

Edgewater Public School

801 S OLD COUNTY RD, Edgewater, FL 32132

<http://myvolusiaschools.org/school/edgewater/pages/default.aspx>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

76%

Alternative/ESE Center

No

Charter School

No

Minority

14%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	D

School Board Approval

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

SIP Authority and Template

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

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

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

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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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

“Through the shared responsibility of all, we will provide a safe learning environment that fosters commitment, collaboration, and creativity in a changing world.”

Provide the school's vision statement

“Through the shared responsibility of all, we will provide a safe learning environment that fosters commitment, collaboration, and creativity in a changing world.”

School Environment

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

Edgewater Public holds various events that allows teachers and staff to learn about students, their families and cultures. Meet the Teacher Day, Open House, Literacy Nights, and parent conferences are just a few of the ways we learn and connect with our students.

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

The school based behavior leadership team develops processes and procedures intended for all students and staff, in all settings and across campus which promotes positive behavior and builds a school community based upon safety and responsibility. Our SGA committee, who represents the student body, meets regularly with the principal to address concerns regarding student safety and security. The SGA were the presenters this year to student assemblies regarding anti bullying.

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

Bobcat Behaviors: have been implemented school wide. These behaviors focus on being respectful; responsible; cooperative; safe; productive. The students are introduced to the behaviors at the beginning of the school year and they are referenced through out the school year, school wide. Instructional time is a priority and protected by the principal, which is evidence by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately with minimal interruption to instruction.

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 non-violence and anti-drug programs:

- *Student mentoring program
- *Crisis Training program
- *Suicide prevention program
- *Bullying Program
- *DARE

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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, which is a specialized report available to all schools. The indicators are as follow:

- *Over age for grade
 - *Office Discipline Referrals (at risk if 2 or more)
 - *Attendance below 90%, regardless of whether absence is excused or due to out of school suspension
 - *year to date suspensions (at risk if 1 or more)
 - *Number of prior retention s (at risk if 1 or more)
 - *Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
- Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report

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

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

Indicator	Grade Level			Total
	3	4	5	
Attendance below 90 percent	0	4	0	4
One or more suspensions	1	3	5	9
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	8	7	10	25
BL: Office Discipline Referral (2+)	4	5	9	18
1 QR: Office Discipline Referral (2+)	0	0	0	
2 QR: Office Discipline Referral (2+)	0	0	0	
3 QR: Office Discipline Referral (2+)	0	0	0	
4 QR: Office Discipline Referral (2+)	0	0	0	
BL: Attendance below 90%	0	4	0	4
1 QR: Attendance below 90%	0	0	0	
2 QR: Attendance below 90%	0	0	0	
3 QR: Attendance below 90%	0	0	0	
4 QR: Attendance below 90%	0	0	0	
BL: Year to date suspension (+1)	1	3	5	9
1 QR: Year to date suspension (+1)	0	0	0	
2 QR: Year to date suspension (+1)	0	0	0	
3 QR: Year to date suspension (+1)	0	0	0	
4 QR: Year to date suspension (+1)	0	0	0	
BL: Number of previous retention	8	14	13	35
1 QR: Number of previous retention	0	0	0	
2 QR: Number of previous retention	0	0	0	
3 QR: Number of previous retention	0	0	0	
4 QR: Number of previous retention	0	0	0	
BL: Level 1 assessment ELA and Math	8	7	10	25
2 QR: Level 1 assessment ELA and Math	0	0	0	
3 QR: Level 1 assessment ELA and Math	0	0	0	
4 QR: Level 1 assessment ELA and Math	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	8	14	13	35

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 is used to determine school-wide trends which impacts the academic performance of students. As a result indicators that are elevated 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.

School wide walk to intervention time has been implemented pulling in all available teachers. This allows all of the walk to groups to have 11 students or less. These walk to groups are focusing on reading and responding to literature.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

See our Parent Involvement Plan for Title 1.

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

The school builds and sustains partnerships with local such events as: technology night, family math night, Thanksgiving feast, and kindergarten orientation night.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Reaves, Jeffrey	Principal
Sydeski, Wendy	Assistant Principal
Amato, Melanie	Instructional Coach
Weaver, June	Guidance Counselor
Cleveland, Melissa	Teacher, K-12
Galbreath, Patricia	

Duties

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

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

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

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.
Title 1, Part A

Under Title 1 Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title 1 at Edgewater Public School include:

- *Two Academic Coaches for the purpose of comprehensive staff development/education of parents in student learning
- *Supplemental tutoring before or after school.
- *Supplemental materials and supplies needed to close the achievement gap.
- *Parent-to kid workshop and other parent education classes to teach literacy and math skills to parents so they can help their children succeed.
- *Supplemental funds for on-going staff development as determined by the results of FCAT data/Data Days.
- *Waterford Early Learning workstations and materials for K-2 students

Title 1, Part C - Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title 1 and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- *Academic Assistance through credit accrual/recovery, tutoring, and summer school.
- *Translation Services for parent/teacher conferences
- *Parental support through parent/kid activity nights and workshops on school success
- *Migrant Parent Advisory Council (MPAC)
- *Medical Assistance through referrals to outside community agencies

*Food Assistance through referrals to food assistance programs

Title 1, Part D

The district receives funds to support the N&D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services coordinated with the DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

Title III

The district ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichment to ensure the appropriate pathway toward graduation.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Edgewater Public School utilizes these resources through the following:

*Before/After School Tutoring in Math

*Before/After School Tutoring in Reading

*During school Intervention and remediation in reading and math

Violence Prevention Programs

The School offers the following non-violence and anti-drug programs:

*student mentoring program

*Coping skills-9 week student workshop

*Crisis training program-yearly training

*Suicide prevention program-yearly training

*Bullying program- Bully Proofing Your School - Second Step

*Drug Awareness- DARE- Natural High- Too Good for Drugs

* Behavior Leadership Team

Nutrition Programs

Edgewater Public School offers a variety of nutrition programs including:

*Free and Reduced Meal Plan

*Wellness Policy School Plan

Nutrition- PE classes & Always Changing Program

* Running Club - Student & Faculty Members

Head Start

The District, in conjunction with Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families.

These include:

*Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.

*Assisting the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.

*Collaborating and participating in joint Professional Development, including transition-related training for school staff and head Start staff feasible.

*Coordinating the services being provided by Head Start with services in elementary schools.

*Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Career and Technical Education

Edgewater Public School (Elementary School)

*Career Day

*Guest speakers in individual classrooms

*Emergency Vehicle Day

Job Training

Edgewater Public School offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry location.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Melissa Cleveland	Teacher
Jeff Reaves	Principal
Joe Cleveland	Parent
Barbara Cunningham	Business/Community
Ashley Boyer	Business/Community
Danielle McGinnis	Parent
Alex Martin	Business/Community
Jennifer Meador	Teacher
Holly Diaz	Teacher
Linda Sikes	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last school years School Improvement plan, our school leadership team meet to engage in step Zero. Our leadership team then shared the results with faculty, as well as the School Advisory Committee to receive input.

Development of this school improvement plan

The SIP will be presented to the SAC at Edgewater Public school on September 26th, at this time SAC members and guest will be able to give thoughts and feedback about the information contained in the SIP. SAC will also make the SIP plan available for public input between the dates of September 20 - 27. At the August 26th SAC meeting Principal Jeff Reaves presented information regarding the Title 1 budget and how funds are being used to secure subs for teachers, so that teachers may attend training's in areas were improvement is needed.

Principal Jeff Reaves will present information on how our current school grade is calculated and what are the areas we need improvement.

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.

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

School improvement funds were used to fund many different literacy based projects throughout the school.

- \$150-3rd grade Literary Books
- \$350-School wide book room baskets
- \$500-Reading Counts incentives
- \$418-Young Authors writing program
- \$27.91- School wide book room basket labels

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Reaves, Jeffrey	Principal
Sydeski, Wendy	Assistant Principal
Amato, Melanie	Instructional Coach
Cleveland, Melissa	Teacher, K-12
Weaver, June	Guidance Counselor
Duncan, Jessica	Teacher, K-12
Jones, Mary Jo	Teacher, K-12
Scalo, Jenifer	Teacher, K-12
Meador, Jennifer	Teacher, K-12
Reshidat, Reem	Teacher, K-12
Mort, Cassie	Teacher, ESE
Bradley, Linda	Teacher, K-12
Lindsey, Michelle	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of LLT this year will be to facilitate an increase in student Reading, and Language performance. The LLT will also be include in discussions/presentations to the School Advisory Council throughout the year.

Public and Collaborative Teaching

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

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

Common planning, Professional Learning Communities (PLC's) and academic coaching are critical practices to help build positive, collaborative relations 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. 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 on common goals with clear objectives. 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 purpose.

The use of academic coaches to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs encouraging the collaborative process. Instructional Reviews, combined with 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 too talk about what trends are being seen in the classroom. The coaches work side by side with teachers to enhance instruction.

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

We actively recruit and retain experienced teachers who live in the community. This provides an additional incentive for individuals and provides an effective tie-in with the community. We also provide rigorous professional development that allows our teaching professionals to grow and sharpen their skills as educators.

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

New teachers have been assigned a PAR mentor teacher who will meet with them throughout the year and support and training assistance. In addition, our grade level chairs and academic coaches will assist the new teachers and provide modeling of best teaching practices.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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), Lesson Study, and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous

STREAM: (Science technology reading engineering arts and math) gen ed and ese teachers k-5 are incorporating STREAM lessons into their classroom. On Wednesdays across the campus all classroom take part in STREAM lessons.

Instructional Strategies

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

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 accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside academic coaches, create targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support from intervention time and walk-to intervention time. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibilities.

The use of instructional reviews and academic coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walkthroughs, 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 classroom. Instructional coaches work side by side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maxim support, including the use of specific feedback instruments.

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: 3,600

As a Title 1 school, we offer after-school tutoring known as STAR (Students and Tutors Achieving Results). This will impact our students who scored a level 1 on the FCAT 2.0 test in Reading or Math. This tutoring program provides tutoring for an hour twice a week focusing on specific skills that help closes gaps in a students academic achievement.

Strategy Rationale

Tutoring can help 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

Cleveland, Melissa, mgclevel@volusia.k12.fl.us

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

We will use the district sponsored software program known as IReady. This program includes a baseline assessment with additional assessments throughout the program measuring student growth.

Strategy: Extended School Day

Minutes added to school year: 0

Professional Learning Communities (PLC's) meet for the purpose of data analysis and response, intervention planning, as well as professional development for 45 minutes each week.

Strategy Rationale

PLCs encourage teacher teams to engage in data analysis and problem-solving for the purpose of meeting student's academic needs.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Amato, Melanie, maamato@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) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole

Student Transition and Readiness

PreK-12 Transition

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

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 (early May), kindergarten orientation, and other relevant information to ease the transition of children and families.

College and Career Readiness

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

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

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

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

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.** All teachers will implement Language Arts Florida Standards (LAFS) through differentiated instruction designed to meet the needs of all students.

Strategic Goals Detail

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

G1. All teachers will implement Language Arts Florida Standards (LAFS) through differentiated instruction designed to meet the needs of all students. 1a

G039693

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	75.0
FSA - English Language Arts - Proficiency Rate	50.0

Resources Available to Support the Goal 2

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership, partners, environment, school culture, volunteers, etc

Targeted Barriers to Achieving the Goal 3

- Throughout the school day teachers are faced with the barrier of having adequate time to review data and incorporating the findings into the instructional day.
- More rigorous instruction is needed, with more opportunities for high-level thinking skills; students are not exposed to enough high level vocabulary and questioning.
- Difficulty of finding high quality lessons for students with cognitive disabilities that also addresses varying complexity. More collaboration time amongst teachers of students with cognitive disabilities, along with collaboration between Gen Ed and ESE teachers is needed

Plan to Monitor Progress Toward G1. 8

PLC; Data Days; Observations; Walk-Throughs

Person Responsible

Jeffrey Reaves

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Walk-Through's; Observation; OPM; District Assessments

Plan to Monitor Progress Toward G1. 8

PLC; Data Days; Observation; Walk-Throughs

Person Responsible

Wendy Sydeski

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Walk-Through's; Observation; OPM; District Assessments

Plan to Monitor Progress Toward G1. 8

PLC, Data Days, Observations and Walk-Throughs

Person Responsible

Melanie Amato

Schedule

Weekly, from 9/23/2014 to 9/23/2014

Evidence of Completion

Walk-Throughs, Observations, OPM, District Assessments

Plan to Monitor Progress Toward G1. 8

PLC, Data Days, Observations and Walk-Throughs

Person Responsible

Patricia Galbreath

Schedule

Weekly, from 9/23/2014 to 9/23/2014

Evidence of Completion

Walk-Throughs, Observations, OPM, District Assessments

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. All teachers will implement Language Arts Florida Standards (LAFS) through differentiated instruction designed to meet the needs of all students. **1**

 G039693

G1.B1 Throughout the school day teachers are faced with the barrier of having adequate time to review data and incorporating the findings into the instructional day. **2**

 B095924

G1.B1.S1 The school will ensure that all teachers receive effective instructional strategies and professional development related to all content areas. Teachers will use reading strategies during other content areas to increase vocabulary as well as word identification, pronunciation, and problem solving. Manipulative and hands-on materials will be used to help visualize the abstract concept instead of reading the material. Teachers will provide opportunities to build background knowledge and new vocabulary, as well as, integration of technology. **4**

 S107108

Strategy Rationale

Action Step 1 **5**

Attendance Phone Calls- teachers and administrators will make phone calls home to those students that have an unexcused absence.

Person Responsible

Jeffrey Reaves

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Edgewater Public Schools goal is a 1.5% increase in student attendance.

Action Step 2 5

Paw-sitive Referrals- Students can earn positive referrals throughout the school day for various actions. The student will then be sent to the office to receive praise and a spirit stick from administration. At the end of the first and third quarter the names of students who have received paws-itive referrals going into a drawing for various prizes.

Person Responsible

Wendy Sydeski

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Edgewater Public School's goal is a reduction of 10% in suspension rate.

Action Step 3 5

Parent to Kid: K-2 & 3-5; help parents learn to work with their child in the area of reading – learning strategies like shared, echo, choral reading, phonemic awareness activities, how to choose an appropriate book, etc.

Person Responsible

June Weaver

Schedule

Evidence of Completion

Follow-up and monitoring will be done through classroom observations

Action Step 4 5

5th grade PE Data Collection- The PE teachers are using the math vocabulary words with the 5th grade students. The PE teachers are also having the students collect and analyze data on various activities they are participating in throughout the year.

Person Responsible

Patricia Galbreath

Schedule

Every 2 Months, from 8/18/2014 to 6/5/2015

Evidence of Completion

Follow-up and monitoring will be done through classroom observations

Action Step 5 5

Extra Edge- educating parents on how to help students at home with what is being taught during the semester.

Person Responsible

Patricia Galbreath

Schedule

Semiannually, from 10/9/2014 to 6/5/2015

Evidence of Completion

Follow-up and monitoring will be done through classroom observations of the use

Action Step 6 5

Writing Process & Assessment-Training's/ reflections of last year's State FCAT writing scores and how to improve writing instruction through the use of State Anchor Papers- both in scoring and in revising during the writing process.

Person Responsible

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Follow-up and monitoring will be done through PLC meetings and through individual coaching collaborations. Fourth grade students will be tracking their own progress with writing prompts.

Action Step 7 5

INSPIRE-Teachers were trained in One Word, Student lead conferences, and Interactive Notebook (ISN)

Person Responsible

Melanie Amato

Schedule

On 6/13/2014

Evidence of Completion

Monitoring will be done through PLC meetings and by the completion and use of instructional plan submitted to the District for approval.

Action Step 8 5

Response to literature Grade Level Specifics: Continuation of Initial Response to literature training. These training's will focus on the reading/writing process through age and grade level appropriateness.

Person Responsible

Melanie Amato

Schedule

Quarterly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Monitoring will be done through classroom observations and coaching collaborations.

Action Step 9 5

Technology- Through various trainings with specific focus to improve instructional practice and student achievement. Topics include but are not limited to iPads and other technology in the classroom, Edmodo, Moodle, Safari Montage, Achievement Series, Flipbook etc.

Person Responsible

Michelle Lindsey

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Follow-up and monitoring will be done through classroom observations of the use

Action Step 10 5

PLC-Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.

Person Responsible

Melanie Amato

Schedule

On 6/5/2015

Evidence of Completion

Monitoring will be through PLC time and individual coaching collaborations; classroom observations and walk throughs

Action Step 11 5

Data Days- Half day grade level sessions; will review classroom and district data to determine core instructional and intervention needs for students. Small group instruction and RTI process will begin or be updated. Monitoring will be through PLC time and individual coaching collaborations.

Person Responsible

Patricia Galbreath

Schedule

Evidence of Completion

Monitoring will be through PLC time and individual coaching collaborations; classroom observations and walk throughs

Action Step 12 5

Thinking Maps: Teachers will be given an introduction into using thinking maps in the classroom.

Person Responsible

Michelle Lindsey

Schedule

Evidence of Completion

Follow-up and monitoring will be done through classroom observations of the use

Action Step 13 5

Back to School PD Day- teachers were trained on how to incorporate STREAM into the classroom. Teachers were also trained on how to implement student led conferences and prezis into the classroom.

Person Responsible

Melanie Amato

Schedule

On 8/11/2014

Evidence of Completion

Follow-up and monitoring will be done through classroom observations of the use

Action Step 14 5

INSPIRE LAFFS-Training by grade level representatives on specific LAFS strategies learned in Summer Institute. Representatives will present the new standards and how they cross over to other content areas. An Interactive Notebook (ISN) will be created for reference. Instructional strategies will focus on Close Reading. Teachers will create a series of lessons using these strategies.

Person Responsible

Melanie Amato

Schedule

On 8/7/2014

Evidence of Completion

Follow-up and monitoring will be done through classroom observations of the use

Action Step 15 5

STREAM- Teachers will be trained on how to incorporate the STREAM into the classroom. (Science Technology Reading Engineering Arts and Math)

Person Responsible

Patricia Galbreath

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

PLC, Data Days, Walk-through; announced and unannounced observations

Person Responsible

Schedule

Evidence of Completion

Walk-Through's; Observation; OPM; District Assessments

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

PLC, Data Days, Walk-through; announced and unannounced observations

Person Responsible

Schedule

Evidence of Completion

Walk-Through's; Observation; OPM; District Assessments

G1.B2 More rigorous instruction is needed, with more opportunities for high-level thinking skills; students are not exposed to enough high level vocabulary and questioning. 2

 B095925

G1.B2.S1 Professional development on differentiated instruction. 4

 S107109

Strategy Rationale

Action Step 1 5

Thinking Math K-2 & 3-5: Math Professional Development provided by VTO and the District to help with implementation of the new Common Core Math Standards to meet the rigorous demands. Concentration will be on new instructional strategies and assessment process. Teachers trained will return to present new information to teammates and help implement new strategies in grade level.

Person Responsible

Melanie Amato

Schedule

Evidence of Completion

Follow-up and monitoring will be done through classroom observations and coaching collaborations.

Action Step 2 5

LAFS & MAFS Curriculum- Ongoing trainings into the CCSS for math and reading and the use of the standards across the content. Focus will be on text complexity in both text and assessment. Strategies for instructional purpose will be learned.

Person Responsible

Schedule

Evidence of Completion

Formative and Summative Assessments will be developed and used to measure student achievement. Follow-up and monitoring will be done through classroom observations of the use of the ISNs and by individual coaching collaboration

Action Step 3 5

Interactive Student Notebooks (ISN) Training's on using Interactive Student Notebooks in all contents to help with instruction/learning/assessment. Focus will be on the Teacher planning for instruction and student learning evidence.

Person Responsible

Schedule

Evidence of Completion

Follow-up and monitoring will be done through classroom observations of the use of the ISNs and by individual coaching collaboration

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

PLC; Data Days; Observation; Walk-Through

Person Responsible

Schedule

Evidence of Completion

Observations; Walk-Through

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

PLC; Data Days; Observation; Walk-Through

Person Responsible

Schedule

Evidence of Completion

Walk-Through; Observations

G1.B3 Difficulty of finding high quality lessons for students with cognitive disabilities that also addresses varying complexity. More collaboration time amongst teachers of students with cognitive disabilities, along with collaboration between Gen Ed and ESE teachers is needed 2

 B095926

G1.B3.S1 The ESE teachers will be able to access district training for teachers on the implementation of Unique Learning system for Access courses Follow-up coaching provided by program specialists. The ESE teachers will also have the opportunity to participate in Access course teachers monthly District Virtual PLC using a webinar platform. Students needs will be evaluated to access more rigorous courses and change placement if necessary, discussion of application of skills and knowledge at a higher level and various settings. Gen Ed teachers and ESE teachers will collaborate with each other. 4

 S107110

Strategy Rationale

Action Step 1 5

Data Days- Half day grade level sessions; will review classroom and district data to determine core instructional and intervention needs for students. Small group instruction and RTI process will begin or be updated. Data Days- Half day grade level sessions; will review classroom and district data to determine core instructional and intervention needs for students. Small group instruction and RTI process will begin or be updated. Monitoring will be through PLC time and individual coaching collaborations.

Person Responsible

Schedule

Evidence of Completion

Monitoring will be through PLC time and individual coaching collaborations

Action Step 2 5

PLC-Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.

Person Responsible

Schedule

Evidence of Completion

Monitoring will be through PLC time and individual coaching collaborations

Action Step 3 5

Technology- Through various trainings with specific focus to improve instructional practice and student achievement. Topics include but are not limited to iPads and other technology in the classroom, Edmodo, Moodle, Safari Montage, Achievement Series, Flipbook etc.

Person Responsible

Schedule

Evidence of Completion

Follow-up and monitoring will be done through classroom observations of the use

Action Step 4 5

Response to literature Grade Level Specifics: Continuation of Initial Response to literature training. These training's will focus on the reading/writing process through age and grade level appropriateness.

Person Responsible

Schedule

Evidence of Completion

Monitoring will be done through classroom observations and coaching collaborations.

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

PLC; Data Days; Observation; Walk-Through

Person Responsible

Jeffrey Reaves

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Walk-Through; Observations

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

PLC, Data Days, observation, Walk-through

Person Responsible

Wendy Sydeski

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Walk-Through; Observation

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

PLC; Data Days; Observation; Walk-Through

Person Responsible

Jeffrey Reaves

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Walk-Through; Observations

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

PLC; Data Days; Observation; Walk-Through

Person Responsible

Wendy Sydeski

Schedule

On 6/5/2015

Evidence of Completion

Walk-Through; Observations

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Attendance Phone Calls- teachers and administrators will make phone calls home to those students that have an unexcused absence.	Reaves, Jeffrey	8/18/2014	Edgewater Public Schools goal is a 1.5% increase in student attendance.	6/5/2015 weekly
G1.B2.S1.A1	Thinking Math K-2 & 3-5: Math Professional Development provided by VTO and the District to help with implementation of the new Common Core Math Standards to meet the rigorous demands. Concentration will be on new instructional strategies and assessment process. Teachers trained will return to present new information to teammates and help implement new strategies in grade level.	Amato, Melanie	Follow-up and monitoring will be done through classroom observations and coaching collaborations.	one-time	
G1.B3.S1.A1	Data Days- Half day grade level sessions; will review classroom and district data to determine core instructional and intervention needs for students. Small group instruction and RTI process will begin or be updated. Data Days- Half day grade level sessions; will review classroom and district data to determine core instructional and intervention needs for students. Small group instruction and RTI process will begin or be updated. Monitoring will be through PLC time and individual coaching collaborations.		Monitoring will be through PLC time and individual coaching collaborations	one-time	
G1.B1.S1.A2	Paw-sitive Referrals- Students can earn positive referrals throughout the school day for various actions. The student will then be sent to the office to receive praise and a spirit stick from administration. At the end of the first and third quarter the names of students who have received paws-	Sydeski, Wendy	8/18/2014	Edgewater Public School's goal is a reduction of 10% in suspension rate.	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	itive referrals going into a drawing for various prizes.				
G1.B2.S1.A2	LAFS & MAFS Curriculum- Ongoing trainings into the CCSS for math and reading and the use of the standards across the content. Focus will be on text complexity in both text and assessment. Strategies for instructional purpose will be learned.		Formative and Summative Assessments will be developed and used to measure student achievement. Follow-up and monitoring will be done through classroom observations of the use of the ISNs and by individual coaching collaboration	one-time	
G1.B3.S1.A2	PLC-Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.		Monitoring will be through PLC time and individual coaching collaborations	one-time	
G1.B1.S1.A3	Parent to Kid: K-2 & 3-5; help parents learn to work with their child in the area of reading – learning strategies like shared, echo, choral reading, phonemic awareness activities, how to choose an appropriate book, etc.	Weaver, June	Follow-up and monitoring will be done through classroom observations	one-time	
G1.B2.S1.A3	Interactive Student Notebooks (ISN) Training's on using Interactive Student Notebooks in all contents to help with instruction/learning/ assessment. Focus will be on the Teacher planning for instruction and student learning evidence.		Follow-up and monitoring will be done through classroom observations of the use of the ISNs and by individual coaching collaboration	one-time	
G1.B3.S1.A3	Technology- Through various trainings with specific focus to improve instructional practice and student achievement. Topics include but are not limited to iPads and other technology in the classroom, Edmodo, Moodle, Safari Montage, Achievement Series, Flipbook etc.		Follow-up and monitoring will be done through classroom observations of the use	one-time	
G1.B1.S1.A4	5th grade PE Data Collection- The PE teachers are using the math vocabulary words with the 5th grade students. The PE teachers are also having the students collect and analyze data on various activities they are participating in throughout the year.	Galbreath, Patricia	8/18/2014	Follow-up and monitoring will be done through classroom observations	6/5/2015 every-2-months
G1.B3.S1.A4	Response to literature Grade Level Specifics: Continuation of Initial Response to literature training. These		Monitoring will be done through	one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	training's will focus on the reading/ writing process through age and grade level appropriateness.		classroom observations and coaching collaborations.		
G1.B1.S1.A5	Extra Edge- educating parents on how to help students at home with what is being taught during the semester.	Galbreath, Patricia	10/9/2014	Follow-up and monitoring will be done through classroom observations of the use	6/5/2015 semiannually
G1.B1.S1.A6	Writing Process & Assessment- Training's/ reflections of last year's State FCAT writing scores and how to improve writing instruction through the use of State Anchor Papers- both in scoring and in revising during the writing process.		8/18/2014	Follow-up and monitoring will be done through PLC meetings and through individual coaching collaborations. Fourth grade students will be tracking their own progress with writing prompts.	6/5/2015 quarterly
G1.B1.S1.A7	INSPIRE-Teachers were trained in One Word, Student lead conferences, and Interactive Notebook (ISN)	Amato, Melanie	6/12/2014	Monitoring will be done through PLC meetings and by the completion and use of instructional plan submitted to the District for approval.	6/13/2014 one-time
G1.B1.S1.A8	Response to literature Grade Level Specifics: Continuation of Initial Response to literature training. These training's will focus on the reading/ writing process through age and grade level appropriateness.	Amato, Melanie	10/20/2014	Monitoring will be done through classroom observations and coaching collaborations.	6/5/2015 quarterly
G1.B1.S1.A9	Technology- Through various trainings with specific focus to improve instructional practice and student achievement. Topics include but are not limited to iPads and other technology in the classroom, Edmodo, Moodle, Safari Montage, Achievement Series, Flipbook etc.	Lindsey, Michelle	8/18/2014	Follow-up and monitoring will be done through classroom observations of the use	6/5/2015 quarterly
G1.B1.S1.A10	PLC-Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Amato, Melanie	8/18/2014	Monitoring will be through PLC time and individual coaching collaborations; classroom observations and walk throughs	6/5/2015 one-time
G1.B1.S1.A11	Data Days- Half day grade level sessions; will review classroom and district data to determine core instructional and intervention needs for students. Small group instruction and RTI process will begin or be updated. Monitoring will be through PLC time and individual coaching collaborations.	Galbreath, Patricia	10/6/2014	Monitoring will be through PLC time and individual coaching collaborations; classroom observations and walk throughs	one-time
G1.B1.S1.A12	Thinking Maps: Teachers will be given an introduction into using thinking maps in the classroom.	Lindsey, Michelle	10/20/2014	Follow-up and monitoring will be done through classroom observations of the use	one-time
G1.B1.S1.A13	Back to School PD Day- teachers were trained on how to incorporate STREAM into the classroom. Teachers were also trained on how to implement student led conferences and prezis into the classroom.	Amato, Melanie	8/11/2014	Follow-up and monitoring will be done through classroom observations of the use	8/11/2014 one-time
G1.B1.S1.A14	INSPIRE LAFFS-Training by grade level representatives on specific LAFS strategies learned in Summer Institute. Representatives will present the new standards and how they	Amato, Melanie	8/5/2014	Follow-up and monitoring will be done through classroom observations of the use	8/7/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	cross over to other content areas. An Interactive Notebook (ISN) will be created for reference. Instructional strategies will focus on Close Reading. Teachers will create a series of lessons using these strategies.				
G1.B1.S1.A15	STREAM- Teachers will be trained on how to incorporate the STREAM into the classroom. (Science Technology Reading Engineering Arts and Math)	Galbreath, Patricia	8/18/2014		6/5/2015 quarterly
G1.MA1	PLC; Data Days; Observations; Walk-Throughs	Reaves, Jeffrey	8/18/2014	Walk-Through's; Observation; OPM; District Assessments	6/5/2015 weekly
G1.MA2	PLC; Data Days; Observation; Walk-Throughs	Sydeski, Wendy	8/18/2014	Walk-Through's; Observation; OPM; District Assessments	6/5/2015 weekly
G1.MA3	PLC, Data Days, Observations and Walk-Throughs	Amato, Melanie	9/23/2014	Walk-Throughs, Observations, OPM, District Assessments	9/23/2014 weekly
G1.MA4	PLC, Data Days, Observations and Walk-Throughs	Galbreath, Patricia	9/23/2014	Walk-Throughs, Observations, OPM, District Assessments	9/23/2014 weekly
G1.B1.S1.MA1	PLC, Data Days, Walk-through; announced and unannounced observations		Walk-Through's; Observation; OPM; District Assessments	once	
G1.B1.S1.MA1	PLC, Data Days, Walk-through; announced and unannounced observations		Walk-Through's; Observation; OPM; District Assessments	once	
G1.B2.S1.MA1	PLC; Data Days; Observation; Walk-Through		Walk-Through; Observations	once	
G1.B2.S1.MA1	PLC; Data Days; Observation; Walk-Through		Observations; Walk-Through	once	
G1.B3.S1.MA1	PLC; Data Days; Observation; Walk-Through	Reaves, Jeffrey	8/18/2014	Walk-Through; Observations	6/5/2015 weekly
G1.B3.S1.MA4	PLC; Data Days; Observation; Walk-Through	Sydeski, Wendy	8/18/2014	Walk-Through; Observations	6/5/2015 one-time
G1.B3.S1.MA1	PLC; Data Days; Observation; Walk-Through	Reaves, Jeffrey	8/18/2014	Walk-Through; Observations	6/5/2015 weekly
G1.B3.S1.MA3	PLC, Data Days, observation, Walk-through	Sydeski, Wendy	8/18/2014	Walk-Through; Observation	6/5/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will implement Language Arts Florida Standards (LAFS) through differentiated instruction designed to meet the needs of all students.

G1.B1 Throughout the school day teachers are faced with the barrier of having adequate time to review data and incorporating the findings into the instructional day.

G1.B1.S1 The school will ensure that all teachers receive effective instructional strategies and professional development related to all content areas. Teachers will use reading strategies during other content areas to increase vocabulary as well as word identification, pronunciation, and problem solving. Manipulative and hands-on materials will be used to help visualize the abstract concept instead of reading the material. Teachers will provide opportunities to build background knowledge and new vocabulary, as well as, integration of technology.

PD Opportunity 1

Writing Process & Assessment-Training's/ reflections of last year's State FCAT writing scores and how to improve writing instruction through the use of State Anchor Papers- both in scoring and in revising during the writing process.

Facilitator

Melanie Amato; Anita Watson; Patrica Galbreath

Participants

3rd-4th grade teachers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

PD Opportunity 2

INSPIRE-Teachers were trained in One Word, Student lead conferences, and Interactive Notebook (ISN)

Facilitator

District Personel

Participants

K-5 Teachers; ESE Teachers

Schedule

On 6/13/2014

PD Opportunity 3

Response to literature Grade Level Specifics: Continuation of Initial Response to literature training. These training's will focus on the reading/writing process through age and grade level appropriateness.

Facilitator

Melanie Amato

Participants

K-5 Teachers; Including VE Mild ESE teachers

Schedule

Quarterly, from 10/20/2014 to 6/5/2015

PD Opportunity 4

Technology- Through various trainings with specific focus to improve instructional practice and student achievement. Topics include but are not limited to iPads and other technology in the classroom, Edmodo, Moodle, Safari Montage, Achievement Series, Flipbook etc.

Facilitator

Melanie Amato ; Patrica Galbreath

Participants

Gen Ed Teachers; Special Area Teachers; ESE Teachers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

PD Opportunity 5

Data Days- Half day grade level sessions; will review classroom and district data to determine core instructional and intervention needs for students. Small group instruction and RTI process will begin or be updated. Monitoring will be through PLC time and individual coaching collaborations.

Facilitator

Melanie Amato; Patrica Galbreath

Participants

Gen Ed Teachers; ESE Teachers

Schedule

PD Opportunity 6

Thinking Maps: Teachers will be given an introduction into using thinking maps in the classroom.

Facilitator

Lindsey, Michelle

Participants

Gen Ed Teachers

Schedule

PD Opportunity 7

Back to School PD Day- teachers were trained on how to incorporate STREAM into the classroom. Teachers were also trained on how to implement student led conferences and prezi into the classroom.

Facilitator

Melanie Amato; Patricia Galbreath; Melissa Cleveland

Participants

Gen Ed Teacher; ESE Teachers

Schedule

On 8/11/2014

PD Opportunity 8

INSPIRE LAFFS-Training by grade level representatives on specific LAFS strategies learned in Summer Institute. Representatives will present the new standards and how they cross over to other content areas. An Interactive Notebook (ISN) will be created for reference. Instructional strategies will focus on Close Reading. Teachers will create a series of lessons using these strategies.

Facilitator

District Personel

Participants

Gen Ed Teacher

Schedule

On 8/7/2014

PD Opportunity 9

STREAM- Teachers will be trained on how to incorporate the STREAM into the classroom. (Science Technology Reading Engineering Arts and Math)

Facilitator

Patricia Galbreath

Participants

Gen Ed Teachers; ESE Teachers; Special Area

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

G1.B2 More rigorous instruction is needed, with more opportunities for high-level thinking skills; students are not exposed to enough high level vocabulary and questioning.

G1.B2.S1 Professional development on differentiated instruction.

PD Opportunity 1

Thinking Math K-2 & 3-5: Math Professional Development provided by VTO and the District to help with implementation of the new Common Core Math Standards to meet the rigorous demands. Concentration will be on new instructional strategies and assessment process. Teachers trained will return to present new information to teammates and help implement new strategies in grade level.

Facilitator

Melanie Amato; Patricia Galbreath

Participants

K-5 Teachers; Including VE MIId ESE teachers not previously trained

Schedule

PD Opportunity 2

Interactive Student Notebooks (ISN) Training's on using Interactive Student Notebooks in all contents to help with instruction/learning/assessment. Focus will be on the Teacher planning for instruction and student learning evidence.

Facilitator

Melanie Amato; Patricia Galbreath

Participants

K-5 Teachers

Schedule

G1.B3 Difficulty of finding high quality lessons for students with cognitive disabilities that also addresses varying complexity. More collaboration time amongst teachers of students with cognitive disabilities, along with collaboration between Gen Ed and ESE teachers is needed

G1.B3.S1 The ESE teachers will be able to access district training for teachers on the implementation of Unique Learning system for Access courses Follow-up coaching provided by program specialists. The ESE teachers will also have the opportunity to participate in Access course teachers monthly District Virtual PLC using a webinar platform. Students needs will be evaluated to access more rigorous courses and change placement if necessary, discussion of application of skills and knowledge at a higher level and various settings. Gen Ed teachers and ESE teachers will collaborate with each other.

PD Opportunity 1

Data Days- Half day grade level sessions; will review classroom and district data to determine core instructional and intervention needs for students. Small group instruction and RTI process will begin or be updated. Data Days- Half day grade level sessions; will review classroom and district data to determine core instructional and intervention needs for students. Small group instruction and RTI process will begin or be updated. Monitoring will be through PLC time and individual coaching collaborations.

Facilitator

Melanie Amato; Patricia Galbreath

Participants

Gen Ed Teachers; ESE Teachers

Schedule

PD Opportunity 2

Technology- Through various trainings with specific focus to improve instructional practice and student achievement. Topics include but are not limited to iPads and other technology in the classroom, Edmodo, Moodle, Safari Montage, Achievement Series, Flipbook etc.

Facilitator

Melanie Amato; Patricia Galbreath

Participants

Gen Ed Teachers; Special Area Teachers; ESE Teachers

Schedule

PD Opportunity 3

Response to literature Grade Level Specifics: Continuation of Initial Response to literature training. These training's will focus on the reading/writing process through age and grade level appropriateness.

Facilitator

Melanie Amato; Patricia Galbreath

Participants

K-5 Teachers; Including VE Mild ESE teachers

Schedule

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: All teachers will implement Language Arts Florida Standards (LAFS) through differentiated instruction designed to meet the needs of all students.	8,715
Grand Total	8,715

Goal 1: All teachers will implement Language Arts Florida Standards (LAFS) through differentiated instruction designed to meet the needs of all students.

Description	Source	Total
B1.S1.A5	Title I Part A	200
B1.S1.A6 - Young authors	School Improvement Funds	550
B1.S1.A8	Title I Part A	440
B1.S1.A8 - Reading counts	School Improvement Funds	550
B1.S1.A9	Title I Part A	675
B1.S1.A11	Title I Part A	1,600
B1.S1.A12	Title I Part A	500
B1.S1.A13	Title I Part A	3,000
B2.S1.A1	Title I Part A	1,200
Total Goal 1		8,715