Forest Lake Elementary School

2018-19 Schoolwide Improvement Plan

Forest Lake Elementary School

1600 DOYLE RD, Deltona, FL 32725

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

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	77%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	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 Forest Lake Elementary 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.

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

b. Provide the school's vision statement.

Ensuring all students receive a superior 21st century education.

2. School Environment

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

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

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

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

In the 2018-2019 school year, Forest Lake is implementing a new program to enhance our environment of safety and respect: Sanford Harmony. This new program compliments PBIS which is now in its second year at Forest Lake. Sanford Harmony is a social emotional learning program. It encourages students to communicate, cooperate, connect, embrace diversity, and resolve conflict. Sanford Harmony incorporates specialized teaching strategies into classroom activities and lesson plans. PBIS stands for 'Positive Behavioral Interventions and Supports', and takes a positive and proactive approach to campus-wide expectations for conduct and procedures. This empowers students and all staff to monitor behaviors against a consistent set of expectations, with a focus on recognizing students for displaying positive behaviors and good citizenship.
All faculty and staff members of Forest Lake Elementary are expected to model excellent behavior for students, and support students to make positive behavioral choices as well. All adults take responsibility for monitoring the campus, following the mantra of 'See something, say something'. Teachers are assigned to designated areas for supervision before and after school. A 'Safety Patrol' program enlists and trains 5th grade students to assist with monitoring younger students. Rules are

clearly posted in each classroom and teachers review behavioral expectations regularly with their students. Students who are treated with disrespect by others are encouraged to bring their concerns to an adult for help in resolving the situation. A thorough safety & security plan is in place and staff is trained to follow procedures for keeping their students safe. Visitors all sign in/out through the main office using the 'Raptor' background check system and are required to wear an ID badge while on campus.

Our school guardian provides security and surveillance of our school campus, parking lots, and grounds. His duties include responding to emergency situations, assisting administration and law enforcement with threat assessments, investigating suspicious activity, managing school access, and assisting with traffic control. School guardians build relationships and trust with students, parents, and staff, as well as communicate about and respond to security-related concerns and issues.

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

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

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

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, §§ 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 Forest Lake Elementary Early Warning System is one component of a multi-faceted progress monitoring approach utilized by the SLT to identify school-wide trends, sub-group performance and individual students in need of support. The EWS specifically addresses the identification of struggling students. Indicators include: poor academic performance (GPA below 2.0 & prior FSA Level 1), attendance below 90%, one or more suspensions, 2 or more discipline referrals, 1 or more prior year retentions in grade. The SLT, PLCs, and Academic Intervention Teacher use the EWS and other

progress monitoring data to develop appropriate interventions.
We will regularly review our students in the Early Warning System to determine if the supports in place are successful. If these supports are not successful, students may be referred to our Problem Solving Team process.

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	2	1	2	4	6	0	0	0	0	0	0	0	15
One or more suspensions	0	2	1	0	1	2	0	0	0	0	0	0	0	6
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	2	5	4	0	0	0	0	0	0	0	11

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	2	1	2	5	6	0	0	0	0	0	0	0	16

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

Students who are identified by the Early Warning System are provided support matched to their need, developed by the individual classroom teacher, PLC, Academic Intervention Teacher, or SLT. Interventions include individualized or small group support by the classroom teacher within the classroom, push-in support from the Academic Intervention Teacher, after-school tutoring, extra time on individualized computer programs, supplemental materials sent home with the student for practice, or other resources as determined by the teacher, PLC or Academic Intervention Teacher. Parents are always included in the process and if classroom-level interventions are not successful, a referral may be made to the Problem Solving Team (PST).

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

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

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

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/655463.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Forest Lake Elementary partners with the community in several ways. A staff member has been designated as the Business Partner Coordinator, and recruits local businesses and community organizations to form partnerships with our school. These partnerships in turn provide needed support for school programs and enhance the educational program at Forest Lake. For example, the PTO sponsors a 'Math Night' at our local Publix Store to engage families with encouraging students' real-world math skills. Student recognition programs are almost entirely funded through partnering with local business and community groups. Throughout the year, business partners are invited to participate in various school events to show support, raise awareness, and provide resources to help raise student achievement.

A new partnership for the 2018-2019 school year is with 'Volusia School Fuel', a local non-profit which supplies food kits to identified students to bring home on the weekend to ensure adequate nutrition until they return to school on Monday. Students who are classified in our registration system as homeless or economically disadvantaged and who are known to our school staff as being food insecure participate in this program. This program is currently serving approximately 25 students, with plans to expand as needed. Research shows that if students' nutritional needs are met while away from school, their academic achievement is improved.

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

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Nehrig, Paul	Principal
Sanford, David	Assistant Principal
Alexander, Denise	Teacher, K-12
Anselmo, Kathy	Teacher, K-12
Cleek, Amanda	Teacher, K-12
Boulware, Kelly	Teacher, ESE
Sierra, Maria	Teacher, K-12
Delemeester, Nichole	Teacher, K-12
Grant, Bridgette	Teacher, K-12
Sills, Christina	Teacher, K-12
Wagenhauser, Vikki	Instructional Media
Goodenough, Shari	Instructional Coach
Baldoni, Vicky	Instructional Coach
Quiles, Marilyn	Teacher, K-12
Murphy, Colleen	Teacher, K-12
Jeria, Erica	School Counselor

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 (SLT) is a representational body of teacher leaders, coaches, and administration who collaboratively develop, implement, and monitor the School Improvement Plan (SIP). 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 (PLCs, Curriculum Cadre, Sanford Harmony, PBIS) and serves as a liaison between the SLT and their respective team. For example, the Instructional Coaches work through PLCs to provide teacher instructional support, professional development, and guide their instructional response to data, including the coordination of tiered academic interventions.
Drawing on a wide range of data sources (FSA results, district and state progress monitoring measures, attendance & discipline reports, climate survey results, etc.), the SLT follows the 8-step problem-solving process to identify barriers & resources, generate a goal statement, and develop an action plan of strategies designed to eliminate or reduce those barriers in order to achieve the goal. Throughout the school year, the SLT meets regularly (at least once per month) to monitor the school's progress towards achieving the goal and provide input on the development of need-based professional learning opportunities and intervention strategies for subgroups of students who need additional support. The SLT participates in a mid-year progress monitoring meeting and provides updates to the school community.

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 principal, grade-level PLC leaders, ESE & Special Area department chairs, curriculum facilitators, 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.

Curriculum and Instructional Resources include professional learning opportunities provided by our district and our school's leadership team. District specialists, in collaboration with classroom teachers from across the district, have developed online instructional 'modules' in ELA and Mathematics. The modules are aligned with the Florida Standards and include a wide variety of resources, student activities, and assessments. Grade-level PLCs meet weekly to collaborate on analyzing student progress data, planning instruction, and developing intervention strategies. Our district and our school are both committed to meeting the needs of our students and maximizing student achievement.

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 grant process whereby staff submit funding applications which are reviewed and approved by the SAC. The SAC is required to meet a minimum of 8 times per school year, generally monthly.

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

School Improvement funds are distributed according to state requirements for appropriate use, based on need and alignment with school improvement objectives.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Paul Nehrig	Principal
Vikki Wagenhauser	Teacher
Kathy Anselmo	Teacher
Lourdes Sierra	Teacher
Marlene Boyle	Parent
Vera Cooper	Education Support Employee
Nichole Delemeester	Teacher
Elizabeth Kitts	Parent
Lawrence Pohano	Business/Community
Shari Goodenough	Teacher
Christina Uehlein	Parent
Karen Conboy	Parent
Rochelle Bailey	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

The Forest Lake Elementary School Advisory Council is involved in the development of the school improvement plan through input at SAC meetings. The SAC, comprised of parents and school employees, works with available data to offer suggestions on focus areas and make suggestions for implementation of on-campus improvement programs aimed at increasing student achievement. Suggestions were taken from both the SAC committee and Forest Lake Staff. The development process involved consideration of the needs of migrant students. At this time, Forest Lake does not have any migrant students. However, should any migrant students enroll in Forest Lake, strategies will be developed to meet their needs.

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

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

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

School improvement funds are allocated based on request submitted by faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval include a bulleted list of how the school used last year's SIP funds.
School Improvement Funds may be used to support Professional Development and to purchase incentives to encourage and reward student achievement.

Date Vendor Requestor Balance 17725.85
12/1/16 Substitutes for Data Walks -302.88
12/14/16 GoNoodle Ms. Carson, Ms. Sills - 2nd Gr -1250.00
12/14/16 Survey Monkey Dr. Nehrig, Principal -300.00
1/24/17 Substitutes for FASA A.V.E. Ms. Sills, Ms. Cleek , Ms. Ruiz, Ms. Pearson -301.85
2/1/17 SS Benefits for Substitutes -8.77
3/22/17 Royal Reading & Writing Center Ms. Pena ESE Intermediate -366.88
4/10/17 Owl Pellets Ms. Dorton - 4th Grade -267.54
4/14/17 Jack Hartman PreK - 2nd -400.00

Total Expenses -3197.92
Balance Available 14527.93

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Nehrig, Paul	Principal
Alexander, Denise	Teacher, K-12
Anselmo, Kathy	Teacher, K-12
Baldoni, Vicky	Instructional Coach
Boulware, Kelly	Teacher, ESE
Cleek, Amanda	Teacher, K-12
Delemeester, Nichole	Teacher, K-12
Sanford, David	Assistant Principal
Sierra, Maria	Teacher, K-12
Wagenhauser, Vikki	Teacher, K-12
Grant, Bridgette	Teacher, K-12
Quiles, Marilyn	Teacher, K-12
Goodenough, Shari	Teacher, K-12
Murphy, Colleen	Teacher, K-12
Jeria, Erica	School Counselor

b. Duties

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

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

The school based Literacy Leadership Team (LLT) identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The School-wide Literacy initiative's main focus is to support ELA benchmarks in every classroom. This year's focus will be support for teachers as we continue our school-wide ELA initiative. The academic coaches are responsible for providing PL in their respective core areas. All other Literacy Council members will be responsible for introducing strategies to their departments through work in PLC.

The LLT provides a variety of Literacy-building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. This year we will sponsor three Scholastic book fairs, September, December, and May. We also promote Literacy Week, the SSYRA program, Reading Counts, and Young Authors.

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

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

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

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

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

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

A) First Year Teachers:
Emma Boswell, Primary Teacher Grade 1, Mentor Lourdes Sierra
Joi Bell, Primary Teacher Grade K, Mentor Colleen Murphy
Leslie Moen, Intermediate Teacher Grade 4, Mentor Nichole Delemeester

B) Teachers new to FLE:
Kenosha Bradshaw, Primary Teacher Grade K, Mentor Marilyn Quiles
Kristin Pegler, Intermediate Teacher Grade 4, Mentor Melissa Diamond
Dawn Bell, Intervention Teacher, Mentor Kathy Anselmo

C) Teachers new to the grade level:
Colleen Murphy, Primary Teacher Grade K
Susan Lugen Kahn, Primary Teacher Grade 1
Rose Harrigan, Primary Teacher Grade 1
Marilyn Quiles, Primary Teacher Grade 2
Raven Rosario, Primary Teacher Grade 2
Alexis Brozek, Primary Teacher Grade 2
Deborah Swanson, Intermediate Teacher Grade 3
Latoyal Rose, Intermediate Teacher Grade 5

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

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

Strategy: Extended School Day

Minutes added to school year: 1,800

After school tutoring is a school based program targeting students based on need. Students receive direct support from a certified teacher tutor in a 4:1 ratio. Students spend 30 minutes on the computer program completing prescribed activities and 30 minutes in an individualized tutoring session with the teacher tutor.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Anselmo, Kathy, kranselm@volusia.k12.fl.us

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

Classroom data and district progress monitoring assessments are analyzed for growth as well as district assessments.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of

programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If Forest Lake Elementary collaboratively implements standards-aligned instruction and assessment, using Visible Learning principles, then student achievement will increase.

Strategic Goals Detail

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

G1. If Forest Lake Elementary collaboratively implements standards-aligned instruction and assessment, using Visible Learning principles, then student achievement will increase. 1a

🔍 G100545

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Lack of vertical standards articulation (time, structure, modeling)

- PLCs need support (more focus, structure, and cohesiveness)

- Lack of family engagement (communication)

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible
Paul Nehrig

Schedule
On 10/30/2018

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

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible
Paul Nehrig

Schedule
On 1/30/2018

Evidence of Completion
Midyear Review in CIMS

Plan to Monitor Progress Toward G1. `8`

State Assessment Results

Person Responsible
Paul Nehrig

Schedule
Annually, from 6/1/2019 to 7/31/2019

Evidence of Completion
Step Zero for 2017-2018 SIP

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If Forest Lake Elementary collaboratively implements standards-aligned instruction and assessment, using Visible Learning principles, then student achievement will increase. `1`

🔑 G100545

G1.B1 Lack of vertical standards articulation (time, structure, modeling) `2`

🔑 B271170

G1.B1.S1 Provide professional learning to support implementation of standards aligned instruction and assessment. `4`

🔑 S287058

Strategy Rationale

Increase % of teachers effectively implementing standards aligned instruction and assessment, using Visible Learning principles, across grade levels in both ELA and Math.

Action Step 1 `5`

Provide introductory training to teachers on standards-aligned instruction and assessments (aligned, authentic & varied).

Person Responsible

Shari Goodenough

Schedule

On 5/31/2019

Evidence of Completion

Sign in sheets

Action Step 2 `5`

Teachers incorporate instruction & assessment strategies learned into classroom assignments and assessments.

Person Responsible

Vicky Baldoni

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Assessment Data and Lesson Plans

Action Step 3 `5`

Coaches will provide feedback and support on instruction and assessments to teachers

Person Responsible

Vicky Baldoni

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC minutes and work done in PLC's

Action Step 4 `5`

Provide training for standards-aligned lesson planning that "begins with the end in mind" (development of assessment plan prior to developing lesson plan).

Person Responsible

Vicky Baldoni

Schedule

On 5/31/2019

Evidence of Completion

Faculty Meeting Sign In, anchor charts, work done in vertical teams

Action Step 5 `5`

Provide PLC time for standards-aligned lesson and assessment planning

Person Responsible

Vicky Baldoni

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC minutes

Action Step 6 `5`

Teachers implement lesson plans while coaches observe and provide feedback

Person Responsible

Schedule

Monthly, from 9/4/2018 to 5/31/2019

Evidence of Completion

PLC Minutes, Data Walk Observations

Action Step 7 `5`

Provide quarterly opportunities for peer to peer observation and feedback

Person Responsible

Paul Nehrig

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data Collection Results, SLT minutes

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

Track sign in sheets for professional development

Person Responsible

Vicky Baldoni

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Sign in sheets

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

Conduct weekly PLC meetings in which teachers utilize strategies learned in PD to create standards aligned lesson plans and assessments

Person Responsible

Vicky Baldoni

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC meeting minutes

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

Conduct quarterly peer to peer observations to monitor implementation and provide feedback on lessons and assessments created

Person Responsible

Vicky Baldoni

Schedule

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

Evidence of Completion

Data Reports

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

Review assessment data within PLC's and SLT meetings

Person Responsible

Paul Nehrig

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Assessment Data

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

Review peer to peer quarterly observation data

Person Responsible

Vicky Baldoni

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Observation Data

G1.B2 PLCs need support (more focus, structure, and cohesiveness) 2

🔑 B271171

G1.B2.S1 School wide revamp and implementation of highly effective PLC's that follow an intentional cycle to improve teacher collaboration and implementation of standards aligned instruction. 4

🔑 S287059

Strategy Rationale

Increase effective collaboration among teachers to increase the effectiveness of standards aligned instruction within the classroom.

Action Step 1 5

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

Person Responsible

Vicky Baldoni

Schedule

On 8/9/2018

Evidence of Completion

Pre-Planning PL Sign in sheet

Action Step 2 5

Create a working PLC rubric that outlines the norms and roles of each member and their contributions to the PLC.

Person Responsible

Vicky Baldoni

Schedule

On 8/20/2018

Evidence of Completion

PLC team minutes and rubric feedback

Action Step 3 5

Utilize the PLC rubric to provide feedback and implement clear processes and procedures

Person Responsible

Shari Goodenough

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC Rubric data, PLC minutes, Agenda

Action Step 4 5

Teams actively collaborate with a Growth Mindset to complete PLC cycles

Person Responsible

Shari Goodenough

Schedule

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

Evidence of Completion

PLC minutes, agendas, and PLC rubric

Action Step 5 5

Teams reflect after completing a PLC cycle

Person Responsible

Shari Goodenough

Schedule

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

Evidence of Completion

PLC rubric data, PLC minutes from entire cycle

Action Step 6 `5`

Using the PLC rubric, academic coaches and administration will provide monthly, evidence-based feedback

Person Responsible

Vicky Baldoni

Schedule

Every 6 Weeks, from 8/20/2018 to 5/31/2019

Evidence of Completion

PLC rubric and PLC minutes

Action Step 7 `5`

Provide times at monthly SLT meetings for monitoring implementation, peer coaching, and feedback

Person Responsible

Vicky Baldoni

Schedule

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

Evidence of Completion

PLC rubric, SLT minutes and agendas

Action Step 8 `5`

In order to build professional trust participants will engage in team building activities

Person Responsible

Vicky Baldoni

Schedule

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

Evidence of Completion

PLC minutes, SLT minutes and Agenda

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

Determine status towards completing action steps 1-2 during monthly SLT

> **Person Responsible**
>
> Paul Nehrig
>
> **Schedule**
>
> On 9/28/2018
>
> ***Evidence of Completion***
>
> SLT Meeting Minutes

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

Review and discuss grade level PLC Minutes and PLC team rubric

> **Person Responsible**
>
> Paul Nehrig
>
> **Schedule**
>
> Monthly, from 8/13/2018 to 5/31/2019
>
> ***Evidence of Completion***
>
> SLT Minutes and reflections

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

Coaches observing PLC's in action (PLC Minutes, pacing calendar, Planning days)

> **Person Responsible**
>
> Vicky Baldoni
>
> **Schedule**
>
> Weekly, from 8/13/2018 to 5/31/2019
>
> ***Evidence of Completion***
>
> Coaching Plan or Logs, PLC Minutes & agendas

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

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

Person Responsible

Paul Nehrig

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC Rubric data, SLT minutes

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

Discuss the effectiveness of PLC's using the PLC rubric with grade level teams

Person Responsible

Paul Nehrig

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC Rubric, PLC Minutes

G1.B3 Lack of family engagement (communication) 2

🔑 B271172

G1.B3.S1 Provide effective and advanced communication with parents. 4

🔑 S287060

Strategy Rationale

Parents will have more time to fit events into their schedules and feel welcomed into the school environment.

Action Step 1 5

Provide a survey giving parents a voice in family engagement activities and student needs

Person Responsible

Paul Nehrig

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Survey results

Action Step 2 5

Use technology mediums to provide advanced notification of school events

Person Responsible

Paul Nehrig

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Remind 101 account and messages, Facebook page, and school website

Action Step 3 5

Based on survey results, provide various family engagement opportunities.

Person Responsible

Paul Nehrig

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Event sign in sheets and receipts from events

Action Step 4 5

Provide PD on student led conferences and book study on family engagement strategies.

Person Responsible

Paul Nehrig

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PD sign in sheets and book study receipts

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

Track and use parent survey results to plan for future events

Person Responsible

Paul Nehrig

Schedule

On 9/14/2018

Evidence of Completion

Survey Data

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

Track the number of Remind 101 accounts and Social Media invites

> **Person Responsible**
>
> Paul Nehrig
>
> **Schedule**
>
> Monthly, from 8/13/2018 to 5/31/2019
>
> ***Evidence of Completion***
>
> Remind 101 Account Sign Ups and Social Media invites

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

Signatures on sign in sheets for all family engagement activities

> **Person Responsible**
>
> Paul Nehrig
>
> **Schedule**
>
> Quarterly, from 8/13/2018 to 5/31/2019
>
> ***Evidence of Completion***
>
> Signature sheets from events

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

Discuss effectiveness of parent participation strategies and analyze attendance data from events

> **Person Responsible**
>
> Paul Nehrig
>
> **Schedule**
>
> Monthly, from 8/13/2018 to 5/31/2019
>
> ***Evidence of Completion***
>
> SLT minutes

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

Discuss and analyze climate survey data

Person Responsible

Paul Nehrig

Schedule

On 5/31/2019

Evidence of Completion

SLT minutes

V. Professional Development Opportunities

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

G1. If Forest Lake Elementary collaboratively implements standards-aligned instruction and assessment, using Visible Learning principles, then student achievement will increase.

G1.B1 Lack of vertical standards articulation (time, structure, modeling)

G1.B1.S1 Provide professional learning to support implementation of standards aligned instruction and assessment.

PD Opportunity 1

Provide introductory training to teachers on standards-aligned instruction and assessments (aligned, authentic & varied).

Facilitator

Shari Goodenough and Dr. Nehrig

Participants

Instructional Staff

Schedule

On 5/31/2019

PD Opportunity 2

Teachers incorporate instruction & assessment strategies learned into classroom assignments and assessments.

Facilitator

Academic Coaches with District Support

Participants

Instruction Staff

Schedule

Weekly, from 8/13/2018 to 5/31/2019

PD Opportunity 3

Coaches will provide feedback and support on instruction and assessments to teachers

Facilitator

Academic Coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/13/2018 to 5/31/2019

PD Opportunity 4

Provide training for standards-aligned lesson planning that "begins with the end in mind" (development of assessment plan prior to developing lesson plan).

Facilitator

Academic Coaches with district support

Participants

Instructional Staff

Schedule

On 5/31/2019

PD Opportunity 5

Provide PLC time for standards-aligned lesson and assessment planning

Facilitator

Academic Coaches

Participants

Instructional Staff

Schedule

Monthly, from 8/13/2018 to 5/31/2019

G1.B2 PLCs need support (more focus, structure, and cohesiveness)

G1.B2.S1 School wide revamp and implementation of highly effective PLC's that follow an intentional cycle to improve teacher collaboration and implementation of standards aligned instruction.

PD Opportunity 1

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

Facilitator

Academic Coaches and Administration

Participants

Faculty

Schedule

On 8/9/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide introductory training to teachers on standards-aligned instruction and assessments (aligned, authentic & varied).	$0.00
2	G1.B1.S1.A2	Teachers incorporate instruction & assessment strategies learned into classroom assignments and assessments.	$0.00
3	G1.B1.S1.A3	Coaches will provide feedback and support on instruction and assessments to teachers	$0.00
4	G1.B1.S1.A4	Provide training for standards-aligned lesson planning that "begins with the end in mind" (development of assessment plan prior to developing lesson plan).	$0.00
5	G1.B1.S1.A5	Provide PLC time for standards-aligned lesson and assessment planning	$0.00
6	G1.B1.S1.A6	Teachers implement lesson plans while coaches observe and provide feedback	$0.00
7	G1.B1.S1.A7	Provide quarterly opportunities for peer to peer observation and feedback	$0.00
8	G1.B2.S1.A1	Coaches and administrations communicate the expectations of PLC's both verbally and in writing during pre-planning.	$0.00
9	G1.B2.S1.A2	Create a working PLC rubric that outlines the norms and roles of each member and their contributions to the PLC.	$0.00
10	G1.B2.S1.A3	Utilize the PLC rubric to provide feedback and implement clear processes and procedures	$0.00
11	G1.B2.S1.A4	Teams actively collaborate with a Growth Mindset to complete PLC cycles	$0.00
12	G1.B2.S1.A5	Teams reflect after completing a PLC cycle	$0.00
13	G1.B2.S1.A6	Using the PLC rubric, academic coaches and administration will provide monthly, evidence-based feedback	$0.00
14	G1.B2.S1.A7	Provide times at monthly SLT meetings for monitoring implementation, peer coaching, and feedback	$0.00
15	G1.B2.S1.A8	In order to build professional trust participants will engage in team building activities	$0.00
16	G1.B3.S1.A1	Provide a survey giving parents a voice in family engagement activities and student needs	$0.00
17	G1.B3.S1.A2	Use technology mediums to provide advanced notification of school events	$0.00
18	G1.B3.S1.A3	Based on survey results, provide various family engagement opportunities.	$0.00
19	G1.B3.S1.A4	Provide PD on student led conferences and book study on family engagement strategies.	$0.00
		Total:	$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.MA2 M425079	SIP Midyear Review	Nehrig, Paul	1/30/2018	Midyear Review in CIMS	1/30/2018 one-time
G1.B2.S1.A1 A389082	Coaches and administrations communicate the expectations of PLC's both verbally and in writing...	Baldoni, Vicky	8/9/2018	Pre-Planning PL Sign in sheet	8/9/2018 one-time
G1.B1.S1.MA3 M425067	Conduct quarterly peer to peer observations to monitor implementation and provide feedback on...	Baldoni, Vicky	8/13/2018	Data Reports	8/13/2018 quarterly
G1.B2.S1.A2 A389083	Create a working PLC rubric that outlines the norms and roles of each member and their...	Baldoni, Vicky	8/20/2018	PLC team minutes and rubric feedback	8/20/2018 one-time
G1.B3.S1.MA1 M425075	Track and use parent survey results to plan for future events	Nehrig, Paul	8/13/2018	Survey Data	9/14/2018 one-time
G1.B2.S1.MA1 M425070	Determine status towards completing action steps 1-2 during monthly SLT	Nehrig, Paul	8/13/2018	SLT Meeting Minutes	9/28/2018 one-time
G1.MA1 M425078	SIP Progress Monitoring Meeting	Nehrig, Paul	10/30/2018	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/30/2018 one-time
G1.B1.S1.MA1 M425063	Review assessment data within PLC's and SLT meetings	Nehrig, Paul	8/13/2018	Assessment Data	5/31/2019 monthly
G1.B1.S1.MA5 M425064	Review peer to peer quarterly observation data	Baldoni, Vicky	8/13/2018	Observation Data	5/31/2019 quarterly
G1.B1.S1.MA1 M425065	Track sign in sheets for professional development	Baldoni, Vicky	8/13/2018	Sign in sheets	5/31/2019 monthly
G1.B1.S1.MA2 M425066	Conduct weekly PLC meetings in which teachers utilize strategies learned in PD to create standards...	Baldoni, Vicky	8/13/2018	PLC meeting minutes	5/31/2019 weekly
G1.B1.S1.A1 A389075	Provide introductory training to teachers on standards-aligned instruction and assessments...	Goodenough, Shari	8/8/2018	Sign in sheets	5/31/2019 one-time
G1.B1.S1.A2 A389076	Teachers incorporate instruction & assessment strategies learned into classroom assignments and...	Baldoni, Vicky	8/13/2018	Assessment Data and Lesson Plans	5/31/2019 weekly
G1.B1.S1.A3 A389077	Coaches will provide feedback and support on instruction and assessments to teachers	Baldoni, Vicky	8/13/2018	PLC minutes and work done in PLC's	5/31/2019 weekly
G1.B1.S1.A4 A389078	Provide training for standards-aligned lesson planning that "begins with the end in mind"...	Baldoni, Vicky	8/13/2018	Faculty Meeting Sign In, anchor charts, work done in vertical teams	5/31/2019 one-time
G1.B1.S1.A5 A389079	Provide PLC time for standards-aligned lesson and assessment planning	Baldoni, Vicky	8/13/2018	PLC minutes	5/31/2019 monthly
G1.B1.S1.A6 A389080	Teachers implement lesson plans while coaches observe and provide feedback		9/4/2018	PLC Minutes, Data Walk Observations	5/31/2019 monthly
G1.B1.S1.A7 A389081	Provide quarterly opportunities for peer to peer observation and feedback	Nehrig, Paul	8/13/2018	Data Collection Results, SLT minutes	5/31/2019 quarterly
G1.B2.S1.MA1 M425068	Discuss the effectiveness of PLC's and analyze collected data using PLC rubric	Nehrig, Paul	8/13/2018	PLC Rubric data, SLT minutes	5/31/2019 monthly
G1.B2.S1.MA5 M425069	Discuss the effectiveness of PLC's using the PLC rubric with grade level teams	Nehrig, Paul	8/13/2018	PLC Rubric, PLC Minutes	5/31/2019 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA3 🔑 M425071	Review and discuss grade level PLC Minutes and PLC team rubric	Nehrig, Paul	8/13/2018	SLT Minutes and reflections	5/31/2019 monthly
G1.B2.S1.MA4 🔑 M425072	Coaches observing PLC's in action (PLC Minutes, pacing calendar, Planning days)	Baldoni, Vicky	8/13/2018	Coaching Plan or Logs, PLC Minutes & agendas	5/31/2019 weekly
G1.B2.S1.A3 🔑 A389084	Utilize the PLC rubric to provide feedback and implement clear processes and procedures	Goodenough, Shari	8/13/2018	PLC Rubric data, PLC minutes, Agenda	5/31/2019 monthly
G1.B2.S1.A4 🔑 A389085	Teams actively collaborate with a Growth Mindset to complete PLC cycles	Goodenough, Shari	8/20/2018	PLC minutes, agendas, and PLC rubric	5/31/2019 weekly
G1.B2.S1.A5 🔑 A389086	Teams reflect after completing a PLC cycle	Goodenough, Shari	8/20/2018	PLC rubric data, PLC minutes from entire cycle	5/31/2019 monthly
G1.B2.S1.A6 🔑 A389087	Using the PLC rubric, academic coaches and administration will provide monthly, evidence-based...	Baldoni, Vicky	8/20/2018	PLC rubric and PLC minutes	5/31/2019 every-6-weeks
G1.B2.S1.A7 🔑 A389088	Provide times at monthly SLT meetings for monitoring implementation, peer coaching, and feedback	Baldoni, Vicky	8/20/2018	PLC rubric, SLT minutes and agendas	5/31/2019 monthly
G1.B2.S1.A8 🔑 A389089	In order to build professional trust participants will engage in team building activities	Baldoni, Vicky	8/20/2018	PLC minutes, SLT minutes and Agenda	5/31/2019 monthly
G1.B3.S1.MA1 🔑 M425073	Discuss effectiveness of parent participation strategies and analyze attendance data from events	Nehrig, Paul	8/13/2018	SLT minutes	5/31/2019 monthly
G1.B3.S1.MA5 🔑 M425074	Discuss and analyze climate survey data	Nehrig, Paul	4/1/2019	SLT minutes	5/31/2019 one-time
G1.B3.S1.MA2 🔑 M425076	Track the number of Remind 101 accounts and Social Media invites	Nehrig, Paul	8/13/2018	Remind 101 Account Sign Ups and Social Media invites	5/31/2019 monthly
G1.B3.S1.MA3 🔑 M425077	Signatures on sign in sheets for all family engagement activities	Nehrig, Paul	8/13/2018	Signature sheets from events	5/31/2019 quarterly
G1.B3.S1.A1 🔑 A389090	Provide a survey giving parents a voice in family engagement activities and student needs	Nehrig, Paul	8/13/2018	Survey results	5/31/2019 quarterly
G1.B3.S1.A2 🔑 A389091	Use technology mediums to provide advanced notification of school events	Nehrig, Paul	8/13/2018	Remind 101 account and messages, Facebook page, and school website	5/31/2019 biweekly
G1.B3.S1.A3 🔑 A389092	Based on survey results, provide various family engagement opportunities.	Nehrig, Paul	8/13/2018	Event sign in sheets and receipts from events	5/31/2019 quarterly
G1.B3.S1.A4 🔑 A389093	Provide PD on student led conferences and book study on family engagement strategies.	Nehrig, Paul	8/13/2018	PD sign in sheets and book study receipts	5/31/2019 monthly
G1.MA3 🔑 M425080	State Assessment Results	Nehrig, Paul	6/1/2019	Step Zero for 2017-2018 SIP	7/31/2019 annually