

Volusia County Schools

# Blue Lake Elementary School



## 2018-19 Schoolwide Improvement Plan

## Blue Lake Elementary School

282 N BLUE LAKE AVE, Deland, FL 32724

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

### School Demographics

**School Type and Grades Served**  
(per MSID File)

Elementary School  
PK-5

**2018-19 Title I School**

Yes

**2018-19 Economically Disadvantaged (FRL) Rate**  
(as reported on Survey 3)

90%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

67%

### School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	C	D	D	C*

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

**Volusia - 0621 - Blue Lake Elementary School - 2018-19 SIP**  
*Blue Lake Elementary School*

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2018-19 DA Category and Statuses for Blue Lake Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Dustin Sims</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

Blue Lake Elementary School is a Professional Learning Community committed to standards based instruction, small group intervention, and teacher collaboration to help ensure students reach their full potential.

##### 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

Blue Lake Elementary actively works to build relationships between students and teachers. Teachers use Sanford Harmony as with team building activities as part of their classroom procedures. Classroom procedures are taught extensively during the first two weeks of school. Refresher lessons are given as needed. Having strongly established classroom and school wide procedures reduces inappropriate behaviors and allows for more time to be spent on building positive relationships. Special consideration is given to students and families that may have students with disabilities and students and families with limited English proficiency. Office staff and classroom teachers are available to translate when necessary. A guidance counselor is on site to provide community resources and information for families based on individual and family needs. Students are divided into four houses. All house points are earned individually by students for positive behavior, demonstrating positive character traits, academic success, effort, perfect attendance or any other positive reason deemed fit by the adult. Students learn to encourage not only those in their own houses but also the other houses. Students mix regularly with friends in the other groups - eating lunch together and socializing outside of school. Students gain and learn out to work together.

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

Blue Lake Elementary provides two weeks of lessons on expectations and procedures in each classroom. These lessons are conducted in a way that helps students understand why procedures have been implemented (i.e. safety, respect, setting a calm tone for the day). Lessons are presented in a way that implies staff and students will work together. Teachers model and have students practice appropriate procedures. These procedures should be reviewed often by the teacher and will be addressed during quarterly discipline assemblies.

Students are aware of procedures for reporting peer conflicts on campus as well as family concerns and incidences and know that the school will take all reports seriously. Students are provided with continuous supervision before, during and after school with rotational duties by all staff.



**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**

Blue Lake Elementary has an active Behavior Leadership Team. The team is represented by members from each grade level and takes all recommendations into consideration. Strong procedures are written in the BLT manual for almost every situation in the school. Having clear expectations and consequences associated to each provides a structure for the students to be successful and able to focus on instruction rather than behavioral infractions for things they were unaware of.

School wide incentives "Dolphin Points" allow classes to receive positive reinforcement for following school wide procedures. A school wide House System is in place from grades K-5, offering incentives such as house points, parties, and a belonging to a group throughout the year for positive behavior, academic excellence, citizenship, school service and attendance.

Students are given house points and are awarded with certificates of recognition along with prizes when students are exhibiting the character trait, word of the week or social skill being focused on. Student conferencing is used by administration and the Social Emotional Learning TOA to redirect negative 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**

The school has implemented a school wide Social Emotional Learning program using the Sanford Harmony curriculum. Teachers conduct "meet up/buddy up" sessions to focus on the skill of the week. Teachers and staff reinforce the skill of the week through various activities and reminders. Students in need of more intensive support are provided small group instruction in social emotional skills.

Based on student need, the school guidance counselor, SEL/TOA, and administration lead guidance groups to meet the needs of students in the school. Individual students can receive counseling from the school counselor as needed.

A "word of the week" is given to review character education and the school counselor provides reinforcement to students demonstrating that trait.

A mentoring program has been established to serve students who are in need of additional social and emotional support. Community members and school staff serve as mentors. Every effort is made to ensure students and mentors are appropriately matched.

### **3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The Early Warning System provides a list of early indicators to identify students who may struggle academically.

Students who:  
miss 10 percent or more of available instructional time,  
are retained  
are not proficient in reading by third grade  
receive two or more behavioral referrals, and/or  
receive one or more behavior referrals that lead to suspension.

**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	19	22	18	17	22	16	0	0	0	0	0	0	0	114
One or more suspensions	5	2	4	8	7	8	0	0	0	0	0	0	0	34
Course failure in ELA or Math	0	0	0	11	9	24	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	19	9	16	0	0	0	0	0	0	0	44

**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	9	18	11	0	0	0	0	0	0	0	38

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

The school uses Title I staff to help support the students and improve the academic performance of students who are identified on the early warning system. The school also uses a Walk to intervention model in grades K-5 where all students are grouped by ability in reading and provided instruction to move them forward. We also monitor students scoring in the lowest 30 percent as well as students struggling with grade level assessments. PLC meetings provide teachers with the opportunity to use data to inform instruction. The school implements a daily intervention plan with all ESE/ESOL support, classroom teachers and Title I staff during the grade level English Language Arts and math time blocks. The office staff and administration monitor the Early Warning System and address students on the report.

**B. Family and Community Engagement**

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

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

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

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/649612>.

**2. Description**

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

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

Business Coordinator and the Community Engagement Facilitator establishes between the school and local businesses. Several vendors provide school spirit night which are often connected to an academic area (Math Night, Reading Night, Science Night, etc). Local businesses, restaurants, and churches are partners with the school providing support such as school supplies, food drives or community services.

Blue Lake Elementary and Stetson University have established a partnership to support aspiring teachers with field experiences to support their field of study. A representative from Stetson University serves on the school SAC committee.

Teachers will provide opportunities for students to participate in a Career Day in which local business professionals share knowledge of careers with students.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Lifvendahl, Scott	Principal
Freeman, Virginia	Assistant Principal
Freed, Dora	Instructional Coach
Benton, Stinette	Assistant Principal
Cascio, Jennifer	Teacher, K-12
Pitchford, Rebecca	Other

**b. Duties**

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

Administrators- oversees the day to day operation of the school, including but not limited too, implementation of MTSS, weekly PLC meetings with data analysis, safety and security, monitoring the PST process and early warning systems, and monitoring

progress towards SIP goals.

Instructional Coaches--provide instructional coaching and feedback to teachers, communication with grade levels and administration concerning data analysis and monitoring progress towards achieving the SIP goal(s)

**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 eight-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS and 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.

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 Blue Lake Elementary School:

Supplemental materials and supplies needed to close the achievement gap

- Supplemental funds for ongoing staff development as determined by the results of FSA data
- Academic Coaches for the purpose of providing curriculum support for teachers
- Academic Intervention Teacher to provide Math/ELA/Science interventions for students via a push-in model
- Dolphin Running Club will be implemented to encourage reading and health consciousness

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. Currently there are no students registered as migrant for Blue Lake Elementary.

Title I, Part D

Blue Lake currently does not have any students who need services from Title I, Part D.

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.

#### Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently 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 (SAI)

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

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

Student Mentoring Program

Peer Mediation Program

Suicide Prevention Program

Bullying Program

Blue Lake Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Dolphin Running Club

Volusia School Fuel Program

#### 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.

#### Job Training

Blue Lake Elementary School offers students' career awareness opportunities through

guest speakers from business and industry, career day and field trips to business and industry locations.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
	Parent
Dr. Elizabeth Hines	Business/Community
Jim Davis	Parent
Jennifer Cascio	Teacher
Dr. Scott Lifvendahl	Principal

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

##### *a. Evaluation of last year's school improvement plan*

The School Advisory Council meets monthly. At every meeting, the council will review the Title I budget, monitor progress of the school improvement plan and will update the school and district current events.

The effectiveness of last year's plan will be discussed and changes made to ensure the draft written for this year is meaningful and targeted for student improvement.

##### *b. Development of this school improvement plan*

After reviewing relevant data, the council members have an opportunity to provide input for the development of the plan. The final plan is approved by the members. The plan will be monitored throughout the year and the members will be updated on the progression towards reaching the goal(s) addressed in the plan.

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

Reviewing the Title I budget and identifying any SAC funds that can assist with the implementation of the SIP will be a priority of the first and subsequent SAC meetings

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

The SAC budget funds allocated last year were used as follows:

Near Pod-\$1400.00

Banner-\$300.00

Book Club-\$500.00

Music Certification class for music teacher-\$700.00

Field Day supplies-\$248.81

Magnetic Base 10 Blocks-\$85.00

#### **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
Lifvendahl, Scott	Principal
Freeman, Virginia	Assistant Principal
Sylvester, Lisa	Teacher, K-12
Freed, Dora	Instructional Coach

#### b. Duties

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

- increase the classroom teacher's understanding of Common Core Standards, SHIFTS and implementation of effective instructional strategies
- delve into data for use in instructional planning
- providing professional development opportunities for teachers
- provide opportunities for teachers to participate in learning walk
- provide instructional models for all academic areas

### D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Professional Learning Communities are incorporated into the school day weekly. Teachers are working weekly in teams to discuss, analyze, and implement action plans. Teachers will respond to data and actively seek out research based instructional practices to improve instruction/student learning. Teams will collaborate and target students at all levels to ensure all needs being met.

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

1. Celebrations/Teacher Recognitions (Business Coordinator and Sunshine Committee)
2. Promotion of School like brochures and advertisement (Administration and Staff)
3. New Teacher Programs (Individualized PD, mentors, peer classroom visits) by Administration/PAR Teacher
4. Leadership Opportunities (Administration)
5. Shared leadership opportunities (Instructional Coaches/Administration)
6. Professional Development (Instructional Coaches/Administration/Teacher Leaders)
7. Participation in District Job Fair and Recruitment Activities (Administration/Teacher



Leaders)

8. Teacher mentoring program for surrounding colleges (administration and classroom teachers)

The principal contacts local colleges and universities in an effort to recruit upcoming graduates. School administration and teacher leaders will participate in the district sponsored job fairs. In an effort to retain highly qualified teachers, the school will encourage participation in new teacher programs (Empowering Educators for Excellence, mentors, peer classroom visits, instructional coaching support), professional development and PLC collaboration. Leadership opportunities will be provided as well as celebrations and teacher recognition.

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

At the school level new teachers are paired with experience teachers for mentoring. The pairing are made based on grade level and job roles. Mentoring teacher activities include team planning, grade level meetings, PLCs, and professional development.

Through the district new teachers are supported with the E3 Empowering Educators for Excellence program. They also are given support by mentors and PAR educators.

## **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***

Use of the data will assist in monitoring student progress towards Florida Standards. Teachers turn in lesson plans that verify Florida Standards are covered in class. Administrator complete walk throughs as well as PLC conversations and agendas will assist in making sure lessons adhere to Florida Standards. Curriculum cadre members and instructional coaches can ensure that instruction in the core content areas are best practices and align to Florida Standards. Module dives are conducted throughout the year to help with planning and structure Florida Standards instruction in the classroom.

#### **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***

Each student in grades K-2 was given a placement test for foundational skills. Then each student was grouped into a WTI intervention group based on their level of proficiency in the areas of reading.

All students are also provided leveled instruction in small group, intervention groups and enrichment groups. Pacing is adjusted in each group to meet the needs of the students.

In the core instruction, teachers are provided training in and follow up coaching of differentiated instruction in reading and math. The academic coaches will follow up with each teacher to assist in correct implementation of differentiated instruction.



During PLCs teachers are able to plan for additional walk-tos to help meet standards that were missed on recent assessments for remediation.

**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:** 9,600

Students and selected teachers will have Morning Learning Lab, a before school Tutoring Program being implemented at Blue Lake. The tutoring program includes access to high quality rigorous literature to promote independent reading, i-Ready Internet based instruction, face-to-face instruction as well as self passed computer programs that are data driven.

**Strategy Rationale**

The rationale for adding time in the tutoring program for students to directly engage in real reading is based on the current research of Barron and Barron (2018) where it was found when students were provided designated time to read self-select interesting books, time to talk with their peers about the books they were reading, and provided with an incentive to read, student achievement and motivation to read significantly increased.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Pitchford, Rebecca, [rpitchfo@volusia.k12.fl.us](mailto:rpitchfo@volusia.k12.fl.us)

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

pre/post test and progress monitoring through classroom and PLC data including FAIR, SIPPs, and district assessments

**Strategy:** Extended School Day

**Minutes added to school year:** 2,200

Guided Planning for curriculum development and instructional planning

***Strategy Rationale***

Teachers will have the time to dive deep in the standards to develop curriculum for the classrooms and their instruction.

***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

***Person(s) responsible for monitoring implementation of the strategy***

Lifvendahl, Scott, shlifven@volusia.k12.fl.us

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

Walk throughs completed by administration and coaches using the Skinny IPGs.

**Strategy:** Before School Program

**Minutes added to school year:** 3,600

Enrichment clubs are 1 day a week for 2 hours each day. Students are able to explore areas of interest through group activities and projects.

***Strategy Rationale***

Allowing structured activities and projects for students to explore ideas, desires and interests allows them to own their learning and achievement.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Pitchford, Rebecca, rpitchfo@volusia.k12.fl.us

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

iReady assessments, district assessments

**Strategy:** Extended School Day

**Minutes added to school year:** 7,680

Teacher will tutor students from all levels of achievement based on the their desires and passion. Since all learners are welcomed, some students will be receiving more intervention while others will be receiving enrichment.

**Strategy Rationale**

Teachers will be providing services 2 days a week for 2 hours each day. Targeting students who have a desire for the program of which the teacher is providing. All subject areas will be are being targeted within the numerous groups.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Pitchford, Rebecca, rpitchfo@volusia.k12.fl.us

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

District Assessments, State Assessments, iReady Assessments

**Strategy:** After School Program

**Minutes added to school year:** 23,000

Teachers will be used as tutors targeting Blue Lake's lowest quartile/ESOL population by providing tutoring at Daytona States College four days a week for 3 hours each night. focusing on reading and math.

**Strategy Rationale**

Teachers will target lowest quartile/ESOL students in reading and math who would not be able to attend afterschool tutoring.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Pitchford, Rebecca, rpitchfo@volusia.k12.fl.us

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

district and state assessments

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

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

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

**b. College and Career Readiness**

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

N/A

**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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

**A. Problem Identification**

**1. Data to Support Problem Identification**

**b. Data Uploads**

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

## **2. Problem Identification Summary**

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

## **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? 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 Blue Lake Elementary School create a structure for an effective social emotional learning initiative, then teachers and support staff will be able to create an environment where students feel empowered to communicate, cooperate, connect, embrace diversity, and resolve conflicts.
  
- G2.** If Blue Lake Elementary implements rigorous standards aligned instruction, 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 Blue Lake Elementary School create a structure for an effective social emotional learning initiative, then teachers and support staff will be able to create an environment where students feel empowered to communicate, cooperate, connect, embrace diversity, and resolve conflicts. 1a

G100532

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	10.0

**Targeted Barriers to Achieving the Goal** 3

- Limited knowledge and implementation

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

- Sanford Harmony Free SEL Program
- Professional Learning
- School Counselor
- Sanford Inspire
- School TOA
- School counselor to facilitate training

**Plan to Monitor Progress Toward G1.** 8

SIP Progress Monitoring Meeting

**Person Responsible**

Virginia Freeman

**Schedule**

Every 2 Months, from 10/22/2018 to 3/29/2019

**Evidence of Completion**

SIP progress monitoring meeting minutes and sign-in sheet

**Plan to Monitor Progress Toward G1.** 8

SIP Mid Year Review

**Person Responsible**

Virginia Freeman

**Schedule**

On 1/31/2019

**Evidence of Completion**

Mid-Year Review CIMS

**Plan to Monitor Progress Toward G1. 8**

State Assessment Results

**Person Responsible**

Scott Lifvendahl

**Schedule**

On 7/31/2019

***Evidence of Completion***



**G2.** If Blue Lake Elementary implements rigorous standards aligned instruction, then student achievement will increase. 1a

G100533

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	52.0
FSA Mathematics Achievement	57.0
Statewide Science Assessment Achievement	55.0
ELA/Reading Gains	68.0
ELA/Reading Lowest 25% Gains	68.0
Math Gains	65.0
Math Lowest 25% Gains	65.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers, staff and student depth of knowledge and student

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

- Curriculum check-ins and protocol for collaborative planning
- Skinny IPG
- PLC Guiding Documents
- Curriculum Modules Dives
- Swivel
- SAC Funds
- Sanford Harmony

**Plan to Monitor Progress Toward G2.** 8

Monthly review of classroom assessment data, walk-through data and professional development implementation. Through the use of instructional blueprints, instruction will be differentiated and tailored to student needs. Students not improving will be added to PLC watch list and PST interventions should be documented.

**Person Responsible**

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Assessment results, observation of teacher instruction, implementation plan for instruction and individualized learning software reports, review of grade level blueprint plans and district and state assessment results.

## 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 Blue Lake Elementary School create a structure for an effective social emotional learning initiative, then teachers and support staff will be able to create an environment where students feel empowered to communicate, cooperate, connect, embrace diversity, and resolve conflicts.

1

G100532

**G1.B1** Limited knowledge and implementation 2

B271113

**G1.B1.S1** Develop systemic practice and provide professional learning to support implementation of an SEL program. 4

S287002

### Strategy Rationale

Increase percentage of staff effectively implementing SEL curriculum  
Decrease student discipline referrals

### Action Step 1 5

Create an SEL Leadership Team to help in the development of an implementation plan for Sanford Harmony

#### Person Responsible

Scott Lifvendahl

#### Schedule

On 8/31/2018

#### Evidence of Completion

Receipt of kit orders, expert scheduling weekly SEL lessons

### Action Step 2 5

Share SEL Implementation Plan and Conduct a 45 min training with the faculty on Sanford Harmony

#### Person Responsible

Stinette Benton

#### Schedule

Semiannually, from 8/10/2018 to 5/30/2019

#### Evidence of Completion

Agenda, Training PPT, and sign-in sheets

**Action Step 3** 5

Conduct a 10 minute "meet up/buddy up" sessions weekly

**Person Responsible**

Stinette Benton

**Schedule**

Daily, from 8/10/2018 to 5/30/2019

**Evidence of Completion**

Barbara Stevens

**Action Step 4** 5

Conduct SEL lesson using Sanford Harmony curriculum once weekly, following the master schedule

**Person Responsible**

Stinette Benton

**Schedule**

Biweekly, from 8/13/2018 to 5/30/2019

**Evidence of Completion**

**Action Step 5** 5

Will provide ongoing SEL professional development and coaching for teachers using Sanford Harmony Inspire Online

**Person Responsible**

Stinette Benton

**Schedule**

Monthly, from 10/1/2018 to 5/30/2019

**Evidence of Completion**

Walkthroughs, student testimony, teacher feedback, master scheduling for SH time.

### Action Step 6 5

Will collaborative planning to review quarterly data, including concerns of harm, discipline, attendance, and personal development section of the report cards to determine impact of SEL program.

#### **Person Responsible**

Stinette Benton

#### **Schedule**

Every 2 Months, from 10/1/2018 to 5/30/2019

#### **Evidence of Completion**

### Action Step 7 5

Provide coaching and monitoring of Sanford Harmony implementation

#### **Person Responsible**

Stinette Benton

#### **Schedule**

Monthly, from 8/31/2018 to 5/30/2019

#### **Evidence of Completion**

walkthroughs, coaching notes, teacher feedback, Outlook calendar

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

Verify that the SEL team has created a master schedule and implementation plan for Sanford Harmony

#### **Person Responsible**

Virginia Freeman

#### **Schedule**

On 9/3/2018

#### **Evidence of Completion**

Master schedule and implementation plan

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

Touch base with facilitator with professional learning of Sanford Harmony

**Person Responsible**

Stinette Benton

**Schedule**

Semiannually, from 9/12/2018 to 5/30/2019

**Evidence of Completion**

Outlook meeting invite, emails

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

Provide follow up support for implementation for teachers

**Person Responsible**

Stinette Benton

**Schedule**

Weekly, from 8/27/2018 to 5/30/2019

**Evidence of Completion**

Emails with updates and questions, coaching documentation, walkthroughs

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

Provide follow-up support to ensure implementation of Sanford Inspire

**Person Responsible**

Stinette Benton

**Schedule**

Weekly, from 10/1/2018 to 5/30/2019

**Evidence of Completion**

Coaches notes

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

Discuss the effectiveness of SEL Implementation and analyze supporting data(discipline, attendance, concerns of harm etc.)

**Person Responsible**

Scott Lifvendahl

**Schedule**

On 3/29/2019

**Evidence of Completion**

Meeting minutes, sign-in sheet, data charts

**G2.** If Blue Lake Elementary implements rigorous standards aligned instruction, then student achievement will increase. 1

G100533

**G2.B2** Teachers, staff and student depth of knowledge and student 2

B271118

**G2.B2.S3** Standards Curriculum Training/Dives 4

S287008

### Strategy Rationale

increase student achievement

### Action Step 1 5

Standards-Based Training

#### Person Responsible

Lisa Sylvester

#### Schedule

Quarterly, from 8/7/2018 to 5/31/2019

#### Evidence of Completion

Student achievement, FSA data, VXTs, agendas and sign-in sheets

### Action Step 2 5

Weekly Collaborative Planning Sessions

#### Person Responsible

Virginia Freeman

#### Schedule

Weekly, from 8/22/2018 to 5/29/2019

#### Evidence of Completion

PLC Agendas, collaborative planning protocols



### Action Step 3 5

ELA & Math Module Dives

**Person Responsible**

Dora Freed

**Schedule**

Every 6 Weeks, from 9/3/2018 to 5/30/2019

**Evidence of Completion**

### Action Step 4 5

Walk-Throughs

**Person Responsible**

Virginia Freeman

**Schedule**

Weekly, from 8/27/2018 to 5/30/2019

**Evidence of Completion**

Walkthrough tools, ESE walk-through tool

### Action Step 5 5

PLCs (Focus areas: instruction, standards, assessments, data analysis, student voice, remediation)

**Person Responsible**

Virginia Freeman

**Schedule**

Weekly, from 8/14/2018 to 5/30/2019

**Evidence of Completion**

Agendas, surveys

**Plan to Monitor Fidelity of Implementation of G2.B2.S3** 6

Walk-Throughs of Standards-based instruction/standards focus boards

**Person Responsible**

Scott Lifvendahl

**Schedule**

On 5/30/2019

**Evidence of Completion**

Feedback from district and state, Skinny IPGs

**Plan to Monitor Fidelity of Implementation of G2.B2.S3** 6

Weekly Collaborative Planning

**Person Responsible**

Virginia Freeman

**Schedule**

Weekly, from 8/27/2018 to 5/30/2019

**Evidence of Completion**

PLC agendas and minutes, weekly collaborative check-ins

**Plan to Monitor Fidelity of Implementation of G2.B2.S3** 6

ELA, Math & Science Module Dives

**Person Responsible**

Dora Freed

**Schedule**

Every 6 Weeks, from 9/3/2018 to 5/30/2019

**Evidence of Completion**

Lesson plan templates, sign-ins

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7**

Discuss the effectiveness of PLCs and collaborative planning by evaluating student achievement

**Person Responsible**

Virginia Freeman

**Schedule**

Weekly, from 8/27/2018 to 5/30/2019

**Evidence of Completion**

Student achievement data with iReady, district and state assessments

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7**

Discuss the effectiveness of module dives and implementation of the standards

**Person Responsible**

Virginia Freeman

**Schedule**

Biweekly, from 8/27/2018 to 5/30/2019

**Evidence of Completion**

teacher lesson plans, Skinny IPGs, student achievement data

## V. Professional Development Opportunities

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

**G1.** If Blue Lake Elementary School create a structure for an effective social emotional learning initiative, then teachers and support staff will be able to create an environment where students feel empowered to communicate, cooperate, connect, embrace diversity, and resolve conflicts.

### **G1.B1** Limited knowledge and implementation

**G1.B1.S1** Develop systemic practice and provide professional learning to support implementation of an SEL program.

#### **PD Opportunity 1**

Share SEL Implementation Plan and Conduct a 45 min training with the faculty on Sanford Harmony

##### **Facilitator**

Barbra Stevens/ Nova Southeastern

##### **Participants**

faculty

##### **Schedule**

Semiannually, from 8/10/2018 to 5/30/2019

#### **PD Opportunity 2**

Will provide ongoing SEL professional development and coaching for teachers using Sanford Harmony Inspire Online

##### **Facilitator**

Barbra Stevens

##### **Participants**

Faculty

##### **Schedule**

Monthly, from 10/1/2018 to 5/30/2019

**G2.** If Blue Lake Elementary implements rigorous standards aligned instruction, then student achievement will increase.

**G2.B2** Teachers, staff and student depth of knowledge and student

**G2.B2.S3** Standards Curriculum Training/Dives

**PD Opportunity 1**

Standards-Based Training

**Facilitator**

TOA, SLT, Coach

**Participants**

Faculty

**Schedule**

Quarterly, from 8/7/2018 to 5/31/2019

**PD Opportunity 2**

ELA & Math Module Dives

**Facilitator**

TOA & Academic Coach

**Participants**

Faculty

**Schedule**

Every 6 Weeks, from 9/3/2018 to 5/30/2019

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Create an SEL Leadership Team to help in the development of an implementation plan for Sanford Harmony</b>				<b>\$0.00</b>
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Share SEL Implementation Plan and Conduct a 45 min training with the faculty on Sanford Harmony</b>				<b>\$0.00</b>
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Conduct a 10 minute "meet up/buddy up" sessions weekly</b>				<b>\$0.00</b>
<b>4</b>	<b>G1.B1.S1.A4</b>	<b>Conduct SEL lesson using Sanford Harmony curriculum once weekly, following the master schedule</b>				<b>\$0.00</b>
<b>5</b>	<b>G1.B1.S1.A5</b>	<b>Will provide ongoing SEL professional development and coaching for teachers using Sanford Harmony Inspire Online</b>				<b>\$0.00</b>
<b>6</b>	<b>G1.B1.S1.A6</b>	<b>Will collaborative planning to review quarterly data, including concerns of harm, discipline, attendance, and personal development section of the report cards to determine impact of SEL program.</b>				<b>\$73,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	310-Professional and Technical Services	0621 - Blue Lake Elementary School	UniSIG		\$73,000.00
			<i>Notes: Notes</i>			
<b>7</b>	<b>G1.B1.S1.A7</b>	<b>Provide coaching and monitoring of Sanford Harmony implementation</b>				<b>\$0.00</b>
<b>8</b>	<b>G2.B2.S3.A1</b>	<b>Standards-Based Training</b>				<b>\$22,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	310-Professional and Technical Services	0621 - Blue Lake Elementary School	UniSIG		\$22,000.00
			<i>Notes: Notes</i>			
<b>9</b>	<b>G2.B2.S3.A2</b>	<b>Weekly Collaborative Planning Sessions</b>				<b>\$73,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	310-Professional and Technical Services	0621 - Blue Lake Elementary School	UniSIG		\$73,000.00
			<i>Notes: Notes</i>			
<b>10</b>	<b>G2.B2.S3.A3</b>	<b>ELA &amp; Math Module Dives</b>				<b>\$73,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19

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*Blue Lake Elementary School*

	6400	310-Professional and Technical Services	0621 - Blue Lake Elementary School	UniSIG		\$73,000.00
			<i>Notes: Notes</i>			
<b>11</b>	<b>G2.B2.S3.A4</b>	<b>Walk-Throughs</b>				<b>\$0.00</b>
<b>12</b>	<b>G2.B2.S3.A5</b>	<b>PLCs (Focus areas: instruction, standards, assessments, data analysis, student voice, remediation)</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$241,000.00</b>

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2019</b>					
G2.MA1 M424881	Monthly review of classroom assessment data, walk-through data and professional development...		8/14/2017	Assessment results, observation of teacher instruction, implementation plan for instruction and individualized learning software reports, review of grade level blueprint plans and district and state assessment results.	5/30/2018 weekly
G1.B1.S1.A1 A388837	Create an SEL Leadership Team to help in the development of an implementation plan for Sanford...	Lifvendahl, Scott	6/1/2018	Receipt of kit orders, expert scheduling weekly SEL lessons	8/31/2018 one-time
G1.B1.S1.MA1 M424869	Verify that the SEL team has created a aster schedule and implementation plan for Sanford Harmony	Freeman, Virginia	9/3/2018	Master schedule and implementation plan	9/3/2018 one-time
G1.MA2 M424874	SIP Mid Year Review	Freeman, Virginia	12/3/2018	Mid-Year Review CIMS	1/31/2019 one-time
G1.MA1 M424873	SIP Progress Monitoring Meeting	Freeman, Virginia	10/22/2018	SIP progress monitoring meeting minutes and sign-in sheet	3/29/2019 every-2-months
G1.B1.S1.MA1 M424868	Discuss the effectiveness of SEL Implementation and analyze supporting data(discipline, attendance,...	Lifvendahl, Scott	11/1/2018	Meeting minutes, sign-in sheet, data charts	3/29/2019 one-time
G2.B2.S3.A2 A388845	Weekly Collaborative Planning Sessions	Freeman, Virginia	8/22/2018	PLC Agendas, collaborative planning protocols	5/29/2019 weekly
G1.B1.S1.MA2 M424870	Touch base with facilitator with professional learning of Sanford Harmony	Benton, Stinette	9/12/2018	Outlook meeting invite, emails	5/30/2019 semiannually
G1.B1.S1.MA3 M424871	Provide follow up support for implementation for teachers	Benton, Stinette	8/27/2018	Emails with updates and questions, coaching documentation, walkthroughs	5/30/2019 weekly
G1.B1.S1.MA4 M424872	Provide follow-up support to ensure implementation of Sanford Inspire	Benton, Stinette	10/1/2018	Coaches notes	5/30/2019 weekly
G1.B1.S1.A2 A388838	Share SEL Implementation Plan and Conduct a 45 min training with the faculty on Sanford Harmony	Benton, Stinette	8/10/2018	Agenda, Training PPT, and sign-in sheets	5/30/2019 semiannually
G1.B1.S1.A3 A388839	Conduct a 10 minute "meet up/ buddy up" sessions weekly	Benton, Stinette	8/10/2018	Barbara Stevens	5/30/2019 daily
G1.B1.S1.A4 A388840	Conduct SEL lesson using Sanford Harmony curriculum once weekly, following the master schedule	Benton, Stinette	8/13/2018		5/30/2019 biweekly
G1.B1.S1.A5 A388841	Will provide ongoing SEL professional development and coaching for teachers using Sanford Harmony...	Benton, Stinette	10/1/2018	Walkthroughs, student testimony, teacher feedback, master scheduling for SH time.	5/30/2019 monthly
G1.B1.S1.A6 A388842	Will collaborative planning to review quarterly data, including concerns of harm, discipline,...	Benton, Stinette	10/1/2018		5/30/2019 every-2-months
G1.B1.S1.A7 A388843	Provide coaching and monitoring of Sanford Harmony implementation	Benton, Stinette	8/31/2018	walkthroughs, coaching notes, teacher feedback, Outlook calendar	5/30/2019 monthly



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*Blue Lake Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S3.MA1 M424876	Discuss the effectiveness of PLCs and collaborative planning by evaluating student achievement	Freeman, Virginia	8/27/2018	Student achievement data with iReady, district and state assessments	5/30/2019 weekly
G2.B2.S3.MA5 M424877	Discuss the effectiveness of module dives and implementation of the standards	Freeman, Virginia	8/27/2018	teacher lesson plans, Skinny IPGs, student achievement data	5/30/2019 biweekly
G2.B2.S3.MA1 M424878	Walk-Throughs of Standards-based instruction/standards focus boards	Lifvendahl, Scott	8/27/2018	Feedback from district and state, Skinny IPGs	5/30/2019 one-time
G2.B2.S3.MA2 M424879	Weekly Collaborative Planning	Freeman, Virginia	8/27/2018	PLC agendas and minutes, weekly collaborative check-ins	5/30/2019 weekly
G2.B2.S3.MA3 M424880	ELA, Math & Science Module Dives	Freed, Dora	9/3/2018	Lesson plan templates, sign-ins	5/30/2019 every-6-weeks
G2.B2.S3.A3 A388846	ELA & Math Module Dives	Freed, Dora	9/3/2018		5/30/2019 every-6-weeks
G2.B2.S3.A4 A388847	Walk-Throughs	Freeman, Virginia	8/27/2018	Walkthrough tools, ESE walk-through tool	5/30/2019 weekly
G2.B2.S3.A5 A388848	PLCs (Focus areas: instruction, standards, assessments, data analysis, student voice, remediation)	Freeman, Virginia	8/14/2018	Agendas, surveys	5/30/2019 weekly
G2.B2.S3.A1 A388844	Standards-Based Training	Sylvester, Lisa	8/7/2018	Student achievement, FSA data, VXTs, agendas and sign-in sheets	5/31/2019 quarterly
G1.MA3 M424875	State Assessment Results	Lifvendahl, Scott	5/6/2019		7/31/2019 one-time