices	6/2/2014 semiannually
G2.B2.S1.A2 A388858	Liaison assistance to Title I school leadership for developing 2014-2015 Title I school budget, SIP...	Leffler, Danielle	6/9/2014	Title I budgets	6/30/2014 one-time
G2.B3.S4.A1 A388904	Design master schedule to include AVID, Freshman Academy, 9th Grade Research course, and...	Marcks, Teresa	6/2/2014	Master schedule	6/30/2014 one-time
G2.B2.S1.A3 A388859	The district recommendations for school resource allocations will be shared with the Community...	Leffler, Danielle	7/7/2014	District recommendation from Action Step 1	7/7/2014 one-time
G2.B2.S1.A4 A388860	Share the resource allocation plan with appropriate school and district leaders, ensuring positions...	Leffler, Danielle	7/8/2014	Staffing Summary Reports	7/28/2014 one-time
G2.B3.S2.A4 A388895	Develop Technology Plan for using Blended learning to differentiate instruction	Marks, Gary	7/1/2014	Technology Plan	7/30/2014 one-time
G2.B3.S4.A3 A388906	PD and PLC for teachers of Atlantic's Freshman Research Course and Ninth Grade Academy	Marcks, Teresa	7/1/2014	Curriculum Map and Lesson Plans	7/31/2014 one-time
G2.B3.S3.A2 A388900	Design master schedule with more instructional time, including Common Planning and PLC time for...	Workman, Stephanie	6/2/2014	Master Schedule	8/15/2014 one-time
G2.B2.S1.A5 A388861	The Community Assessment Team (CAT) will have a four-tiered structure for monitoring. The Tier 1...	Leffler, Danielle	7/14/2014	CAT Meeting Calendar	6/8/2015 weekly
G2.B2.S1.A6 A388862	Monitoring development of school Instructional Leadership Teams for SIP implementation, with...	Leffler, Danielle	8/25/2014	School Improvement Plans, SIP Midyear Reflection, Liaison Reports to Tier 1 CAT	6/8/2015 quarterly
G2.B2.S1.A7 A388863	CAT monitoring and analysis of district assessments to determine areas in need of additional...	Leffler, Danielle	9/22/2014	SharePoint Data Analysis Reports	6/8/2015 quarterly
G2.B2.S1.A9 A388865	CAT monitoring and analysis of district assessments to determine areas in need of additional...	Leffler, Danielle	9/22/2014	SharePoint Data Analysis Reports	6/8/2015 quarterly
G2.B3.S1.A2 A388884	PD Write From the Beginning (continue implementation)	Crkvenac, Carrie	7/1/2014	MyPGS (attendance records); Coaching Logs	6/30/2015 quarterly
G2.B3.S1.A3 A388885	PD Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS)	Crkvenac, Carrie	7/1/2014	MyPGS (attendance records), Coaching Logs	6/30/2015 weekly
G2.B4.S1.A1 A388916	Facilitate school-based model classroom system	Beattie, Karen	7/2/2014	Visitation Logs; Database of Model Classrooms; Stipends paid according to Assurance 13 for model classroom teachers	6/30/2015 weekly
G2.B3.S2.A2 A388893	Early Release PD: Using data to differentiate instruction (to include ESE inclusion and co-teach...	Beattie, Karen	8/18/2014	MyPGS (Attendance records and PD products); Coaching Logs	6/30/2015 monthly
G2.B3.S2.A6 A388897	Identify and certify Blended Learning classrooms, including model classrooms	Carr, Melissa	1/5/2015	Blended Learning Classroom Verification Document; CrossPointe Data Element	6/30/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S3.A3 A388901	PD for teachers on how to maximize additional instructional time--to include recommendations for...	Tager, James	7/3/2014	MyPGS; Student attendance records	6/30/2015 monthly
G2.B2.S3.A1 A388876	Facilitate student, family, and community programs that promote engagement in student learning...	Crkvenac, Carrie	3/1/2015	Registrations, Academic Parent-Teacher Teams Plan, School events calendar	5/1/2016 quarterly
G2.B3.S5.A7 A388915	PD Academic Parent-Teacher Teams (Orange City)	Crkvenac, Carrie	3/1/2015	Registration, APTT Plan, Calendar of events	5/1/2016 quarterly
G2.B3.S2.A7 A388898	PD for teachers on Blended Learning using model classrooms	Beattie, Karen	8/17/2015	Coaching Logs	6/30/2016 monthly
G2.B3.S4.A2 A388905	Send team of AVID teachers to AVID Summer Conference	Beal, Lary	7/7/2014	Attendance record	8/14/2016 annually
G2.B2.S2.A2 A388867	District and School-based Instructional Leadership Teams attend DA Region 2 Summer Conference	Beattie, Karen	7/14/2014	Conference Attendance Records	8/21/2016 annually
G2.B2.S2.A7 A388872	PD for School-Based Instructional Leadership Teams on 8-Step Planning Process and School...	Dyer, Kati	8/25/2014	School Improvement Plans	9/8/2016 quarterly
G2.B3.S4.A4 A388907	Students provided opportunity for ACT/ SAT Test Prep	Marcks, Teresa	9/8/2014	Tutoring attendance records	4/1/2017 semiannually
G2.B2.S2.A1 A388866	PD for Liaisons to provide support for schools to establish Instructional Leadership teams that...	Tager, James	5/1/2014	Rosters of School-based Instructional Leadership teams	4/30/2017 quarterly
G2.B2.S2.A10 A388875	PD on Vertical Alignment Meetings between SIG schools and feeder pattern schools	Tager, James	5/4/2015	MyPGS (Attendance records and PD products)	5/19/2017 semiannually
G2.B3.S1.A7 A388889	Lesson Study	Beattie, Karen	8/18/2014	MyPGS (attendance records)	6/1/2017 quarterly
G2.B3.S4.A5 A388908	AVID Team will meet monthly to monitor implementation of AVID program and performance of students;...	Beal, Lary	6/27/2014	AVID Team meeting minutes (Atlantic and Orange City)	6/1/2017 monthly
G2.B3.S5.MA6 M424935	District liaisons will report recommendations to schools for school-based instructional leadership...	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/3/2017 quarterly
G2.B2.S2.A8 A388873	School-based Instructional Leadership Teams create and meet regularly to monitor School Improvement...	Dyer, Kati	8/25/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison	6/9/2017 monthly
G2.B2.S2.A9 A388874	School-based MTSS monthly meetings to analyze progress monitoring data and EWS report	Parker, Alicia	8/11/2014	Data Protocol Reports	6/9/2017 monthly
G2.B2.S1.A1 A388857	Examine data to determine level of need at each school in each subject area using a 4-point rubric;...	Leffler, Danielle	6/2/2014	School Resource Allocation Charts; District Tiered System of Support Assignments	6/30/2017 annually
G2.B3.S1.MA1 M424908	School-based instructional leadership teams review data and assessment results	Tager, James	4/9/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison: Data Protocol Reports	6/30/2017 monthly
G2.B3.S1.MA4 M424909	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment...		7/1/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only) assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly

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G2.B3.S1.MA5  M424910	Tier 3 CAT will analyze and make recommendations for response		7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G2.B3.S1.MA6  M424911	District liaisons will report recommendations to schools for school-based instructional leadership...	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/30/2017 quarterly
G2.B3.S1.MA1  M424912	School-based instructional leadership teams review all evidence submitted for each action step in...	Tager, James	7/1/2014	Instructional Leadership Teams monthly Reports	6/30/2017 monthly
G2.B3.S1.MA3  M424913	Tier 1 CAT will review all evidence submitted for each action step, including school-based...		7/1/2014	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/30/2017 monthly
G2.B3.S1.A1  A388883	Hire instructional coaches (including reading, math, writing, science, or technology coaches as...	Tager, James	7/1/2014	Staffing Summary for SIG schools	6/30/2017 annually
G2.B3.S1.A4  A388886	PD Content area expertise (see budget line notes for specific timeline details)	Beattie, Karen	7/1/2014	MyPGS (attendance records); Coaching Logs	6/30/2017 weekly
G2.B3.S1.A5  A388887	PD Instructional practices (Engagement, Collaboration, Differentiated Instruction, Management) (see...	Beattie, Karen	7/1/2014	MyPGS (attendance records); Coaching Logs	6/30/2017 biweekly
G2.B3.S1.A6  A388888	Instructional Reviews	Tager, James	8/18/2014	Instructional Review Agendas and minutes	6/30/2017 semiannually
G2.B3.S1.A8  A388890	PD Project-Based Learning	Amy, Kelly	8/18/2014	MyPGS (attendance records)	6/30/2017 monthly
G2.B3.S1.A9  A388891	District PLC Network for Non-core	Amy, Kelly	8/17/2015	PLC Calendar	6/30/2017 quarterly
G2.B4.S1.MA1  M424938	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment...	Beattie, Karen	7/1/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 monthly
G2.B4.S1.MA2  M424939	Tier 3 CAT will analyze and make recommendations for response.	Lockman, Bambi	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G2.B4.S1.MA3  M424940	District liaisons will report recommendations to schools for school-based instructional leadership...	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/30/2017 quarterly
G2.B4.S1.MA1  M424941	Tier 1 CAT will review all evidence submitted for each action step in this strategy: AS1:...	Lockman, Bambi	7/1/2014	Minutes of Tier 1 CAT (school-based and district-activity reports); Deliverable evidence	6/30/2017 monthly
G2.B4.S1.A2  A388917	Establish SIG schools as transformation models for partner schools in need of improvement. Year 2:...	Beattie, Karen	8/1/2015	Visitation Logs, MyPGS Inservice Records	6/30/2017 monthly
G2.B4.S1.A3  A388918	Establish network between Leadership Teams at SIG Schools and Leadership Teams at partner schools	Tager, James	7/1/2016	MyPGS Inservice Records	6/30/2017 one-time
G2.B2.S2.MA1  M424896	School-based instructional leadership teams review data and assessment results	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B2.S2.MA4  M424897	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment...	Beattie, Karen	7/1/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits	6/30/2017 quarterly
















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				awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	
G2.B2.S2.MA5 M424898	Tier 3 CAT will analyze and make recommendations for response	Lockman, Bambi	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G2.B2.S2.MA6 M424899	District liaisons will report recommendations to schools for school-based instructional leadership...	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/30/2017 quarterly
G2.B2.S2.MA1 M424900	School-based instructional leadership teams review all evidence submitted for each action step in...	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B2.S2.MA2 M424901	Tier 1 CAT will review all evidence submitted for each action step, including school-based...	Lockman, Bambi	7/1/2014	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/30/2017 monthly
G2.B2.S2.A3 A388868	Hire school-based Project TOA for SIG (Orange City Elementary)	Crkvenac, Carrie	6/2/2014	Staffing Summary	6/30/2017 one-time
G2.B2.S2.A4 A388869	Hire school-based Project TOA for SIG (Atlantic High)	Marcks, Teresa	6/2/2014	Staffing Summary	6/30/2017 one-time
G2.B2.S2.A5 A388870	Hire district Project Manager for SIG Schools and office specialist for support	Lockman, Bambi	6/2/2014	Staffing Summary	6/30/2017 one-time
G2.B2.S2.A6 A388871	Hire district School Improvement Specialist	Lockman, Bambi	6/2/2014	Staffing Summary	6/30/2017 one-time
G2.B3.S2.MA1 M424914	School-based instructional leadership teams review data and assessment results	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B3.S2.MA4 M424915	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment...	Beattie, Karen	7/30/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly
G2.B3.S2.MA5 M424916	Tier 3 CAT will analyze and make recommendations for response	Lockman, Bambi	7/30/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G2.B3.S2.MA6 M424917	District liaisons will report recommendations to schools for school-based instructional leadership...	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/30/2017 one-time
G2.B3.S2.MA1 M424918	School-based instructional leadership teams review all evidence submitted for each action step in...	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B3.S2.MA3 M424919	Tier 1 CAT will review all evidence submitted for each action step; including school-based...	Lockman, Bambi	7/1/2014	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/30/2017 monthly
G2.B3.S2.A1 A388892	Assist teachers to use data to develop and monitor their Deliberate Practice Plans	Beattie, Karen	8/4/2014	Deliberate Practice Plans	6/30/2017 quarterly
G2.B3.S2.A3 A388894	Professional Learning Communities use data to determine differentiated instruction	Beattie, Karen	7/1/2014	MyPGS Records (Attendance records and PLC Logs)	6/30/2017 biweekly

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G2.B3.S2.A5 A388896	Purchase technology and provide oversight and PD for using Blended Learning to differentiate...	Marks, Gary	1/5/2015	MyPGS (Attendance records and PD products); Coaching Logs	6/30/2017 monthly
G2.B2.S3.MA3 M424902	School-based instructional leadership teams review data and assessment results	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B2.S3.MA4 M424903	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment...	Beattie, Karen	7/1/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly
G2.B2.S3.MA5 M424904	Tier 3 CAT will analyze and make recommendations for response.	Lockman, Bambi	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G2.B2.S3.MA6 M424905	District liaisons will report recommendations to schools for school-based instructional leadership...	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/30/2017 quarterly
G2.B2.S3.MA1 M424906	School-based instructional leadership teams review all evidence submitted for each action step in...	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B2.S3.MA2 M424907	Tier 1 CAT will review all evidence submitted for each action step	Lockman, Bambi	7/1/2014	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/30/2017 monthly
G2.B2.S3.A2 A388877	Effective, frequent communication with stakeholders (Both schools)	Tager, James	6/2/2014	Records from communication systems	6/30/2017 weekly
G2.B2.S3.A3 A388878	Facilitate student leadership groups for the purpose of motivating students' academic and...	Marks, Gary	6/2/2014	Student groups' calendar of meetings and activities	6/30/2017 monthly
G2.B2.S3.A4 A388879	Facilitate mentoring programs for identified students (Both schools)	Marks, Gary	6/2/2014	Mentoring calendar	6/30/2017 quarterly
G2.B2.S3.A5 A388880	Facilitate student, family, and community programs that enhance college and career readiness...	Hall, Amy	7/1/2014	School activities calendar	6/30/2017 quarterly
G2.B2.S3.A6 A388881	Establish and sustain business, government, and college partnerships that facilitate educator...	Amy, Kelly	8/4/2015	Meeting calendar and minutes, School activities calendar, Internship logs	6/30/2017 semiannually
G2.B2.S3.A7 A388882	Establish PreK-20 Community of Practice (Both schools)	Lockman, Bambi	8/4/2015	Community of Practice Agendas	6/30/2017 semiannually
G2.B3.S3.MA1 M424920	School-based instructional leadership teams review data and assessment results	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B3.S3.MA3 M424921	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment...	Beattie, Karen	7/1/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly
G2.B3.S3.MA4 M424922	Tier 3 CAT will analyze and make recommendations for response.	Lockman, Bambi	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 monthly





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G2.B3.S3.MA5  M424923	District liaisons will report recommendations to schools for school-based instructional leadership...	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/30/2017 quarterly
G2.B3.S3.MA1  M424924	School-based instructional leadership teams review all evidence submitted for each action step in...	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B3.S3.MA6  M424925	Tier 1 CAT will review all evidence submitted for each action step; including school-based...	Lockman, Bambi	7/1/2014	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/30/2017 monthly
G2.B3.S3.A1  A388899	Design and provide summer programs that boost student achievement	Roman, Leticia	6/1/2015	MyPGS; Student attendance records	6/30/2017 annually
G2.B3.S3.A5  A388903	Provide virtual learning opportunities for students (virtual tutors, to include but not limited to...	Carr, Melissa	8/1/2014	Records and reports from virtual learning sites	6/30/2017 quarterly
G2.B3.S4.MA1  M424926	School-based instructional leadership teams review data and assessment results	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B3.S4.MA5  M424927	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment...	Beattie, Karen	7/1/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly
G2.B3.S4.MA6  M424928	Tier 3 CAT will analyze and make recommendations for response.	Lockman, Bambi	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G2.B3.S4.MA7  M424929	District liaisons will report recommendations to schools for school-based instructional leadership...	Tager, James	7/1/2014	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	6/30/2017 quarterly
G2.B3.S4.MA1  M424930	School-based instructional leadership teams review all evidence submitted for each action step in...	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B3.S4.MA2  M424931	Tier 1 CAT will review all evidence submitted for each action step; including school-based...	Lockman, Bambi	7/1/2014	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/30/2017 quarterly
G2.B3.S5.MA3  M424932	School-based instructional leadership teams review data and assessment results	Tager, James	7/1/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC Minutes); Leadership Team monthly report to liaison; Data Protocol Reports	6/30/2017 monthly
G2.B3.S5.MA4  M424933	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment...	Beattie, Karen	7/1/2014	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/30/2017 quarterly
G2.B3.S5.MA5  M424934	Tier 3 CAT will analyze and make recommendations for response.	Lockman, Bambi	7/1/2014	Tier 3 CAT minutes, which include recommended actions	6/30/2017 quarterly
G2.B3.S5.MA1  M424936	School-based instructional leadership teams review all evidence submitted for each action step....	Tager, James	6/30/2014	Instructional Leadership Teams monthly report to SAC on SIP progress (SAC minutes); Leadership Team monthly report to liaison: Data Protocol Reports	6/30/2017 monthly

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G2.B3.S5.MA2 M424937	Tier 1 CAT will review all evidence submitted for each action step	Lockman, Bambi	7/1/2014	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/30/2017 monthly
G2.B3.S5.A1 A388909	Hire VPK teacher and paraprofessional 4 (Orange City)	Crkvenac, Carrie	6/2/2014	Staffing Summary; DCF Credential Verification	6/30/2017 one-time
G2.B3.S5.A2 A388910	Implement Voluntary Prekindergarten classroom (Orange City)	Crkvenac, Carrie	8/4/2014	Master schedule	6/30/2017 one-time
G2.B3.S5.A3 A388911	PD VPK teachers and staff (Orange City)	Kochis, Heidi	6/2/2014	MyPGS (attendance records); Coaching Logs	6/30/2017 monthly
G2.B3.S5.A4 A388912	Hire VPK teacher and paraprofessional 4 (Atlantic)	Marcks, Teresa	6/2/2015	Staffing Summary; DCF Credential Verification	6/30/2017 one-time
G2.B3.S5.A5 A388913	Implement Voluntary Prekindergarten classroom (Atlantic)	Marcks, Teresa	8/4/2015	Master schedule	6/30/2017 one-time
G2.B3.S5.A6 A388914	PD VPK teachers and staff (Atlantic)	Kochis, Heidi	6/2/2015	MyPGS (attendance records); Coaching Logs	6/30/2017 monthly
G2.B2.S1.MA4 M424894	District liaisons will report recommendations to schools for school-based instructional leadership...	Leffler, Danielle	8/13/2018	Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams	8/13/2018 quarterly
G1.MA1 M424889	SIP Progress Monitoring Meeting	Hinson, Stephen	10/25/2018	SIP progress monitoring meeting minutes & sign in sheet	10/25/2018 one-time
G1.MA2 M424890	SIP Midyear Review	Hinson, Stephen	1/28/2019	Midyear review in CIS	1/28/2019 one-time
G1.B2.S1.MA3 M424885	Determine status towards completing action steps 1-5 during weekly SLT meetings	Hinson, Stephen	8/7/2018	Weekly meeting attendance roster, action plan	5/29/2019 weekly
G1.B2.S1.MA2 M424884	SLT Conduct Data Walks	Alves, Dawn	8/20/2018	Data Walk Collection Tools & Data Spreadsheets	5/31/2019 weekly
G1.B2.S1.MA4 M424886	Analyze collected data to discuss impact of the PLP at weekly SLT meetings	Alves, Dawn	8/7/2018	Meeting minutes; action plan	5/31/2019 weekly
G1.B2.S1.MA1 M424883	Develop Customized, Data-Driven Professional Learning Plan	Alves, Dawn	8/7/2018	Professional learning plan document	6/1/2019 annually
G1.B2.S1.A1 A388849	AHS will develop a professional learning plan based on school data and the school improvement plan...	Alves, Dawn	8/1/2018	Professional Learning Plan, student data	6/1/2019 annually
G1.B2.S1.A2 A388850	Teachers will identify bottom quartile on class rosters and develop plans for support through PLCs.	Leffler, Danielle	9/5/2018	Rosters provided to staff with bottom quartile for both ELA & Math; PL on strategies to support, PLC plans submitted weekly indicating implementation.	6/1/2019 weekly
G1.B2.S1.A3 A388851	Provide structure and support for collaboration and PLC planning.	Alves, Dawn	8/7/2018	Master schedule that includes common planning, PLC Frameworks developed by SLT & provided to PLCs, PLC minutes uploaded weekly to shared folder	6/1/2019 weekly
G1.B2.S1.A4 A388852	Teacher will implement knowledge & skills learned during professional learning.	Alves, Dawn	8/7/2018	Walk through data collection	6/1/2019 daily
G1.B2.S1.A5 A388853	Administration and academic coaches will monitor implementation of professional learning, provide...	Alves, Dawn	8/7/2018	Walk through data collection, coaching observation dates, coaching logs	6/1/2019 daily
G1.B3.S1.MA1 M424888	Analyzing collected data and discuss effectiveness of PLCs at weekly SLT/ Coaches meetings	Alves, Dawn	8/7/2018	Data walks, PLC minutes, data protocols, observation notes	6/1/2019 weekly

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G1.B3.S1.A1  A388854	Provide PLC framework and resources for teachers.	Alves, Dawn	8/7/2018	PLC frameworks, data protocols, PLC minutes	6/1/2019 quarterly
G1.B3.S1.A2  A388855	Observe PLC teams in action & provide immediate feedback.	Alves, Dawn	8/7/2018	Data will be collected by admin team & coaches and reviewed at SLT meetings.	6/1/2019 weekly
G1.B3.S1.A3  A388856	Implement mini-PLCs throughout year (during PLC or faculty meeting time) based on data and needs...	Alves, Dawn	8/7/2018	Sign-in sheets collected by principal's secretary	6/1/2019 monthly
G2.MA1  M424942	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment...	Leffler, Danielle	8/13/2018	Student achievement data (to include AMO progress); Graduation data; Teacher performance reports, including triangulation of data (PD, teacher evaluation performance, and student achievement); Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/4/2019 quarterly
G2.MA2  M424943	Tier 3 CAT will analyze and make recommendations for response.	Leffler, Danielle	8/13/2018	Tier 3 CAT minutes, which include recommended actions	6/4/2019 quarterly
G2.MA3  M424944	District liaisons will report recommendations to schools for school-based instructional leadership...	Leffler, Danielle	8/13/2018	Evidence: Tier 1 and 2 CAT minutes, which include reports from liaisons and school-based instructional leadership teams; modifications to Problem-Solving items in School SIPs	6/4/2019 quarterly
G1.B2.S1.MA1  M424882	Analyze collected data and discuss the impact and effectiveness of the PLP at weekly SLT meeting	Alves, Dawn	8/13/2018	Walk through data collected, observational notes, student data	6/4/2019 monthly
G1.B3.S1.MA1  M424887	Analyze collected data and discuss the effectiveness of PLCs at weekly SLT meeting	Alves, Dawn	8/13/2018	Monthly data walks, observational notes, PLC minutes, data protocols	6/4/2019 weekly
G2.B2.S1.MA1  M424892	Tier 1 and 2 CAT will review all assistance provided to schools, professional learning, assessment...	Leffler, Danielle	8/13/2018	Tier 1 and 2 CAT minutes (school-based and district activity reports, including liaison findings from school visits); MyPGS credit transcripts (credits awarded upon demonstration of new knowledge only); assessment data results; Tier 3 CAT minutes of analysis and review	6/4/2019 quarterly
G2.B2.S1.MA3  M424893	Tier 3 CAT will analyze and make recommendations for response.	Leffler, Danielle	8/13/2018	Tier 3 CAT minutes, which include recommended actions	6/4/2019 quarterly
G2.B2.S1.MA1  M424895	Tier 1 CAT will review all evidence submitted for each action step in this strategy: AS1: School...	Leffler, Danielle	8/13/2018	Minutes of Tier 1 CAT (school-based and district activity reports); Deliverable evidence	6/4/2019 monthly
G1.MA3  M424891	State Assessment Results	Hinson, Stephen	5/31/2019	Step zero for 2019-2020 SIP	7/31/2019 annually