

Volusia County Schools

# Spirit Elementary School



2015-16 School Improvement Plan

## Spirit Elementary School

1500 MEADOWLARK DR, Deltona, FL 32725

<http://myvolusiaschools.org/school/spirit/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	54%

### 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>.

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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	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

We will stimulate the potential of ALL through high expectations and a positive SPIRIT of learning from which our students will emerge as responsible, productive citizens of tomorrow.

##### Provide the school's vision statement

Focus. Learn. Evolve. Become.

#### School Environment

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

Within the classroom, teachers and students are working together to build a culture of respect and rapport. Spirit is currently implementing a program called OLWEUS (Bully Prevention Program). The following list contain some of the key concepts for teachers to create positive classroom management systems.

1. Positive Expectations of student. (Teachers give clear learning expectations.)
2. Caring Attitude. (Teacher projects an attitude of caring, involvement and respectful way towards students.)
3. Students have a potential for success. (Levels of expectations are attainable while still challenging to the students.)
4. Classroom Climate of cooperation. (Teacher sets expectation and provides opportunities for students to help each other and work in cooperative groups.)
5. Positive group identity. The class has the opportunity to get to know each other, have fun together and feel successful as a group.
6. Students know what to expect from the teacher. (Teacher mixes praise and positive reinforcers with setting limits, rules and enforcing consequences so students know what is expected of them and what to expect from the teacher.)
7. Students are given responsibilities in the classroom. (Students are given responsibilities or jobs that give them a sense of belonging like leading class meetings, helping other students, and etc.)
8. Each grade level is given a data day or half day to look through cumulative folders to learn more about their students.
9. Team building activities are built into grade level meetings, Professional Learning Communities, faculty meetings, professional development, and classrooms.
10. Hosting a multi cultural night for families.

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

The school-based Leadership Team and OLWEUS team develops processes and procedures intended for all students and staff, in all settings and across campus which promote positive behavior and builds a school community based upon safety and responsibility.

School Leadership Team has provide effective monitoring of the campus through the day. Through this visibility, the students have access to adults to express any concerns. Teachers are assigned areas of the school that experience a high volume of student interaction before school and after school. (For Example: Parent Pick-up loop, bus loop, front office areas and other such key locations.) Students are never to walk from one location to another alone.



**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 process and procedures of the school-based Leadership Team and OLWEUS Team are based upon school behavior data and are implicitly taught and reinforced throughout the year. Both teams are inclusive of all areas (i.e. core instruction, school-way café, ESE/ESOL and administration) and supports Student Services personnel who help to design targeted support when need as indicated by school data.

Instructional time is a priority and protected by the principal, which is evident by the school infrastructure regarding students and parent accountability for absences and tardies, non-essential announcements are delivered with minimal interruption to instruction and student misconduct is handled immediately with minimal interruption to instruction.

The OLWEUS team developed a plan of action steps for faculty and staff to follow to enforce school wide consistent disciplinary action.

**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:

1. Crisis Training Program
2. OLWEUS Bulling Program
3. Suicide Prevention 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 desegregate data to determine if individual students, classrooms, teachers, grade levels or school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student service personnel (i.e. school psychologists, school counselors and school social workers) provide direct and indirect evidence-based support to students identified through 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 (i.e. at least quarterly) access the early warning systems, which is a specialized report available to school, The indicators are as follows:

1. GPA ( at risk if below 2.0)
  2. Over age for grade
  3. Office Discipline Referrals (at risk if 2 or more)
  4. Attendance below 90%, regardless of whether absences is excused or due to out-of-school suspensions
  5. Number of prior retention (at risk if 1 or more)
  6. Level 1 score on the statewide, standardized assessment in English Language Arts of Mathematics
- Student with 3 or more of the aforementioned indicators are identified in the Early Warning Systems 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
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	
	0	0	0	0	0	0	
Referrals for Behavior Total 2014-15	27	22	26	16	15	32	138
1st Nine Weeks referrals	0	0	0	0	0	0	
2nd Nine Weeks referrals	0	0	0	0	0	0	
3rd Nine Weeks referrals	0	0	0	0	0	0	
4th Nine Weeks referrals	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
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?**

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/187395>.

### 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 partnership with the local community by holding such events as: PTA, Parent Math Night, Heritage Night, Donuts for Dads, Muffins for Moms, Spirit Nights at local businesses, School Website that contains current school information and Open House.

## 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
YOUNG, SHANNON	Principal
ALEMAR, KAREN	Guidance Counselor
MENDEZ, ELSIE	Assistant Principal
MARCUS, VALERIE	Instructional Coach
PATTERSON, DEBRA	Instructional Coach
SOTO, ROSEY	Teacher, K-12
WILTON, CORRINE	Instructional Coach
LUEBBERT, RACHEAL	Teacher, K-12
HULSMAN, SAMANTHA	Teacher, K-12
VAGANEK, VALERIE	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 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 Teams and Professional Learning Communities). 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 a representative of other teams (EWS, PLCs, Curriculum Cadres) and serves as a liaison between the SBLT and their respective team. For example, the Instructional Coaches 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, assistant principal and instructional coaches. This leadership team reviews student progress data, develops interventions 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 provided by our district and our school's leadership team. Departments meet with teachers weekly in PLC meetings to collaborate on curriculum planning and share instructional strategies. Our district and our school are both committed to meeting the needs of our students and maximizing our students' achievement.

Curricular: Our math and language arts teachers will be implementing the new Florida Standards this year. They will be supported by our district and our coaches. All teachers have the support of our instructional leadership team.

Methodology for coordinating and supplementing funds: Federal and state funds (Title 1, Title II, SAI

and FEFP) are allocated to schools by the district according to student needs as demonstrated by poverty level and student achievement performances. 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 meets weekly, and SAC meets monthly.

#### Problem solving Activities

The School Improvement Plan is data driven and focuses on school-based needs in specific content areas as well as specific student population. 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 strategic analysis of data, and identified resources (as identified by the leadership team and are matched to the needs of the the students and school.) The 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; procuring technology for classroom use, and implementing Lesson Study (providing substitute teachers for PLC members who come out of the classroom to participate).

Methodology for coordinating and supplementing funds: Federal and state funds (Title I, Title II, SAI, and FEFP) are allocated to schools b the district according to student need as demonstrated by poverty level and student achievement performance. District and school leadership teams works 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 Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
	Parent
Josette Purvis	Business/Community
Mariceli Segarra	Parent
Barbara Barfield	Business/Community
Corrine Wilton	Teacher
Racheal Luebbert	Teacher
Kelly Bebee	Parent
Shannon Young	Principal
Brenda Higgins	Parent
Seaera Minyard	Education Support Employee
Marc Kovas	Parent
Heather Smart	Parent

#### 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 results with the faculty, as well as the School Advisory Council, to receive input.

*Development of this school improvement plan*

The SAC reviews and assists with monitoring school-wide data and provides input on priorities, goal and strategies.

*Preparation of the school's annual budget and plan*

The school's annual budget and plan are 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 at monthly SAC meetings.

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

School improvement funds are allocated based on request submitted by faculty and staff for projects related to support of school improvement goals. Each request is evaluated by SAC and voted upon for approval.

1. Substitute coverage for Staff Development activities (i.e., Lesson Study)
2. Teacher classroom request
3. Grade Level request
4. Math Night
5. Technology support

***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
HINSON, JAMIE	Teacher, K-12
GEIER, ALICE	Teacher, K-12
TUFARIELLO, DARLENE	Teacher, K-12
HULSMAN, SAMANTHA	Teacher, K-12
WOODWARD, STACY	Teacher, ESE
GAETJENS, MICHELLE	Teacher, K-12
MENDEZ, ELSIE	Assistant Principal
ALEMAR, KAREN	Guidance Counselor
MARCUS, VALERIE	Instructional Coach
WILTON, CORRINE	Instructional Coach
PATTERSON, DEBRA	Instructional Coach
SOTO, ROSEY	Teacher, K-12
HALL, DANA	Teacher, K-12
KELLEHER, SUSAN	Teacher, K-12
DUOOS, BLAIR	Teacher, K-12

### 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 meets once a month after school for 60 minutes. The Principal provides an agenda and facilitates the meeting. LLT member responsibilities include: attending all meetings to review data, share literacy strategies presented with their PLC, assisting with development of classroom implementation strategies, and supervise and support the school wide initiatives and implementation of Florida Standards.

The School-wide Literacy initiative's main focus is to support Reading/Language Arts and Mathematics in every classroom. This year's focus will be to support for teachers as we continue our school-wide reading and mathematics initiatives. Each Instructional Coach is responsible for providing PD in the respective core areas. All other Literacy Council members will be responsible for introducing strategies to their departments through work in PLC's.

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. This year we will sponsor a Scholastic book fair, A Family Storybook Night, and Math Night. The LLT will also support District events through student projects and contests.

### 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 (PLCs), Lesson Study, Learning Walks, team building activities, 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-weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendation 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. PLC's also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Action plans created in PLC infrastructure also ensure that teachers have the structure and time to provide feedback on their Lesson Study experiences.

Lesson Study has been implemented in the mathematics and reading with two cycles completed in year one. This year, Lesson Study will expand to include teachers that would like to participate as a methodology to improve student achievement. The subject area will be determined by the Lesson Study team itself. The decision of the team will use historical data trends or current curriculum data to identify areas of greatest need. The area could be in reading, writing, science or mathematics.

Additionally, grade level meetings are held weekly to allow teachers to address various curriculum demands to promote a sense of shared responsibility.

The use of instructional coaches to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs while encouraging the collaborative process.

Instructional Reviews, combined with administrative walk throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meet weekly to talk about trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purpose of videotaping and/or allowing class visits from peers. The coaches work side by side with teachers to enhance instruction.

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

The strategies to recruit and retain highly qualified teachers are as follows:

1. Professional Development opportunities (School Based Leadership Team)
2. Encourage and support teacher collaboration (School Based Leadership Team)
3. Open-door policy for administrations (Administration)
4. Professional Learning Community Activities (PLCs)
5. Survey teachers individually and open survey (Administration)
6. Engaging activities to build sense of community within the school (School Based Leadership Team)
7. Lesson Studies (LLT)
8. New Teacher Program: District E3, Individualized Pd, mentors, peer classroom visits (Administration)
9. Professional Development (School-Based Leadership Teams)
10. Leadership Opportunities (Administration)
11. Participation in District Job and Recruitment Activities (Administration)

### **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 within each PLC provide mentoring as needed for any new/beginning teacher in that PLC. Monthly breakfasts are provided for all new/beginning teachers where veteran teachers share ideas such as Open House activities, Who's Who on Campus, etc. New teachers are provided with a padlet to ask questions as needed and veteran/mentor teachers can answer questions.

## **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***

Professional Development, Professional Learning Communities (PLCs), Lesson Study, and coaching cycles 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 allows teachers to participate in bi-weekly PLCs 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 period. Teachers, alongside academic coaches, create targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support from academic coaches, mentors and student tutors. When necessary, PLCs make recommendations for student to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem-Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of instructional reviews and academic coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs, Instructional Reviews, combined with administrative walk throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits. Instructional coaches work side by side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on campus.

***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: 1,800**

Intermediate S.T.A.R. tutoring

Students who

- Attend a Title 1 School
- Score Level 1 on FCAT Reading or Mathematics (program will extend to level 2 students if slots are available.

STAR Tutoring Program: Students and Tutors Achieving Results

- Tutoring provided by certified teachers employed by Volusia County
- Twice weekly, on-campus
- Tutor to student ration 1:2-4 for elementary
- Diagnostic Assessment
- Individual Learning Plan
- Monthly Progress reports to parents, classroom teachers and district
- Blended with access to on-line instruction
- Computer based program called i-Ready
- Students have approximately 20 to 30 minutes on computer and approximately 20-30 minutes with a tutor

**Strategy Rationale**

Provide additional support for students beyond the regular school day to assist with remediation on Florida Standards.

**Strategy Purpose(s)**

- Core Academic Instruction

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

SOTO, ROSEY, rasoto@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 from iReady is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

**Strategy: After School Program**

**Minutes added to school year: 1,800**

Primary tutoring

Students who

- Attend a Title 1 School
  - Students that were Administratively Assigned after the 2014-2015 school year
- k-2 Math and ELA Tutoring Program
- Tutoring provided by certified teachers employed by Volusia County
  - Twice weekly, on-campus, 10 sessions three times throughout the year
  - Tutor to student ration 1:2-4 for elementary
  - Diagnostic Assessment
  - Individual Learning Plan
  - Monthly Progress reports to parents, classroom teachers and district
  - Students have approximately 60 minutes with a tutor

**Strategy Rationale**

Provide additional support for students beyond the regular school day to assist with remediation on Florida Standards.

**Strategy Purpose(s)**

- Core Academic Instruction

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

WILTON, CORRINE, cawilton@volusia.k12.fl.us

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

The data of the Volusia Mathematics and Literacy Tests will determine the standards that students mastered and will then be used to determine the next round of instruction.

**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. Spirit provides separate activities for parents of incoming Kindergarten students such as their own

Open House Night. Out going 5th graders are given information about the school they will be attending. The parents are encouraged to discuss the transition to 6th grade with teacher supported information. The school sponsors career week for all students. Articulation meetings are held at the end of the year with our feeder middle schools to plan for our 5th graders entering middle schools.

### College and Career Readiness

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

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

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

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

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

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

##### Data Uploads

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

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

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

### Problem Analysis Summary

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If instructional staff and students utilize effective questioning and discussion techniques, then student growth will be evident in social emotional and academic content areas.

## 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 instructional staff and students utilize effective questioning and discussion techniques, then student growth will be evident in social emotional and academic content areas. 1a

G069082

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
FSA Mathematics - Achievement	40.0
FSA English Language Arts - Achievement	50.0

**Resources Available to Support the Goal** 2

- Write From the Beginnings: Narrative: Writing Program
- Thinking Maps Training across all grade levels
- ESE Resource Teachers
- Write From the Beginning Trainer in 4th grade
- Daily Grammar Lesson 1-5th grade
- Interactive Notebooks across curriculum (Reading, Mathematics and Science)
- District TOA support Reading, Writing and Mathematics
- Reading Intervention teacher grades 1-4
- Heritage Night with Families
- Mathematics Coaches for grades K-2 and 3-5
- Reading Coach
- Aims and Lakeshore Materials for Mathematics
- SIPPS for grades K-3
- Response To Literature Trainers (2)
- After-School Tutoring Program (STAR) for retained 3rd graders and Level 1/2 students for grades 4 and 5
- Computer Lab for grades 2-5
- IPADs, Computer carts, computer lab, IPODs, Mobi, Document Cameras, Voice Enhancement, Waterford
- Bring Your Own Technology Team (BYOT)
- Lesson Study
- Scheduled PLC meetings after school one hour
- Making Meaning 4th grade Response to Literature coming on-line (4th and 5th grade)
- 2 Math Coaches
- STAR Tutoring Program
- OLWEUS Bulling Prevention Program
- School Counselor

- Extended Day After-School Care Program
- Number Talks
- K-2 math and reading tutoring
- Leadership learned how to do a Learning Walk

#### **Targeted Barriers to Achieving the Goal** 3

- Lack of trust within staff relationships
- Lack of content knowledge

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

3b Questioning and Discussion and 2a Respect and Rapport are part of the Framework for Teaching which is intended to apply to all disciplines, K12. That is grounded in the simple fact that teaching, in whatever context, requires the same basic tasks, namely, knowing one's subject, establishing respect and rapport and developing questioning and discussion. The details of how each of those things is done, naturally, is high level and discipline specific, and requires expertise on the part of teachers. These set guidelines/rubric will be used to monitor the progress through out the year. Timeline is set by the district.

#### **Person Responsible**

SHANNON YOUNG

#### **Schedule**

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

#### **Evidence of Completion**

Learning Walk Data. Danielson Framework for teaching rubric (final evaluations). Students are meeting Florida State Standards learning targets. Increase in the number of students scoring 70% on interim assessments across the curriculum or the district average.

## 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 instructional staff and students utilize effective questioning and discussion techniques, then student growth will be evident in social emotional and academic content areas. **1**

 **G069082**

**G1.B18** Lack of trust within staff relationships **2**

 **B179541**

**G1.B18.S1** Build trusting stakeholder relationships **4**

 **S190853**

### Strategy Rationale

will allow for team collaboration in a cohesive environment

### Action Step 1 **5**

Creating a list of team building activities

#### Person Responsible

SHANNON YOUNG

#### Schedule

On 7/31/2015

#### Evidence of Completion

completed list of team building activities

## Action Step 2 5

Share team building vision with faculty and create school school based norms

**Person Responsible**

SHANNON YOUNG

**Schedule**

Daily, from 8/18/2015 to 8/18/2015

***Evidence of Completion***

agenda and activities

## Action Step 3 5

Monthly team building activities using various delivery methods

**Person Responsible**

SHANNON YOUNG

**Schedule**

Monthly, from 8/18/2015 to 6/6/2016

***Evidence of Completion***

PLC/faculty meetings/PDs and agendas

## Action Step 4 5

Students and teachers will identify their own strengths and weaknesses to seek out and provide assistance

**Person Responsible**

DEBRA PATTERSON

**Schedule**

On 9/2/2015

***Evidence of Completion***

DPP/coaching cycles/VSET/PLC observations/ student self assessment



### Action Step 5 5

New teacher/ second year teacher breakfast club

**Person Responsible**

SAMANTHA HULSMAN

**Schedule**

Monthly, from 9/17/2015 to 5/19/2016

***Evidence of Completion***

Agenda and sign in sheet

### Action Step 6 5

Cumulative Folder review/ data day with grade level

**Person Responsible**

VALERIE MARCUS

**Schedule**

On 9/18/2015

***Evidence of Completion***

Calendar; PLC minutes

### Plan to Monitor Fidelity of Implementation of G1.B18.S1 6

Checking for team building idea list creation

**Person Responsible**

SHANNON YOUNG

**Schedule**

On 7/23/2015

***Evidence of Completion***

email and list

**Plan to Monitor Fidelity of Implementation of G1.B18.S1** 6

Planning shared vision and norms

**Person Responsible**

SHANNON YOUNG

**Schedule**

On 7/23/2015

***Evidence of Completion***

email and meeting reminder

**Plan to Monitor Fidelity of Implementation of G1.B18.S1** 6

Collect monthly team building agendas

**Person Responsible**

SHANNON YOUNG

**Schedule**

Monthly, from 8/25/2015 to 6/6/2016

***Evidence of Completion***

PLC, grade level, and faculty agendas

**Plan to Monitor Fidelity of Implementation of G1.B18.S1** 6

Evaluation and Reflection of teacher strengths and weaknesses

**Person Responsible**

SHANNON YOUNG

**Schedule**

Quarterly, from 9/2/2015 to 11/1/2015

***Evidence of Completion***

self assessments, observations, PLC agenda, DPP reflection

**Plan to Monitor Effectiveness of Implementation of G1.B18.S1** 7

Effectiveness of team building

**Person Responsible**

SHANNON YOUNG


**Schedule**

Monthly, from 11/2/2015 to 6/6/2016


**Evidence of Completion**

school data profile and learning walks

**G1.B19** Lack of content knowledge 2

 B179542

**G1.B19.S1** To build knowledge of curriculum shifts 4

 S190854

**Strategy Rationale**

an increase in content knowledge will lead to student centered instruction

**Action Step 1** 5

Lay foundation for PLC with common language and expectations

**Person Responsible**

SHANNON YOUNG

**Schedule**

Weekly, from 8/25/2015 to 6/6/2016

**Evidence of Completion**

PLC agendas and minutes

## Action Step 2 5

Leadership meetings

**Person Responsible**

SHANNON YOUNG

**Schedule**

Biweekly, from 6/15/2015 to 6/6/2016

***Evidence of Completion***

minutes and agendas

## Action Step 3 5

Centering professional development around student centered instruction

**Person Responsible**

CORRINE WILTON

**Schedule**

Monthly, from 9/2/2015 to 4/6/2016

***Evidence of Completion***

agenda, classroom visits, learning walks, VSET

## Action Step 4 5

Number Talks and Ready Reading and Writing Training

**Person Responsible**

CORRINE WILTON

**Schedule**

On 9/21/2015

***Evidence of Completion***

professional development agenda

**Action Step 5** 5

Thinking Maps PD

**Person Responsible**

SHANNON YOUNG

**Schedule**

On 10/7/2015

***Evidence of Completion***

Professional Development Agenda

**Action Step 6** 5

Questioning and Discussion PD

**Person Responsible**

SHANNON YOUNG

**Schedule**

On 11/4/2015

***Evidence of Completion***

Professional Development Agenda

**Action Step 7** 5

Understanding the Coaching Role and Viewing last years data on current students

**Person Responsible**

VALERIE MARCUS

**Schedule**

On 9/2/2015

***Evidence of Completion***

Sign in sheet; agenda

**Action Step 8** 5

Provide Technology to Enhance Questioning and Discussion On-line

**Person Responsible**

SHANNON YOUNG

**Schedule**

On 6/23/2016

***Evidence of Completion***

lesson plans, walk-thrus

**Action Step 9** 5

Implement Tutoring for K-5 Students that Need Additional Interventions With Florida Standard Benchmarks

**Person Responsible**

CORRINE WILTON

**Schedule**

On 3/25/2016

***Evidence of Completion***

VMT , VLT, and FSA scores

**Action Step 10** 5

Math coaches will follow up and coach on Number Talks

**Person Responsible**

CORRINE WILTON

**Schedule**

Weekly, from 10/1/2015 to 5/27/2016

***Evidence of Completion***

Observations, debrief documents, learning walk data

**Plan to Monitor Fidelity of Implementation of G1.B19.S1** 6

Checking for team building idea list creation

**Person Responsible**

SHANNON YOUNG

**Schedule**

On 7/23/2015

***Evidence of Completion***

Email, list

**Plan to Monitor Fidelity of Implementation of G1.B19.S1** 6

Planning shared vision and norms

**Person Responsible**

SHANNON YOUNG

**Schedule**

On 7/23/2015

***Evidence of Completion***

email and meeting reminder

**Plan to Monitor Fidelity of Implementation of G1.B19.S1** 6

Collect monthly team building agendas

**Person Responsible**

SHANNON YOUNG

**Schedule**

Monthly, from 8/25/2015 to 6/6/2016

***Evidence of Completion***

PLC, grade level meetings, and faculty meeting agendas

**Plan to Monitor Fidelity of Implementation of G1.B19.S1** 6

Reflection of teacher strengths and weaknesses

**Person Responsible**

ELSIE MENDEZ

**Schedule**

Quarterly, from 10/22/2015 to 6/6/2016

**Evidence of Completion**

self assessments, observations, PLC agendas, DPP reflection

**Plan to Monitor Effectiveness of Implementation of G1.B19.S1** 7

effectiveness of team building

**Person Responsible**

SHANNON YOUNG

**Schedule**

Monthly, from 11/2/2015 to 6/6/2016

**Evidence of Completion**

school data profile and learning walks data

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B18.S1.A1	Creating a list of team building activities	YOUNG, SHANNON	7/31/2015	completed list of team building activities	7/31/2015 one-time
G1.B19.S1.A1	Lay foundation for PLC with common language and expectations	YOUNG, SHANNON	8/25/2015	PLC agendas and minutes	6/6/2016 weekly
G1.B18.S1.A2	Share team building vision with faculty and create school school based norms	YOUNG, SHANNON	8/18/2015	agenda and activities	8/18/2015 daily
G1.B19.S1.A2	Leadership meetings	YOUNG, SHANNON	6/15/2015	minutes and agendas	6/6/2016 biweekly
G1.B18.S1.A3	Monthly team building activities using various delivery methods	YOUNG, SHANNON	8/18/2015	PLC/faculty meetings/PDs and agendas	6/6/2016 monthly
G1.B19.S1.A3	Centering professional development around student centered instruction	WILTON, CORRINE	9/2/2015	agenda, classroom visits, learning walks, VSET	4/6/2016 monthly
G1.B18.S1.A4	Students and teachers will identify their own strengths and weaknesses to seek out and provide assistance	PATTERSON, DEBRA	9/2/2015	DPP/coaching cyles/VSET/PLC observations/ student self assessment	9/2/2015 one-time



**Volusia - 7871 - Spirit Elementary School - 2015-16 SIP**  
*Spirit Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B19.S1.A4	Number Talks and Ready Reading and Writing Training	WILTON, CORRINE	9/21/2015	professional development agenda	9/21/2015 one-time
G1.B18.S1.A5	New teacher/ second year teacher breakfast club	HULSMAN, SAMANTHA	9/17/2015	Agenda and sign in sheet	5/19/2016 monthly
G1.B19.S1.A5	Thinking Maps PD	YOUNG, SHANNON	10/7/2015	Professional Development Agenda	10/7/2015 one-time
G1.B18.S1.A6	Cumulative Folder review/ data day with grade level	MARCUS, VALERIE	9/2/2015	Calendar; PLC minutes	9/18/2015 one-time
G1.B19.S1.A6	Questioning and Discussion PD	YOUNG, SHANNON	11/4/2015	Professional Development Agenda	11/4/2015 one-time
G1.B19.S1.A7	Understanding the Coaching Role and Viewing last years data on current students	MARCUS, VALERIE	9/2/2015	Sign in sheet; agenda	9/2/2015 one-time
G1.B19.S1.A8	Provide Technology to Enhance Questioning and Discussion On-line	YOUNG, SHANNON	8/24/2015	lesson plans, walk-thrus	6/23/2016 one-time
G1.B19.S1.A9	Implement Tutoring for K-5 Students that Need Additional Interventions With Florida Standard Benchmarks	WILTON, CORRINE	9/28/2015	VMT , VLT, and FSA scores	3/25/2016 one-time
G1.B19.S1.A10	Math coaches will follow up and coach on Number Talks	WILTON, CORRINE	10/1/2015	Observations, debrief documents, learning walk data	5/27/2016 weekly
G1.MA1	3b Questioning and Discussion and 2a Respect and Rapport are part of the Framework for Teaching which is intended to apply to all disciplines, K12. That is grounded in the simple fact that teaching, in whatever context, requires the same basic tasks, namely, knowing one's subject, establishing respect and rapport and developing questioning and discussion. The details of how each of those things is done, naturally, is high level and discipline specific, and requires expertise on the part of teachers. These set guidelines/rubric will be used to monitor the progress through out the year. Timeline is set by the district.	YOUNG, SHANNON	8/18/2015	Learning Walk Data. Danielson Framework for teaching rubric (final evaluations). Students are meeting Florida State Standards learning targets. Increase in the number of students scoring 70% on interim assessments across the curriculum or the district average.	6/6/2016 quarterly
G1.B18.S1.MA1	Effectiveness of team building	YOUNG, SHANNON	11/2/2015	school data profile and learning walks	6/6/2016 monthly
G1.B18.S1.MA1	Checking for team building idea list creation	YOUNG, SHANNON	7/23/2015	email and list	7/23/2015 one-time
G1.B18.S1.MA2	Planning shared vision and norms	YOUNG, SHANNON	7/23/2015	email and meeting reminder	7/23/2015 one-time
G1.B18.S1.MA3	Collect monthly team building agendas	YOUNG, SHANNON	8/25/2015	PLC, grade level, and faculty agendas	6/6/2016 monthly
G1.B18.S1.MA4	Evaluation and Reflection of teacher strengths and weaknesses	YOUNG, SHANNON	9/2/2015	self assessments, observations, PLC agenda, DPP reflection	11/1/2015 quarterly
G1.B19.S1.MA1	effectiveness of team building	YOUNG, SHANNON	11/2/2015	school data profile and learning walks data	6/6/2016 monthly
G1.B19.S1.MA1	Checking for team building idea list creation	YOUNG, SHANNON	7/23/2015	Email, list	7/23/2015 one-time
G1.B19.S1.MA2	Planning shared vision and norms	YOUNG, SHANNON	7/23/2015	email and meeting reminder	7/23/2015 one-time
G1.B19.S1.MA3	Collect monthly team building agendas	YOUNG, SHANNON	8/25/2015	PLC, grade level meetings, and faculty meeting agendas	6/6/2016 monthly
G1.B19.S1.MA4	Reflection of teacher strengths and weaknesses	MENDEZ, ELSIE	10/22/2015	self assessments, observations, PLC agendas, DPP reflection	6/6/2016 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 instructional staff and students utilize effective questioning and discussion techniques, then student growth will be evident in social emotional and academic content areas.

### **G1.B19** Lack of content knowledge

#### **G1.B19.S1** To build knowledge of curriculum shifts

##### **PD Opportunity 1**

Number Talks and Ready Reading and Writing Training

##### **Facilitator**

Corrine Wilton, Valerie Marcus, District TOA for ELA

##### **Participants**

Spirit Faculty

##### **Schedule**

On 9/21/2015

##### **PD Opportunity 2**

Thinking Maps PD

##### **Facilitator**

Rosey Soto, Susan Kelleher, Alison Hoch, Debra Patterson

##### **Participants**

Spirit Faculty

##### **Schedule**

On 10/7/2015

### **PD Opportunity 3**

Questioning and Discussion PD

**Facilitator**

to be determined

**Participants**

Spirit Faculty

**Schedule**

On 11/4/2015

### **PD Opportunity 4**

Understanding the Coaching Role and Viewing last years data on current students

**Facilitator**

Corrine Wilton, Valerie Marcus, Debra Patterson, Rosey Soto

**Participants**

Spirit faculty

**Schedule**

On 9/2/2015

### **PD Opportunity 5**

Math coaches will follow up and coach on Number Talks

**Facilitator**

Corrine Wilton, Valerie Marcus

**Participants**

All math teachers K-5

**Schedule**

Weekly, from 10/1/2015 to 5/27/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B18.S1.A1	Creating a list of team building activities				\$0.00
2	G1.B18.S1.A2	Share team building vision with faculty and create school school based norms				\$0.00
3	G1.B18.S1.A3	Monthly team building activities using various delivery methods				\$0.00
4	G1.B18.S1.A4	Students and teachers will identify their own strengths and weaknesses to seek out and provide assistance				\$0.00
5	G1.B18.S1.A5	New teacher/ second year teacher breakfast club				\$0.00
6	G1.B18.S1.A6	Cumulative Folder review/ data day with grade level				\$0.00
7	G1.B19.S1.A1	Lay foundation for PLC with common language and expectations				\$0.00
8	G1.B19.S1.A10	Math coaches will follow up and coach on Number Talks				\$0.00
9	G1.B19.S1.A2	Leadership meetings				\$0.00
10	G1.B19.S1.A3	Centering professional development around student centered instruction				\$13,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			7871 - Spirit Elementary School			\$13,000.00
			Notes: Substitutes for supporting Teachers Lesson studies			
11	G1.B19.S1.A4	Number Talks and Ready Reading and Writing Training				\$0.00
12	G1.B19.S1.A5	Thinking Maps PD				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			7871 - Spirit Elementary School			\$3,000.00
13	G1.B19.S1.A6	Questioning and Discussion PD				\$0.00
14	G1.B19.S1.A7	Understanding the Coaching Role and Viewing last years data on current students				\$0.00
15	G1.B19.S1.A8	Provide Technology to Enhance Questioning and Discussion On-line				\$30,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			7871 - Spirit Elementary School			\$30,400.00

Budget Data						
			Notes: Blended learning classroom; to support the learning styles of students; interactive workbooks for instruction			
16	G1.B19.S1.A9	Implement Tutoring for K-5 Students that Need Additional Interventions With Florida Standard Benchmarks				\$34,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			7871 - Spirit Elementary School			\$34,500.00
			Notes: STAR tutoring and K-2 tutoring in math and ELA			
Total:						\$80,900.00