

Volusia County Schools

# Volusia Pines Elementary School



2016-17 Schoolwide Improvement Plan

## Volusia Pines Elementary School

500 E KICKLIGHTER RD, Lake Helen, FL 32744

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	80%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

### School Grades History

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

*\*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 is pending approval by the Volusia County School Board.

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

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

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

#### 2. School Environment

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

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

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

The school based Behavior Leadership Team/Positive Behavior Support Team develops processes and procedures intended for all students and staff, in all settings and across campus which promote positive behavior and build a school community based upon safety and responsibility.

School leadership and select teachers provide effective monitoring of the campus throughout the day. Through this visibility, the students have access to adults to express any concerns.

The school counselor conducts student groups on topics determined by data analysis including incidences requiring immediate intervention. The school counselor also involves district student services personnel to assist with student groups and to sponsor family events.

##### 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 school-based Behavior Leadership Team/Positive Behavior Support Team are based upon school behavioral data and are implicitly taught and reinforced throughout the year. The membership of the Behavioral Leadership Team is inclusive of all areas (ie: core instruction, school-way café, administration, and special areas) and is supported by Student Services personnel who help to design targeted supports when need is indicated by school data.

Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential

announcements, and student misconduct being handled immediately and with minimal interruption to instruction.

**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.**

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

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

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

**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**

To maintain our 5 Star School status by continuing consistent parent involvement at all school functions and parent/teacher conferences.

**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.**

The school builds and sustains partnerships with the local community by holding such events as Math and Science Night, SIP/SAC/PTA/PIP/Title1 Meet & Greet, Meet the Teacher, Open House, Donuts with Dads, PTA events of Winter Craft Night and Spring Carnival, Movie Night, and student recognition ceremonies.

**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
Gordon, Julie	Principal
Lewitt, Jodi	Instructional Coach
Smith, Sarah	School Counselor
Chywski, Genny	Teacher, K-12
Dunn, Mark	Teacher, K-12
Hannah, Lindsey	Teacher, K-12
Tyndal, Karen	Teacher, ESE
Struska, Paul	Assistant Principal
Hemings, Susan	Instructional Coach
Hardy, Valerie	Teacher, K-12
Lee, Katheryn	Instructional Coach
Gourley, Elizabeth	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-based leadership team identifies school based needs and resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Team, EWS, Professional Learning Communities, and Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the School-Based Leadership Team is representatives of other teams (EWS, PLC, LLT) and serves as a liaison between the SBLT and their respective team. For example, administration will work along with coaches to work through PLCs to provide teacher instructional support, professional development, and guide response to data, including the coordination of tiered academic interventions.

### **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, academic coaches, and guidance counselor. This leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers to ensure student learning.

Instructional resources include staff development developed and provided by our district and our school's leadership team. The leadership Team meets with the grade levels on bi-monthly PLC meetings to collaborate on curriculum planning and sharing of instructional strategies. Our district and our school are both committed to meeting the needs of our students and maximizing our student's achievement.

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



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

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

School leadership and SAC meets monthly.

**Problem Solving Activities:**

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

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

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

**a. Membership**

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

Name	Stakeholder Group
Foster, Joanne	Education Support Employee
Gordon, Julie	Principal
Moore, Nancy	Parent
Stanger, Emily	Parent
Campbell, Pemter	Parent
Dilligard, Jeannine	Teacher
O'Daniel, Nicole	Teacher
Smith, Alysha	Parent
Smith, Sarah	Parent
York, Amy	Teacher
Robert Cruz	Parent
Jennifer Campbell	Parent
Elizabeth Gourley	Teacher
Gloria Roberts	Parent
Stephanie Rouleau	Parent
Katie Lee	Teacher
Lori Zeller	Teacher
Paul Struska	Principal
jodi Lewitt	Teacher

**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*

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

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

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

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

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

The following School Improvement funds were utilized for:

- 8/22/15- Tyndale- EPS Literacy & Intervention .....	\$321.75
- 9/14/15 - Blaskowski- Lakeshore Materials.....	\$519.85
- 9/30/15 - Sullo - CNestor Corp. DBA Cable Leader .....	\$ 91.54
- 10/30/15 - Sullo Cambium Learning Group .....	\$222.09
- 01/04/16 - Sullo Lakeshore Materials.....	\$198.90
- 01/13/16 - 1st grade Author Study.....	\$ 51.50
- 01/19/16- Ruth Lakeshore Materials .....	\$379.92

**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
Gordon, Julie	Principal
Struska, Paul	Assistant Principal
Lewitt, Jodi	Instructional Coach
Chywski, Genny	Teacher, K-12
Dunn, Mark	Teacher, K-12
Hannah, Lindsey	Teacher, K-12
Tyndal, Karen	Teacher, ESE
Hemings, Susan	Instructional Coach
Hardy, Valerie	Teacher, K-12
Lee, Katheryn	Teacher, K-12
Gourley, Elizabeth	Teacher, K-12

**b. Duties**

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

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

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

The LLT has always been dedicated to providing a variety of literacy-building events throughout the

school year. These would be offered during school and after school to encourage parent involvement. This year we will sponsor two Scholastic book fairs, one in September and the other the week of our Spring Carnival in May.

At Volusia Pines we will ensure the following will occur:

- Provide tutoring during school for those students that are in the lower quartile to ensure learning gains.
- Provide professional development of Florida Standards in ELA
- Provide grades 3-5 training and resources in Ready Writing/Reading that supports the Florida Standards instruction through literature.
- Provide Ready Tests A-Z for grades 3-5

## 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 (PLC), and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

Common planning allows teachers to participate in bi-monthly PLC to regularly review formative assessment data, plan for, and adjust their instruction accordingly. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices.

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

The use of the academic coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional reviews, combined with administrative walk throughs, provide leadership with data to identify areas in which follow up coaching is needed. The leadership team meets bi-weekly to talk about what trends are being seen in the classrooms. This process provides opportunities to identify exemplary teachers for the purpose of allowing class visits from peers.

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

Leadership Opportunities-Julie Gordon and Paul Struska

Professional Development-School based leadership team

PLC Activities-Instructional Leaders, Jodi Lewitt, and Susan Hemings

Celebrations/Teacher Recognition-Julie Gordon and Paul Struska

New Teacher Programs such as individualized PD, PAR teacher, and peer classroom visitations- Julie Gordon, Paul Struska, Jodi Lewitt and Susan Hemings

Participation in District Job Fair and Recruitment Activities- Julie Gordon and Paul Struska

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

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

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

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

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

**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: 480**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

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

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

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

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

**Strategy: Summer Program**

**Minutes added to school year: 6,720**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

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

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

CSI pre and post assessments.

**Strategy: After School Program**

**Minutes added to school year: 2,880**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Enrichment

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

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

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

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

**Strategy: Extended School Day**

**Minutes added to school year: 0**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Enrichment

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

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

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

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



**Strategy: After School Program**

**Minutes added to school year: 0**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

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

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

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

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

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

**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.

**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

## 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 Volusia Pines implements differentiated rigorous instruction aligned with Florida Standards and the instructional shifts, then student achievement will increase across all curriculum areas.

## 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 Volusia Pines implements differentiated rigorous instruction aligned with Florida Standards and the instructional shifts, then student achievement will increase across all curriculum areas. **1a**

G083531

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	73.0
FCAT 2.0 Science Proficiency	64.0
ELA/Reading Gains	56.0
ELA/Reading Lowest 25% Gains	50.0
Math Gains	70.0
Math Lowest 25% Gains	65.0

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

- Lack of knowledge instructional shifts

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

- The district has an approved K-12 Comprehensive Research based Reading Plan (150 minute block)
- Academic Coach
- Teacher Leaders
- Cadre Leadership Team
- Digital Learning Teacher Leaders (DLTL)
- Curriculum maps
- Modules & Units
- Mentors & Mentoring Program
- Differentiation Lesson Planning Resources
- PD Curriculum/District Specialists
- School Wide Behavior Initiative
- Guidance Counselor
- PLC
- Professional Learning (Admin. Institute, Coaches' Trainings etc.....)

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

SIP Progress Monitoring Meeting

**Person Responsible**

Julie Gordon

**Schedule**

On 10/31/2016

**Evidence of Completion**

SIP Progress Monitoring Meeting Minutes and sign-in sheets

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

SIP Mid-year

**Person Responsible**

Julie Gordon

**Schedule**

On 2/14/2017

**Evidence of Completion**

Mid year review CIMS

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

State Assessment Results

**Person Responsible**

Julie Gordon

**Schedule**

On 5/25/2017

**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 Volusia Pines implements differentiated rigorous instruction aligned with Florida Standards and the instructional shifts, then student achievement will increase across all curriculum areas. **1**

 G083531

**G1.B8** Lack of knowledge instructional shifts **2**

 B221588

**G1.B8.S1** Strategies to reduce or eliminate the selected barrier will be to develop knowledge and skills of instructional shifts in ELA to improve implementation of core actions **4**

 S233835

### Strategy Rationale

Increase percentage of teachers effectively implementing the instructional shifts.

### Action Step 1 **5**

Arrange a meeting with leadership team and grade level chairs to review shared vision and goals for upcoming year

#### Person Responsible

Julie Gordon

#### Schedule

On 8/9/2016

#### Evidence of Completion

Meeting minutes

### Action Step 2 **5**

Florida Standards shift cards- distribute and discuss plan of action

#### Person Responsible

Julie Gordon

#### Schedule

On 9/19/2016

#### Evidence of Completion

Faculty meeting PL sign in sheets & minutes



**Action Step 3** 5

Provide professional development on the instructional shifts: ELA core Practice #1

**Person Responsible**

Susan Hemings

**Schedule**

On 9/19/2016

**Evidence of Completion**

faculty meetings PL sign in sheets

**Action Step 4** 5

Half day pacing to create differentiated rigorous instruction based on Florida Standards and instructional shifts

**Person Responsible**

Susan Hemings

**Schedule**

Semiannually, from 9/22/2016 to 5/31/2017

**Evidence of Completion**

Administration observations during walk through and data

**Action Step 5** 5

Implement the knowledge and skill learned during each Professional Learning Session

**Person Responsible**

Julie Gordon

**Schedule**

Daily, from 9/22/2016 to 5/31/2017

**Evidence of Completion**

Lesson Plans, Student work samples

**Action Step 6** 5

Monitor and provide feedback and coaching as needed for each professional learning

**Person Responsible**

Julie Gordon

**Schedule**

Daily, from 9/22/2016 to 5/31/2017

**Evidence of Completion**

Data collection results

**Plan to Monitor Fidelity of Implementation of G1.B8.S1** 6

Arrange a meeting with leadership team and grade level chairs to review shared vision and goals for upcoming year.

**Person Responsible**

Julie Gordon

**Schedule**

On 8/11/2016

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G1.B8.S1** 6

Florida Standards shift cards- distribute and discuss plan of action

**Person Responsible**

Julie Gordon

**Schedule**

On 9/19/2016

**Evidence of Completion**

Faculty meeting PL sign- in sheets & minutes

**Plan to Monitor Fidelity of Implementation of G1.B8.S1** 6

Touch base with professional learning facilitators to determine status of the professional learning plans

**Person Responsible**

Julie Gordon

**Schedule**

Biweekly, from 8/15/2016 to 5/31/2017

***Evidence of Completion***

Outlook calendar, email

**Plan to Monitor Fidelity of Implementation of G1.B8.S1** 6

Touch base with grade level teams to determine the level of understanding of the curriculum

**Person Responsible**

Susan Hemings

**Schedule**

Biweekly, from 8/15/2016 to 5/31/2017

***Evidence of Completion***

PLC minutes

**Plan to Monitor Fidelity of Implementation of G1.B8.S1** 6

Coaches provide follow up support to ensure implementation of the instructional shifts

**Person Responsible**

Susan Hemings

**Schedule**

Daily, from 8/15/2016 to 5/31/2017

***Evidence of Completion***

New Teacher Center (NTC)-collaboration site

**Plan to Monitor Fidelity of Implementation of G1.B8.S1** 6

Administrators conduct learning walks

**Person Responsible**

Julie Gordon

**Schedule**

Monthly, from 9/19/2016 to 5/31/2017

**Evidence of Completion**

Learning walks collection tools and data grids, VSET

**Plan to Monitor Effectiveness of Implementation of G1.B8.S1** 7

Discuss effectiveness of creating and implementing the professional learning plan and analyze collected data at monthly instructional leadership meetings

**Person Responsible**

Julie Gordon

**Schedule**

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

**Evidence of Completion**

Monthly data walks, observational notes, lesson plans, VXT data, SLT minutes

**Plan to Monitor Effectiveness of Implementation of G1.B8.S1** 7

Learning Walks

**Person Responsible**

Julie Gordon

**Schedule**

Monthly, from 9/19/2016 to 5/31/2017

**Evidence of Completion**

Learning walks data

**Plan to Monitor Effectiveness of Implementation of G1.B8.S1** 7

Administration walk through

**Person Responsible**

Julie Gordon

**Schedule**

Annually, from 9/5/2016 to 5/31/2017

***Evidence of Completion***

VSET

**G1.B8.S2** Develop knowledge and skills of instructional shifts in Math to improve implementation of core actions **4**

 S233836

### **Strategy Rationale**

Increase percentage of teachers effectively implementing the instructional shifts.

### **Action Step 1** **5**

Arrange a meeting with leadership team and grade level chairs to review shared vision and goals for upcoming year

#### **Person Responsible**

Julie Gordon

#### **Schedule**

On 8/11/2016

#### **Evidence of Completion**

Accepting outlook calendar invite/ agenda/minutes and sign-in sheet

### **Action Step 2** **5**

Florida Standards shift cards- distribute and discuss plan of action

#### **Person Responsible**

Julie Gordon

#### **Schedule**

On 9/19/2016

#### **Evidence of Completion**

Faculty meeting PL sign in sheets & minutes

**Action Step 3** 5

Provide professional development on the instructional shifts: math core Practice: #1

**Person Responsible**

Jodi Lewitt

**Schedule**

On 9/19/2016

**Evidence of Completion**

faculty meeting pl sign in sheets

**Action Step 4** 5

half day pacing to create differentiated rigorous instruction based on Florida Standards and instructional shifts

**Person Responsible**

Jodi Lewitt

**Schedule**

Semiannually, from 9/22/2016 to 5/31/2017

**Evidence of Completion**

administration, observations during walk through data

**Action Step 5** 5

Implement the knowledge and skills learned during each professional learning session

**Person Responsible**

Julie Gordon

**Schedule**

Daily, from 8/15/2016 to 5/31/2017

**Evidence of Completion**

lesson plans, student work samples



**Action Step 6** 5

Monitor and provide feedback and coaching as needed for each professional learner

**Person Responsible**

Jodi Lewitt

**Schedule**

Daily, from 8/15/2016 to 5/31/2017

***Evidence of Completion***

data collection results, NTC (new teacher center)

**Plan to Monitor Fidelity of Implementation of G1.B8.S2** 6

Arrange a meeting with leadership team and grade level chairs to review shared vision and goals for upcoming year

**Person Responsible**

Julie Gordon

**Schedule**

On 8/11/2016

***Evidence of Completion***

Invite agenda, minutes and sign-in sheet

**Plan to Monitor Fidelity of Implementation of G1.B8.S2** 6

Florida standards shift cards- distribute and discuss plan of action

**Person Responsible**

Jodi Lewitt

**Schedule**

On 9/19/2016

***Evidence of Completion***

faculty meeting PL sign in sheets & minutes

**Plan to Monitor Fidelity of Implementation of G1.B8.S2** 6

Touch base with professional learning facilitators to determine status of the professional learning plan

**Person Responsible**

Julie Gordon

**Schedule**

Monthly, from 8/15/2016 to 5/31/2017

***Evidence of Completion***

calendar invite

**Plan to Monitor Fidelity of Implementation of G1.B8.S2** 6

Touch base with grade level teams to determine the level of understanding of curriculum

**Person Responsible**

Jodi Lewitt

**Schedule**

Biweekly, from 8/15/2016 to 5/31/2017

***Evidence of Completion***

PLC minutes

**Plan to Monitor Fidelity of Implementation of G1.B8.S2** 6

Coach provides follow up support to ensure implementation of the instructional shifts

**Person Responsible**

Jodi Lewitt

**Schedule**

Weekly, from 8/15/2016 to 5/31/2017

***Evidence of Completion***

NTC-(new teacher center)- collaboration

**Plan to Monitor Fidelity of Implementation of G1.B8.S2** 6

Administration conducts learning walks

**Person Responsible**

Julie Gordon

**Schedule**

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

**Evidence of Completion**

Learning walk collection tools and data grids, VSET

**Plan to Monitor Effectiveness of Implementation of G1.B8.S2** 7

Discuss effectiveness of creating and implementing the professional learning plan and analyze collected data at monthly instructional leadership meetings

**Person Responsible**

Julie Gordon

**Schedule**

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

**Evidence of Completion**

monthly data walks, observational notes, lesson plans, VXT data, SLT minutes

**Plan to Monitor Effectiveness of Implementation of G1.B8.S2** 7

Learning walks

**Person Responsible**

Jodi Lewitt

**Schedule**

Monthly, from 10/4/2016 to 5/31/2017

**Evidence of Completion**

NTC- (new teacher center) learning walks data

**Plan to Monitor Effectiveness of Implementation of G1.B8.S2** 7

Administrative walk though

**Person Responsible**

Julie Gordon

**Schedule**

Monthly, from 8/15/2016 to 5/31/2017

***Evidence of Completion***

VSET

## 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.B8.S1.A1 A300107	Arrange a meeting with leadership team and grade level chairs to review shared vision and goals for...	Gordon, Julie	8/9/2016	Meeting minutes	8/9/2016 one-time
G1.B8.S1.MA1 M304565	Arrange a meeting with leadership team and grade level chairs to review shared vision and goals for...	Gordon, Julie	8/11/2016	Accepting Outlook calendar invite, agenda, minutes and sign-in sheets	8/11/2016 one-time
G1.B8.S2.MA1 M304574	Arrange a meeting with leadership team and grade level chairs to review shared vision and goals for...	Gordon, Julie	8/11/2016	Invite agenda, minutes and sign-in sheet	8/11/2016 one-time
G1.B8.S2.A1 A300113	Arrange a meeting with leadership team and grade level chairs to review shared vision and goals for...	Gordon, Julie	8/11/2016	Accepting outlook calendar invite/ agenda/minutes and sign-in sheet	8/11/2016 one-time
G1.B8.S1.MA3 M304566	Florida Standards shift cards- distribute and discuss plan of action	Gordon, Julie	9/19/2016	Faculty meeting PL sign- in sheets & minutes	9/19/2016 one-time
G1.B8.S1.A2 A300108	Florida Standards shift cards- distribute and discuss plan of action	Gordon, Julie	9/19/2016	Faculty meeting PL sign in sheets & minutes	9/19/2016 one-time
G1.B8.S1.A3 A300109	Provide professional development on the instructional shifts: ELA core Practice #1	Hemings, Susan	9/19/2016	faculty meetings PL sign in sheets	9/19/2016 one-time
G1.B8.S2.MA2 M304575	Florida standards shift cards- distribute and discuss plan of action	Lewitt, Jodi	9/19/2016	faculty meeting PL sign in sheets & minutes	9/19/2016 one-time
G1.B8.S2.A2 A300114	Florida Standards shift cards- distribute and discuss plan of action	Gordon, Julie	9/19/2016	Faculty meeting PL sign in sheets & minutes	9/19/2016 one-time
G1.B8.S2.A3 A300115	Provide professional development on the instructional shifts: math core Practice: #1	Lewitt, Jodi	9/19/2016	faculty meeting pl sign in sheets	9/19/2016 one-time
G1.MA1 M304580	SIP Progress Monitoring Meeting	Gordon, Julie	10/31/2016	SIP Progress Monitoring Meeting Minutes and sign-in sheets	10/31/2016 one-time
G1.MA2 M304581	SIP Mid-year	Gordon, Julie	2/14/2017	Mid year review CIMS	2/14/2017 one-time
G1.MA3 M304582	State Assessment Results	Gordon, Julie	5/25/2017	Step Zero for 2017 - 2018 SIP	5/25/2017 one-time
G1.B8.S1.MA1 M304562	Discuss effectiveness of creating and implementing the professional learning plan and analyze...	Gordon, Julie	8/9/2016	Monthly data walks, observational notes, lesson plans, VXT data, SLT minutes	5/31/2017 monthly
G1.B8.S1.MA8 M304563	Learning Walks	Gordon, Julie	9/19/2016	Learning walks data	5/31/2017 monthly
G1.B8.S1.MA9 M304564	Administration walk through	Gordon, Julie	9/5/2016	VSET	5/31/2017 annually
G1.B8.S1.MA4 M304567	Touch base with professional learning facilitators to determine status of the professional learning...	Gordon, Julie	8/15/2016	Outlook calendar, email	5/31/2017 biweekly
G1.B8.S1.MA5 M304568	Touch base with grade level teams to determine the level of understanding of the curriculum	Hemings, Susan	8/15/2016	PLC minutes	5/31/2017 biweekly
G1.B8.S1.MA6 M304569	Coaches provide follow up support to ensure implementation of the instructional shifts	Hemings, Susan	8/15/2016	New Teacher Center (NTC)- collaboration site	5/31/2017 daily
G1.B8.S1.MA7 M304570	Administrators conduct learning walks	Gordon, Julie	9/19/2016	Learning walks collection tools and data grids, VSET	5/31/2017 monthly

**Volusia - 6871 - Volusia Pines Elementary School - 2016-17 SIP**  
*Volusia Pines Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S1.A4 A300110	Half day pacing to create differentiated rigorous instruction based on Florida Standards and...	Hemings, Susan	9/22/2016	Administration observations during walk through and data	5/31/2017 semiannually
G1.B8.S1.A5 A300111	Implement the knowledge and skill learned during each Professional Learning Session	Gordon, Julie	9/22/2016	Lesson Plans, Student work samples	5/31/2017 daily
G1.B8.S1.A6 A300112	Monitor and provide feedback and coaching as needed for each professional learning	Gordon, Julie	9/22/2016	Data collection results	5/31/2017 daily
G1.B8.S2.MA1 M304571	Discuss effectiveness of creating and implementing the professional learning plan and analyze...	Gordon, Julie	9/5/2016	monthly data walks, observational notes, lesson plans, VXT data, SLT minutes	5/31/2017 monthly
G1.B8.S2.MA8 M304572	Learning walks	Lewitt, Jodi	10/4/2016	NTC- (new teacher center) learning walks data	5/31/2017 monthly
G1.B8.S2.MA9 M304573	Administrative walk though	Gordon, Julie	8/15/2016	VSET	5/31/2017 monthly
G1.B8.S2.MA3 M304576	Touch base with professional learning facilitators to determine status of the professional learning...	Gordon, Julie	8/15/2016	calendar invite	5/31/2017 monthly
G1.B8.S2.MA4 M304577	Touch base with grade level teams to determine the level of understanding of curriculum	Lewitt, Jodi	8/15/2016	PLC minutes	5/31/2017 biweekly
G1.B8.S2.MA5 M304578	Coach provides follow up support to ensure implementation of the instructional shifts	Lewitt, Jodi	8/15/2016	NTC-(new teacher center)-collaboration	5/31/2017 weekly
G1.B8.S2.MA6 M304579	Administration conducts learning walks	Gordon, Julie	9/5/2016	Learning walk collection tools and data grids, VSET	5/31/2017 monthly
G1.B8.S2.A4 A300116	half day pacing to create differentiated rigorous instruction based on Florida Standards and...	Lewitt, Jodi	9/22/2016	administration, observations during walk through data	5/31/2017 semiannually
G1.B8.S2.A5 A300117	Implement the knowledge and skills learned during each professional learning session	Gordon, Julie	8/15/2016	lesson plans, student work samples	5/31/2017 daily
G1.B8.S2.A6 A300118	Monitor and provide feedback and coaching as needed for each professional learner	Lewitt, Jodi	8/15/2016	data collection results, NTC (new teacher center)	5/31/2017 daily

## V. Professional Development Opportunities

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

**G1.** If Volusia Pines implements differentiated rigorous instruction aligned with Florida Standards and the instructional shifts, then student achievement will increase across all curriculum areas.

### **G1.B8** Lack of knowledge instructional shifts

**G1.B8.S1** Strategies to reduce or eliminate the selected barrier will be to develop knowledge and skills of instructional shifts in ELA to improve implementation of core actions

#### **PD Opportunity 1**

Provide professional development on the instructional shifts: ELA core Practice #1

##### **Facilitator**

Leadership Team

##### **Participants**

Faculty

##### **Schedule**

On 9/19/2016

#### **PD Opportunity 2**

Half day pacing to create differentiated rigorous instruction based on Florida Standards and instructional shifts

##### **Facilitator**

District Specialist, Coaches, team leaders

##### **Participants**

faculty

##### **Schedule**

Semiannually, from 9/22/2016 to 5/31/2017



**G1.B8.S2** Develop knowledge and skills of instructional shifts in Math to improve implementation of core actions

**PD Opportunity 1**

Provide professional development on the instructional shifts: math core Practice: #1

**Facilitator**

Shelly Osterman, Leadership team

**Participants**

faculty

**Schedule**

On 9/19/2016

**PD Opportunity 2**

half day pacing to create differentiated rigorous instruction based on Florida Standards and instructional shifts

**Facilitator**

Shelly Osterman - district leadership team

**Participants**

faculty

**Schedule**

Semiannually, from 9/22/2016 to 5/31/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B8.S1.A1	Arrange a meeting with leadership team and grade level chairs to review shared vision and goals for upcoming year				\$0.00
2	G1.B8.S1.A2	Florida Standards shift cards- distribute and discuss plan of action				\$0.00
3	G1.B8.S1.A3	Provide professional development on the instructional shifts: ELA core Practice #1				\$13,880.18
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3240		6871 - Volusia Pines Elementary School	Title I, Part A		\$13,880.18
<i>Notes: Professional Learning Development</i>						
4	G1.B8.S1.A4	Half day pacing to create differentiated rigorous instruction based on Florida Standards and instructional shifts				\$19,415.40
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3240		6871 - Volusia Pines Elementary School	Title I, Part A		\$19,415.40
<i>Notes: Technology Resources</i>						
5	G1.B8.S1.A5	Implement the knowledge and skill learned during each Professional Learning Session				\$2,258.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3240		6871 - Volusia Pines Elementary School	Title I, Part A		\$2,258.28
<i>Notes: Parent &amp; Family Engagement</i>						
6	G1.B8.S1.A6	Monitor and provide feedback and coaching as needed for each professional learning				\$144,937.03
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3240		6871 - Volusia Pines Elementary School	Title I, Part A		\$144,937.03
<i>Notes: Salaried Resource Positions</i>						
7	G1.B8.S2.A1	Arrange a meeting with leadership team and grade level chairs to review shared vision and goals for upcoming year				\$0.00
8	G1.B8.S2.A2	Florida Standards shift cards- distribute and discuss plan of action				\$0.00
9	G1.B8.S2.A3	Provide professional development on the instructional shifts: math core Practice: #1				\$19,253.00

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*Volusia Pines Elementary School*

	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
	3240		6871 - Volusia Pines Elementary School	Title I, Part A		\$19,253.00	
<i>Notes: Materials and supplies- Acaletics &amp; Mind set</i>							
10	G1.B8.S2.A4	<b>half day pacing to create differentiated rigorous instruction based on Florida Standards and instructional shifts</b>					<b>\$0.00</b>
11	G1.B8.S2.A5	<b>Implement the knowledge and skills learned during each professional learning session</b>					<b>\$20,536.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
	3240		6871 - Volusia Pines Elementary School	Title I, Part A		\$20,536.00	
<i>Notes: Title 1 Tutoring</i>							
12	G1.B8.S2.A6	<b>Monitor and provide feedback and coaching as needed for each professional learner</b>					<b>\$0.00</b>
<b>Total:</b>						<b>\$220,279.89</b>	