

Deltona Lakes Elementary School



2014-15 School Improvement Plan

Deltona Lakes Elementary School

2022 ADELIA BLVD, Deltona, FL 32725

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
79%

Alternative/ESE Center
No

Charter School
No

Minority
58%

School Grades History

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

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 collaborative efforts of the school community, students will be enriched, motivated, and encouraged to achieve their highest individual potential; empowering them to participate in a diverse global community.

Provide the school's vision statement

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

School Environment

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

Every year at Deltona Lakes newly entering Kindergarteners and parents are invited to an orientation in May. This gives our new parents insight into their new school. The Pre-Kindergarten students are invited into Kindergarten classrooms to participate for an hour. A tour of the school is also given. This makes parents feel comfortable before their child attends and they are able to connect some names and faces. Also, in August a "Meet and Greet" time is available to all students and parents to get to know their new teacher and where their new classroom is located. Various after school parent nights are held throughout the year such as Math, Science, Movie, Hot Dog and Literacy Night, 3rd grade curriculum night, Write Night in Kindergarten and also Fall/Spring Festival. Also, we have some morning activities as well such as Dads and Donuts and Moms and Muffins. Some of these events are learning opportunities and some are just a time to mingle with teachers, students and parents.

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

Our school has a Behavior Leadership Team that establishes rules and expectations for student behavior throughout the day. An Eagle Buck system is in place that supports rewarding positive behaviors around campus. Each teacher can collect Eagle Bucks for their classroom and their students vote on their reward. Levels of rewards are designated by the BLT. All teachers provide supervision before and after school on a rotating basis. This provides visibility for supervision in the common areas around campus. Administrators are vigilant in the cafeteria in the morning and during lunch to help monitor those areas. Our school Guidance counselor is available to see individual or groups of students on a need basis. She also provides assemblies in Bullying prevention.

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

The Principal Planning Committee meets regularly to discuss behavioral data and to target students who appear on the EWS (Early Warning Systems). Student behaviors are dealt with by administration in a timely fashion once a referral is written. Administration also does quarterly behavioral assemblies outlining expectations and consequences to students.

Instructional time is a priority and protected by the principal. Interruptions are kept to a minimum in classrooms.

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
- *Peer Mediation Program
- *Bullying Program
- *Individual and group sessions (as needed)
- *Planning and Implementation of the Olweus Program

All students are screened quarterly for behavioral and social-emotional issues through the EWS system. Through the screening, the school is able to disaggregate data to determine if individual students, classrooms, teachers, grade levels or the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnell (i.e., school psychologist, school counselors and school social workers) provide direct and indirect evidenced-based supports to students identified through the screening measure.

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

N/A

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

N/A

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 PIP

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

Deltona Lakes offers a multitude of family and community events throughout the year such as:

- *Meet and Greet
- *New Kindergarten Orientation
- *Boo Hoo Breakfast
- *Dads and Donuts
- *Moms and Muffins
- *Parent to Kid Workshops-English and Spanish versions
- *Open House
- *Fall/Spring Festival
- *ESOL Parent Leadership Council
- *Math Night
- *Science Night
- *Hot Dog Night
- *Literacy Night
- *Red Ribbon Week-Say No to Drugs
- *Book Fair
- *Cici's Pizza Night
- *McDonald's 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
Rivera, Judith	Principal
Thomson, Melviona	Assistant Principal
Noga, Hope	Teacher, K-12
Brown, Kerrie	Instructional Coach
Cruz, Ingrid	Guidance Counselor

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 needs 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 RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/school. 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 I, Part A

Under Title I 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 to students, 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 I at Deltona Lakes Elementary include:

- Reading Coach for the purpose of comprehensive staff development
- Family Center Para-professional who facilitates our extensive parent involvement program
- Reading Intervention Teacher to provide interventions for students in need via a push-in model
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, 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 I 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 I, 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 are coordinated with district 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 receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that 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

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

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

- Student Mentoring Program
- Peer Mediation Program
- Bullying Assemblies

Nutrition Programs

Deltona Lakes Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Personal Fitness classes
- Girls on the Run program

Housing Programs

N/A

Head Start

The District, in conjunction with the 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 in 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 when 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.

Adult Education

N/A

Career and Technical Education

Elementary Schools: N/A

Job Training

Deltona Lakes Elementary offers students' career awareness opportunities through career exploration, guest speakers from business and industry, Vehicle Day, and field trips to business and industry locations.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Orlanda Bascome	Parent
Ana Brito	Parent
Judy Brule	Teacher
Tiffany Harrison	Parent
Dana Hinton	Parent
Debbie Johnson	Teacher
Julie Korfage	Teacher
Tara Lombardi	Parent
Hope Noga	Teacher
Elizabeth Rivera	Parent
Linda Stuart	Education Support Employee
Lissette Teresi	Parent
Judy Tracy	Teacher
Jacqueline Yasurek	Parent
Judith Rivera	Principal
Susan Malyszka	Business/Community
Michelle Marrone	Parent
Diane Hedges-Garcia	Parent
Michelle Picantine	Parent

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

The SAC chair presented the SAC Climate Survey data to the SAC team in May of 2014. Also, the school grade and the school's report card was shared with the team on September 4th, 2014.

Development of this school improvement plan

The SAC was involved in reviewing the school grade and data on September 4, 2014. The committee discussed ideas and strategies to improve academics. The ideas and strategies were presented to staff through a faculty meeting. The SAC will finalize the School Improvement Plan on September 30th, 2014.

Preparation of the school's annual budget and plan

The School's Title I budget plan was shared for input and discussion at the first SAC meeting of each year. At every SAC meeting updates on the school's budget and spending are shared. SAC is involved in voting on SAC requests for SAC funds.

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

School Improvement funds are allocated based on requests submitted by faculty and staff for materials related to support the school improvement goals. Each request is evaluated by the SAC and voted upon for approval. Last year's funds were spent as follows:

- *Word Jars for classrooms-\$250.00
- *Snacks/supplies for tutoring-\$250.00
- *Digital Camer-\$100.00
- *VGA Adaptors-\$150.00
- *Vocab/fluency materials-\$225.00
- *Comprehension/retell cards-\$150.00
- *Principal Discretion Balance-\$1050.00

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
Rivera, Judith	Principal
Thomson, Melviona	Assistant Principal
Noga, Hope	Teacher, K-12
Maldonado, Jennie	Teacher, K-12
Pallady, Tina	Teacher, K-12
Hoskins, Danyel	Teacher, K-12
Ortiz, Jocelyn	Teacher, K-12
Hernandez, Sarah	Teacher, K-12
Connell, Cathy	Teacher, K-12
Brown, Kerrie	Instructional Coach
Cruz, Ingrid	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The major initiative this year will be the implementation and monitoring of the school wide reading and writing initiative during the 2014-2015 school year. The LLT will meet monthly to monitor the progress being made through multiple data sources: VLT interims, Eduphoria and Pinnacle Gradebook. The LLT will monitor through weekly PLC meetings with their respective grade levels that the curriculum maps are being followed for each content area. Academic coach will gather necessary resources and

materials needed to support the curriculum maps and the Florida Standards. The LLT will support the school's main focus of reading and writing achievement in every classroom. Professional Development will be provided based on specific needs of grade levels.

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

At Deltona Lakes Elementary, we have incorporated an extended PLC weekly for each grade level. The Academic Coach and Administration are available at each meeting to offer suggestions/input. Each PLC is driven by the grade level's needs. Generally, at PLC the data drives the discussion and plans are made to help students who are having difficulties.

The Academic Coach is available to provide assistance with teacher collaboration and professional development. Administration conduct walk throughs to identify areas that may need follow up coaching. The coach provides professional development and works with teachers to enhance instruction. The coach is also available for the newly hired teachers as a resource when having difficulties in the classroom.

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

Administration participates in the district job fair and selects from the highly qualified applicants whenever possible. If no applicant is available, a highly qualified candidate is selected to be interviewed by a school based team. Hired applicants are kept informed of all professional development opportunities offered.

Administration works closely with the PAR (Peer Assistance and Review) teacher, which is provided by the district, to assist teachers who are in their first year of teaching in the E3 program. School based mentors are also available for first year teachers as well as new teachers to our school. Staff Development is provided by the Academic Coach for teachers who are new to our school. Continuous support is provided for all teachers throughout the year by the Academic Coach. Administration provides opportunities for classroom teachers to visit other model classrooms in the district. Grade Levels meet with their PLC weekly to provide support and strategies within their team. Administration is responsible for recruiting and maintaining highly qualified educators.

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

Deltona Lakes Elementary works closely with the PAR (Peer Assistance and Review) teacher, which is provided by the district, to assist teachers who are in their first year of teaching in the E3 program. The first year teacher meets regularly with the PAR teacher to provide support in the area of lesson planning, classroom management and policies and procedures. DLE also provides a mentor teacher of the same grade level to provide guidance and support with VSET and with school based policies and procedures. DLE also participates in the E3Y2 program which provides support to those teachers in year 2. They are paired with a mentor teacher at the school who meets with them once a month to work on various needs of the year 2 teacher.

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

All Volusia County elementary schools have developed curriculum maps for each content area that are carefully aligned to the Florida Standards. Each map contains resources and materials for teachers to utilize in planning lessons. In PLC's, grade levels create formative and summative assessments in addition to the summative assessments the district provides. Professional Development is also carefully chosen to align with the Florida Standards and our school improvement plan. Each teacher at Deltona Lakes has well planned, engaging lessons as observed through administration walk throughs that are aligned to the Florida Standards.

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

Our school has extended PLC time weekly embedded into the school day. These meetings consist of monitoring data and using that data to drive instruction. Differentiated centers are created as well as small group instructional lessons. Each grade level participates in a weekly walk-to intervention time at least twice per week. Students are divided by skills level for remediation or enrichment. Each grade level identifies which content area they are targeting according to their data. During walk-to time, students are constantly reevaluated and placed accordingly in targeted groups. Students move as their skill level changes. Formative assessments are continuous pieces of data that are gathered to support this intervention. The Academic coach and administration is provided copies of progress and skill groups. Academic coach and administration are present during all PLC meetings. Also, DLE provides target after school tutoring opportunities for many students.

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: 4,320

1. Before and After school tutoring programs are offered at Deltona Lakes Elementary in the areas of reading and math. The first tutoring sessions begin in Sept. 2014 and finish in Nov. 2014. The second sessions begin in Jan. 2015 and finish in May 2015. The Academic Coach identifies students for the tutoring program and sends home invitations. Planning time is allotted for teachers to prepare explicit and systematic tutoring instruction.

Strategy Rationale

Tutoring can help struggling students to make learning gains when they are able to receive consistent remediation in deficit areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brown, Kerrie , ksbrown1@volusia.k12.fl.us

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

Lesson plans are collected from tutoring teachers to ensure skills are being remediated and practiced. Also, reading assessments and FAIR data is monitored to ensure ongoing progress.

Strategy: Extended School Day

Minutes added to school year: 2,160

The office of Intervention and Tutoring at the district is providing additional tutoring for students who received a 1 on the FCAT in reading or math twice per week called the STAR program. The students will receive 30 intensive tutoring sessions with 30 minutes of instruction on the computer using the iReady program and 30 minutes one on one teacher direct instruction.

Strategy Rationale

Tutoring can help struggling students to make learning gains when they are able to receive consistent remediation in deficit areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brown, Kerrie , ksbrown1@volusia.k12.fl.us

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

Lesson plans are collected from tutoring teachers to ensure skills are being remediated and practiced. Also, reading assessments and FAIR data is monitored to ensure ongoing progress.

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, 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

N/A

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

N/A

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

N/A

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

N/A

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 including Special Area, ESOL, Intervention and ESE, will implement effective teaching instruction and strategies in the area of reading and writing aligned to the Florida Standards to complement/enhance all subject areas.

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 including Special Area, ESOL, Intervention and ESE, will implement effective teaching instruction and strategies in the area of reading and writing aligned to the Florida Standards to complement/enhance all subject areas. 1a

G040834

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0
FSA - Mathematics - Proficiency Rate	50.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- Academic Coach Title I Budget for materials Weekly PLC time built into the schedule for grade levels PD days and early release days Administrative support Full time Intervention teachers in grades 3 & 4 Writing special area

Targeted Barriers to Achieving the Goal 3

- Teachers planning and implementing differentiated small group instruction.
- Lack of Professional Development for teachers in the area of writing.
- Lack of specific instruction in writing and modeling correct writing in all content areas.
- Lack of parent awareness in the area of writing expectations K-5.

Plan to Monitor Progress Toward G1. 8

District assessments, FAIR data, formative and summative data from teacher's grade book.

Person Responsible

Judith Rivera

Schedule

Monthly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Teacher's grade book, district assessments, FAIR data

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 including Special Area, ESOL, Intervention and ESE, will implement effective teaching instruction and strategies in the area of reading and writing aligned to the Florida Standards to complement/enhance all subject areas. **1**

 G040834

G1.B1 Teachers planning and implementing differentiated small group instruction. **2**

 B098939

G1.B1.S1 Teachers will implement differentiated small group instruction in all content areas through various means. **4**

 S121815

Strategy Rationale

Teachers will be able to hone in on skill deficits for students through small group instruction.

Action Step 1 **5**

Teacher will use PLC time to create differentiated centers to target skill deficits as identified in the data.

Person Responsible

Judith Rivera

Schedule

Weekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

PLC agenda's and minutes are turned in weekly to review.

Action Step 2 5

Teachers will make use of various centers in their classroom.

Person Responsible

Judith Rivera

Schedule

Daily, from 9/2/2014 to 6/3/2015

Evidence of Completion

Administration will observe centers through walk through observations.

Action Step 3 5

Teachers will provide differentiated instruction through the use of Walk-to Intervention in all grade levels.

Person Responsible

Judith Rivera

Schedule

Weekly, from 9/19/2014 to 5/15/2015

Evidence of Completion

Administration will review data and Walk-To groups. They will also observe Walk-To taking place.

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

Administration will observe through walk through observations. The academic coach will be available for coaching sessions.

Person Responsible

Judith Rivera

Schedule

Monthly, from 9/15/2014 to 6/3/2015

Evidence of Completion

The administrators will develop a checklist to complete during walk throughs. The academic coach will have a coaching log.

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

PLC's will be used to monitor the data and prepare appropriate small group instruction.

Person Responsible

Kerrie Brown


Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

PLC agenda's and minutes, student data and administration walk throughs.

G1.B2 Lack of Professional Development for teachers in the area of writing. 2

 B110354

G1.B2.S1 Teachers will be provided various Professional Development in the area of writing to use in all content areas during Early Release Wednesdays and additional PD days throughout the year. 4

 S121816

Strategy Rationale

Teachers need the knowledge and the skills to be able to implement strategies in writing throughout the content areas.

Action Step 1 5

K-2 teachers will be provided SIPPS training.

Person Responsible

Kerrie Brown

Schedule

Quarterly, from 8/22/2014 to 6/3/2015

Evidence of Completion

The Academic Coach will provide initial SIPPS training and follow up throughout the year. Teachers will implement SIPPS lessons daily.

Action Step 2 5

K-5 teachers will be provided Response to Literature Training.

Person Responsible

Kerrie Brown

Schedule

On 12/3/2014

Evidence of Completion

K-5 teachers will implement Response to Literature lessons in their classroom upon completion of PD.

Action Step 3 5

K-5 teachers will be provided PD in Differentiated Instruction on Early Release Wednesdays.

Person Responsible

Kerrie Brown

Schedule

Monthly, from 9/15/2014 to 5/6/2015

Evidence of Completion

Teachers will complete a learning log for each ER Wednesday PD. Also, administration will observe using walk throughs.

Action Step 4 5

K-5 teachers will be provided a refresher PD in the use of Thinking Maps to include writing.

Person Responsible

Kerrie Brown

Schedule

On 10/1/2014

Evidence of Completion

K-5 teachers will provide evidence of a Thinking Maps lesson that was used in their classroom. Administration will observe the use of Thinking Maps through walk throughs.

Action Step 5 5

K-1 teachers will be provided PD on Writing Without Tears.

Person Responsible

Kerrie Brown

Schedule

On 10/8/2014

Evidence of Completion

K-1 teachers will implement Writing Without Tears in their classroom.

Action Step 6 5

K-5 teachers will be provided PD on the presentation apps on the ipad to enhance writing instruction and publishing.

Person Responsible

Kerrie Brown

Schedule

Monthly, from 11/5/2014 to 6/3/2015

Evidence of Completion

K-5 teachers will use the presentation apps in classroom lessons.

Action Step 7 5

New teachers will be provided Kagan Training.

Person Responsible

Kerrie Brown

Schedule

On 9/8/2014

Evidence of Completion

New teaches will implement Kagan Strategies in their classroom.

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

Academic coach will monitor the professional development that is delivered as well as the follow up for each participant.

Person Responsible

Kerrie Brown

Schedule

Monthly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Professional Development sign in sheets, PLC's, coaching sessions, and follow up products.

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

Teacher will complete follow up activities to ensure implementation.

Person Responsible

Kerrie Brown


Schedule

Monthly, from 9/15/2014 to 6/3/2015


Evidence of Completion

Administration walk throughs, coaching logs and follow up lessons reflections from teachers.

G1.B3 Lack of specific instruction in writing and modeling correct writing in all content areas. 2

 B110355

G1.B3.S1 Teachers will implement specific writing instruction and modeling in their classrooms throughout all content areas daily. 4

 S121819

Strategy Rationale

Students learn by modeling and specific instruction.

Action Step 1 5

K-2 teachers will implement the explicit writing lessons provided by the district.

Person Responsible

Judith Rivera

Schedule

Daily, from 9/22/2014 to 6/3/2015

Evidence of Completion

The lessons will be identified in their lesson plans as well as observed by administration walk throughs.

Action Step 2 5

K-5 teachers will use/post the sentence stems for responding to text for students to use and refer to.

Person Responsible

Judith Rivera

Schedule

Daily, from 9/22/2014 to 6/3/2015

Evidence of Completion

Administration will observe their use of these sentence stems in classroom instruction.

Action Step 3 5

K-2 teachers will implement SIPPS daily into their classroom instruction.

Person Responsible

Kerrie Brown

Schedule

Daily, from 9/15/2014 to 6/3/2015

Evidence of Completion

Academic coach will provide ongoing follow up through observation of SIPPS lessons.

Action Step 4 5

K-5 teachers will implement the Response to Literature Lessons in their classroom.

Person Responsible

Kerrie Brown

Schedule

Weekly, from 12/8/2014 to 6/3/2015

Evidence of Completion

As follow up to the PD, lessons will be collected to share with grade levels.

Action Step 5 5

K-5 teachers will implement Interactive Notebooks in their classroom to enhance writing and responding across the content areas.

Person Responsible

Judith Rivera

Schedule

Weekly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Administration will observe the use of Interactive Notebooks in classrooms.

Action Step 6 5

K-5 teachers will incorporate writing folders for students to collect, analyze and edit writing.

Person Responsible

Judith Rivera

Schedule

Quarterly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Writing folders will be reviewed quarterly during PLC to analyze writing progression.

Action Step 7 5

3-5 teachers will integrate presentation apps on the ipads to enhance writing instruction and student publishing.

Person Responsible

Judith Rivera

Schedule

Monthly, from 11/5/2014 to 6/3/2015

Evidence of Completion

3-5 teachers will share lessons and final products utilizing the presentation apps during PLC.

Action Step 8 5

K-5 teachers will post "No Excuse Words" as appropriate for their grade level to build writing instruction. ?

Person Responsible

Judith Rivera

Schedule

Daily, from 10/1/2014 to 6/3/2015

Evidence of Completion

Administration will observe the "No Excuse Words" posted in all classrooms.

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

Administration will conduct walk through observations to monitor the implementation of strategies and instruction from the PD in classrooms as well as in PLC meetings.

Person Responsible

Judith Rivera

Schedule

Weekly, from 9/15/2014 to 6/3/2015

Evidence of Completion

A walk through checklist will be completed by administrators. Also, PLC agenda's and minutes as well as teacher's lesson plans will be monitored.

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

In PLC's, data will be continuously reviewed. Academic coach will be available for coaching sessions as needed.

Person Responsible

Judith Rivera


Schedule

Monthly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Student achievement data.

G1.B4 Lack of parent awareness in the area of writing expectations K-5. **2**

 B110357

G1.B4.S1 Various parent nights will be held to help promote literacy and awareness of the new Florida Standards. **4**

 S121812

Strategy Rationale

Parents need to be informed of the new Florida Standards and the expectations for their child(ren).

Action Step 1 **5**

DLE will hold a Literacy Night for parents with activities to enhance reading and writing.

Person Responsible

Hope Noga

Schedule

On 1/12/2015

Evidence of Completion

A sign in sheet for parents and input forms will be collected.

Action Step 2 **5**

Kindergarten will hold a Write Night for parents.

Person Responsible

Jennie Maldonado

Schedule

On 11/10/2014

Evidence of Completion

A sign and sheet and input forms will be collected.

Action Step 3 5

Dads and Donuts/Moms and Muffins will be held with writing activities to engage in while having breakfast.

Person Responsible

Hope Noga

Schedule

Semiannually, from 10/7/2014 to 5/5/2015

Evidence of Completion

A sign in sheet will be collected.

Action Step 4 5

Guidance counselor will provide a writing activity in the school newsletter for students.

Person Responsible

Judith Rivera

Schedule

Monthly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Students will submit written responses to Ms. Cruz.

Action Step 5 5

Various writing contests will be encouraged throughout the year.

Person Responsible

Judith Rivera

Schedule

Quarterly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Student submissions of work.

Action Step 6 5

Kindergarten bags will be developed for entering kindergarteners with various activities for skill building for distribution during kindergarten orientation in the spring of 2015.

Person Responsible

Hope Noga

Schedule

On 5/4/2015

Evidence of Completion

Input from parents regarding the activities within the bag.

Action Step 7 5

Third grade will offer a parent curriculum night for Academic Improvement.

Person Responsible

Jocelyn Ortiz

Schedule

On 10/2/2014

Evidence of Completion

Sign in sheets and input forms will be collected.

Action Step 8 5

The Guidance Counselor will coordinate and plan for implementation of the Olweus Bullying Program.

Person Responsible

Ingrid Cruz

Schedule

Monthly, from 10/1/2014 to 6/3/2015

Evidence of Completion

The Guidance Counselor will be involved in planning stages of this program.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Sign in sheets and parent input forms will be collected upon completion of every parent night. A committee will be assigned to plan, implement and collect forms from each night.

Person Responsible

Hope Noga

Schedule

On 6/3/2015

Evidence of Completion

Sign in sheets and parent input forms will be collected upon completion of every parent night. A committee will be assigned to plan, implement and collect forms from each night.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Sign in sheets and parent input forms will be collected upon completion of every parent night. A committee will be assigned to plan, implement and collect forms from each night.

Person Responsible

Hope Noga

Schedule

Quarterly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Sign in sheets and parent input forms will be collected upon completion of every parent night. A committee will be assigned to plan, implement and collect forms from each night.

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	Teacher will use PLC time to create differentiated centers to target skill deficits as identified in the data.	Rivera, Judith	9/2/2014	PLC agenda's and minutes are turned in weekly to review.	6/3/2015 weekly
G1.B2.S1.A1	K-2 teachers will be provided SIPPS training.	Brown, Kerrie	8/22/2014	The Academic Coach will provide initial SIPPS training and follow up throughout the year. Teachers will implement SIPPS lessons daily.	6/3/2015 quarterly
G1.B3.S1.A1	K-2 teachers will implement the explicit writing lessons provided by the district.	Rivera, Judith	9/22/2014	The lessons will be identified in their lesson plans as well as observed by administration walk throughs.	6/3/2015 daily

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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
G1.B4.S1.A1	DLE will hold a Literacy Night for parents with activities to enhance reading and writing.	Noga, Hope	1/12/2015	A sign in sheet for parents and input forms will be collected.	1/12/2015 one-time
G1.B1.S1.A2	Teachers will make use of various centers in their classroom.	Rivera, Judith	9/2/2014	Administration will observe centers through walk through observations.	6/3/2015 daily
G1.B2.S1.A2	K-5 teachers will be provided Response to Literature Training.	Brown, Kerrie	12/1/2014	K-5 teachers will implement Response to Literature lessons in their classroom upon completion of PD.	12/3/2014 one-time
G1.B3.S1.A2	K-5 teachers will use/post the sentence stems for responding to text for students to use and refer to.	Rivera, Judith	9/22/2014	Administration will observe their use of these sentence stems in classroom instruction.	6/3/2015 daily
G1.B4.S1.A2	Kindergarten will hold a Write Night for parents.	Maldonado, Jennie	11/10/2014	A sign and sheet and input forms will be collected.	11/10/2014 one-time
G1.B1.S1.A3	Teachers will provide differentiated instruction through the use of Walk-to Intervention in all grade levels.	Rivera, Judith	9/19/2014	Administration will review data and Walk-To groups. They will also observe Walk-To taking place.	5/15/2015 weekly
G1.B2.S1.A3	K-5 teachers will be provided PD in Differentiated Instruction on Early Release Wednesdays.	Brown, Kerrie	9/15/2014	Teachers will complete a learning log for each ER Wednesday PD. Also, administration will observe using walk throughs.	5/6/2015 monthly
G1.B3.S1.A3	K-2 teachers will implement SIPPS daily into their classroom instruction.	Brown, Kerrie	9/15/2014	Academic coach will provide ongoing follow up through observation of SIPPS lessons.	6/3/2015 daily
G1.B4.S1.A3	Dads and Donuts/Moms and Muffins will be held with writing activities to engage in while having breakfast.	Noga, Hope	10/7/2014	A sign in sheet will be collected.	5/5/2015 semiannually
G1.B2.S1.A4	K-5 teachers will be provided a refresher PD in the use of Thinking Maps to include writing.	Brown, Kerrie	10/1/2014	K-5 teachers will provide evidence of a Thinking Maps lesson that was used in their classroom. Administration will observe the use of Thinking Maps through walk throughs.	10/1/2014 one-time
G1.B3.S1.A4	K-5 teachers will implement the Response to Literature Lessons in their classroom.	Brown, Kerrie	12/8/2014	As follow up to the PD, lessons will be collected to share with grade levels.	6/3/2015 weekly
G1.B4.S1.A4	Guidance counselor will provide a writing activity in the school newsletter for students.	Rivera, Judith	10/6/2014	Students will submit written responses to Ms. Cruz.	6/3/2015 monthly
G1.B2.S1.A5	K-1 teachers will be provided PD on Writing Without Tears.	Brown, Kerrie	10/8/2014	K-1 teachers will implement Writing Without Tears in their classroom.	10/8/2014 one-time
G1.B3.S1.A5	K-5 teachers will implement Interactive Notebooks in their classroom to enhance writing and responding across the content areas.	Rivera, Judith	10/1/2014	Administration will observe the use of Interactive Notebooks in classrooms.	6/3/2015 weekly
G1.B4.S1.A5	Various writing contests will be encouraged throughout the year.	Rivera, Judith	10/1/2014	Student submissions of work.	6/3/2015 quarterly
G1.B3.S1.A6	K-5 teachers will incorporate writing folders for students to collect, analyze and edit writing.	Rivera, Judith	10/1/2014	Writing folders will be reviewed quarterly during PLC to analyze writing progression.	6/3/2015 quarterly
G1.B2.S1.A6	K-5 teachers will be provided PD on the presentation apps on the ipad to enhance writing instruction and publishing.	Brown, Kerrie	11/5/2014	K-5 teachers will use the presentation apps in classroom lessons.	6/3/2015 monthly
G1.B4.S1.A6	Kindergarten bags will be developed for entering kindergarteners with various activities for skill building for distribution during kindergarten orientation in the spring of 2015.	Noga, Hope	5/4/2015	Input from parents regarding the activities within the bag.	5/4/2015 one-time
G1.B3.S1.A7	3-5 teachers will integrate presentation apps on the ipads to enhance writing instruction and student publishing.	Rivera, Judith	11/5/2014	3-5 teachers will share lessons and final products utilizing the presentation apps during PLC.	6/3/2015 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.A7	New teachers will be provided Kagan Training.	Brown, Kerrie	9/8/2014	New teaches will implement Kagan Strategies in their classroom.	9/8/2014 one-time
G1.B4.S1.A7	Third grade will offer a parent curriculum night for Academic Improvement.	Ortiz, Jocelyn	10/2/2014	Sign in sheets and input forms will be collected.	10/2/2014 one-time
G1.B3.S1.A8	K-5 teachers will post "No Excuse Words" as appropriate for their grade level to build writing instruction. ?	Rivera, Judith	10/1/2014	Administration will observe the "No Excuse Words" posted in all classrooms.	6/3/2015 daily
G1.B4.S1.A8	The Guidance Counselor will coordinate and plan for implementation of the Olweus Bullying Program.	Cruz, Ingrid	10/1/2014	The Guidance Counselor will be involved in planning stages of this program.	6/3/2015 monthly
G1.MA1	District assessments, FAIR data, formative and summative data from teacher's grade book.	Rivera, Judith	9/15/2014	Teacher's grade book, district assessments, FAIR data	6/3/2015 monthly
G1.B4.S1.MA1	Sign in sheets and parent input forms will be collected upon completion of every parent night. A committee will be assigned to plan, implement and collect forms from each night.	Noga, Hope	9/15/2014	Sign in sheets and parent input forms will be collected upon completion of every parent night. A committee will be assigned to plan, implement and collect forms from each night.	6/3/2015 quarterly
G1.B4.S1.MA1	Sign in sheets and parent input forms will be collected upon completion of every parent night. A committee will be assigned to plan, implement and collect forms from each night.	Noga, Hope	9/22/2014	Sign in sheets and parent input forms will be collected upon completion of every parent night. A committee will be assigned to plan, implement and collect forms from each night.	6/3/2015 one-time
G1.B1.S1.MA1	PLC's will be used to monitor the data and prepare appropriate small group instruction.	Brown, Kerrie	9/1/2014	PLC agenda's and minutes, student data and administration walk throughs.	6/3/2015 weekly
G1.B1.S1.MA1	Administration will observe through walk through observations. The academic coach will be available for coaching sessions.	Rivera, Judith	9/15/2014	The administrators will develop a checklist to completet during walk throughs. The academic coach will have a coaching log.	6/3/2015 monthly
G1.B2.S1.MA1	Teacher will complete follow up activities to ensure implementation.	Brown, Kerrie	9/15/2014	Administration walk throughs, coaching logs and follow up lessons reflections from teachers.	6/3/2015 monthly
G1.B2.S1.MA1	Academic coach will monitor the professional development that is delivered as well as the follow up for each participant.	Brown, Kerrie	9/15/2014	Professional Development sign in sheets, PLC's, coaching sessions, and follow up products.	6/3/2015 monthly
G1.B3.S1.MA1	In PLC's, data will be continuously reviewed. Academic coach will be available for coaching sessions as needed.	Rivera, Judith	9/15/2014	Student achievement data.	6/3/2015 monthly
G1.B3.S1.MA1	Administration will conduct walk through observations to monitor the implementation of strategies and instruction from the PD in classrooms as well as in PLC meetings.	Rivera, Judith	9/15/2014	A walk through checklist will be completed by administrators. Also, PLC agenda's and minutes as well as teacher's lesson plans will be monitored.	6/3/2015 weekly

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 including Special Area, ESOL, Intervention and ESE, will implement effective teaching instruction and strategies in the area of reading and writing aligned to the Florida Standards to complement/enhance all subject areas.

G1.B2 Lack of Professional Development for teachers in the area of writing.

G1.B2.S1 Teachers will be provided various Professional Development in the area of writing to use in all content areas during Early Release Wednesdays and additional PD days throughout the year.

PD Opportunity 1

K-2 teachers will be provided SIPPS training.

Facilitator

Kerrie Brown and District personnel

Participants

K-2 teachers

Schedule

Quarterly, from 8/22/2014 to 6/3/2015

PD Opportunity 2

K-5 teachers will be provided Response to Literature Training.

Facilitator

District Writing Coach

Participants

K-5 teachers

Schedule

On 12/3/2014

PD Opportunity 3

K-5 teachers will be provided PD in Differentiated Instruction on Early Release Wednesdays.

Facilitator

Kerrie Brown

Participants

K-5 teachers

Schedule

Monthly, from 9/15/2014 to 5/6/2015

PD Opportunity 4

K-5 teachers will be provided a refresher PD in the use of Thinking Maps to include writing.

Facilitator

Kerrie Brown

Participants

K-5

Schedule

On 10/1/2014

PD Opportunity 5

K-1 teachers will be provided PD on Writing Without Tears.

Facilitator

Kristi Byers

Participants

Pre K-1 teachers

Schedule

On 10/8/2014

PD Opportunity 6

K-5 teachers will be provided PD on the presentation apps on the ipad to enhance writing instruction and publishing.

Facilitator

Various school personnel

Participants

K-5 teachers

Schedule

Monthly, from 11/5/2014 to 6/3/2015

PD Opportunity 7

New teachers will be provided Kagan Training.

Facilitator

Kagan Facilitator

Participants

New teachers to DLE.

Schedule

On 9/8/2014

G1.B4 Lack of parent awareness in the area of writing expectations K-5.

G1.B4.S1 Various parent nights will be held to help promote literacy and awareness of the new Florida Standards.

PD Opportunity 1

The Guidance Counselor will coordinate and plan for implementation of the Olweus Bullying Program.

Facilitator

Ingrid Cruz and Olweus Facilitators

Participants

Targeted teachers

Schedule

Monthly, from 10/1/2014 to 6/3/2015

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 including Special Area, ESOL, Intervention and ESE, will implement effective teaching instruction and strategies in the area of reading and writing aligned to the Florida Standards to complement/enhance all subject areas.	19,500
Grand Total	19,500

Goal 1: All teachers including Special Area, ESOL, Intervention and ESE, will implement effective teaching instruction and strategies in the area of reading and writing aligned to the Florida Standards to complement/enhance all subject areas.

Description	Source	Total
B2.S1.A1	Title I Part A	1,000
B2.S1.A2 - Response to Literature Teacher Guides	Title I Part A	4,000
B2.S1.A2 - Response to Literature Subs for training.	Title I Part A	5,000
B2.S1.A5	School Improvement Funds	500
B2.S1.A6	School Improvement Funds	1,000
B2.S1.A6		0
B2.S1.A7	Title I Part A	1,000
B3.S1.A1 - Chart tablets for each teacher	School Improvement Funds	500
B3.S1.A2 - Purchase stem sentences for display in all classrooms.	School Improvement Funds	500
B3.S1.A5 - Spiral notebooks	School Improvement Funds	500
B3.S1.A6 - Writing folders	Title I Part A	500
B4.S1.A1	Title I Part A	1,000
B4.S1.A1 - Take home literacy materials	School Improvement Funds	500
B4.S1.A2 - Write Night materials	School Improvement Funds	200
B4.S1.A3 - Literacy materials, donuts and muffins	General Fund	300
B4.S1.A6 - Keep Books and literacy materials	School Improvement Funds	1,000
B4.S1.A6 - Keep books and literacy materials	Other	500
B4.S1.A6 - Books	Title I Part A	500
B4.S1.A8	School Improvement Funds	1,000
Total Goal 1		19,500