

Volusia County Schools

# Turie T. Small Elementary School



2016-17 Schoolwide Improvement Plan

## Turie T. Small Elementary School

800 SOUTH ST, Daytona Beach, FL 32114

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

### School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2015-16 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| Elementary School<br>PK-5                               | Yes                           | 96%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 90%   |

### School Grades History

| Year  | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C       | D*      | C       | B       |

*\*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 11/15/2016.

### 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Turie T. Small Elementary School

| DA Region and RED                                    | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - <a href="#">LaShawn Russ-Porterfield</a> | Not In DA - N/A                   |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

The Turie T. Small Elementary family will create an academic, safe, and respectful environment to ensure our children will learn and reach their full potential to compete in our global society.

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

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

#### 2. School Environment

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

Turie T. Small is a Positive Behavior Interventions and Supports (PBIS) school which is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. We have incorporate PBIS strategies school-wide to assist with students' cultures and building relationships. Teachers are receiving training through Early Release Professional Learning and are using several strategies obtained in their classroom. We have added time for morning meetings in our master schedule to allow for culture building to be taught daily. As well as guidance is added to our special area schedule to provide all students once a week access to character education lessons.

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

Before school we provide breakfast to make sure our students are prepared for the school day. Teachers take turns doing morning duties around the school to make sure our students get to their destination safely and efficiently. During the school day, teachers integrate technology throughout the school day allowing all students to have a voice in the classroom (Classroom Response systems, computer based learning); and implementing small group instruction in all areas of the curriculum gives our students the opportunity to feel safe, respected, and valued. After school, Turie T. Small offers extended day programs to help our high-risk students succeed academically. We offer several programs: Kids Zone ( within the 21st Century Grant), Star Tutoring, Y Reads from our YMCA, and Leisure Services. Each program is dedicated to the whole child experience (homework, building background knowledge through a variety of experiences, both on and off campus) and the general well-being of our student body. In addition, we offer afternoon supervision for car riders.

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

The processes and procedures of the PBIS are based upon the school behavioral data and are implicitly taught and reinforced throughout the year. Membership of the PBIS are inclusive of all areas (core instruction, school-way cafe, special area, and administration). Student Services personnel help to design targeted supports when need as 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 within the school day student misconduct being handled immediately with minimal interruption to instruction.

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

Classroom teachers work to create an emotionally and physically safe environment for students within their classrooms. Communication strategies are modeled and practiced in order for all students' voices to be heard. Morning meetings, team building activities, and the frequent review of rules and procedures help students to feel like valuable and informed members of the class. Student services personnel (school psychologists, school counselors, and school social workers) provide direct and indirect evidenced-based supports and targeted interventions to students identified through screening measures as determined by the Problem Solving Team. Additionally, students who are on a Functional Behavioral Assessment are provided the interventions set up in the plan by all teachers who come in contact with that student.

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

- Student Mentoring Program
- Crisis Training Program
- Suicide Prevention Program
- Anti-Bullying Program
- Small Group Guidance lessons

**3. Early Warning Systems**

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

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

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

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

| Indicator                       | Grade Level |    |    |    |    |    |   |   |   |   |    |    | Total |    |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|----|
|                                 | K           | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 |       | 12 |
| Attendance below 90 percent     | 26          | 23 | 11 | 11 | 8  | 8  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 87 |
| One or more suspensions         | 12          | 18 | 12 | 8  | 20 | 12 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 82 |
| Course failure in ELA or Math   | 6           | 4  | 4  | 1  | 4  | 9  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 28 |
| Level 1 on statewide assessment | 0           | 0  | 0  | 33 | 30 | 31 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 94 |
|                                 | 0           | 0  | 0  | 0  | 0  | 0  | 0 | 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 |    |
|--|-------------|----|---|---|----|----|---|---|---|---|----|----|-------|----|
|  | K           | 1  | 2 | 3 | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 |       | 12 |
| Students exhibiting two or more indicators | 7           | 11 | 4 | 1 | 11 | 13 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 47 |

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

Turie T. Small has developed a school-wide intervention system that provides an hour a day of additional instruction in reading. Students also receive extra support within classroom by intervention teachers. We have community stakeholders providing resources to encourage positive behaviors and attendance. Mentors also provide extra support.

## B. Family and Community Engagement

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

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

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

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP Link

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

##### 2. Description

Turie T. Small Elementary will continue to provide opportunities for parental involvement in the 2013-2014 school year. The school will increase its target by 5% for all parental involvement activities.

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

Community members are recruited to participate in the School Advisory Council. The SAC members will participate in a data review of the 2016 - 2017 test scores as well as have input on the goals and strategies for the upcoming school year. SAC will be briefed on a monthly basis as to the effectiveness of the strategies that are being implemented. SAC will also be informed as to the status of the technology and professional development plan at the school, as well as the SAC budget.

Partnerships with non profit organizations, civic organizations, faith based organizations, colleges and local businesses support programs and activities aligned with the school's vision. Some of these activities include after school tutoring, student recognition, student mentoring, and student leadership programs. The student leadership program includes safety patrol and Early Act Rotary Club.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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



| Name                    | Title               |
|-------------------------|---------------------|
| Hinson, Stephen         | Principal           |
| Baird, Christine        | Assistant Principal |
| Fordham, Monica         | Teacher, ESE        |
| Green, Randall          | Teacher, K-12       |
| Maddox-Barrs, Francenia | Teacher, K-12       |
| Breter, Brenda          | Teacher, K-12       |

## b. Duties

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

The School Leadership Team are individuals with diverse skills and perspectives that will contribute to achieving school improvement goal. These individuals exhibit commitment to school-wide change, effective interpersonal skills, and grade-level and content-area expertise. The SLT meets at least once a month at the school-site and function as a PLC. The main purpose of the team is to develop and monitor the School Improvement Plan to ensure all efforts are aligned to the goal and focused on learning. The roles and responsibilities include:

- Assisting the principal in making decisions to govern the school (shared decision making)
- Emulating the school's mission, vision, core values
- Ensuring communication to all stakeholders (e.g. SAC, PTA, SGA)
- Planning, delivering, supporting, and evaluating school's professional development
- Reviewing and aligning school-based resources based on interim assessment data
- Monitoring student achievement and climate data
- Determining progress monitoring towards goal such as classroom look-fors
- Identifying gaps in performance or processes and planning for their improvement

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

Personnel: The school has a leadership team consisting of the principal, assistant principal, and academic coaches. 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 created and provided by our district and our school's leadership team. Departments meet with teachers on a weekly basis 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' achievements.

Curricular: Our classroom teachers will continue implementing the new Florida Standards this year. They will be supported both 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 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 works

together to coordinate and integrate federal, state, and local funds, services and programs for the benefits of students. School Improvement funds are awarded to the school based on 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 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 strategic analysis of data and identified resources. These resources are identified by the leadership team and matched to the needs of the students and school.

School Improvement funds will be used for providing teachers additional and collaborative time during the school day 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).

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations partner with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Turie T. Small Elementary include:

- Academic Coach for the purpose of comprehensive staff development
- Family Center Para-professional who facilitates our extensive parent involvement program
- Reading Intervention Teacher to provide interventions for students in need via a push-in model
- Math Intervention Teacher to provide interventions for students in need via a push-in model
- Supplemental Tutoring after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FSA data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

- Student Mentoring Program
- Peer Mediation Program
- Crisis Training Program (for staff)

- Suicide Prevention Program (for staff)
  - Bullying Program
- Turie T. Small Elementary offers a variety of nutrition programs including:
- Free and Reduced Meal Plan
  - Wellness Policy School Plan
  - Nutrition and Wellness classes
  - Health classes (through Physical Education class)
  - Physical Education

**2. School Advisory Council (SAC)**

**a. Membership**

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

| Name             | Stakeholder Group          |
|------------------|----------------------------|
| Stephen C. Hison | Principal                  |
| Brian Jackson    | Business/Community         |
| Keith Brooks     | Parent                     |
| Lillian Brown    | Business/Community         |
| Jennifer Coates  | Teacher                    |
| Tasha Moseley    | Parent                     |
| Erika Nichols    | Parent                     |
| Camilya Clark    | Teacher                    |
| Francenia Barrs  | Teacher                    |
| Mr. Sheffield    | Student                    |
| Mildred Horne    | Education Support Employee |

**b. Duties**

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

*a. 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.

*b. Development of this school improvement plan*

The SAC will participate in a data review of the 2015-2016 test scores as well as have input on the goals and strategies for the upcoming school year. SAC will be briefed on a monthly basis as to the effectiveness of the strategies that are being implemented. SAC will also be informed as to the status of the technology and professional development plan at the school. The SAC budget for the year will be reviewed as well.

*c. 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.

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

School improvement funds are allocated based on requests submitted by the faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval. Include a bulleted list of how your school used last year's SIP funds.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name                    | Title               |
|-------------------------|---------------------|
| Hinson, Stephen         | Principal           |
| Fordham, Monica         | Teacher, ESE        |
| Waldon, Gail            |                     |
| Baird, Christine        | Assistant Principal |
| Green, Randall          | Teacher, K-12       |
| Maddox-Barrs, Francenia | Assistant Principal |
| Breter, Brenda          | Teacher, K-12       |

**b. Duties**

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

We have combined the Literacy Leadership Team with the School Leadership Team. Duties will include supporting all ELA initiatives as well as facilitating grade level teams in gathering and analyzing school literacy data, establishing literacy goals based on data, developing strategies to achieve goals, and determining evidence-based strategies to implement. This Team will also plan for and provide school wide celebrations of literacy.

**D. Public and Collaborative Teaching**

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

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

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

Common planning allows teachers to participate in 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 SMART goals with clear actions. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen

shared language and understanding of instructional practices. Minutes are created in PLC meetings and submitted weekly to administration for monitoring purposes. The common planning and regular PLC infrastructure also ensure that teachers have the structure and time to provide feedback lessons and student progress.

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 model the collaborative process. Instructional Reviews, combined with Data Walks, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which include the coach) 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 allowing class visits from peers. The coach works side by side with teachers to enhance instruction.

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

The instructional coach will visit classrooms and provide coaching to teachers in research based instructional design. Intervention teachers will provide support to struggling students. The Leadership Team will meet regularly to discuss data from progress monitoring and provide support to teachers during each grade level PLC time. The principal will develop a professional development plan that supports the schools goals and strategies for the school year. The administration will participate in the District Job Fair and any other recruitment activities.

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

TT Small has formed a new teacher group that meets every other week for the first semester and monthly thereafter. All new/beginning teachers are paired with an intervention teacher as their mentor teacher. All are receiving formal mentoring/coaching support. In addition, school based veteran teachers and academic coach within provide mentoring as needed for any new/beginning teachers within each PLC.

# **E. Ambitious Instruction and Learning**

## **1. Instructional Programs and Strategies**

### **a. Instructional Programs**

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

All teachers utilize the district recommended core instructional programs and materials. In addition, the district curriculum department provides professional learning on the implementation of 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. Data walks are conducted monthly to monitor implementation and collect school-wide and grade-level trends.

### **b. Instructional Strategies**

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

Common planning allows teachers to participate in weekly PLC's 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 and intervention. Teachers, alongside academic coach, and intervention teachers create targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support from intervention teachers, mentors, and student tutors. When necessary, PLCs make recommendations for students to be reviewed by the Problem Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific academic 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 Data Walks 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 the academic coach) 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 allowing class visits from peers. The coach work side by side with teachers to enhance instruction. The Academic Coach diligently completes the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on campus.

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

**Strategy: After School Program**

**Minutes added to school year: 8,640**

Turie T. Small Elementary has developed an on-site tutoring/enrichment program for all students. The enrichment program is called "Kid Zone" and funded by 21st Century Grant. It targets grades 2-5. The students will be involved in remedial and challenging learning activities to become proficient or master the targeted learning benchmarks. The students will receive instructional assistance for 2.5 hours per day four days per week. The use of technology will be integrated in the lessons. Students who qualify for busing will be bused home after extended day enrichment. The students will be served a hot meal one day a week. The busing and food are paid for by "Food Brings Hope." Students K-2 will have instructional assistance in reading from YMCA's Y-Reads Program. Some students will receive tutoring from S. T. A.R. Tutoring.

**Strategy Rationale**

The tutoring/enrichment program will specifically target our low performing students in the areas of writing, science, and mathematics and all integrating reading. Students who are not proficient in one or more of the curricular areas will have an opportunity to receive intensive instruction after the school day.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Waldon, Gail, [gdwaldon@volusia.k12.fl.us](mailto:gdwaldon@volusia.k12.fl.us)

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

To ensure that specific and systematic intervention strategies are utilized, staff development training will be provided to make certain providers have the necessary skills and strategies to deliver research based intensive intervention. Students will be formatively assessed during the program; classroom teachers will also collect evidence of student progress through regular progress monitoring procedures during the school day. Teachers and leadership team members will use professional learning communities to analyze student data to differentiate instruction and move children towards proficiency and/or mastery of grade level benchmarks.

**Strategy:** Extended School Day

**Minutes added to school year:** 0

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

**Strategy Rationale**

PLC's 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)**

- Teacher collaboration, planning and professional development

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

**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 the strategy as a whole.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

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

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- 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.

For the fifth grade students who are transitioning to middle school, the fifth grade teachers collaborate with the receiving schools' counselors. The counselors of the receiving schools will meet with the students and help register the incoming sixth graders.

**b. College and Career Readiness**

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

N/A



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

N/A

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

N/A

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

N/A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

Turie T. Small's 2015-2016 FSA ELA scores indicate a need for improvement. Twenty eight percent (28%) of 3rd, 4th, and 5th grade students scored at level 3 or higher. Math scores were significantly higher at 44%.

### B. Problem Analysis Summary

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

An analysis of the data indicate several root causes. First fidelity to core instruction and use of recommended resources and materials. Teachers were utilizing reading material that was not aligned to FSA. Second discipline, we reported 545 discipline referrals located in the classroom out of the total 790. Finally, attendance, students absenteeism was at a high rate with 30% of students being absent more than 11 days.

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If Turie T. Small works collaboratively to implement standards aligned instruction based on the instructional shifts, core actions then student achievement will increase.

## Strategic Goals Detail

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

**G1.** If Turie T. Small works collaboratively to implement standards aligned instruction based on the instructional shifts, core actions then student achievement will increase. 1a

G083518

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement          | 38.0          |
| FSA Mathematics Achievement  | 52.0          |
| FCAT 2.0 Science Proficiency | 40.0          |

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge on the instructional shifts

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

- Curriculum Maps
- Instructional Coach
- Intervention Teachers
- Professional Learning (Admin. Institute, Coaches' Trainings, etc.)
- Digital Learning Teacher Leaders
- Cadre Members
- Curriculum/District Specialist

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

SIP Progress Monitoring Meetings

**Person Responsible**

Stephen Hinson

**Schedule**

On 10/31/2016

**Evidence of Completion**

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

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

SIP Midyear Review

**Person Responsible**

Stephen Hinson

**Schedule**

On 2/14/2017

**Evidence of Completion**

Midyear Review in CIMS

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

State Assessment Results

**Person Responsible**

Stephen Hinson

**Schedule**

Annually, from 5/25/2017 to 7/11/2017

***Evidence of Completion***

Step Zero for 2017-2018 SIP

## 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 Turie T. Small works collaboratively to implement standards aligned instruction based on the instructional shifts, core actions then student achievement will increase. 1

G083518

**G1.B1** Lack of knowledge on the instructional shifts 2

B221477

**G1.B1.S1** Develop Knowledge and Skills of the Instructional Shifts in ELA and improve implementation of core actions. 4

S233779

### Strategy Rationale

#### Action Step 1 5

Create a Needs Assessment Survey to utilize with teachers as a tool to expectations of instructional shifts and core practices in ELA.

##### **Person Responsible**

Gail Waldon

##### **Schedule**

On 8/31/2016

##### **Evidence of Completion**

Completed Needs Assessment Survey during pre-planning and developed Professional Learning Plan.

#### Action Step 2 5

Provide Overview of Shifts/Core Actions and professional learning based on the Needs Assessment for ELA: Core Practice #1.

##### **Person Responsible**

Gail Waldon

##### **Schedule**

On 8/31/2016

##### **Evidence of Completion**

ERPL Sign In Sheet #1

### Action Step 3 5

Provide Overview of Shifts/Core Actions and professional learning based on the Needs Assessment for ELA: Core Practice #2.

**Person Responsible**

Gail Waldon

**Schedule**

On 10/12/2016

***Evidence of Completion***

ERPL Sign In Sheet #2

### Action Step 4 5

Provide Overview of Shifts/Core Actions and professional learning based on the Needs Assessment for ELA: Core Practice #3.

**Person Responsible**

Gail Waldon

**Schedule**

On 11/2/2016

***Evidence of Completion***

ERPL Sign In Sheet #3

### Action Step 5 5

Implement the knowledge and skills learned during the Instructional Shifts & each Core Action trainings.

**Person Responsible**

Stephen Hinson

**Schedule**

Daily, from 9/1/2016 to 5/26/2017

***Evidence of Completion***

Lesson plans, student work samples, observation and data collection using rubrics

**Action Step 6** 5

Monitor implementation of each Professional Learning and provide feedback and coaching as needed.

**Person Responsible**

Gail Waldon

**Schedule**

Daily, from 9/1/2016 to 5/26/2017

**Evidence of Completion**

Observation, classroom visitation tracking sheet

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

Track survey for completion for action 1

**Person Responsible**

Christine Baird

**Schedule**

On 9/2/2016

**Evidence of Completion**

Data from survey monkey

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

Touch base with PL Team to plan Professional Learning for action steps 2, 3, and 4

**Person Responsible**

Stephen Hinson

**Schedule**

Monthly, from 8/22/2016 to 5/31/2017

**Evidence of Completion**

Emails



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

Coach and administration provides follow up support and conducts data walks & learning walks to ensure implementation of Instructional Shifts action steps 5 & 6

**Person Responsible**

Stephen Hinson

**Schedule**

Monthly, from 8/25/2016 to 5/31/2017

**Evidence of Completion**

Data and Learning Walk collection tools and coaching cycles

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

Discuss the effectiveness of the Professional Learnings and analyze collected data at monthly SLT meetings.

**Person Responsible**

Stephen Hinson

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

**Evidence of Completion**

SLT Minutes

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

Present to faculty the data results and next steps developed at SLT meetings.

**Person Responsible**

Gail Waldon

**Schedule**

Monthly, from 9/6/2016 to 5/31/2017

**Evidence of Completion**

Faculty Meeting Sign-In and Agenda

**G1.B1.S2** Implement RTI to improve core and intervention instruction by developing clear expectations and plans for rigorous core instruction, intensive intervention and progress monitoring using common assessments. 4

S233780

### Strategy Rationale

#### Action Step 1 5

Develop a master schedule that includes time for district recommended core instruction and walk to intervention for all grades.

##### **Person Responsible**

Stephen Hinson

##### **Schedule**

On 7/15/2016

##### ***Evidence of Completion***

The master schedule

#### Action Step 2 5

Create common assessments to frequently monitor student progress for grades 3-5 and create progress monitoring tools for grades K-2.

##### **Person Responsible**

Gail Waldon

##### **Schedule**

Quarterly, from 7/18/2016 to 5/26/2017

##### ***Evidence of Completion***

common assessments

### Action Step 3 5

Utilize intervention teachers to support walk to intervention and to provide extra support to teachers and struggling students.

**Person Responsible**

Stephen Hinson

**Schedule**

Daily, from 8/9/2016 to 5/31/2017

***Evidence of Completion***

### Action Step 4 5

Provide professional learning on implementing effective core instruction (whole and small group) that aligns to standards/learning targets and how to utilize the appropriate recommended resource material.

**Person Responsible**

Gail Waldon

**Schedule**

On 9/19/2016

***Evidence of Completion***

PowerPoint, Handouts, and PL Sign In Sheet

### Action Step 5 5

Provide professional learning on effective intervention strategies and appropriate recommended resource materials.

**Person Responsible**

Gail Waldon

**Schedule**

On 9/12/2016

***Evidence of Completion***

PowerPoint, Handouts, and PL Sign In Sheet

### Action Step 6 5

Provide professional learning on using common assessments and progress monitoring tools.

**Person Responsible**

Gail Waldon

**Schedule**

On 8/30/2016

**Evidence of Completion**

PowerPoints and Handouts in PLC Minutes

### Action Step 7 5

Implement knowledge and skills learned during the core instruction, intervention, and common assessment/progress monitoring trainings.

**Person Responsible**

Christine Baird

**Schedule**

Daily, from 8/26/2016 to 5/31/2017

**Evidence of Completion**

Lesson plans, student work samples, observation

### Action Step 8 5

Utilize and post learning targets in all classrooms to ensure alignment of core instruction to the Language Arts Florida Standards (LAFS).

**Person Responsible**

Christine Baird

**Schedule**

Daily, from 8/26/2016 to 5/31/2017

**Evidence of Completion**

Data collection tool indicating % of learning targets posted.

**Action Step 9** 5

Monitor implementation of each professional learning and provide feedback and coaching as needed.

**Person Responsible**

Gail Waldon

**Schedule**

Daily, from 9/1/2016 to 5/31/2017

**Evidence of Completion**

Observation, classroom visit tracking sheet

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

View master schedule for recommended information action step 1

**Person Responsible**

Stephen Hinson

**Schedule**

On 8/5/2016

**Evidence of Completion**

Completed Master schedule

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Track completion of common assessments action step 2

**Person Responsible**

Gail Waldon

**Schedule**

Quarterly, from 7/13/2016 to 5/31/2017

**Evidence of Completion**

Completed common assessments

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Track WTI Master Intervention Schedule

**Person Responsible**

Gail Waldon

**Schedule**

Biweekly, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

Completed on-going data sheet

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Touch base with PL team to plan Professional Learning action steps 4, 5, and 6

**Person Responsible**

Gail Waldon

**Schedule**

Monthly, from 8/23/2016 to 5/31/2017

***Evidence of Completion***

PLC Minutes

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Coach and administration provides follow up support and conducts data walks & learning walks to ensure implementation of Instructional Shifts action steps 7, 8, and 9.

**Person Responsible**

Stephen Hinson

**Schedule**

***Evidence of Completion***

Data and Learning Walk collection tools and coaching cycles

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Discuss the effectiveness of the Professional Learnings and analyze collected data at monthly SLT meetings.

**Person Responsible**

Stephen Hinson

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

SLT Minutes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Present to the faculty the data results and next steps developed at SLT meetings.

**Person Responsible**

Gail Waldon

**Schedule**

Monthly, from 9/6/2016 to 5/31/2017

***Evidence of Completion***

Faculty Meeting Sign-In and Agenda

**G1.B1.S3** Develop highly effective PLCs to improve knowledge and implementation of the Instructional Shifts/Core Actions, Intervention, and monitoring student progress. 4

S233781

### Strategy Rationale

#### Action Step 1 5

Provide professional learning on District PLC Rubric and use rubric to assess needs.

##### **Person Responsible**

Gail Waldon

##### **Schedule**

On 8/23/2016

##### **Evidence of Completion**

Pre-Planning Sign In Sheet & Completed PLC Rubric Self-Assessment

#### Action Step 2 5

Facilitate and model for grade teams during PLC.

##### **Person Responsible**

Gail Waldon

##### **Schedule**

Weekly, from 8/30/2016 to 9/20/2016

##### **Evidence of Completion**

Sign In and PLC Notes

#### Action Step 3 5

Observe PLC grade level teams in action and provide immediate feedback using the PLC rubric.

##### **Person Responsible**

Stephen Hinson

##### **Schedule**

Monthly, from 9/27/2016 to 5/26/2017

##### **Evidence of Completion**

PLC Rubric Data



**Action Step 4** 5

Provide opportunities for highly effective PLC teams to model for faculty (Mock PLCs)

**Person Responsible**

Gail Waldon

**Schedule**

On 1/9/2017

***Evidence of Completion***

Faculty Meeting Sign In Sheet and Agenda

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Touch base with Professional Learning Facilitator on status of PLCs actions 1, 2, 3, and 4

**Person Responsible**

Christine Baird

**Schedule**

Monthly, from 8/23/2016 to 5/31/2017

***Evidence of Completion***

PLC Minutes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Discuss the effectiveness of PLCs and analyze collected data using the PLC Rubric.

**Person Responsible**

Gail Waldon

**Schedule**

Monthly, from 8/23/2016 to 5/26/2017

***Evidence of Completion***

PLC Rubric Data and Minutes

## IV. Implementation Timeline

| Source   | Task, Action Step or Monitoring Activity   | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date  |
|--|--|------------------|-------------------------------|---|---------------------|
| <b>2017</b>  |  |                  |                               |   |                     |
| G1.B1.S2.MA5<br> M304388  | Coach and administration provides follow up support and conducts data walks & learning walks to...     | Hinson, Stephen  | 5/31/2017                     | Data and Learning Walk collection tools and coaching cycles                                     | No End Date monthly |
| G1.B1.S2.A1<br> A299927   | Develop a master schedule that includes time for district recommended core instruction and walk to...  | Hinson, Stephen  | 7/11/2016                     | The master schedule   | 7/15/2016 one-time  |
| G1.B1.S2.MA1<br> M304384  | View master schedule for recommended information action step 1   | Hinson, Stephen  | 8/5/2016                      | Completed Master schedule   | 8/5/2016 one-time   |
| G1.B1.S3.A1<br> A299936   | Provide professional learning on District PLC Rubric and use rubric to assess needs.                   | Waldon, Gail     | 8/23/2016                     | Pre-Planning Sign In Sheet & Completed PLC Rubric Self-Assessment                               | 8/23/2016 one-time  |
| G1.B1.S2.A6<br> A299932   | Provide professional learning on using common assessments and progress monitoring tools.               | Waldon, Gail     | 8/30/2016                     | PowerPoints and Handouts in PLC Minutes   | 8/30/2016 one-time  |
| G1.B1.S1.A1<br> A299921   | Create a Needs Assessment Survey to utilize with teachers as a tool to expectations of...              | Waldon, Gail     | 8/31/2016                     | Completed Needs Assessment Survey during pre-planning and developed Professional Learning Plan. | 8/31/2016 one-time  |
| G1.B1.S1.A2<br> A299922   | Provide Overview of Shifts/Core Actions and professional learning based on the Needs Assessment for... | Waldon, Gail     | 8/31/2016                     | ERPL Sign In Sheet #1   | 8/31/2016 one-time  |
| G1.B1.S1.MA1<br> M304379  | Track survey for completion for action 1   | Baird, Christine | 8/31/2016                     | Data from survey monkey   | 9/2/2016 one-time   |
| G1.B1.S2.A5<br> A299931 | Provide professional learning on effective intervention strategies and appropriate recommended...      | Waldon, Gail     | 9/12/2016                     | PowerPoint, Handouts, and PL Sign In Sheet  | 9/12/2016 one-time  |
| G1.B1.S2.A4<br> A299930 | Provide professional learning on implementing effective core instruction (whole and small group)...    | Waldon, Gail     | 9/19/2016                     | PowerPoint, Handouts, and PL Sign In Sheet  | 9/19/2016 one-time  |
| G1.B1.S3.A2<br> A299937 | Facilitate and model for grade teams during PLC.   | Waldon, Gail     | 8/30/2016                     | Sign In and PLC Notes   | 9/20/2016 weekly    |
| G1.B1.S1.A3<br> A299923 | Provide Overview of Shifts/Core Actions and professional learning based on the Needs Assessment for... | Waldon, Gail     | 10/12/2016                    | ERPL Sign In Sheet #2   | 10/12/2016 one-time |
| G1.MA1<br> M304395      | SIP Progress Monitoring Meetings   | Hinson, Stephen  | 10/31/2016                    | SIP Progress Monitoring Meeting Minutes and Sign-In Sheet                                       | 10/31/2016 one-time |
| G1.B1.S1.A4<br> A299924 | Provide Overview of Shifts/Core Actions and professional learning based on the Needs Assessment for... | Waldon, Gail     | 11/2/2016                     | ERPL Sign In Sheet #3   | 11/2/2016 one-time  |
| G1.B1.S3.A4<br> A299939 | Provide opportunities for highly effective PLC teams to model for faculty (Mock PLCs)                  | Waldon, Gail     | 1/9/2017                      | Faculty Meeting Sign In Sheet and Agenda  | 1/9/2017 one-time   |
| G1.MA2<br> M304396      | SIP Midyear Review   | Hinson, Stephen  | 2/14/2017                     | Midyear Review in CIMS  | 2/14/2017 one-time  |
| G1.B1.S1.A5<br> A299925 | Implement the knowledge and skills learned during the Instructional Shifts & each Core Action...       | Hinson, Stephen  | 9/1/2016                      | Lesson plans, student work samples, observation and data collection using rubrics               | 5/26/2017 daily     |
| G1.B1.S1.A6<br> A299926 | Monitor implementation of each Professional Learning and provide feedback and coaching as needed.      | Waldon, Gail     | 9/1/2016                      | Observation, classroom visitation tracking sheet  | 5/26/2017 daily     |
| G1.B1.S2.A2<br> A299928 | Create common assessments to frequently monitor student progress for grades 3-5 and create progress... | Waldon, Gail     | 7/18/2016                     | common assessments  | 5/26/2017 quarterly |

**Volusia - 6144 - Turie T. Small Elementary Schl - 2016-17 SIP**  
*Turie T. Small Elementary School*

| Source                  | Task, Action Step or Monitoring Activity  | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion                         | Due Date/ End Date     |
|-------------------------|---|------------------|-------------------------------|---|------------------------|
| G1.B1.S3.MA1<br>M304389 | Discuss the effectiveness of PLCs and analyze collected data using the PLC Rubric.                    | Waldon, Gail     | 8/23/2016                     | PLC Rubric Data and Minutes                                   | 5/26/2017<br>monthly   |
| G1.B1.S3.A3<br>A299938  | Observe PLC grade level teams in action and provide immediate feedback using the PLC rubric.          | Hinson, Stephen  | 9/27/2016                     | PLC Rubric Data   | 5/26/2017<br>monthly   |
| G1.B1.S1.MA1<br>M304377 | Discuss the effectiveness of the Professional Learnings and analyze collected data at monthly SLT...  | Hinson, Stephen  | 9/1/2016                      | SLT Minutes   | 5/31/2017<br>monthly   |
| G1.B1.S1.MA5<br>M304378 | Present to faculty the data results and next steps developed at SLT meetings.                         | Waldon, Gail     | 9/6/2016                      | Faculty Meeting Sign-In and Agenda                            | 5/31/2017<br>monthly   |
| G1.B1.S1.MA2<br>M304380 | Touch base with PL Team to plan Professional Learning for action steps 2, 3, and 4                    | Hinson, Stephen  | 8/22/2016                     | Emails  | 5/31/2017<br>monthly   |
| G1.B1.S1.MA3<br>M304381 | Coach and administration provides follow up support and conducts data walks & learning walks to...    | Hinson, Stephen  | 8/25/2016                     | Data and Learning Walk collection tools and coaching cycles   | 5/31/2017<br>monthly   |
| G1.B1.S2.MA1<br>M304382 | Discuss the effectiveness of the Professional Learnings and analyze collected data at monthly SLT...  | Hinson, Stephen  | 9/1/2016                      | SLT Minutes   | 5/31/2017<br>monthly   |
| G1.B1.S2.MA7<br>M304383 | Present to the faculty the data results and next steps developed at SLT meetings.                     | Waldon, Gail     | 9/6/2016                      | Faculty Meeting Sign-In and Agenda                            | 5/31/2017<br>monthly   |
| G1.B1.S2.MA2<br>M304385 | Track completion of common assessments action step 2  | Waldon, Gail     | 7/13/2016                     | Completed common assessments                                  | 5/31/2017<br>quarterly |
| G1.B1.S2.MA3<br>M304386 | Track WTI Master Intervention Schedule  | Waldon, Gail     | 9/1/2016                      | Completed on-going data sheet                                 | 5/31/2017<br>biweekly  |
| G1.B1.S2.MA4<br>M304387 | Touch base with PL team to plan Professional Learning action steps 4, 5, and 6                        | Waldon, Gail     | 8/23/2016                     | PLC Minutes   | 5/31/2017<br>monthly   |
| G1.B1.S2.A3<br>A299929  | Utilize intervention teachers to support walk to intervention and to provide extra support to...      | Hinson, Stephen  | 8/9/2016                      |   | 5/31/2017<br>daily     |
| G1.B1.S2.A7<br>A299933  | Implement knowledge and skills learned during the core instruction, intervention, and common...       | Baird, Christine | 8/26/2016                     | Lesson plans, student work samples, observation               | 5/31/2017<br>daily     |
| G1.B1.S2.A8<br>A299934  | Utilize and post learning targets in all classrooms to ensure alignment of core instruction to the... | Baird, Christine | 8/26/2016                     | Data collection tool indicating % of learning targets posted. | 5/31/2017<br>daily     |
| G1.B1.S2.A9<br>A299935  | Monitor implementation of each professional learning and provide feedback and coaching as needed.     | Waldon, Gail     | 9/1/2016                      | Observation, classroom visit tracking sheet                   | 5/31/2017<br>daily     |
| G1.B1.S3.MA1<br>M304390 | Touch base with Professional Learning Facilitator on status of PLCs actions 1, 2, 3, and 4            | Baird, Christine | 8/23/2016                     | PLC Minutes   | 5/31/2017<br>monthly   |
| G1.MA3<br>M304397       | State Assessment Results  | Hinson, Stephen  | 5/25/2017                     | Step Zero for 2017-2018 SIP                                   | 7/11/2017<br>annually  |

## V. Professional Development Opportunities

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

**G1.** If Turie T. Small works collaboratively to implement standards aligned instruction based on the instructional shifts, core actions then student achievement will increase.

### **G1.B1** Lack of knowledge on the instructional shifts

**G1.B1.S1** Develop Knowledge and Skills of the Instructional Shifts in ELA and improve implementation of core actions.

#### **PD Opportunity 1**

Provide Overview of Shifts/Core Actions and professional learning based on the Needs Assessment for ELA: Core Practice #1.

##### **Facilitator**

Waldon & SLT Members

##### **Participants**

Teachers

##### **Schedule**

On 8/31/2016

#### **PD Opportunity 2**

Provide Overview of Shifts/Core Actions and professional learning based on the Needs Assessment for ELA: Core Practice #2.

##### **Facilitator**

Waldon and SLT Members

##### **Participants**

Teachers

##### **Schedule**

On 10/12/2016

### PD Opportunity 3

Provide Overview of Shifts/Core Actions and professional learning based on the Needs Assessment for ELA: Core Practice #3.

#### Facilitator

Waldon and SLT Members

#### Participants

Teachers

#### Schedule

On 11/2/2016

**G1.B1.S2** Implement RTI to improve core and intervention instruction by developing clear expectations and plans for rigorous core instruction, intensive intervention and progress monitoring using common assessments.

### PD Opportunity 1

Provide professional learning on implementing effective core instruction (whole and small group) that aligns to standards/learning targets and how to utilize the appropriate recommended resource material.

#### Facilitator

Waldon and SLT Members

#### Participants

Teachers

#### Schedule

On 9/19/2016

### PD Opportunity 2

Provide professional learning on effective intervention strategies and appropriate recommended resource materials.

#### Facilitator

Waldon, Intervention Teachers, and SLT Members

#### Participants

Teachers

#### Schedule

On 9/12/2016

### PD Opportunity 3

Provide professional learning on using common assessments and progress monitoring tools.

**Facilitator**

Waldon

**Participants**

Teachers

**Schedule**

On 8/30/2016

**G1.B1.S3** Develop highly effective PLCs to improve knowledge and implementation of the Instructional Shifts/Core Actions, Intervention, and monitoring student progress.

### PD Opportunity 1

Provide professional learning on District PLC Rubric and use rubric to assess needs.

**Facilitator**

Waldon

**Participants**

Teachers

**Schedule**

On 8/23/2016

### PD Opportunity 2

Facilitate and model for grade teams during PLC.

**Facilitator**

Waldon

**Participants**

Teachers

**Schedule**

Weekly, from 8/30/2016 to 9/20/2016

**PD Opportunity 3**

Provide opportunities for highly effective PLC teams to model for faculty (Mock PLCs)

**Facilitator**

Waldon

**Participants**

Teachers

**Schedule**

On 1/9/2017

## VI. Technical Assistance Items

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

## VII. Budget

|    |             |  |        |
|----|-------------|--|--------|
| 1  | G1.B1.S1.A1 | Create a Needs Assessment Survey to utilize with teachers as a tool to expectations of instructional shifts and core practices in ELA.   | \$0.00 |
| 2  | G1.B1.S1.A2 | Provide Overview of Shifts/Core Actions and professional learning based on the Needs Assessment for ELA: Core Practice #1.   | \$0.00 |
| 3  | G1.B1.S1.A3 | Provide Overview of Shifts/Core Actions and professional learning based on the Needs Assessment for ELA: Core Practice #2.   | \$0.00 |
| 4  | G1.B1.S1.A4 | Provide Overview of Shifts/Core Actions and professional learning based on the Needs Assessment for ELA: Core Practice #3.   | \$0.00 |
| 5  | G1.B1.S1.A5 | Implement the knowledge and skills learned during the Instructional Shifts & each Core Action trainings.   | \$0.00 |
| 6  | G1.B1.S1.A6 | Monitor implementation of each Professional Learning and provide feedback and coaching as needed.  | \$0.00 |
| 7  | G1.B1.S2.A1 | Develop a master schedule that includes time for district recommended core instruction and walk to intervention for all grades.  | \$0.00 |
| 8  | G1.B1.S2.A2 | Create common assessments to frequently monitor student progress for grades 3-5 and create progress monitoring tools for grades K-2.   | \$0.00 |
| 9  | G1.B1.S2.A3 | Utilize intervention teachers to support walk to intervention and to provide extra support to teachers and struggling students.  | \$0.00 |
| 10 | G1.B1.S2.A4 | Provide professional learning on implementing effective core instruction (whole and small group) that aligns to standards/learning targets and how to utilize the appropriate recommended resource material. | \$0.00 |
| 11 | G1.B1.S2.A5 | Provide professional learning on effective intervention strategies and appropriate recommended resource materials.   | \$0.00 |
| 12 | G1.B1.S2.A6 | Provide professional learning on using common assessments and progress monitoring tools.   | \$0.00 |
| 13 | G1.B1.S2.A7 | Implement knowledge and skills learned during the core instruction, intervention, and common assessment/progress monitoring trainings.   | \$0.00 |
| 14 | G1.B1.S2.A8 | Utilize and post learning targets in all classrooms to ensure alignment of core instruction to the Language Arts Florida Standards (LAFS).   | \$0.00 |
| 15 | G1.B1.S2.A9 | Monitor implementation of each professional learning and provide feedback and coaching as needed.  | \$0.00 |
| 16 | G1.B1.S3.A1 | Provide professional learning on District PLC Rubric and use rubric to assess needs.   | \$0.00 |
| 17 | G1.B1.S3.A2 | Facilitate and model for grade teams during PLC.   | \$0.00 |
| 18 | G1.B1.S3.A3 | Observe PLC grade level teams in action and provide immediate feedback using the PLC rubric.   | \$0.00 |
| 19 | G1.B1.S3.A4 | Provide opportunities for highly effective PLC teams to model for faculty (Mock PLCs)  | \$0.00 |



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|--|----------------------|
|  | <b>Total: \$0.00</b> |
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