Coronado Beach Elementary School

2016-17 School Improvement Plan

Coronado Beach Elementary School

3550 MICHIGAN AVE, New Smyrna Beach, FL 32169

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

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	No	37%

Primary Service Type (per MSID File)	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	10%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	A*	A	A

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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 a monitoring status of "Former F" (see page 4). 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

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Coronado Beach Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Wayne Green](#)	Not In DA - None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Creating Waves of Success

b. Provide the school's vision statement

Ensuring all students receive a superior 21st century education.

2. School Environment

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

Our school plans several opportunities throughout the year to build student/teacher relationships and to learn about students' cultures: Back to School Bash, Meet the Teacher, Open House, Kindergarten Orientation, Student Voice, and climate surveys.

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

Students are greeted at the bus and at the cafeteria by staff and/or administrators. Student Patrols provide a positive climate as role models and a voice for their peers. All visitors are greeted by friendly staff who ensure the safety of our campus.

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

Faculty and staff follow district guidelines in the Student Code of Conduct for student expectations and behaviors. The Administration and Guidance Department have put in place programs to recognize and reinforce positive student behaviors.

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

We currently have a full-time Guidance Counselor who provides small group and whole group guidance lessons. Business Partners and PTA also provide for various student needs. We have a school-wide mentoring program in place to meet the needs of students.

3. 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).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

N/A

B. Family and Community Engagement
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).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Parental involvement includes volunteers in classrooms and on campus. There is also communication and support through PTA and SAC committee members, Connect-Ed messages, a monthly newsletter and school website. Scheduled activities include: Back to School Bash, One Book One School, Grandparents' Day, All Pro Dads meetings, Artist Trading Card Night and Student Art Show.

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

PTA and school staff and faculty work closely with local businesses and associations to secure resources, fund educational activities, and show appreciation. It is a goal to increase Business Partners every year.

C. 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).

1. School Leadership Team

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

Name	Title
Buckner, Tracy	Principal
Sokerka, Elizabeth	Teacher, K-12
Hammond, Jana	Teacher, K-12
Wassem, Christine	Teacher, K-12
Johnson, Kelly	Teacher, K-12
Cloer, Debbie	Teacher, K-12
Cleveland, Melissa	Administrative Support
Pecoroni, Jason	Teacher, K-12

b. Duties

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

The school-based 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.

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

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with 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/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Tracy Buckner	Principal
Jana Hammond	Teacher
Cori Barnes	Teacher
Chloe Joniec	Parent
Marie Truesdell	Parent
Angie Thompson	Business/Community
Brenda Ratliff	Parent
Rebecca Rose-Murphy	Parent
Kacey Reed	Parent
Shanie Stout	Parent
Linday Ferlitto	Parent
Josh Page	Parent
Lauren Burkhalter	Parent
Susan Gaudios	Parent
Claudia Supplee	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

Evaluation of last year's SIP was ongoing throughout the year by SAC during monthly meetings. Last year's SIP was also evaluated by the current SAC when developing the 2016-17 school improvement plan.

b. Development of this school improvement plan

SAC will collaborate and work on the SIP using the 8 step guideline. SAC will plan and create ideas to implement SIP. Possible use of SAC funds to support SIP.

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

SAC provides input on our school's annual budget during monthly meetings. SAC input is based on the needs of implementing the goals and objectives of our SIP.

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

Purchased technology

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

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Buckner, Tracy	Principal
Hammond, Jana	Teacher, K-12
Wassem, Christine	Teacher, K-12
Cleveland, Melissa	Administrative Support
Cloer, Debbie	Teacher, K-12
Pecoroni, Jason	Teacher, K-12
Johnson, Kelly	Teacher, K-12
Sokerka, Elizabeth	Teacher, K-12

b. Duties

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

The LLT identifies at-risk students and provides intervention strategies. Professional Learning opportunities are planned to promote literacy within the school.

D. 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).

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

Weekly PLC meetings are held. Positive relationships are reinforced through recognition in weekly notes to faculty, Pirate of the Month, Praised Pirates, Shout Out board and district initiatives.

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

The need to recruit and retain quality educators remains a top priority. All teachers are certified -in-field. Administration and teachers work together in Professional Learning Communities (PLC) groups and receive training through Professional Development (PD).
1. New Teacher Programs (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

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

School based mentoring is offered to new teachers through our Academic Coach and Teacher On Assignment.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers use district aligned Curriculum Maps, ELA and Math modules.

b. Instructional Strategies

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

Through common PLC planning time and faculty meetings, we analyze data and collaborate to develop strategies to meet the needs of all of our students. Data analysis is used to plan and implement Professional Development. Enrichment opportunities are offered to our students. Students are identified and tracked through a data board and quarterly data chats with individual teachers. At PLC meetings teachers plan for ELA walk to intervention.

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

Strategy: After School Program

Minutes added to school year:

An enrichment program existed during the 2015-16 school year, but we currently do not have an after-school enrichment program.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Buckner, Tracy, tabuckne@volusia.k12.fl.us
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. 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).

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

Kindergarten Orientation is used for students transitioning from home or preschool environments to Kindergarten. Middle school counselors meet with fifth grade students to address transition concerns and requirements.

b. College and Career Readiness

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

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

N/A

3. 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

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If Coronado Beach Elementary school collaboratively plans and implements standards-aligned instruction based on the instructional shifts, then student achievement will increase.

Strategic Goals Detail

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

G1. If Coronado Beach Elementary school collaboratively plans and implements standards-aligned instruction based on the instructional shifts, then student achievement will increase. `1a`

🔍 G083422

Targets Supported `1b`

Indicator	Annual Target
Math Gains	58.0
ELA/Reading Gains	51.0

Targeted Barriers to Achieving the Goal `3`

- Lack of knowledge of instructional shifts.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Cadre Members

- Academic Coach

- District Specialists

Plan to Monitor Progress Toward G1. `8`

SIP Progress Monitoring Meeting,, SIP Midyear Review, and State Assessment Results.

Person Responsible

Tracy Buckner

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-in Sheet, Midyear Review in CIMS, Step Zero for 2017-18.

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. If Coronado Beach Elementary school collaboratively plans and implements standards-aligned instruction based on the instructional shifts, then student achievement will increase. `1`

🔑 G083422

G1.B1 Lack of knowledge of instructional shifts. `2`

🔑 B221198

G1.B1.S1 Develop knowledge and skills of the instructional shifts in ELA and improve implementation of core actions. `4`

🔑 S233474

Strategy Rationale

By Increasing the percentage of teachers effectively implementing the instructional shifts student achievement will increase.

Action Step 1 `5`

Provide professional learning on ELA Instructional Shifts and core practices.

Person Responsible

Tracy Buckner

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Classroom visits, observational notes, Lesson Plans, Student work samples and SLT minutes

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

Meet with PL facilitators to determine status of PL plans, conducting classroom visits, follow-up coaching support, SLT meetings to monitor action steps, and weekly school leadership meetings.

Person Responsible

Tracy Buckner

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Classroom visit collection tools, SLT minutes, observational notes, Lesson Plans, Coaching logs,

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

Discuss the effectiveness of creating and implementation the Professional Learning Plan and analyze collected data at monthly SLT meetings for ELA and Math.

Person Responsible

Tracy Buckner

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Classroom visits data collection tool, observational notes, Lesson Plans, VXT Data, SLT minutes

G1.B1.S2 Develop knowledge and skills of the instructional shifts in Math and improve implementation of core actions. 4

🔑 S233475

Strategy Rationale

By Increasing the percentage of teachers effectively implementing the instructional shifts student achievement will increase.

Action Step 1 5

Develop knowledge and skills of the instructional shifts in Math and improve implementation of core actions.

Person Responsible

Tracy Buckner

Schedule

Weekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Classroom visits, observational notes, lesson plans, VXT data, and SLT minutes.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Meet with PL facilitators to determine status of PL plans,conducting classroom visits, follow-up coaching support, SLT meetings to monitor action steps,and weekly school leadership meetings.

Person Responsible

Tracy Buckner

Schedule

Weekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Classroom visits, observational notes, Lesson Plans, VXT Data, and SLT minutes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly SLT meetings for ELA and Math, meet with PL facilitators to determine status of PL plans, classroom visits data, follow-up coaching support, SLT meetings to monitor action steps, and weekly school leadership meetings.

Person Responsible

Tracy Buckner

Schedule

Weekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Classroom visits, observational notes, Lesson Plans, VXT Data, and SLT minutes.

G1.B1.S3 Provide professional learning for Blended Learning to increase personalized learning opportunities. `4`

🔑 S233476

Strategy Rationale

Implementing skills learned through Blended Learning Professional opportunities will increase personalized learning in the classroom.

Action Step 1 `5`

Implementing skills learned through Blended Learning Professional opportunities will increase personalized learning in the classroom.

Person Responsible

Tracy Buckner

Schedule

Weekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Classroom visits, observational data, lesson plans, VXT data and SLT minutes.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Implement knowledge and skills learned during each Professional Learning session.

Person Responsible

Tracy Buckner

Schedule

Weekly, from 8/9/2016 to 5/26/2017

Evidence of Completion

Data collection results.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Monitor and provide feedback coaching for each Professional Learning.

Person Responsible

Tracy Buckner

Schedule

Weekly, from 8/9/2016 to 5/26/2017

Evidence of Completion

Data collection results from Classroom Visits.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.B1.S3.MA1 M303658	Monitor and provide feedback coaching for each Professional Learning.	Buckner, Tracy	8/9/2016	Data collection results from Classroom Visits.	5/26/2017 weekly
G1.B1.S3.MA1 M303659	Implement knowledge and skills learned during each Professional Learning session.	Buckner, Tracy	8/9/2016	Data collection results.	5/26/2017 weekly
G1.B1.S3.A1 A299348	Implementing skills learned through Blended Learning Professional opportunities will increase...	Buckner, Tracy	8/9/2016	Classroom visits, observational data, lesson plans, VXT data and SLT minutes.	5/31/2017 weekly
G1.B1.S2.A1 A299347	Develop knowledge and skills of the instructional shifts in Math and improve implementation of core...	Buckner, Tracy	8/9/2016	Classroom visits, observational notes, lesson plans, VXT data, and SLT minutes.	5/31/2017 weekly
G1.B1.S2.MA1 M303656	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Buckner, Tracy	8/9/2016	Classroom visits, observational notes, Lesson Plans, VXT Data, and SLT minutes.	5/31/2017 weekly
G1.B1.S2.MA1 M303657	Meet with PL facilitators to determine status of PL plans,conducting classroom visits, follow-up...	Buckner, Tracy	8/9/2016	Classroom visits, observational notes, Lesson Plans, VXT Data, and SLT minutes.	5/31/2017 weekly
G1.B1.S1.A1 A299346	Provide professional learning on ELA Instructional Shifts and core practices.	Buckner, Tracy	8/15/2016	Classroom visits, observational notes, Lesson Plans, Student work samples and SLT minutes	5/31/2017 weekly
G1.B1.S1.MA1 M303655	Meet with PL facilitators to determine status of PL plans, conducting classroom visits, follow-up...	Buckner, Tracy	8/15/2016	Classroom visit collection tools, SLT minutes, observational notes, Lesson Plans, Coaching logs,	5/31/2017 biweekly
G1.B1.S1.MA1 M303654	Discuss the effectiveness of creating and implementation the Professional Learning Plan and analyze...	Buckner, Tracy	8/15/2016	Classroom visits data collection tool, observational notes, Lesson Plans, VXT Data, SLT minutes	5/31/2017 weekly
G1.MA1 M303660	SIP Progress Monitoring Meeting,, SIP Midyear Review, and State Assessment Results.	Buckner, Tracy	8/15/2016	SIP Progress Monitoring Meeting Minutes and Sign-in Sheet, Midyear Review in CIMS, Step Zero for 2017-18.	5/31/2017 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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