

George W. Marks Elementary School



2014-15 School Improvement Plan

George W. Marks Elementary School

1000 N GARFIELD AVE, Deland, FL 32724

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
65%

Alternative/ESE Center
No

Charter School
No

Minority
32%

School Grades History

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

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	25
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	28

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 support of the family, school and community, our students will acquire citizenship and academic skills to become productive members of society.

Provide the school's vision statement

George Marks is a place where everyone succeeds together!

School Environment

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

Yearly Meet the Teacher, Open House, PAWS Assemblies, and guidance lessons are all critical components in establishing and maintaining positive relationships between teachers and students on campus.

PAWS is an acronym that stands for Perform Personal Best, Act Responsibly, Work and Play Safely, Show Respect. A PAWS matrix is reviewed with all teachers and students. All students participate in a PAWS orientation at the beginning and middle of the school year to review campus policies, procedures, and begin to establish relationships in their new classrooms and with their teachers. Teacher teach and review procedures on a regular basis.

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 throughout campus which promote positive behavior and build a school community based upon safety and responsibility.

School leadership provides effective monitoring of campus throughout the day. Through this visibility, the students have access to adults to express concerns.

The school counselor meets with groups of students on topics determined by data analysis including incidences requiring immediate intervention.

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 processes and procedures of the school based Behavior Leadership Team are based upon school behavioral data and are implicitly taught and reinforced throughout the year. The membership of the Behavior Leadership Team is inclusive of all areas (i.e., general education teachers, guidance counselor, ESE teachers, administration, school psychologist) and is supported by student services personnel who help design targeted supports when need is indicated by school data.

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

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
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program

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

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?

No

PIP Link

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

Description

The school engages families in many school events, such as Meet the Teacher, Open House, and education related night events. The media specialist hosts book nights throughout the school year with the support of PTA. Bulldog Bonanza is held in winter to explore curriculum and community resources. PTA hosts an annual Spring Fling to continue building positive relations between families, business partners, and community members. In addition, the school encourages grandparent membership at multiple PTA events and host a Grandparents Night in September. George Marks is a recipient of the Five Star Award. We provide Spanish translation for parent-teacher conferences and school flyers.

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 the local community by holding such events as: Open House, Reading Nights, Spring Fling, Skate Night, Ice Cream Socials, Kindergarten Registration, and Bulldog Bonanza. The school hosts a luncheon recognition in May for volunteers and business partners.

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
Roseboom, Julie	Principal
Bailey, Holly	Assistant Principal
Johnson, Bree	Instructional Coach
Maddox, Jeannie	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 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. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Team, Behavior Leadership Team, EWS, Professional Learning Communities, and Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the School Based Leadership Team is representative of other teams (EWS, BLT, PLCs, LLT) and serves as a liason between the SBLT and their respective team. For example, the instructional coach works through PLCs to provide teacher instructional support, professional development, and guide response to data, including the coordination of tiered academic interventions.

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

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

Instructional resources include staff development developed and provided by our district and our school's leadership team. Members of the school's leadership team meet with teachers weekly in PLC meetings to collaborate on curriculum planning and share instructional strategies. Our district and our school are both committed to meeting the needs of our students and maximizing our students' achievements.

Curricular: All of our teachers will be implementing the new Florida Standards this year for English Language Arts and Mathematics. They will be supported both by our district and our coach. All teachers have the support of our instructional leadership team.

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

School leadership meets weekly and SAC meets monthly.

Problem Solving Activities: The School Improvement is data driven and focuses on areas of school based need for both specific content areas as well as specific student populations. The plan is a data driven framework that seeks to find solutions/resources matched in intensity to student need in

academic and behavioral areas. The School Improvement Plan is based on a strategic analysis of data, and identified resources (as identified by the leadership team and are matched to the needs of the students/schools.

School Improvement funds will be used for providing teachers professional development opportunities; procuring technology for classroom and purchasing a responding to literature program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Julie Roseboom	Principal
Holly Bailey	Principal
Sabrina Brees	Parent
Lori Ethridge	Parent
Tiffany Freed	Parent
Jennifer Griffis	Teacher
Laura Hemmerle	Parent
Heidi Kellogg	Parent
Laura Manning	Teacher
Diane Simon	Teacher
Arlene Blum	Business/Community
Sarah Kunding	Business/Community
Elaine Bodger	Parent
Erin Kelton	Parent
Lisa Kraus	Education Support Employee
Eric Nompoggi	Business/Community
Amy Taylor	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

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

Development of this school improvement plan

The SAC reviews and assists with monitoring school-wide data and provides input on priorities, goals, and strategies.

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 are allocated based on requests submitted by faculty and staff for projects related to support the school improvement goals. Each request is evaluated by SAC and voted upon for approval. SAC funding became available in May 2014 and it was voted by SAC to hold the funds for expenditures supporting the 2014-2015 SIP.

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
Roseboom, Julie	Principal
Bailey, Holly	Assistant Principal
Johnson, Bree	Instructional Coach
Goodin, Suzanne	Teacher, K-12
Hall, Christine	Teacher, K-12
Hoard, Laura	Teacher, K-12
Manning, Laura	Teacher, K-12
Phillips, Robin	Teacher, ESE
Rosekelly, Lori	Teacher, K-12
Ryland, Linda	Teacher, K-12
Stone, Janet	Teacher, K-12
Hahn, Brenda	Instructional Media
Maddox, Jeannie	Guidance Counselor
Griffis, Jennifer	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The school based LLT identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets once per month on Tuesdays at 2:20 for 60 minutes. LLT member responsibilities include: attend all meetings to review data, share literacy strategies presented with the PLCs, assist with development of classroom implementation strategies, and supervise and support the school-wide writing initiative and implementation of Florida Standards.

The LLT initiative's main focus is to support reading and writing in every classroom. This year's focus

will be support for teachers as we continue to accomplish our strategic goal. The academic coach is responsible for supporting PD.

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. These will be offered during school and after school to encourage parent involvement. This year we will sponsor one Scholastic book fair, and three themed reading nights (October, December, and May). In addition the school holds a Young Author's Conference.

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 (PLCs), and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers. Common planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. 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 purposes.

The use of an academic coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Administrative walkthroughs provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of allowing class visits from peers, The coach works 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

Description of Strategy:

1. New Teacher Programs (District E3, Individualized PD, mentors, peer classroom visits, other site visits)
2. Leadership Opportunities
3. Professional Development
4. PLC Activities
5. Participation in District Job Fair and Recruitment Activities
6. Voluntary Monthly Team Bulldog Rookies meeting

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

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, school-based curriculum content leaders within each PLC provide mentoring as needed. the academic coach is also involved in mentoring and coaching of new/beginning teachers. Monthly meetings are offered to support learning of school programs (Team Bulldog Rookies).

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 public elementary school programs meet or exceed state requirements. At the elementary level, the district lead teacher team to create curriculum maps and resources for all grade levels and content areas to aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

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

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 during intervention. Teachers, alongside the academic coach, create targeted instruction lessons during PLCs. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem Solving Team (PST). In addition, students that need enhancement lessons do so during intervention and small groups. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

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: 12,000

After school tutoring for targeted 3rd, 4th, and 5th grade students in the areas of English Language Arts, Math, and/or Science.

Strategy Rationale

Additional support during this time can assist struggling students to make achievement gains when they are able to receive remediation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bailey, Holly, hmbaile2@volusia.k12.fl.us

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

VMTs, VSTs, and VLTs Quarterly, progress monitoring data

Strategy: After School Program

Minutes added to school year: 3,000

After school tutoring for targeted ESOL students

Strategy Rationale

Additional support during this time can assist struggling students to make achievement gains when they are able to receive remediation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bailey, Holly, hmbaile2@volusia.k12.fl.us

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

VMTs and VLTs Quarterly, progress monitoring data

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

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 collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in the classroom.

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 collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in the classroom. 1a

G041412

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0
FSA - Mathematics - Proficiency Rate	63.0
FCAT 2.0 Science Proficiency	75.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	45.0
Math Gains	40.0
Math Lowest 25% Gains	40.0

Resources Available to Support the Goal 2

- Thinking Maps
- Academic Coach
- District Created Curriculum Maps
- District Writing Coach
- District Professional Development
- School-Based Professional Development
- Common Planning/PLCs
- School Advisory Council Funds

Targeted Barriers to Achieving the Goal 3

- New standardized assessment expectations for the state
- Lack of a professional development for writing across the content areas

Plan to Monitor Progress Toward G1. 8

Monitor quarterly VLT, VST, and VMT assessment data

Person Responsible

Julie Roseboom

Schedule

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

Evidence of Completion

Quarterly VLT, VST, and VMT Data, Quarterly Early Warning Signs Data, PLC minutes, Administrative Walkthrough Observations

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 collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in the classroom. **1**

 G041412

G1.B1 New standardized assessment expectations for the state **2**

 B115644

G1.B1.S1 Provide PLC time for grade levels to review new expectations and plan lessons. **4**

 S127384

Strategy Rationale

Providing PLC time will allow teachers to collaborate with each other and learn about new state standardized assessments

Action Step 1 **5**

Provide time in PLCs for teachers to collaborate and create lesson plans that reflect state standardized assessment expectations.

Person Responsible

Bree Johnson

Schedule

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

Evidence of Completion

PLC agendas

Action Step 2 5

Invite district support staff to guide teacher understanding of new curriculum maps, standards, and resources

Person Responsible

Julie Roseboom

Schedule

Quarterly, from 8/13/2014 to 6/3/2015

Evidence of Completion

PLC minutes, School Calendar

Action Step 3 5

Provide after school tutoring in Math, ELA, and/or Science.

Person Responsible

Bree Johnson

Schedule

Biweekly, from 11/3/2014 to 4/30/2015

Evidence of Completion

School Calendar, Tutoring Sign-in Sheets

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

Monitor district assessments (Volusia Literacy Test (VLT), Volusia Mathematics Test (VMT), and Volusia Science Test (VST) and PLC minutes

Person Responsible

Holly Bailey

Schedule

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

Evidence of Completion

Quarterly VLT, VMT, VST; PLC minutes; School Calendar

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

Monitor VLT, VST, and VMT data

Person Responsible

Julie Roseboom


Schedule

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


Evidence of Completion

Quarterly VLT, VST, VMT

G1.B3 Lack of a professional development for writing across the content areas 2

 B115646

G1.B3.S1 Implement Write From the Beginning and Beyond...Response to Literature writing program 4

 S127273

Strategy Rationale

Teachers will better understand how to instruct students with responding to literature

Action Step 1 5

Provide professional development on the Write From the Beginning and Beyond... Response to Literature.

Person Responsible

Holly Bailey

Schedule

Biweekly, from 10/1/2014 to 10/31/2014

Evidence of Completion

Quarterly Volusia Literacy Test data

Action Step 2 5

Provide coaching in the implementation of Write From the Beginning and Beyond...Response to Literature

Person Responsible

Bree Johnson

Schedule

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

Evidence of Completion

Academic Coach's Calendar; District Writing Coach's Calendar

Action Step 3 5

Provide professional development on effective center activities in the ELA instructional block.

Person Responsible

Bree Johnson

Schedule

On 12/19/2014

Evidence of Completion

School Calendar; Sign-In Sheet

Action Step 4 5

Provide professional development on differentiated instruction in all subject areas.

Person Responsible

Bree Johnson

Schedule

Every 2 Months, from 9/3/2014 to 3/4/2015

Evidence of Completion

Sign-in Sheet; School Calendar

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

Monitor Quarterly VLT assessments and District Writing Coach Follow-up during PLCs

Person Responsible

Holly Bailey

Schedule

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

Evidence of Completion

Data from quarterly VLTs; School Calendar

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

Monitor quarterly VLT data and discuss data at PLCs

Person Responsible

Julie Roseboom

Schedule

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

Evidence of Completion

Quarterly VLT data

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.B3.S1.A1	Provide professional development on the Write From the Beginning and Beyond... Response to Literature.	Bailey, Holly	10/1/2014	Quarterly Volusia Literacy Test data	10/31/2014 biweekly
G1.B1.S1.A1	Provide time in PLCs for teachers to collaborate and create lesson plans that reflect state standardized assessment expectations.	Johnson, Bree	10/1/2014	PLC agendas	6/3/2015 weekly
G1.B1.S1.A2	Invite district support staff to guide teacher understanding of new curriculum maps, standards, and resources	Roseboom, Julie	8/13/2014	PLC minutes, School Calendar	6/3/2015 quarterly
G1.B3.S1.A2	Provide coaching in the implementation of Write From the Beginning and Beyond...Response to Literature	Johnson, Bree	10/6/2014	Academic Coach's Calendar; District Writing Coach's Calendar	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.B3.S1.A3	Provide professional development on effective center activities in the ELA instructional block.	Johnson, Bree	12/3/2014	School Calendar; Sign-In Sheet	12/19/2014 one-time
G1.B1.S1.A3	Provide after school tutoring in Math, ELA, and/or Science.	Johnson, Bree	11/3/2014	School Calendar, Tutoring Sign-in Sheets	4/30/2015 biweekly
G1.B3.S1.A4	Provide professional development on differentiated instruction in all subject areas.	Johnson, Bree	9/3/2014	Sign-in Sheet; School Calendar	3/4/2015 every-2-months
G1.MA1	Monitor quarterly VLT, VST, and VMT assessment data	Roseboom, Julie	10/1/2014	Quarterly VLT, VST, and VMT Data, Quarterly Early Warning Signs Data, PLC minutes, Administrative Walkthrough Observations	6/3/2015 quarterly
G1.B3.S1.MA1	Monitor quarterly VLT data and discuss data at PLCs	Roseboom, Julie	10/1/2014	Quarterly VLT data	6/3/2015 quarterly
G1.B3.S1.MA1	Monitor Quarterly VLT assessments and District Writing Coach Follow-up during PLCs	Bailey, Holly	10/1/2014	Data from quarterly VLTs; School Calendar	6/3/2015 quarterly
G1.B1.S1.MA1	Monitor VLT, VST, and VMT data	Roseboom, Julie	10/1/2014	Quarterly VLT, VST, VMT	6/3/2015 quarterly
G1.B1.S1.MA1	Monitor district assessments (Volusia Literacy Test (VLT), Volusia Mathematics Test (VMT), and Volusia Science Test (VST) and PLC minutes	Bailey, Holly	10/1/2014	Quarterly VLT, VMT, VST; PLC minutes; School Calendar	6/3/2015 quarterly

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 collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in the classroom.

G1.B3 Lack of a professional development for writing across the content areas

G1.B3.S1 Implement Write From the Beginning and Beyond...Response to Literature writing program

PD Opportunity 1

Provide professional development on the Write From the Beginning and Beyond... Response to Literature.

Facilitator

Holly Bailey

Participants

All teachers

Schedule

Biweekly, from 10/1/2014 to 10/31/2014

PD Opportunity 2

Provide professional development on effective center activities in the ELA instructional block.

Facilitator

Bree Johnson

Participants

All teachers

Schedule

On 12/19/2014

PD Opportunity 3

Provide professional development on differentiated instruction in all subject areas.

Facilitator

Julie Roseboom, Holly Bailey, Bree Johnson

Participants

All teachers

Schedule

Every 2 Months, from 9/3/2014 to 3/4/2015

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 will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in the classroom.	8,391
Grand Total	8,391

Goal 1: All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in the classroom.

Description	Source	Total
B1.S1.A3 - Tutoring	School Improvement Funds	3,000
B3.S1.A1 - Write From the Beginning...Response to Literature	School Improvement Funds	2,915
B3.S1.A1 - Substitutes for Professional Development	Other	1,600
B3.S1.A3 - Materials and Supplies	School Improvement Funds	876
Total Goal 1		8,391