Louise S. Mcinnis Elementary School

2015-16 School Improvement Plan

Louise S. Mcinnis Elementary School

5175 US HIGHWAY 17, De Leon Springs, FL 32130

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	91%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	67%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	C	B

Preliminary 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 was approved by the Volusia County School Board on 11/10/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

McInnis staff, students, families, and community work together to encourage life-long learning in order to reach our goals.

Provide the school's vision statement

Team McInnis ensures academic excellence by motivating students through diverse learning experiences and celebrating individual successes.

School Environment

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

Meet-the-Teacher, Open House, During and After School Activities, and Parent/Student Surveys are all critical components in establishing and maintaining positive relationships between teachers and students at L.S. McInnis Elementary. Student work such as student achievement graphs, projects and writing are displayed throughout the year in classrooms and around campus. Students are recognized for academic achievements and positive behaviors in school-wide and classroom incentive programs.

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

The school-based BAT (Behavior Analysis Team) Team, consisting of the School Counselor, School Psychologist and Administration develops procedures and processes which promote a positive, safe, and responsible school community.
The school administration along with staff provide effective monitoring of our campus before, during, and after the school day.
The school counselor conducts both individual and class sessions based on the needs of the students.
Security Team, Safety Patrols and Safety Drill Practices promote a safe environment.
School-wide and Classroom Rules/Procedures are observed.

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

Our school engages students throughout instructional time by incorporating clear behavioral expectations along with interventions and modifications in individual classrooms and school-wide positive behavioral incentive programs.
Our school also employs a Problem-Solving Team (PST) for on-going behavior monitoring and assistance. In addition, we have a referral system, which includes protocols for disciplinary incidents. A full-time school counselor and a school psychologist are available to assist administration, teachers, parents and students as necessary.
Teachers participate in district professional development training, such as Champs and Kagan, for managing classroom behavior and increasing student engagement.
Our school utilizes the Code of Conduct for Volusia County Schools. This document is provided to

students and parents on the first day of school. Student and parents must sign the document indicating that they have received the information.

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 counselor provides guidance and counseling to individual students in need or when requested by parents/guardian or teachers. The school counselor also provides strategies and training to support teachers, parents and students. A school psychologist is available to provide assistance to staff and students.

Classroom lessons on bullying, friendship, cooperation, and others topics related to building a positive social-emotional environment, are provided to students by the school counselor and/or teachers.

Specific staff members (Crisis Response Team) are trained annually in Non-Violent Crisis Intervention (NCI) strategies in order to help deescalate students in high and/or dangerous emotional states.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/193409.

Description

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

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

The school builds and sustains partnerships with the local community through weekly communications with the DeLeon Springs Community Association. One way the Association supports student achievement is through a third grade reading motivational program called Ride Into Reading.

The DeLeon Methodist Church supplies Weekend Food Kits for McInnis families. The DeLeon Springs Lions Club also provides school support whenever needed. Food Brings Hope Foundation (FBH) provides identified parents with food bags weekly. Also, FBH will be providing funds for tutoring and field trips.

Administration and teachers partner with local colleges and universities such as Stetson, Bethune Cookman, Daytona State, and UCF to provide interning student teachers with field experiences for practical implementation of best practices in instruction.

The school invites the community and parents to attend school events such as Book and Blanket Day.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Perez, Alba	Principal
Peterson, Jennifer	Assistant Principal
Winburn, Jim	Teacher, K-12
Clifton, Sherry	Instructional Coach
Rodriguez, Elis	Teacher, K-12
MacHardy, Timothy	Teacher, ESE
Dail, Elba	Teacher, K-12
Reddish, Barbara	Guidance Counselor

Duties

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

The School Leadership Team consists of Administration, grade level chairs and support staff. The School Leadership Team identifies school based needs and resources (both materials and personnel) to determine the continuum of academic and behavioral supports for students and teachers. Teacher feedback, classroom observations and student performance data are considered in order to determine priorities and functions of other existing teams (PST, PLCs, LLT, and SAC). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the School Leadership Team serves as a facilitator to lead the professional learning communities. The school-based leaders work collaboratively to define and analyze needed student support. The school-based leaders also develop and facilitate implementation of strategies/interventions to assure improvement in specific areas to increase student achievement. For example, the grade level PLCs meet weekly to plan lessons, create common assessments, examine student data and make instructional changes to positively impact student learning.

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

• McInnis has Professional Learning Communities (PLC) which meet weekly to analyze data and plan for instruction based on student needs. The PLC teams identify intervention programs for implementation that will provide individualized instruction for students who do not respond to core instruction.
• The Problem Solving Team (PST) meets regularly to monitor individual student needs and suggest new interventions as needed. The team follows up with individual teachers on the effectiveness of the interventions and shares with parents information about the PST meetings.
Resources may include: Reading Coach, Math Coach, Intervention Teacher, and intervention programs
Title I, Part A
Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children

served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at McInnis Elementary are:

• Academic Coaches for the purpose of comprehensive staff development

• Family Center Para-professional and Contact who facilitates our parent involvement program

• Academic Intervention Teacher to provide interventions for students in need via a push-in model

• Supplemental Tutoring before, during or after school

• Supplemental materials and supplies needed to close the achievement gap

• Supplemental funds for ongoing staff development as determined by the results of district and school based data

• Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

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

• Academic Assistance through tutoring, and summer school

• Translation Services for parent/teacher conferences

• Parental support through parent/kid activity nights and workshops on school success

• Migrant Parent Advisory Council (MPAC)

• Medical Assistance through referrals to outside community agencies

• Food Assistance through referrals to food assistance programs

Title I, Part D

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

Title II

The district receives federal funds to provide access to Professional Development activities for public 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.

Violence Prevention Programs

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

• Student Mentoring Program

• Peer Mediation Program

• Crisis Training Program

• Suicide Prevention Program

• Bullying Program

Nutrition Programs

McInnis Elementary offers a variety of nutrition programs including:

• Free and Reduced Meal Plan

• Wellness Policy School Plan
• Nutrition and Wellness classes
• Health classes
• Personal Fitness classes
Housing Programs
N/A
Head Start
The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
• Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
• Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
• Coordinating the services being provided by Head Start with services in elementary schools.
• Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.
McInnis Elementary offers students' career awareness opportunities through guest speakers from business and industry, and field trips to business and industry locations.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Alba Perez	Principal
Sonia Carballo	Parent
Ernestina Gonzalez	Parent
Tamu Talton	Parent
Deysi Torres	Parent
Lyn Koplas	Teacher
Elis Rodriguez	Teacher

Duties

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

Evaluation of last year's school improvement plan

Before beginning to evaluate the effectiveness of last year's school improvement plan, our school leadership team met to engage in analyzing the school's performance data in Step Zero of CIMS. The group reviewed the previous year's school improvement plan to discuss which initiatives were successful and what areas need to be targeted for this year's plan and instructional focus. Then, our school leadership team shared the school's results with the faculty as well as the School Advisory Council, to receive input, comments and suggestions.

Development of this school improvement plan

The SIP Leadership Team met to review last year's data and to develop the SIP for this year. A draft of the plan was presented at a Faculty Meeting for input on priorities, goals and strategies. The

tentative SIP and the accompanying data were presented to the SAC for discussion and input at the October SAC meeting.

Preparation of the school's annual budget and plan

The school's annual budget and plan were shared and discussed with the SAC committee. The SAC chair presented updates on the school's budget.

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

No SIP funds were expended due to the utilization of other fund sources (PTA and Title I).

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Wallace, Elizabeth	Other
Dail, Elba	Teacher, K-12
Rodriguez, Elis	Teacher, K-12
Winburn, Jim	Teacher, K-12
Clifton, Sherry	Teacher, K-12
MacHardy, Timothy	Teacher, ESE
Reddish, Barbara	Guidance Counselor
Bertolami, Lisa	Instructional Media
Perez, Alba	Principal
Peterson, Jennifer	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT identifies research based practices (Close Reading, ISN, Differentiated instruction, SIPPS and Gradual Release Model) based on Florida State Standards to accelerate all students on grade level standards. The LLT meets to identify school based resources (both materials and personnel) and determine the array of literacy supports available to students at our school. An agenda will be provided and utilized to facilitate the meeting. The responsibilities of the LLT members are: attending all meetings to review data; sharing literacy strategies (presented with their PLC team); assisting with the development of classroom instructional strategies; and supporting the school-wide reading/writing initiative and implementation of Florida Standards.
The LLT is offering literacy-building events throughout the school year (Scholastic Book Fair, Literacy Night, Hispanic Heritage Month, Book and Blanket and Parent Workshops).

Public and Collaborative Teaching

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

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

The school implements several strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Grade level planning, Professional Learning Communities (PLCs), Vertical Teaming, Professional Development Training, and E3Y2 Teacher Mentor are essential practices to assist in building a positive working environment and collaborative relationships among teachers.

Grade level/PLC meetings provide an opportunity for teachers to collaborate on the overall progress in subject areas. Teachers review formative assessment data, design effective instruction, modify learning strategies, present ideas and suggestions. Professional support is provided by school-based or district level staff to target important learning concepts for students' academic growth. For further assistance, teachers can present any concerns regarding students' academic progress during Professional Learning Communities.

Vertical teaming helps bring about coordination and communication between grade levels. Teachers receive feedback from other staff to support academic success.

School trends and areas of need are identified by Administration and shared at PLC/Faculty meetings to promote collaboration between Administration, Coaches, and teachers. Specific instructional concerns are discussed for the development of action plans to promote shared responsibility.

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

1. Provide mentors for new teachers, second year teachers, and teachers new to the grade level
2. Provide opportunities for peer classroom visitations for new teachers and teachers new to the grade level
3. Plan PLC Activities for collaboration with colleagues
4. Administration participates in District and State Job Fairs
5. Provide school based professional development opportunities

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

The Reading Coach models best practices and coaches teachers on the implementation of research based instructional strategies. Teachers are provided opportunities to observe peer teachers for modeling of best practices.

New teachers are assigned a PAR Teacher and second year teachers are assigned a school-based E3Y2 Mentor Teacher who meets monthly and provides feedback and coaching as needed.

Administration has new teacher meetings periodically throughout the year to address questions and concerns that new teachers may have which may include resources.

Grade level chairs support teachers new to their team throughout the year by providing them with updates on current policies and procedures as well as grade level curriculum.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All Volusia County core instructional programs meet or exceed state requirements. At the elementary level, teachers utilize district approved curriculum maps and resources for grades K - 5, that are aligned to the Florida State Standards. The District also provides professional development on the

implementation and use of these documents. Grade level teams create summative and formative assessments aligned with FSS to monitor student achievement. Professional Learning Communities (PLC) and the School Leadership Teams collaborate to help insure that instruction is aligned with Florida State Standards and is well-paced, engaging and rigorous.

Instructional Strategies

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

Teachers adjust instruction after reviewing assessment data during weekly meetings. Student data and work samples are utilized to identify groups of students to receive targeted instruction throughout the school day. Students who are not successful or exceeding grade level expectations with core instruction are given additional support or enrichment such as WTI (Walk-to-Intervention),Interactive Student Notebook (ISN), technology, and small group instruction. Additionally, ELL students, identified ESE students and advanced level students receive differentiated instruction based on their academic needs.

Teachers make recommendations for students who are not meeting grade level expectation to the PST (Problem Solving Team) for review. At that time, interventions and OPM (ongoing progress monitor) are initiated. Follow-up PST meetings are scheduled if the interventions put in place are not successful.

Teacher professional development is provided to address the diverse academic needs of students. Examples of PD are Feedback, Differentiated Instruction, Interactive Student Notebook, and Thinking Maps.

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: Extended School Day

Minutes added to school year: 10,800

McInnis is provided with an extra hour of instruction each day. This is used to increase the amount of time for reading and math instruction.

Strategy Rationale

To increase ELA and math proficiency based on District and Florida State Assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Perez, Alba, aiperez@volusia.k12.fl.us

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

PLCs meet weekly to analyze data and monitor the effectiveness of reading and math instruction. Data meetings throughout the year also are used to monitor the effectiveness of instruction and to identify students needing additional support during Walk to Intervention.

Student Transition and Readiness

PreK-12 Transition

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

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

The District, in conjunction with the local Head Start agency. Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
-Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
-Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
-Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
-Conducting kindergarten registration, kindergarten orientation, providing local public school policies to pre-school agencies, and other relevant information to ease the transition of children and families.
-5th grade teachers have articulation meetings with the local middle school faculty and staff.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:
  .

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.

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.

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 we utilize PLCs to problem solve and adjust instruction based on data, then instructional practices will improve, resulting in an increase in student achievement.

Strategic Goals Detail

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

G1. If we utilize PLCs to problem solve and adjust instruction based on data, then instructional practices will improve, resulting in an increase in student achievement. 1a

G068827

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Achievement	
FSA - Mathematics - Achievement	
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Academic Coaches
- Title I Funds
- Academic Intervention Teachers
- Intervention Programs
- District Liaison
- Administrative Support
- Professional Development
- Teachers are ESOL endorsed
- ELL Support
- ESE Support Facilitators
- PARS

Targeted Barriers to Achieving the Goal 3

- Teachers are reluctant to share data and/or interpret data, therefore, little action is taken based on the data
- There continues to be a need for differentiated instruction to support all tiers of students

Plan to Monitor Progress Toward G1. 8

Progress towards the goal will be monitored utilizing District and State assessment data.

Person Responsible
Alba Perez

Schedule
Quarterly, from 10/23/2015 to 6/7/2016

Evidence of Completion
Volusia District Assessments; State Assessments

Action Plan for Improvement

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we utilize PLCs to problem solve and adjust instruction based on data, then instructional practices will improve, resulting in an increase in student achievement. [1]

🔑 G068827

G1.B1 Teachers are reluctant to share data and/or interpret data, therefore, little action is taken based on the data [2]

🔑 B178878

G1.B1.S1 Build a PLC culture [4]

🔑 S190227

Strategy Rationale

To utilize PLCs effectively and efficiently so that student achievement will increase

Action Step 1 [5]

The School Leadership Team will conduct professional development training for faculty on the process of Professional Learning Communities.

Person Responsible

Jennifer Peterson

Schedule

Monthly, from 9/2/2015 to 3/9/2016

Evidence of Completion

PD Agendas and Sign-In sheets; PLC Agendas and Sign-In sheets

Action Step 2 5

The master schedule will provide structured time for purposeful collaboration among faculty.

Person Responsible

Alba Perez

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

PLC Agendas, Sign-In sheets, Meeting Minutes; Sample of a data sheet from ASPIRE meetings

Action Step 3 5

The faculty will actively participate in Professional Learning Communities through the use of facilitative language ("asking the right questions") as modeled by meeting facilitator.

Person Responsible

Sherry Clifton

Schedule

Weekly, from 8/31/2015 to 6/7/2016

Evidence of Completion

PLC Agendas and Meeting Minutes; Participation Rubric; Question stems

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

The School Leadership Team will monitor purposeful collaboration among faculty at progress points throughout the year.

Person Responsible

Elis Rodriguez

Schedule

Quarterly, from 10/23/2015 to 6/7/2016

Evidence of Completion

PD Agendas and Sign-In sheets; PLC Agendas, Sign-In sheets, and Meeting Minutes; Sample of Data Sheet from ASPIRE meetings; PLC Meeting Minutes; Participation Rubric; Question stems

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

The School Leadership Team will monitor the effectiveness of grade level Professional Learning Communities.

Person Responsible

Alba Perez

Schedule

Quarterly, from 10/23/2015 to 6/7/2016

Evidence of Completion

Grade Level PLC Meeting Minutes; Student Data results

G1.B2 There continues to be a need for differentiated instruction to support all tiers of students 2

🔍 B178879

G1.B2.S1 Teachers will make instructional decisions based on student performance. 4

🔍 S190228

Strategy Rationale

The data indicates that teachers need to implement differentiated instruction to address students' academic needs.

Action Step 1 5

Teachers and coaches will analyze student performance data to determine student grouping based on data trend lines.

Person Responsible

Sherry Clifton

Schedule

Weekly, from 9/1/2015 to 6/7/2016

Evidence of Completion

PLC Meeting Minutes; Grade Level Data Trend Sheets

Action Step 2 5

Teachers and coaches will create action plans for all students based on item analysis and standards.

Person Responsible

Sherry Clifton

Schedule

Weekly, from 8/31/2015 to 6/7/2016

Evidence of Completion

PLC Meeting Minutes

Action Step 3 5

Teachers will be given the opportunity to observe peers modeling instruction in ELA (Close Reading), Math (Lessons Aligned to Pacing of Curriculum Maps and their Instructional Targets), and/or Science (Hands-On, Minds-On Student Experiences).

Person Responsible

Jennifer Peterson

Schedule

Monthly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Schedule Peer Observation Time; Sample Teacher Reflection and/or Peer-to-Peer Notes

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

Teachers and coaches will review curriculum maps (modules), Florida state standards, assessments and instructional strategies to differentiate instruction for the different tiers of students.

Person Responsible

Sherry Clifton

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

PLC Meeting Minutes to include action plans for differentiated instruction

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

Teachers and coaches will review assessments and discuss the effectiveness of their lessons to determine if student achievement occurred.

Person Responsible

Sherry Clifton

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

District and State Assessments

G1.B2.S2 Coaches will support teachers in the implementation of effective instruction. `4`

🔍 S190229

Strategy Rationale

Based on VLT and VMT data, it has been determined that our students are performing below level in reading and math. Therefore, coaches are needed to provide support to teachers.

Action Step 1 `5`

Coaches will model lessons (whole and/or small group) and provide feedback to teachers during follow-up conferences.

Person Responsible

Sherry Clifton

Schedule

Monthly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Coaching Logs

Action Step 2 5

Coaches will provide resources to support teachers in ELA, Math and/or Science.

Person Responsible

Sherry Clifton

Schedule

Quarterly, from 9/8/2015 to 5/31/2016

Evidence of Completion

PD Sign-In Sheets, PLC Meeting Minutes with targeted practices for differentiated instruction

Action Step 3 5

Coaches will provide additional support for teachers' planned actions.

Person Responsible

Sherry Clifton

Schedule

Quarterly, from 9/8/2015 to 5/31/2016

Evidence of Completion

PLC Agendas, Sign-In Sheets, and Meeting Minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Coaches will maintain coaching logs and notes to be review quarterly by an administrator.

Person Responsible

Jennifer Peterson

Schedule

Quarterly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Coaching Logs and Calendar

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Administration will monitor the effectiveness of teacher implementation of modeled instructional practices.

Person Responsible

Jennifer Peterson

Schedule

Quarterly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Classroom Observations, Walk-throughs; Post-Conferences; Student Data

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The School Leadership Team will conduct professional development training for faculty on the process of Professional Learning Communities.	Peterson, Jennifer	9/2/2015	PD Agendas and Sign-In sheets; PLC Agendas and Sign-In sheets	3/9/2016 monthly
G1.B2.S1.A1	Teachers and coaches will analyze student performance data to determine student grouping based on data trend lines.	Clifton, Sherry	9/1/2015	PLC Meeting Minutes; Grade Level Data Trend Sheets	6/7/2016 weekly
G1.B2.S2.A1	Coaches will model lessons (whole and/ or small group) and provide feedback to teachers during follow-up conferences.	Clifton, Sherry	9/8/2015	Coaching Logs	5/31/2016 monthly
G1.B1.S1.A2	The master schedule will provide structured time for purposeful collaboration among faculty.	Perez, Alba	8/24/2015	PLC Agendas, Sign-In sheets, Meeting Minutes; Sample of a data sheet from ASPIRE meetings	6/7/2016 weekly
G1.B2.S1.A2	Teachers and coaches will create action plans for all students based on item analysis and standards.	Clifton, Sherry	8/31/2015	PLC Meeting Minutes	6/7/2016 weekly
G1.B2.S2.A2	Coaches will provide resources to support teachers in ELA, Math and/or Science.	Clifton, Sherry	9/8/2015	PD Sign-In Sheets, PLC Meeting Minutes with targeted practices for differentiated instruction	5/31/2016 quarterly
G1.B1.S1.A3	The faculty will actively participate in Professional Learning Communities through the use of facilitative language ("asking the right questions") as modeled by meeting facilitator.	Clifton, Sherry	8/31/2015	PLC Agendas and Meeting Minutes; Participation Rubric; Question stems	6/7/2016 weekly
G1.B2.S1.A3	Teachers will be given the opportunity to observe peers modeling instruction in ELA (Close Reading), Math (Lessons Aligned to Pacing of Curriculum Maps and their Instructional Targets), and/or Science (Hands-On, Minds-On Student Experiences).	Peterson, Jennifer	9/8/2015	Schedule Peer Observation Time; Sample Teacher Reflection and/or Peer-to-Peer Notes	5/31/2016 monthly
G1.B2.S2.A3	Coaches will provide additional support for teachers' planned actions.	Clifton, Sherry	9/8/2015	PLC Agendas, Sign-In Sheets, and Meeting Minutes	5/31/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Progress towards the goal will be monitored utilizing District and State assessment data.	Perez, Alba	10/23/2015	Volusia District Assessments; State Assessments	6/7/2016 quarterly
G1.B1.S1.MA1	The School Leadership Team will monitor the effectiveness of grade level Professional Learning Communities.	Perez, Alba	10/23/2015	Grade Level PLC Meeting Minutes; Student Data results	6/7/2016 quarterly
G1.B1.S1.MA1	The School Leadership Team will monitor purposeful collaboration among faculty at progress points throughout the year.	Rodriguez, Elis	10/23/2015	PD Agendas and Sign-In sheets; PLC Agendas, Sign-In sheets, and Meeting Minutes; Sample of Data Sheet from ASPIRE meetings; PLC Meeting Minutes; Participation Rubric; Question stems	6/7/2016 quarterly
G1.B2.S1.MA1	Teachers and coaches will review assessments and discuss the effectiveness of their lessons to determine if student achievement occurred.	Clifton, Sherry	9/1/2015	District and State Assessments	5/31/2016 quarterly
G1.B2.S1.MA1	Teachers and coaches will review curriculum maps (modules), Florida state standards, assessments and instructional strategies to differentiate instruction for the different tiers of students.	Clifton, Sherry	9/1/2015	PLC Meeting Minutes to include action plans for differentiated instruction	5/31/2016 quarterly
G1.B2.S2.MA1	Administration will monitor the effectiveness of teacher implementation of modeled instructional practices.	Peterson, Jennifer	8/31/2015	Classroom Observations, Walk-throughs; Post-Conferences; Student Data	5/31/2016 quarterly
G1.B2.S2.MA1	Coaches will maintain coaching logs and notes to be review quarterly by an administrator.	Peterson, Jennifer	9/8/2015	Coaching Logs and Calendar	5/31/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we utilize PLCs to problem solve and adjust instruction based on data, then instructional practices will improve, resulting in an increase in student achievement.

G1.B1 Teachers are reluctant to share data and/or interpret data, therefore, little action is taken based on the data

G1.B1.S1 Build a PLC culture

PD Opportunity 1

The School Leadership Team will conduct professional development training for faculty on the process of Professional Learning Communities.

Facilitator

School Leadership Team

Participants

Faculty

Schedule

Monthly, from 9/2/2015 to 3/9/2016

G1.B2 There continues to be a need for differentiated instruction to support all tiers of students

G1.B2.S1 Teachers will make instructional decisions based on student performance.

PD Opportunity 1

Teachers will be given the opportunity to observe peers modeling instruction in ELA (Close Reading), Math (Lessons Aligned to Pacing of Curriculum Maps and their Instructional Targets), and/or Science (Hands-On, Minds-On Student Experiences).

Facilitator

Mrs. Peterson

Participants

Faculty

Schedule

Monthly, from 9/8/2015 to 5/31/2016

G1.B2.S2 Coaches will support teachers in the implementation of effective instruction.

PD Opportunity 1

Coaches will provide resources to support teachers in ELA, Math and/or Science.

Facilitator

Coaches

Participants

Faculty

Schedule

Quarterly, from 9/8/2015 to 5/31/2016

Volusia - 1631 - Louise S. Mcinnis Elem. School - 2015-16 SIP

Louise S. Mcinnis Elementary School

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	**The School Leadership Team will conduct professional development training for faculty on the process of Professional Learning Communities.**	**$0.00**
2	G1.B1.S1.A2	**The master schedule will provide structured time for purposeful collaboration among faculty.**	**$0.00**
3	G1.B1.S1.A3	**The faculty will actively participate in Professional Learning Communities through the use of facilitative language ("asking the right questions") as modeled by meeting facilitator.**	**$0.00**
4	G1.B2.S1.A1	**Teachers and coaches will analyze student performance data to determine student grouping based on data trend lines.**	**$0.00**
5	G1.B2.S1.A2	**Teachers and coaches will create action plans for all students based on item analysis and standards.**	**$0.00**
6	G1.B2.S1.A3	**Teachers will be given the opportunity to observe peers modeling instruction in ELA (Close Reading), Math (Lessons Aligned to Pacing of Curriculum Maps and their Instructional Targets), and/or Science (Hands-On, Minds-On Student Experiences).**	**$0.00**

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1631 - Louise S. Mcinnis Elem. School	Title I Part A		$0.00

7	G1.B2.S2.A1	**Coaches will model lessons (whole and/or small group) and provide feedback to teachers during follow-up conferences.**	**$0.00**
8	G1.B2.S2.A2	**Coaches will provide resources to support teachers in ELA, Math and/or Science.**	**$0.00**
9	G1.B2.S2.A3	**Coaches will provide additional support for teachers' planned actions.**	**$0.00**
		Total:		**$0.00**