

Volusia County Schools

Spruce Creek Elementary School



2016-17 Schoolwide Improvement Plan

Spruce Creek Elementary School

642 TAYLOR RD, Port Orange, FL 32127

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	B*	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 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 Spruce Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

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

b. Provide the school's vision statement.

School Belief Statements

We believe education is the shared responsibility of family, students, staff, and community.

We believe all members of our school family should be treated with dignity and respect.

We believe positive communication among students, parents, teachers, and staff is the key to a successful school.

We believe learning is a dynamic lifelong process.

We believe all individuals have a right to a safe and secure environment where trust, caring, encouragement, and support prevail.

We believe in the celebration of our success.

2. School Environment

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

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

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

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

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.

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

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.

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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?

No

1. PIP Link

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

2. Description

The school website and monthly newsletter provide current information about school activities and the mission and vision. Evening events such as Open House, Game Night, Information Nights, and the Holiday Concert promote involvement of parents who are unavailable during the day. Teachers hold parent conferences with every child's family. Interim reports and report cards are sent home at scheduled times. The school is involved in the Port Orange parade and Port Orange Family Days. The PTA is very active and has a large board, encouraging involvement in many different areas. Parent volunteers are encouraged to participate in school events.

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.

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

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
Hazel, Rachel	Principal
Campbell, Monica	Instructional Coach
Pellicer, Megan	Assistant Principal

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, PLC, Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work.

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.

The school has a leadership team consisting of the principal, assistant principal, and academic coach. This leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers to ensure student learning.

Instructional resources include staff development developed and provided by our district and our school's leadership team. Teachers meet in PLC meetings with the instructional coach to collaborate on curriculum planning and share instructional strategies. Our district and school are both committed to meeting the needs of our students and maximizing our students' achievement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Melissa Eagney	Teacher
Leslie Castillo-Solis	Parent
Corinne DeArakal	Teacher
Amber Morgan	Teacher
Jeff Chadwell	Business/Community
Rachel Hazel	Principal
Karen Weinrich	Teacher
Kimberly Weslar	Teacher
Christina Call	Parent
Anishka Gibson	Parent
Andrew Leech	Parent
Yolande Sims	Parent
John Tricarico	Parent
Bernice Rivera	Teacher
Jennifer Alkire	Parent
Brooklyn Call	Student
Courtney Dunham	Parent
Amy Richardson	Teacher
Sophia Solis	Student
Juliet Sigmann	Parent
Tina Daraio	Education Support Employee
Megan Pellicer	Principal

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 over the summer to complete needs assessment. Our school leadership team shared the results with the School Advisory Council and the faculty.

b. Development of this school improvement plan

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

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

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

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

\$1436 was used to send a group of teachers to the Ron Clark Academy in Atlanta. These teachers returned and shared their experiences and ideas with teachers, staff, and parents.

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
Hazel, Rachel	Principal
Campbell, Monica	Instructional Coach
Weslar, Kim	Teacher, K-12
Gass, Dave	Teacher, K-12
Richardson, Amy	Teacher, ESE
Kelly, Kathy	Teacher, K-12
Bangert, Melissa	Teacher, K-12
Ritchey, Kathie	Teacher, K-12
Gass, Frances	Teacher, K-12
Weinrich, Karen	Teacher, K-12
Rohr, Brooke	Teacher, K-12
White, Kim	Teacher, K-12
Eagney, Melissa	Teacher, K-12
Corley, Heather	Teacher, K-12
Pratt, Carolyn	Teacher, K-12
Pellicer, Megan	Assistant Principal

b. Duties

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

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

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 time, Professional Learning Communities (PLC's), and academic coaching are critical practices to help build collaborative and positive working relationships between teachers. The structure of PLC's allow teachers to regularly review formative assessment data and plan for and adjust their instruction accordingly. Teachers are encouraged and supported to work together on common goals with clear objectives and to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. The use of an academic coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process.

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

Create a school environment and culture of mutual respect and shared leadership toward the common goal of student academic achievement and life-long learning. In the hiring process, we seek teachers who share the same vision and goals for student success and utilize best practices. Rachel Hazel, principal, is responsible for the hiring and retention of teachers and checks with the county and state to ensure candidates meet all the state requirements. SCES participates in the District job fair and

recruitment activities. Professional development is offered at both the district and school-based levels. SCES also sponsors junior and senior interns from the local colleges.

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

Teachers who are in their first three years of teaching or new to their teaching assignment will receive coaching from Monica Campbell, academic coach. In addition, teachers in their first or second year of teaching have a Peer Assistance and Review mentor provided by the district. These mentors were chosen because they are highly effective and can provide effective support.

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

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.

This year's school-based Professional Development is focused on effective use of PLC's to meet every child's needs and track their response to the interventions. At quarterly PLC meetings, student data is tracked on a school-wide data board, and students are targeted for intervention or enrichment. An intervention teacher supports the classroom teachers in providing interventions. Teachers also use PLC times to review formative and summative assessment data and adjust instruction accordingly and provide different instructional strategies. Quarterly data chats monitor student achievement. The guidance counselor and school psychologist have weekly hours for teachers to discuss specific students and plan interventions. The academic coach will be actively involved in assisting teachers as needed.

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: Summer Program

Minutes added to school year: 4,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hazel, Rachel, rbhazel@volusia.k12.fl.us

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

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

Strategy: After School Program

Minutes added to school year: 1,000

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hazel, Rachel, rbhazel@volusia.k12.fl.us

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

Formative and summative evaluations

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.

Fifth grade students preparing for middle school take a field trip to visit their school, organized by the guidance counselor and classroom teachers. Guidance counselors from the middle school visit our school to talk about placement for the next school year. Classroom teachers are involved in recommendations for appropriate sixth grade classes.

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

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

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

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

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

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.

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.

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 Spruce Creek Elementary School teachers work collaboratively to implement standards based instruction that is based on instructional shifts, 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 Spruce Creek Elementary School teachers work collaboratively to implement standards based instruction that is based on instructional shifts, then student achievement will increase. 1a

G083535

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA Mathematics Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- PLC: Time for planning; Lack of structure in PLC sessions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Quality Teachers
- Academic Coach
- Intervention Teacher
- Added 10 minutes to Special Area
- 20 teachers visited Ron Clark Academy
- 10+ teachers attended PLC institute
- Parent university
- Kindness and Compassion club
- Strong PTA
- Walk to intervention

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Rachel Hazel

Schedule

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

Evidence of Completion

VMT, VST, and VLT scores will improve.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Spruce Creek Elementary School teachers work collaboratively to implement standards based instruction that is based on instructional shifts, then student achievement will increase. 1

G083535

G1.B1 PLC: Time for planning; Lack of structure in PLC sessions 2

B221601

G1.B1.S1 During PLC, faculty, and ERPD meetings, develop knowledge and skills of instructional shifts in ELA/Math and improve implementation of core actions. 4

S233853

Strategy Rationale

Current student data indicates that teachers are currently at various levels of knowledge and implementation of the instructional shifts.

Action Step 1 5

Develop knowledge and skills of instructional shifts in ELA/Math and improve implementation of core actions.

Person Responsible

Rachel Hazel

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Survey Data showing teachers' understanding of the instructional shifts

Action Step 2 5

Conduct Learning Walks to ascertain a baseline need for PD as it correlates to the survey data and knowledge and implementation of instructional shifts.

Person Responsible

Rachel Hazel

Schedule

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

Evidence of Completion

data collection forms

Action Step 3 5

Facilitate Professional Development designed to support Deliberate Practice Plans and instructional shifts.

Person Responsible

Rachel Hazel

Schedule

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

Evidence of Completion

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

Administrative Walk-Throughs

Person Responsible

Rachel Hazel

Schedule

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

Evidence of Completion

Walk-through logs and data

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

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

Person Responsible

Rachel Hazel

Schedule

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

Evidence of Completion

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

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

Volusia Literacy Test Scores

Person Responsible

Rachel Hazel

Schedule

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

Evidence of Completion

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

G1.B1.S2 Develop highly effective PLCs to improve knowledge and implementation of the instructional shifts. 4

S233854

Strategy Rationale

Teacher feedback indicates that PLCs are currently focusing on Professional Development that is not applicable to the instructional shifts.

Action Step 1 5

Conduct a survey to measure teacher perceptions of PLCs.

Person Responsible

Rachel Hazel

Schedule

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

Evidence of Completion

Survey Data

Action Step 2 5

Develop and facilitate PD based upon needs identified in the survey.

Person Responsible

Rachel Hazel

Schedule

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

Evidence of Completion

Observation data for active participation and follow up implementation

Action Step 3 5

Create PLC norms, rubric and framework.

Person Responsible

Monica Campbell

Schedule

On 9/30/2016

Evidence of Completion

Product

Action Step 4 5

Develop SMART goals

Person Responsible

Monica Campbell

Schedule

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

Evidence of Completion

Developed Goals

Action Step 5 5

Determine essential standards to set focus and disaggregate data to establish goals.

Person Responsible

Monica Campbell

Schedule

Evidence of Completion

PLC notes, Observational data for classroom implementation

Action Step 6 5

Implement Effective PLCs

Person Responsible

Monica Campbell

Schedule

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

Evidence of Completion

Observation, PLC notes, surveys, student data

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

Academic Coach Records

Person Responsible

Monica Campbell

Schedule

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

Evidence of Completion

Academic Coach will keep records of PLC (according to seed grant guidelines), including weekly grade-level minutes. Quarterly teacher survey will be used to gauge effectiveness from teachers. Collaborative Assessment Log will be kept and monitored by district staff.

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

Academic Coach Records

Person Responsible

Monica Campbell

Schedule

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

Evidence of Completion

. Quarterly teacher survey will be used to gauge effectiveness from teachers. Collaborative Assessment Log will be monitored by district staff.

G1.B1.S3 Develop a more comprehensive intervention framework and implement school-wide to increase teachers' knowledge of effective intervention strategies and track student response to interventions. 4

S233855

Strategy Rationale

Observation data indicates that teachers are currently at varying depths of knowledge regarding effective intervention strategies and tracking of student response to RTI.

Action Step 1 5

On-going survey to determine needs

Person Responsible

Rachel Hazel

Schedule

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

Evidence of Completion

survey results

Action Step 2 5

Develop and implement small group PD

Person Responsible

Rachel Hazel

Schedule

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

Evidence of Completion

Agenda/Sign-In sheets, Observation of active participation and follow-up implementation

Action Step 3 5

Develop framework of intervention support

Person Responsible

Monica Campbell

Schedule

On 9/30/2016

Evidence of Completion

Framework product, Observation of active participation and follow-up implementation

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

Intervention framework will be created and implemented

Person Responsible

Monica Campbell

Schedule

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

Evidence of Completion

Framework; data board, SMART goals

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

Student data will show response to interventions

Person Responsible

Monica Campbell

Schedule

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

Evidence of Completion

Data board used during PLC at monthly intervals; monitoring of SMART goals by grade level

G1.B1.S4 Visits to Ron Clark Academy in Atlanta, Georgia. 4

S233856

Strategy Rationale

Teachers who visit are able to see what implementation of the instructional shifts looks like, and then share with other teachers at PLC and faculty meetings.

Action Step 1 5

Visits to Ron Clark Academy

Person Responsible

Rachel Hazel

Schedule

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

Evidence of Completion

photo, video, and receipt from visit

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Visit will be planned and completed

Person Responsible

Rachel Hazel

Schedule

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

Evidence of Completion

Receipt for payment from Ron Clark Academy

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Visit reports

Person Responsible

Rachel Hazel

Schedule

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







Evidence of Completion

Teachers who visit will return and present to faculty and staff, including photo, video, and implementation ideas.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S2.A5 A300212	Determine essential standards to set focus and disaggregate data to establish goals.	Campbell, Monica	9/1/2016	PLC notes, Observational data for classroom implementation	No End Date monthly
G1.MA1 M304672	Volusia Literacy Test, Volusia Math Test, and Volusia Science test Scores will be monitored...	Hazel, Rachel	10/1/2015	VMT, VST, and VLT scores will improve.	6/7/2016 quarterly
G1.B1.S1.MA1 M304663	Volusia Literacy Test Scores	Hazel, Rachel	10/1/2015	Data will be analyzed and shared at quarterly data chats and at faculty meetings.	6/7/2016 quarterly
G1.B1.S1.MA1 M304664	Administrative Walk-Throughs	Hazel, Rachel	9/21/2015	Walk-through logs and data	6/7/2016 monthly
G1.B1.S1.MA3 M304665	Volusia Literacy Test , Volusia Math Test, and Volusia Science test Scores	Hazel, Rachel	10/1/2015	VLT, VMT, and VST scores will be analyzed and discussed at quarterly data chats, PLC meetings, and faculty meeting. Scores will be used to plan further interventions and identify struggling students.	6/7/2016 quarterly
G1.B1.S2.A3 A300210	Create PLC norms, rubric and framework.	Campbell, Monica	9/1/2016	Product	9/30/2016 one-time
G1.B1.S3.A3 A300216	Develop framework of intervention support	Campbell, Monica	9/1/2016	Framework product, Observation of active participation and follow-up implementation	9/30/2016 one-time
G1.B1.S1.A2 A300206	Conduct Learning Walks to ascertain a baseline need for PD as it correlates to the survey data and...	Hazel, Rachel	9/5/2016	data collection forms	5/31/2017 monthly
G1.B1.S1.A3 A300207	Facilitate Professional Development designed to support Deliberate Practice Plans and instructional...	Hazel, Rachel	9/1/2016		5/31/2017 monthly
G1.B1.S2.MA1 M304666	Academic Coach Records	Campbell, Monica	9/1/2016	. Quarterly teacher survey will be used to gauge effectiveness from teachers. Collaborative Assessment Log will be monitored by district staff.	5/31/2017 quarterly
G1.B1.S2.MA1 M304667	Academic Coach Records	Campbell, Monica	9/1/2016	Academic Coach will keep records of PLC (according to seed grant guidelines), including weekly grade-level minutes. Quarterly teacher survey will be used to gauge effectiveness from teachers. Collaborative Assessment Log will be kept and monitored by district staff.	5/31/2017 quarterly
G1.B1.S2.A1 A300208	Conduct a survey to measure teacher perceptions of PLCs.	Hazel, Rachel	9/1/2016	Survey Data	5/31/2017 quarterly
G1.B1.S2.A2 A300209	Develop and facilitate PD based upon needs identified in the survey.	Hazel, Rachel	9/1/2016	Observation data for active participation and follow up implementation	5/31/2017 monthly
G1.B1.S2.A4 A300211	Develop SMART goals	Campbell, Monica	9/1/2016	Developed Goals	5/31/2017 monthly
G1.B1.S2.A6 A300213	Implement Effective PLCs	Campbell, Monica	9/1/2016	Observation, PLC notes, surveys, student data	5/31/2017 weekly
G1.B1.S3.MA1 M304668	Student data will show response to interventions	Campbell, Monica	9/1/2016	Data board used during PLC at monthly intervals; monitoring of SMART goals by grade level	5/31/2017 quarterly
G1.B1.S3.MA1 M304669	Intervention framework will be created and implemented	Campbell, Monica	9/1/2016	Framework;data board, SMART goals	5/31/2017 quarterly

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Spruce Creek 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.A1  A300214	On-going survey to determine needs	Hazel, Rachel	9/1/2016	survey results	5/31/2017 quarterly
G1.B1.S3.A2  A300215	Develop and implement small group PD	Hazel, Rachel	9/1/2016	Agenda/Sign-In sheets, Observation of active participation and follow-up implementation	5/31/2017 monthly
G1.B1.S4.MA1  M304670	Visit reports	Hazel, Rachel	9/1/2016	Teachers who visit will return and present to faculty and staff, including photo, video, and implementation ideas.	5/31/2017 semiannually
G1.B1.S4.MA1  M304671	Visit will be planned and completed	Hazel, Rachel	9/1/2016	Receipt for payment from Ron Clark Academy	5/31/2017 semiannually
G1.B1.S4.A1  A300217	Visits to Ron Clark Academy	Hazel, Rachel	9/1/2016	photo, video, and receipt from visit	5/31/2017 semiannually
G1.B1.S1.A1  A300205	Develop knowledge and skills of instructional shifts in ELA/Math and improve implementation of core...	Hazel, Rachel	8/15/2016	Survey Data showing teachers' understanding of the instructional shifts	6/1/2017 monthly

V. Professional Development Opportunities

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

G1. If Spruce Creek Elementary School teachers work collaboratively to implement standards based instruction that is based on instructional shifts, then student achievement will increase.

G1.B1 PLC: Time for planning; Lack of structure in PLC sessions

G1.B1.S2 Develop highly effective PLCs to improve knowledge and implementation of the instructional shifts.

PD Opportunity 1

Develop and facilitate PD based upon needs identified in the survey.

Facilitator

Administrators and Teacher Leaders

Participants

all faculty

Schedule

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

VI. Technical Assistance Items

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

G1. If Spruce Creek Elementary School teachers work collaboratively to implement standards based instruction that is based on instructional shifts, then student achievement will increase.

G1.B1 PLC: Time for planning; Lack of structure in PLC sessions

G1.B1.S1 During PLC, faculty, and ERPD meetings, develop knowledge and skills of instructional shifts in ELA/Math and improve implementation of core actions.

TA Opportunity 1

Facilitate Professional Development designed to support Deliberate Practice Plans and instructional shifts.

Facilitator

Administrators and Teacher Leaders

Participants

all faculty

Schedule

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

VII. Budget

1	G1.B1.S1.A1	Develop knowledge and skills of instructional shifts in ELA/Math and improve implementation of core actions.	\$0.00
2	G1.B1.S1.A2	Conduct Learning Walks to ascertain a baseline need for PD as it correlates to the survey data and knowledge and implementation of instructional shifts.	\$0.00
3	G1.B1.S1.A3	Facilitate Professional Development designed to support Deliberate Practice Plans and instructional shifts.	\$0.00
4	G1.B1.S2.A1	Conduct a survey to measure teacher perceptions of PLCs.	\$0.00
5	G1.B1.S2.A2	Develop and facilitate PD based upon needs identified in the survey.	\$0.00
6	G1.B1.S2.A3	Create PLC norms, rubric and framework.	\$0.00
7	G1.B1.S2.A4	Develop SMART goals	\$0.00
8	G1.B1.S2.A5	Determine essential standards to set focus and disaggregate data to establish goals.	\$0.00
9	G1.B1.S2.A6	Implement Effective PLCs	\$0.00
10	G1.B1.S3.A1	On-going survey to determine needs	\$0.00
11	G1.B1.S3.A2	Develop and implement small group PD	\$0.00
12	G1.B1.S3.A3	Develop framework of intervention support	\$0.00

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13	G1.B1.S4.A1	Visits to Ron Clark Academy	\$0.00
			Total: \$0.00