Spruce Creek Elementary School

2015-16 School Improvement Plan

Spruce Creek Elementary School

642 TAYLOR RD, Port Orange, FL 32127

ttp://myvolusiaschools.org/school/sprucecreek/pages/default.aspx

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	62%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	24%

School Grades History

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

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

Bobcats strive to EXCEL as a diverse community of critical thinkers, problem solvers and responsible citizens.

Provide the school's vision statement

School Belief Statements
We believe education is the shared responsibility of family, students, staff, and community.
We believe all members of our school family should be treated with dignity and respect.
We believe positive communication among students, parents, teachers, and staff is the key to a successful school.
We believe learning is a dynamic lifelong process.
We believe all individuals have a right to a safe and secure environment where trust, caring, encouragement, and support prevail.
We believe in the celebration of our success.

School Environment

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

We provide many opportunities for families and parents to get together, including meet the teacher, open house, spooky story night, game night, and museum night. We have evening programs that encourage parents to come to our school and learn how to be active in their students' education and support their learning. Students completed a profile page at the end of the previous year. These pages were then delivered to the new teacher at the beginning of the school year. The faculty and staff planned an exciting back-to-school celebration on the first day of school that made the students and their families feel welcomed and excited about learning.

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

The fifth grade safety patrols help monitor all school areas in the morning and afternoon and serve as mentors to the younger children. There are "waiting areas" that are supervised every morning for children who come early, with teachers on duty. We provide after school care for students. Spruce Creek Elementary will continue to promote Rachel's Challenge, an anti-bullying initiative that promotes pro-kindness; changing the world one kindness at a time.

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

To promote anti-bullying and kindness, the school will be promoting "bucket-filling" behaviors. All faculty and staff use "Give Me 5" to get students' attention. Teachers have been trained in CHAMPS behavior expectations. Audio enhancement is a part of every classroom and is used as appropriate.

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

Weekly guidance lessons are provided for grades K-2, including anti-bullying and conflict resolution. Small guidance groups will be formed based upon teacher recommendations. A mentoring partnership has been formed with Port Orange Church of Christ. The school psychologist, social worker, behavior specialist, and counselor collaborate to address individual social-emotional needs. The psychologist and guidance counselor have scheduled open hours for teachers every Wednesday to discuss specific children and ideas to help them.

Early Warning Systems

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

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

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The school website and monthly newsletter provide current information about school activities and the mission and vision. Evening events such as Open House, Game Night, Information Nights, and the Holiday Concert promote involvement of parents who are unavailable during the day. Teachers hold

parent conferences with every child's family. Interim reports and report cards are sent home at scheduled times. The school is involved in the Port Orange parade and Port Orange Family Days. The PTA is very active and has a large board, encouraging involvement in many different areas. Parent volunteers are encouraged to participate in school events.

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

We have a school business partner coordinator who reaches out to local businesses to coordinate ways for them to be involved in our school. A business partner is on the School Advisory Committee. Community leaders come to the school to read to students. Business partners are recognized in our monthly newsletter and at our VIPS brunch celebration. Personalized thank-you notes are delivered to business donors. Business partners are also recognized through our key communicator newsletter.

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
Hazel, Rachel	Principal
Polite, Angela	Assistant Principal
Campbell, Monica	Instructional Coach

Duties

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

The school-based leadership team identifies school based needs and resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g. Problem Solving Team, PLC, Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work.

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 has a leadership team consisting of the principal, assistant principal, and academic coach. This leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers to ensure student learning.
Instructional resources include staff development developed and provided by our district and our school's leadership team. Teachers meet in PLC meetings with the instructional coach to collaborate on curriculum planning and share instructional strategies. Our district and school are both committed to meeting the needs of our students and maximizing our students' achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mary Casel	Parent
Leslie Castillo-Solis	Parent
Corinne DeArakal	Teacher
Kelly Delameter	Parent
Kim Doroba	Parent
Kristin Gino	Education Support Employee
Amber Morgan	Teacher
Melissa Smith	Parent
Jeff Chadwell	Business/Community
Rachel Hazel	Principal
Angela Polite	Principal
Karen Weinrich	Teacher
Kimberly Weslar	Teacher
Christina Call	Parent
James Casel	Student
Anishka Gibson	Parent
Andrew Leech	Parent
Yolande Sims	Parent
John Tricarico	Parent
Bernice Rivera	Teacher
Clay Smith	Student

Duties

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

Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan. our school leadership team met over the summer to complete needs assessment. Our school leadership team shared the results with the School Advisory Council and the faculty.

Development of this school improvement plan

The SAC reviews the data from the previous year. Time for questions, understanding, and input are provided. The SAC chairs facilitate using that data to help develop the plan for the current year. The faculty develops goals and targets, which are shared with the SAC team. The School Improvement plan is then changed and revised as needed and voted upon by faculty and the SAC team.

Preparation of the school's annual budget and plan

The annual school improvement budget and plan are shared for input, discussion, and approval at SAC meetings. Updates on school spending and budget are shared at monthly SAC meetings.

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

Funds were used to purchase a subscription to Write Score at a cost of $3,400. iPads were purchased for classrooms at a cost of $6,600.

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
Hazel, Rachel	Principal
Polite, Angela	Assistant Principal
Campbell, Monica	Instructional Coach
Weslar, Kim	Teacher, K-12
Jacobsen, Dana	Teacher, K-12
Gass, Dave	Teacher, K-12
Richardson, Amy	Teacher, ESE
Kelly, Kathy	Teacher, K-12
Schattie, Kelly	Teacher, K-12
Bangert, Melissa	Teacher, K-12
Ritchey, Kathie	Teacher, K-12
Gass, Frances	Teacher, K-12
Pratt, Carolyn	Teacher, K-12
Hammer, Kathy	Teacher, ESE
Chadwell, Melissa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT works with grade level teams to plan a seamless support system for students including interventions. They work with teachers on using the new ELA modules, which provide different levels of instruction based on individual students' needs.

Public and Collaborative Teaching

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

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

Common Planning time, Professional Learning Communities (PLC's), and academic coaching are critical practices to help build collaborative and positive working relationships between teachers. The new structure of PLC's allow teachers to regularly review formative assessment data and plan for and adjust

their instruction accordingly. Teachers are encouraged and supported to work together on common goals with clear objectives and to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices.The use of an academic coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process.

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

Create a school environment and culture of mutual respect and shared leadership toward the common goal of student academic achievement and life-long learning. In the hiring process, we seek teachers who share the same vision and goals for student success and utilize best practices. Rachel Hazel, principal, is responsible for the hiring and retention of teachers and checks with the county and state to ensure candidates meet all the state requirements. SCES participates in the District job fair and recruitment activities. Professional development is offered at both the district and school-based levels. SCES also sponsors junior and senior interns from the local colleges.

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

We currently have two first year teachers, who are supported by the grade chair, the academic coach, the Principal, the Assistant Principal and a Peer Assistance and Review mentor provided by the district. These mentors were chosen because they are highly effective and can provide effective support.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All Volusia County public elementary schools meet state requirements. At the elementary level, the district has created curriculum maps and resources for all subject areas that are aligned to the Florida Standards, which include lesson plans, interventions, center activities, and assessments. Additionally, school-based teacher teams create formative and summative assessments to monitor student achievement in all subject areas.The academic coach provides training and support for teachers in available instructional materials.

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

This year's school-based Professional Development is focused on providing interventions to meet every child's needs and track their response to the interventions An intervention teacher supports the classroom teachers in providing these interventions. Teachers use PLC times to review formative and summative assessment data and adjust instruction accordingly and provide different instructional strategies. Quarterly data chats monitor student achievement. The guidance counselor and school psychologist have weekly hours for teachers to discuss specific students and plan interventions. This year's schedule provides time for special area teachers to assist classroom teachers in implementing interventions.

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: Summer Program

Minutes added to school year: 4,800

Summer reading camp is offered to students who qualify based on standardized test scores.

Strategy Rationale

Some students need extra instructional support throughout the summer in order to acquire skills necessary for promotion to the next grade.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Hazel, Rachel, rbhazel@volusia.k12.fl.us

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

Students will take a post-test upon completion and/or complete a portfolio of work.

Strategy: After School Program

Minutes added to school year: 1,000

The extended day after school program will provide tutoring for students with academic needs, as determined by classroom teacher recommendation.

Strategy Rationale

Some students need extra practice to help master the core curriculum.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Hazel, Rachel, rbhazel@volusia.k12.fl.us

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

Formative and summative evaluations

Student Transition and Readiness

PreK-12 Transition

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

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective

transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families. Fifth grade students preparing for middle school take a field trip to visit their school, organized by the guidance counselor and classroom teachers. Guidance counselors from the middle school visit our school to talk about placement for the next school year. Classroom teachers are involved in recommendations for appropriate sixth grade classes.

College and Career Readiness

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

N/A This section is required for secondary schools, per Sections 1003.413(2)(g),(h), and (j) and 1008.37(4), F.S

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

N/A This section is required for secondary schools, per Sections 1003.413(2)(g),(h), and (j) and 1008.37(4), F.S

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 This section is required for secondary schools, per Sections 1003.413(2)(g),(h), and (j) and 1008.37(4), F.S

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 This section is required for secondary schools, per Sections 1003.413(2)(g),(h), and (j) and 1008.37(4), F.S

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 implement a response to intervention support system that fluidly meets the needs of all teachers and students, then academic achievement will increase and behavioral data will improve.

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 implement a response to intervention support system that fluidly meets the needs of all teachers and students, then academic achievement will increase and behavioral data will improve. 1a

G068834

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	75.0

Resources Available to Support the Goal 2

- SIPPS program (K-2)
- Academic Coach
- Intervention Teacher
- Weekly PLC time included in master schedule
- Ready Read/Ready Write (2-5)
- Parental Support
- School-based Professional Development
- BrainPop
- IXL Computer website
- AIMS materials K-5

Targeted Barriers to Achieving the Goal 3

- Currently, we lack a data-driven intervention system that tracks students' response to intervention and modifies interventions as needed to meet students' needs.

Plan to Monitor Progress Toward G1. 8

Volusia Literacy Test, Volusia Math Test, and Volusia Science test Scores will be monitored throughout the school year

Person Responsible
Rachel Hazel

Schedule
Quarterly, from 10/1/2015 to 6/7/2016

Evidence of Completion
VMT, VST, and VLT scores will improve.

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 implement a response to intervention support system that fluidly meets the needs of all teachers and students, then academic achievement will increase and behavioral data will improve. 1

🔍 G068834

G1.B1 Currently, we lack a data-driven intervention system that tracks students' response to intervention and modifies interventions as needed to meet students' needs. 2

🔍 B178918

G1.B1.S1 Spruce Creek Elementary School will develop a system based on best practices that provides and monitors interventions. 4

🔍 S190272

Strategy Rationale

Effective intervention practices will address academic achievement and behavioral concerns.

Action Step 1 5

Spruce Creek Elementary will plan to deliver school-based professional development on the implementation of interventions. Teachers will learn high impact strategies (effect-size) and implement them when providing interventions.

Person Responsible

Rachel Hazel

Schedule

Monthly, from 9/21/2015 to 6/7/2016

Evidence of Completion

walk-through data, monthly teacher surveys

Action Step 2 5

Create an inventory of available resources.

Person Responsible

Monica Campbell

Schedule

Annually, from 8/18/2015 to 6/7/2016

Evidence of Completion

A list of available resources to use for interventions and their location on the school campus.

Action Step 3 5

Administration and the academic coach will identify teachers who are implementing interventions that use high impact strategies and plan for time for teachers to observe these strategies. They will talk with administrators at other local elementary schools to identify model classrooms and give time for teachers to travel to those schools to observe teaching practices.

Person Responsible

Rachel Hazel

Schedule

Quarterly, from 8/18/2015 to 6/7/2016

Evidence of Completion

Schedules and logs of classroom visits

Action Step 4 5

The guidance counselor and school psychologist will assist teachers in monitoring the effectiveness of interventions. Universal intervention logs will be used by grade each grade level. The psychologist and counselor will be available every Wednesday to support teachers and discuss individual students.

Person Responsible

Tina Howard

Schedule

Weekly, from 9/2/2015 to 6/7/2016

Evidence of Completion

Intervention logs

Action Step 5 `5`

A group of teachers will visit the Ron Clark Academy in Atlanta to observe interventions in action and then develop a plan to disseminate the information to all of the faculty.

Person Responsible

Rachel Hazel

Schedule

On 4/1/2016

Evidence of Completion

Faculty meeting agenda

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

Administrative Walk-Throughs

Person Responsible

Rachel Hazel

Schedule

Monthly, from 9/21/2015 to 6/7/2016

Evidence of Completion

Walk-through logs and data

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

Volusia Literacy Test , Volusia Math Test, and Volusia Science test Scores

Person Responsible

Rachel Hazel

Schedule

Quarterly, from 10/1/2015 to 6/7/2016

Evidence of Completion

VLT, VMT, and VST scores will be analyzed and discussed at quarterly data chats, PLC meetings, and faculty meeting. Scores will be used to plan further interventions and identify struggling students.

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

Volusia Literacy Test Scores

Person Responsible

Rachel Hazel

Schedule

Quarterly, from 10/1/2015 to 6/7/2016

Evidence of Completion

Data will be analyzed and shared at quarterly data chats and at faculty meetings.

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	Spruce Creek Elementary will plan to deliver school-based professional development on the implementation of interventions. Teachers will learn high impact strategies (effect-size) and implement them when providing interventions.	Hazel, Rachel	9/21/2015	walk-through data, monthly teacher surveys	6/7/2016 monthly
G1.B1.S1.A2	Create an inventory of available resources.	Campbell, Monica	8/18/2015	A list of available resources to use for interventions and their location on the school campus.	6/7/2016 annually
G1.B1.S1.A3	Administration and the academic coach will identify teachers who are implementing interventions that use high impact strategies and plan for time for teachers to observe these strategies. They will talk with administrators at other local elementary schools to identify model classrooms and give time for teachers to travel to those schools to observe teaching practices.	Hazel, Rachel	8/18/2015	Schedules and logs of classroom visits	6/7/2016 quarterly
G1.B1.S1.A4	The guidance counselor and school psychologist will assist teachers in monitoring the effectiveness of interventions. Universal intervention logs will be used by grade each grade level. The psychologist and counselor will be available every Wednesday to support teachers and discuss individual students.	Howard, Tina	9/2/2015	Intervention logs	6/7/2016 weekly
G1.B1.S1.A5	A group of teachers will visit the Ron Clark Academy in Atlanta to observe interventions in action and then develop a plan to disseminate the information to all of the faculty.	Hazel, Rachel	2/1/2016	Faculty meeting agenda	4/1/2016 one-time
G1.MA1	Volusia Literacy Test, Volusia Math Test, and Volusia Science test Scores will be monitored throughout the school year	Hazel, Rachel	10/1/2015	VMT, VST, and VLT scores will improve.	6/7/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Volusia Literacy Test Scores	Hazel, Rachel	10/1/2015	Data will be analyzed and shared at quarterly data chats and at faculty meetings.	6/7/2016 quarterly
G1.B1.S1.MA1	Administrative Walk-Throughs	Hazel, Rachel	9/21/2015	Walk-through logs and data	6/7/2016 monthly
G1.B1.S1.MA3	Volusia Literacy Test , Volusia Math Test, and Volusia Science test Scores	Hazel, Rachel	10/1/2015	VLT, VMT, and VST scores will be analyzed and discussed at quarterly data chats, PLC meetings, and faculty meeting. Scores will be used to plan further interventions and identify struggling students.	6/7/2016 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 implement a response to intervention support system that fluidly meets the needs of all teachers and students, then academic achievement will increase and behavioral data will improve.

G1.B1 Currently, we lack a data-driven intervention system that tracks students' response to intervention and modifies interventions as needed to meet students' needs.

G1.B1.S1 Spruce Creek Elementary School will develop a system based on best practices that provides and monitors interventions.

PD Opportunity 1

Spruce Creek Elementary will plan to deliver school-based professional development on the implementation of interventions. Teachers will learn high impact strategies (effect-size) and implement them when providing interventions.

Facilitator

School Leadership Team

Participants

All faculty

Schedule

Monthly, from 9/21/2015 to 6/7/2016

PD Opportunity 2

A group of teachers will visit the Ron Clark Academy in Atlanta to observe interventions in action and then develop a plan to disseminate the information to all of the faculty.

Facilitator

Rachel Hazel

Participants

Visiting teachers, faculty

Schedule

On 4/1/2016

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	Spruce Creek Elementary will plan to deliver school-based professional development on the implementation of interventions. Teachers will learn high impact strategies (effect-size) and implement them when providing interventions.	$0.00
2	G1.B1.S1.A2	Create an inventory of available resources.	$0.00
3	G1.B1.S1.A3	Administration and the academic coach will identify teachers who are implementing interventions that use high impact strategies and plan for time for teachers to observe these strategies. They will talk with administrators at other local elementary schools to identify model classrooms and give time for teachers to travel to those schools to observe teaching practices.	$0.00
4	G1.B1.S1.A4	The guidance counselor and school psychologist will assist teachers in monitoring the effectiveness of interventions. Universal intervention logs will be used by grade each grade level. The psychologist and counselor will be available every Wednesday to support teachers and discuss individual students.	$0.00
5	G1.B1.S1.A5	A group of teachers will visit the Ron Clark Academy in Atlanta to observe interventions in action and then develop a plan to disseminate the information to all of the faculty.	$1,436.00

Function	Object	Budget Focus	Funding Source	FTE	2015-16
		4531 - Spruce Creek Elementary School	School Improvement Funds		$1,436.00
				Total:	$1,436.00