

Volusia County Schools

Volusia Pines Elementary School



2015-16 School Improvement Plan

Volusia Pines Elementary School

500 E KICKLIGHTER RD, Lake Helen, FL 32744

<http://myvolusiaschools.org/school/volusiapines/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	79%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	43%

School Grades History

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

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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 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

The mission of Volusia Pines Elementary is to ensure success for our students, through the collaborating efforts of all. Our school is committed to providing a safe and supportive environment where teachers provide rigorous instructions and high expectations that makes a positive impact on student's performance.

Provide the school's vision statement

The vision of Volusia Pines Elementary is to provide an environment where staff, parents and community will work together to inspire all students to master academic and life skills.

School Environment

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

Yearly school induction of Meet the Teacher is held. The first week the teachers work through coordinated ice-breaking activities designed to learn about their students and establish a rapport in their classrooms. All students participate in an induction of campus procedures and policies and begin to establish relationships in their new classrooms with their teachers.

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

The school based Behavior Leadership Team/Positive Behavior Support Team develops processes and procedures intended for all students and staff, in all settings and across campus which promote positive behavior and build a school community based upon safety and responsibility. School leadership and select teachers provide effective monitoring of the campus throughout the day. Through this visibility, the students have access to adults to express any concerns. The school counselor conducts student groups on topics determined by data analysis including incidences requiring immediate intervention. The school counselor also involves district student services personnel to assist with student groups and to sponsor family events.

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

The processes and procedures of the school-based Behavior Leadership Team/Positive Behavior Support Team are based upon school behavioral data and are implicitly taught and reinforced throughout the year. The membership of the Behavioral Leadership Team is inclusive of all areas (ie: core instruction, school-way café, administration, and special areas) and is supported by Student Services personnel who help to design targeted supports when need is indicated by school data. Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to instruction.

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

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

- *Student Mentoring Program
- *Crisis Training Program
- *Suicide Prevention Program
- *Bullying Program

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

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

The school regularly (ie: at least quarterly) accesses the early warning system, which is a specialized report available to all schools. The indicators are as follows:

- * Unweighted GPA (at risk if below 2.0)
- * Over age for grade
- * Office Discipline Referrals (at risk if 2 or more)
- * Attendance below 90%, regardless of whether absence is excused or due to out-of-school suspensions
- * Year to date suspensions (at risk if 1 or more)
- * Number of prior retentions (at risk if 1 or more)
- * Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report.

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		
BL Attendance below 90 percent		
QTR 1 Attendance below 90 percent		
QTR 2 Attendance below 90 percent		
QTR 3 Attendance below 90 percent		
QTR 4 Attendance below 90 percent		
BL One or more suspensions		
QTR 1 One or more suspensions		
QTR 2 One or more suspensions		
QTR 3 One or more suspensions		
QTR 4 One or more suspensions		
BL Level 1 on statewide assessment		
QTR 1 Level 1 on statewide assessment		
QTR 2 Level 1 on statewide assessment		
QTR 3 Level 1 on statewide assessment		
QTR 4 Level 1 on statewide assessment		
BL Over age		
QTR 1 Over age		
QTR 2 Over age		
QTR 3 Over age		
QTR 4 Over age		

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g, attendance below 90%, patterns of office discipline referrals, and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidenced-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues (e.g., office discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports

Regular review of the Early Warning System report enables the school team to determine if

interventions are successful in addressing areas of concern (i.e., if numbers are not increasing). For students, exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

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/187543>.

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 by holding such events as Math and Science Night, Meet the Teacher, Open House, Donuts with Dads, PTA events of Winter Craft Night and Spring Carnival, Movie Night, and student recognition ceremonies.

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
Gordon, Julie	Principal
Hay, Shannon	Assistant Principal
Sullo, Carol	Instructional Coach
Lewitt, Jodi	Other
Wiggins, Sheri	Other
Smith, Sarah	Guidance Counselor
Blaskowski, Kara	Teacher, K-12
Chywski, Genny	
Dunn, Mark	Teacher, K-12
Hannah, Lindsey	Teacher, K-12
Ramsey, Leann	Teacher, K-12
Ruth, Randy	Teacher, K-12
Tyndal, Karen	Teacher, ESE

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, EWS, Professional Learning Communities, and Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the School-Based Leadership Team is representatives of other teams (EWS, PLC, LLT) and serves as a liaison between the SBLT and their respective team. For example, the Instructional Coach will work along with the intervention teachers to work through PLCs to provide teacher instructional support, professional development, and guide response to data, including the coordination of tiered academic interventions.

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

Personnel: The school has a leadership team consisting of the principal, principal intern, academic coach, guidance counselor, and intervention teachers. 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. The leadership Team meets with the grade levels on bi-monthly PLC meetings to collaborate on curriculum planning and sharing of instructional strategies. Our district and our school are both committed to meeting the needs of our students and maximizing our student's achievement.

Curricular: Our teachers will continue to implement the new Florida Standards this year. They will be

supported by both our district and the academic coach. All teachers have the support of our instructional leadership team.

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

School leadership and SAC meets monthly.

Problem Solving Activities:

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. The plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The School Improvement Plan is based on a strategic analysis of data, and identified resources (as identified by the leadership team and are matched to the needs of the students/schools.

School Improvement funds will be used for providing teachers extended before/after school time to meet in PLCs for planning and data analysis, as well as professional development opportunities and procuring technology for classroom use.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Foster, Joanne	Education Support Employee
Gordon, Julie	Principal
Sullo, Carol	Teacher
Cavanaugh, Amanda	Parent
Moore, Nancy	Parent
Stanger, Emily	Parent
Campbell, Pemter	Parent
Dilligard, Jeannine	Teacher
Edwards, Stephanie	Parent
Esteves, Christopher	Parent
Fuller, Katie	Parent
Hay, Shannon	Teacher
Hedges, Shawnee	Parent
O'Daniel, Nicole	Teacher
Pasley-Pope, Bridgette	Parent
Romero, Corey	Parent
Smiley, Tabatha	Parent
Smith, Alysha	Parent
Smith, Sarah	Teacher
York, Amy	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

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

Development of this school improvement plan

Volusia Pines Elementary SAC reviews and assists with monitoring school-wide data and provides input on priorities, goals, and strategies throughout the school year.

Preparation of the school's annual budget and plan

The school's annual budget and plan is shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending, and progress indicators are shared monthly at the SAC meeting.

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

School Improvement funds they will be used for programs and/or materials for teachers to enhance their teaching within their classroom. The funds are based on requests submitted by faculty and staff for projects related to the school improvement goals. Each request is evaluated by the SAC and voted upon for approval.

The following School Improvement funds were utilized for:

- 2nd Grd Spelling dictionaries for grade level 180.00
- KG Grd Sit Spots 211.95
- Kdg Maldonado White Boards 98.98
- Kdg Asma Lakeshore games (Math Centers) 106.28
- Kdg Grd Headphones for Waterford PC & Tablet (10) 244.39
- 1st Grd Sit Spots 370.15
- Perkins Body Listening Posters 90.00
- Sullo Thinking Maps Posters 240.00

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
Gordon, Julie	Principal
Hay, Shannon	Assistant Principal
Sullo, Carol	Instructional Coach
Wiggins, Sheri	Other
Lewitt, Jodi	Other
Martin, Helene	Instructional Media
Blaskowski, Kara	Teacher, K-12
Chywski, Genny	Teacher, K-12
Dunn, Mark	Teacher, K-12
Hannah, Lindsey	Teacher, K-12
Ramsey, Leann	Teacher, K-12
Ruth, Randy	Teacher, K-12
Tyndal, Karen	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The school based Literacy Leadership Team (LLT) identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. the LLT member responsibilities include: attending all meetings to review data, share literacy strategies at PLC, assist with development of classroom implementation strategies, and supervise and support the school-wide writing initiative and implementation of Florida Standards.

The School-wide Literacy initiative's main focus is to support reading and writing in every classroom and in every subject area. The LLT members will be responsible for introducing strategies to the grade levels through work in the PLCs.

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. These would be offered during school and after school to encourage parent involvement. This year we will sponsor two Scholastic book fairs, one in September and the other the week of our Spring Carnival in May.

At Volusia Pines we will ensure the following will occur:

- Provide tutoring during school for those students that are in the lower quartile to ensure learning gains.
- Provide professional development of Florida Standards in reading.
- Provide grades 3-5 training and resources in Write From the Beginning, Response to Literature writing program that supports the Florida Standards instruction through literature.

Public and Collaborative Teaching

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

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

Common planning, Professional Learning Communities (PLC), and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

Common planning allows teachers to participate in bi-monthly PLC to regularly review formative assessment data, plan for, and adjust their instruction accordingly. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem Solving Team

(PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices.

Additionally, grade level meetings are held monthly to allow interdisciplinary collaboration in addressing specific academic and behavioral concerns across the content areas. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of the 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. Instructional reviews, combined with administrative walk throughs, provide leadership with data to identify areas in which follow up coaching is needed. The leadership team meets weekly to talk about what trends are being seen in the classrooms. This process provides opportunities to identify exemplary teachers for the purpose of allowing class visits from peers.

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

Leadership Opportunities-Julie Gordon and Shannon Hay

Professional Development-School based leadership team

PLC Activities-Instructional Leaders, Carol Sullo, Jodi Lewitt, and Sheri Wiggins

Celebrations/Teacher Recognition-Julie Gordon and Shannon Hay

New Teacher Programs such as individualized PD, PAR teacher, and peer classroom visitations- Julie Gordon, Shannon Hay, Carol Sullo

Participation in District Job Fair and Recruitment Activities- Julie Gordon and Shannon Hay

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

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, school based veteran teachers are paired with the new/beginning teachers as well as those hired last year to provide mentoring throughout the school year.

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 elementary school programs meet or exceed state requirements. The district provides curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Teams of teachers known as Cadres attended, a district held planning session this summer to develop rigorous lessons. Additionally, teacher teams create formative and summative assessments to monitor student achievement. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

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

Instructional Strategies

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

Common planning and PLCs allow teachers to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention time. Intervention teachers in math and literacy will provide targeted, intensive remediation during the day as well as receiving after school tutoring in the content areas that they are weak in as determined by assessment data. During PLCs the teams make recommendations for students to be reviewed and assisted by the school's EWS and PST. During grade level meetings and during quarterly data chats with the administration, student data is reviewed and academic and behavioral concerns are addressed. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

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

Strategy: After School Program

Minutes added to school year: 480

Title I Tutoring Program targeting those students in grades 3-5 who have scored a level 1 in math or reading FCAT. Students receive tutoring twice a week for one hour each time.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation in either math or reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gordon, Julie, jcgordon@volusia.k12.fl.us

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

The program I-Ready will track the students progress. Based on the data received the program can be adjusted to meet the students needs. Data will be analyzed at the beginning, every two weeks, and at the end of the program.

Strategy: Summer Program

Minutes added to school year: 6,720

CSI Summer Program for students who need enrichment and those student who need core academic instruction in third grade will attend Reading Camp.

Strategy Rationale

CSI is to enrich students to strengthen the learning in reading and science during the summer.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gordon, Julie, jcgordon@volusia.k12.fl.us

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

CSI pre and post assessments.

Strategy: After School Program

Minutes added to school year: 2,880

Students will be given the opportunity to participate in after school clubs in both the fall and winter. The clubs include academic, musical, and physical fitness style clubs.

Strategy Rationale

After school clubs provide students with enrichment activities that will not only enrich, but motivate students to have improved attendance.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gordon, Julie, jcgordon@volusia.k12.fl.us

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

Attendance records and district assessments will be tracked of students who participate in after school clubs.

Strategy: Extended School Day

Minutes added to school year: 0

After school care offers enrichment activities for those students who are in this program. Students have homework assistance, time to read books, and work on the computers.

Strategy Rationale

Since the students will be at our school after hours, they can receive enrichment activities that will assist students in making achievement gains.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gordon, Julie, jcgordon@volusia.k12.fl.us

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

Students will be tracked on the Reading Counts program and on the various math programs used on the computer.

Strategy: After School Program

Minutes added to school year: 0

Professional Learning Communities (PLC) meet for the purpose of data analysis and response, intervention planning, as well as for professional development for one hour.

Strategy Rationale

PLCs encourage teacher teams to engage in data analysis and problem-solving for the purpose of meeting students' academic needs as a team.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Gordon, Julie, jcgordon@volusia.k12.fl.us

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

Progress monitoring data, including district and classroom assessments is used to determine the success of individual students, as well as the effectiveness of this strategy.

Student Transition and Readiness

PreK-12 Transition

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

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

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

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

College and Career Readiness

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

n/a

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

n/a

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

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

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:

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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 all teachers will provide multiple, differentiated levels of intensity in their instructional delivery to students, based on student need, then student achievement across the curriculum will increase.

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 all teachers will provide multiple, differentiated levels of intensity in their instructional delivery to students, based on student need, then student achievement across the curriculum will increase. **1a**

G068835

Targets Supported **1b**

Indicator	Annual Target
ELA Achievement District Assessment	45.0
Math Achievement District Assessment	58.0
FCAT 2.0 Science Proficiency	52.0

Resources Available to Support the Goal **2**

- The district has an approved K-12 Comprehensive Research based Reading Plan (150 minute block)
- Ready Reading and Writing
- Waterford K-2
- Reading Counts/SRI
- SIPPS K-3
- Assisted Technology(I-Pads, I-Touches, Computer lab, Document Cameras, Mobi, Voice enhancement)
- Academic Coach
- Title I Tutoring-STAR and Subs as Tutors
- Teacher Leaders
- Early Reading Intervention (EIR) for self contained ESE
- Number Talks
- Cadre Leadership Team
- Intervention Teachers
- Math Discourse
- Success Maker
- Raz Kids (A to Z)
- LLI
- Mentors
- Differentiation Lesson Planning Resources

Targeted Barriers to Achieving the Goal **3**

- Teachers lack multiple levels of differentiation

Plan to Monitor Progress Toward G1. 8

Student achievement will be used to monitor the success towards the goal. We will use Eduphoria, SRI, and FAIR-FS, formative assessments, Rtl data, Instructional Growth Plans, and instructional staff input.

Person Responsible

Julie Gordon

Schedule

Biweekly, from 9/21/2015 to 6/1/2016

Evidence of Completion

Eduphoria reports, PST 4 data, Instructional Growth Plans, PLC Minutes, and data chat minutes.

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 all teachers will provide multiple, differentiated levels of intensity in their instructional delivery to students, based on student need, then student achievement across the curriculum will increase. **1**

 G068835

G1.B4 Teachers lack multiple levels of differentiation **2**

 B178927

G1.B4.S3 Provide resources and support for engaging and differentiated levels of instruction. **4**

 S190281

Strategy Rationale

If teachers have the resources and support, it will be easier for them to engage and differentiate within the classroom.

Action Step 1 **5**

Arrange a meeting with Instructional Leaders and Leadership Team to review shared vision and goals for upcoming year including a focus on differentiation.

Person Responsible

Julie Gordon

Schedule

On 8/17/2015

Evidence of Completion

Accepting Outlook calendar invite agenda, minutes and sign-in sheet

Action Step 2 5

PD on implementation of Ready Writing and how to differentiate according to learners' needs.

Person Responsible

Julie Gordon

Schedule

On 9/2/2015

Evidence of Completion

Sign in sheet

Action Step 3 5

SuccessMaker and Waterford Implementation and Data Training so teachers can differentiate small group lessons based on SuccessMaker and Waterford Data.

Person Responsible

Julie Gordon

Schedule

On 11/6/2015

Evidence of Completion

SuccessMaker and Waterford Reports

Action Step 4 5

Follow up coaching on Ready Writing and differentiating the lessons within Ready Writing.

Person Responsible

Carol Sullo

Schedule

Weekly, from 9/14/2015 to 6/1/2016

Evidence of Completion

Glows and Grows, Coaching Agenda, Coaching Forms

Action Step 5 5

Professional Development Day Overview of School Wide Data that will illustrate the need for differentiation across the curriculum.

Person Responsible

Julie Gordon

Schedule

On 9/21/2015

Evidence of Completion

Agenda, minutes, and sign in sheet

Action Step 6 5

Professional Development Day –Drilling Deeper into Data by Grade Level to pinpoint the standards each grade level will need to focus their differentiation.

Person Responsible

Julie Gordon

Schedule

On 9/21/2015

Evidence of Completion

Agenda, Minutes, Sign In Sheet, and Instructional Growth Chart for each grade level

Action Step 7 5

Learning Walk with District Coaches to focus on engagement in the ELA block.

Person Responsible

Carol Sullo

Schedule

On 10/2/2015

Evidence of Completion

Minutes, Agenda, Feedback

Action Step 8 5

Ready Reading Training and how to differentiate according to learners' needs.

Person Responsible

Julie Gordon

Schedule

On 10/21/2015

Evidence of Completion

Sign-in sheet

Action Step 9 5

Number Talks and how to differentiate through the use of Number Talks

Person Responsible

Julie Gordon

Schedule

On 11/18/2015

Evidence of Completion

Sign-in sheet

Action Step 10 5

Math Discourse and how to differentiate through the use of classroom discussion.

Person Responsible

Julie Gordon

Schedule

On 12/2/2015

Evidence of Completion

Sign-in sheet

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Walk-Throughs and Coaching providing specific feedback

Person Responsible

Julie Gordon

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Glows and Grows and for Administration the use of VSET

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Teacher Data Chats

Person Responsible

Julie Gordon

Schedule

Quarterly, from 10/12/2015 to 5/16/2016

Evidence of Completion

Data sheets containing data on all students.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Ready Writing and Ready Reading Support with Curriculum Associates Specialists

Person Responsible

Julie Gordon

Schedule

Monthly, from 9/22/2015 to 6/1/2016

Evidence of Completion

Feedback and grade level minutes

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Walk-Through and Coaching providing specific feedback.

Person Responsible

Julie Gordon

Schedule

Daily, from 9/8/2015 to 6/1/2016

Evidence of Completion

Glows and Grows and for Administration the use of VSET

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Assigned Leadership Team members will attend, provide data, and assist with tracking during PLC meetings.

Person Responsible

Julie Gordon

Schedule

Biweekly, from 9/21/2015 to 5/9/2016

Evidence of Completion

Agenda and Minutes from Grade Level PLC

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Ready Writing and Ready Reading Curriculum Associates Specialists

Person Responsible

Carol Sullo

Schedule

Monthly, from 10/12/2015 to 6/1/2016

Evidence of Completion

Feedback and grade level minutes

Appendix 1: Implementation Timeline

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

Volusia - 6871 - Volusia Pines Elementary School - 2015-16 SIP
Volusia Pines Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S3.A1	Arrange a meeting with Instructional Leaders and Leadership Team to review shared vision and goals for upcoming year including a focus on differentiation.	Gordon, Julie	8/17/2015	Accepting Outlook calendar invite agenda, minutes and sign-in sheet	8/17/2015 one-time
G1.B4.S3.A2	PD on implementation of Ready Writing and how to differentiate according to learners' needs.	Gordon, Julie	9/2/2015	Sign in sheet	9/2/2015 one-time
G1.B4.S3.A3	SuccessMaker and Waterford Implementation and Data Training so teachers can differentiate small group lessons based on SuccessMaker and Waterford Data.	Gordon, Julie	9/7/2015	SuccessMaker and Waterford Reports	11/6/2015 one-time
G1.B4.S3.A4	Follow up coaching on Ready Writing and differentiating the lessons within Ready Writing.	Sullo, Carol	9/14/2015	Glows and Grows, Coaching Agenda, Coaching Forms	6/1/2016 weekly
G1.B4.S3.A5	Professional Development Day Overview of School Wide Data that will illustrate the need for differentiation across the curriculum.	Gordon, Julie	9/21/2015	Agenda, minutes, and sign in sheet	9/21/2015 one-time
G1.B4.S3.A6	Professional Development Day –Drilling Deeper into Data by Grade Level to pinpoint the standard/s each grade level will need to focus their differentiation.	Gordon, Julie	9/21/2015	Agenda, Minutes, Sign In Sheet, and Instructional Growth Chart for each grade level	9/21/2015 one-time
G1.B4.S3.A7	Learning Walk with District Coaches to focus on engagement in the ELA block.	Sullo, Carol	10/2/2015	Minutes, Agenda, Feedback	10/2/2015 one-time
G1.B4.S3.A8	Ready Reading Training and how to differentiate according to learners' needs.	Gordon, Julie	10/21/2015	Sign-in sheet	10/21/2015 one-time
G1.B4.S3.A9	Number Talks and how to differentiate through the use of Number Talks	Gordon, Julie	11/18/2015	Sign-in sheet	11/18/2015 one-time
G1.B4.S3.A10	Math Discourse and how to differentiate through the use of classroom discussion.	Gordon, Julie	12/2/2015	Sign-in sheet	12/2/2015 one-time
G1.MA1	Student achievement will be used to monitor the success towards the goal. We will use Eduphoria, SRI, and FAIR-FS, formative assessments, RtI data, Instructional Growth Plans, and instructional staff input.	Gordon, Julie	9/21/2015	Eduphoria reports, PST 4 data, Instructional Growth Plans, PLC Minutes, and data chat minutes.	6/1/2016 biweekly
G1.B4.S3.MA1	Walk-Through and Coaching providing specific feedback.	Gordon, Julie	9/8/2015	Glows and Grows and for Administration the use of VSET	6/1/2016 daily
G1.B4.S3.MA4	Assigned Leadership Team members will attend, provide data, and assist with tracking during PLC meetings.	Gordon, Julie	9/21/2015	Agenda and Minutes from Grade Level PLC	5/9/2016 biweekly
G1.B4.S3.MA6	Ready Writing and Ready Reading Curriculum Associates Specialists	Sullo, Carol	10/12/2015	Feedback and grade level minutes	6/1/2016 monthly
G1.B4.S3.MA1	Walk-Throughs and Coaching providing specific feedback	Gordon, Julie	9/8/2015	Glows and Grows and for Administration the use of VSET	6/1/2016 weekly
G1.B4.S3.MA2	Teacher Data Chats	Gordon, Julie	10/12/2015	Data sheets containing data on all students.	5/16/2016 quarterly
G1.B4.S3.MA5	Ready Writing and Ready Reading Support with Curriculum Associates Specialists	Gordon, Julie	9/22/2015	Feedback and grade level minutes	6/1/2016 monthly

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 all teachers will provide multiple, differentiated levels of intensity in their instructional delivery to students, based on student need, then student achievement across the curriculum will increase.

G1.B4 Teachers lack multiple levels of differentiation

G1.B4.S3 Provide resources and support for engaging and differentiated levels of instruction.

PD Opportunity 1

PD on implementation of Ready Writing and how to differentiate according to learners' needs.

Facilitator

April Imperio

Participants

All teachers grades 2-5 and ESE

Schedule

On 9/2/2015

PD Opportunity 2

SuccessMaker and Waterford Implementation and Data Training so teachers can differentiate small group lessons based on SuccessMaker and Waterford Data.

Facilitator

Title I department

Participants

K-5 teachers

Schedule

On 11/6/2015

PD Opportunity 3

Professional Development Day Overview of School Wide Data that will illustrate the need for differentiation across the curriculum.

Facilitator

Julie Gordon and Shannon Hay

Participants

All Teachers

Schedule

On 9/21/2015

PD Opportunity 4

Professional Development Day –Drilling Deeper into Data by Grade Level to pinpoint the standard/s each grade level will need to focus their differentiation.

Facilitator

Carol Sullo

Participants

All teachers

Schedule

On 9/21/2015

PD Opportunity 5

Ready Reading Training and how to differentiate according to learners' needs.

Facilitator

Paige Jerome

Participants

All teachers grades 2-5

Schedule

On 10/21/2015

PD Opportunity 6

Number Talks and how to differentiate through the use of Number Talks

Facilitator

Toni Chippea

Participants

All K-5 classroom teachers

Schedule

On 11/18/2015

PD Opportunity 7

Math Discourse and how to differentiate through the use of classroom discussion.

Facilitator

Carol Sullo

Participants

All teachers

Schedule

On 12/2/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B4.S3.A1	Arrange a meeting with Instructional Leaders and Leadership Team to review shared vision and goals for upcoming year including a focus on differentiation.				\$0.00
2	G1.B4.S3.A10	Math Discourse and how to differentiate through the use of classroom discussion.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3240		6871 - Volusia Pines Elementary School	Title I Part A		\$3,000.00
3	G1.B4.S3.A2	PD on implementation of Ready Writing and how to differentiate according to learners' needs.				\$0.00
4	G1.B4.S3.A3	SuccessMaker and Waterford Implementation and Data Training so teachers can differentiate small group lessons based on SuccessMaker and Waterford Data.				\$0.00
5	G1.B4.S3.A4	Follow up coaching on Ready Writing and differentiating the lessons within Ready Writing.				\$61,280.23
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3240		6871 - Volusia Pines Elementary School	Title I Part A		\$61,280.23
6	G1.B4.S3.A5	Professional Development Day Overview of School Wide Data that will illustrate the need for differentiation across the curriculum.				\$0.00
7	G1.B4.S3.A6	Professional Development Day –Drilling Deeper into Data by Grade Level to pinpoint the standard/s each grade level will need to focus their differentiation.				\$0.00
8	G1.B4.S3.A7	Learning Walk with District Coaches to focus on engagement in the ELA block.				\$0.00
9	G1.B4.S3.A8	Ready Reading Training and how to differentiate according to learners' needs.				\$0.00
10	G1.B4.S3.A9	Number Talks and how to differentiate through the use of Number Talks				\$0.00
					Total:	\$64,280.23