

Volusia County Schools

# Spirit Elementary School



2017-18 Schoolwide Improvement Plan

## Spirit Elementary School

1500 MEADOWLARK DR, Deltona, FL 32725

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

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Spirit Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

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

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

Spirit's the place where every student shines!

#### 2. School Environment

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

This year Spirit will continue implementing a house system. Returning teachers and students will remain in the house they were placed into last year. New teachers will take a personality test to determine their house color. New students will spin a wheel to determine the house color they will belong to. During the week students and teachers can earn tickets for their house. At the end of each month, the house with the most points will be rewarded. The purpose of the house system is to promote unity among students and teachers in grades kindergarten through fifth as well as to improve school wide behavior.

Spirit Elementary is also implementing CHAMPS school wide, which is a program that supports classroom structure, ways to teach students, ways to observe students in action, ways to interact positively with one another, and how to correct fluently.

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

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

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

Our school counselor is implementing school wide classroom lessons teaching students how to be respectful and where to go if they need help. She is going from grade level to grade level throughout the school day to create an environment where students feel safe.

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

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

**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.**

CHAMPS is being implemented school wide. Faculty was trained on day one of preplanning to prepare their classroom for effective structure and ways to engage students through their instruction. Cafeteria and Hallway expectations were explained and posters for each classroom door were provided by Leadership. Leadership invited each class into the cafeteria to practice expectations for the cafeteria in the first week of school. Teachers took their classes into the hallway to practice hallway CHAMP expectations the first week of school. Teachers "CHAMP" out each activity in their classrooms to ensure students are aware of expectations.

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

**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:

1. Crisis Training Program
2. OLWEUS Bulling Program
3. School Counselor meeting with each class for prevention of behavior issues.

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

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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



1. Unweighted GPA ( at risk if below 2.0)
2. YTD Discipline Referrals- Current School Yr (2 or More)
3. YTD Absences- Current School Year (1 or More)
4. YTD Suspensions- Current School Year (1 or More)
5. Number of Prior School Year Retentions (1 or More)
- Exceptional Student Education Category of Service (If Applicable)
- English Language Learner Category of Service (If Applicable)
6. ELA Achievement Level from Prior School Year (Level 1) and/or Mathematics Achievement Level from Prior School Year (Level 1)
- Graduation Year

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

**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	3	1	2	0	0	0	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	3	1	2	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	3	1	2	0	0	0	0	0	0	0	6

**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	3	1	2	0	0	0	0	0	0	0	6	

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

Letters are being sent home to students who are frequently late. Parents are informed that 5 tardies is equal to one unexcused absence. Parents are to be presented with flyers on attendance and information on absenteeism will be shared at Open house, SAC meetings, PTA nights, and throughout the year with flyers and connect-ed calls from both the school and district on a regular basis.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes



### 1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/432614>.

### 2. Description

A PIP has been uploaded for this school or district - see the link above.

## 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 partnership with the local community by holding such events as: PTA, Parent Math Nights, Multicultural Fair, Donuts for Dads, Muffins for Moms, Spirit Nights at local businesses, Using School Website that contains current school information and Open House. We also host ESOL parent meetings and ESOL PLCs for our ESOL population.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
YOUNG, SHANNON	Principal
MARCUS, VALERIE	Teacher, K-12
Miles, Michelle	Assistant Principal
KELLEHER, SUSAN	Teacher, K-12
Elliott, Stefanie	Teacher, K-12
GAETJENS, MICHELLE	Instructional Media
TUFARIELLO, DARLENE	Instructional Coach
SOTO, ROSEY	Teacher, K-12
Cobb, Corrine	Instructional Coach

#### 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 resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams. (e.g., Problem Solving Teams and Professional Learning Communities). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the School-Based Leadership Team is a representative of other teams (EWS, PLCs, Curriculum Cadres) and serves as a liaison between the School Based Leadership Team (SBLT) and their respective teams. For example, the Instructional Coaches work with PLCs to provide teacher instructional support, professional development, and guide response to data, including the coordination of tiered academic interventions. Coaching cycles are conducted frequently with teachers throughout the year.

**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 (LT) consisting of the principal, assistant principal, instructional coaches, and lead teachers. This leadership team reviews student progress data, develops interventions and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers throughout the year to ensure student learning.

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

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

Methodology for coordinating and supplementing funds: Federal and state funds (Title 1, Title II, SAI and FEFP) are allocated to schools by the district according to student needs as demonstrated by poverty level and student achievement performances. District and school leadership teams work together to coordinate and integrate federal, state and local funds, services and programs for the benefit of students. School Improvement funds are awarded to the school based on a per pupil funding formula and distributed via the School Advisory Council through a voting process.

School leadership meets weekly, and SAC meets monthly.

Problem solving Activities:

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

The School improvement funds will be used for providing teachers extended before/after school time to meet in PLCs for planning and data analysis, as well as professional development opportunities; procuring technology for classroom use, and implementing Lesson Study (providing substitute teachers for PLC members who come out of the classroom to participate).

Methodology for coordinating and supplementing funds: Federal and state funds (Title I, Title II, SAI, and FEFP) are allocated to schools 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.

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

### **a. Membership**

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

Name	Stakeholder Group
Stefanie Elliott	Teacher
Barbara Barfield	Business/Community
Shannon Young	Principal
Pamela Gimenez	Parent
Isabel Nieto	Parent
Stan Lowe	Parent
Susan Kelleher	Teacher
Kimberly Pierre	Parent
Amy Simonian	Parent
Michelle Rios	Parent
Omayra Rivera	Parent
Stacy Woodward	Parent
Josette Purvis	Parent
Barbara Spargur	Education Support Employee

## b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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

#### *b. Development of this school improvement plan*

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

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

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

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

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

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

**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
King, Shannon	Teacher, K-12
TUFARIELLO, DARLENE	Instructional Coach
KELLEHER, SUSAN	Teacher, K-12
DUOOS, BLAIR	Teacher, K-12
Gang, Amanda	Teacher, K-12
Wilson, Connie	Teacher, K-12
Hoch, Alison	Teacher, K-12
Pyburn, Christina	Teacher, K-12
YOUNG, SHANNON	Principal
Miles, Michelle	Assistant Principal
KRAMER, JUDITH	Teacher, K-12
Allen-Wiese, Stacie	School Counselor
Morales-Torres, Nitza	Teacher, K-12
French, Laura	Teacher, ESE
Judge, Teri	Other

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

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

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. This year we will sponsor a Scholastic book fair, A Family Storybook Night, Family Literacy Parents-to-Kids from ESOL Dept., and Math Night, School Advisory Council (SAC), and PTA all in which parents are encouraged to participate. The LLT will also support District events through student projects and contests.

## **D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Common planning, use of weekly Professional Learning Communities (PLCs), Lesson Study, Learning Walks, team building activities, and academic coaches are critical practices to help build positive collaborative relationships on our campus among teachers.

Common planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make 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. Action plans created in PLC infrastructure also ensure that teachers have the structure and time to provide feedback on their Lesson Study experiences.

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

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

The use of instructional coaches to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs while encouraging the collaborative process. This year, instructional coaches will be completing coaching cycles with a variety of teachers each quarter, promoting each teacher's strengths, and will assist teachers with establishing and monitoring a school wide data wall.

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

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

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

1. Professional Development opportunities (School Based Leadership Team)
2. Encourage and support teacher collaboration (School Based Leadership Team)

3. Open-door policy for administrations (Administration)
4. Professional Learning Community Activities (PLCs)
5. Survey teachers individually and open survey's frequently (Administration)
6. Engaging activities to build sense of community within the school (School Based Leadership Team)
7. Lesson Studies (LLT)
8. New Teacher Program: District E3, Individualized PD, mentors, peer classroom visits (Administration)
9. Partnerships with local College/University Teacher Educational Programs & Student Internships (Administration)
10. Leadership Opportunities (Adminstration)
11. Participation in District Job and Recruitment Activities (Administration)

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

Some beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support (only if they meet the criteria). In addition, school-based veteran teachers within each PLC provide mentoring as needed for any new/beginning teacher in that PLC. This year we received a Supporting Effective Educator Development (SEED) Grant, which provides funding for grants to national non-profit organizations for projects that are supported by at least moderate evidence to recruit, select, and prepare or provide professional enhancement activities for teachers, principals, or both. This funding is being used to support and provide new teachers with the things they need.

## **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.***

Professional Development, Professional Learning Communities (PLCs), Lesson Study, and coaching cycles help ensure that instruction is aligned to Florida Standards, well paced, engaging and rigorous. District representatives from the ELA and Mathematics departments will visit and work with teachers on pacing and standards.

#### **b. Instructional Strategies**

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

Common planning allows teachers to participate in weekly PLCs to regularly review diagnostic, formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, academic coaches, and intervention teachers create targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support from academic coaches, mentors, student tutors, and intervention teachers. When necessary, PLCs make recommendations for student to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem-Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific and behavioral concerns across the content areas, and share best practices. This allows teachers to meet the needs of all students in a process that promotes a sense of shared responsibility.



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

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

**Strategy:** After School Program

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

Intermediate S.T.A.R. tutoring

Students who

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

STAR Tutoring Program: Students and Tutors Achieving Results

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

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

Smith, Andrea, arsmith@volusia.k12.fl.us

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

Progress monitoring data from iReady is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.



**Strategy: After School Program**

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

ESOL tutoring

Students are chosen by:

- English Level (example NES)
- Students who were retained (3rd grade) or AA

**Strategy Rationale**

Particular ESOL students are invited to after school tutoring held on Tuesdays and Thursdays from 2:35 to 3:35. They use a program on the computer to assist with their learning. Imagine Learning program is aligned to the Language Arts Florida Standards (LAFS), the Florida Early Learning and Development Standards and WIDA Prime. It is a computer delivered language and literacy program that works to close the achievement gap at an accelerated rate. Imagine Learning employs a combination of ongoing assessment, explicit instruction, modeling, practice, scaffolding and differentiated pathways.

There are three tutors to support students in the program. Tutors are supported with office resources and data tools to target instruction to individual or small groups of children.

Usage: suggested usage is 90 minutes per week per student.

Teachers will also provide one on one time with students for fifteen minutes each based on their needs determined by the program while other students are on the computer.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Morales-Torres, Nitza, nmorales@volusia.k12.fl.us

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

The program provides a monthly report, we will give a copy to the classroom teacher and to the parents. The report will show if the students are below grade level/ near/ at or above in the following areas: reading comprehension, vocabulary, grammar and provide the activities to support the weakness of the students.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

## **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.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 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.**

## **II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### **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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If Spirit Elementary implements standards-aligned instruction, 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 Spirit Elementary implements standards-aligned instruction, then student achievement will increase.

1a

G099209

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	58.0
FSA Mathematics Achievement	58.0
FSA ELA Achievement	55.0
ELA/Reading Gains	56.0
Math Gains	49.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge and confidence of the Florida Standards

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

- Curriculum/ District Specialists
- Curriculum Maps
- Title 1 funds
- Cadre Members
- Instructional Coaches
- DLTL-Digital Learning Teacher Leaders
- Leadership Team
- Professional Learning
- SAC funds

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

SIP Progress Monitoring Meeting

**Person Responsible**

SHANNON YOUNG

**Schedule**

On 9/28/2017

**Evidence of Completion**

Feedback from District Liaison.

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

SIP Midyear Review

**Person Responsible**

SHANNON YOUNG

**Schedule**

On 2/14/2018

***Evidence of Completion***

Midyear Review in CIMS.

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

State Assessment Results

**Person Responsible**

SHANNON YOUNG

**Schedule**

Annually, from 5/25/2018 to 7/11/2018

***Evidence of Completion***

Step Zero for 2018-2019 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


 = Problem Solving Step     S123456 = Quick Key



**G1.** If Spirit Elementary implements standards-aligned instruction, then student achievement will increase. 1

 G099209

**G1.B4** Lack of knowledge and confidence of the Florida Standards 2

 B267133

**G1.B4.S1** Develop knowledge and skills for standards aligned instruction and improve implementation of standards. 4

 S283001

### Strategy Rationale

Increase % of teachers effectively implementing the standards and expand teachers' best practices while increasing student engagement and providing skills for 21st century learning.

### Action Step 1 5

All teachers participate in the Professional learning provided during Pre-service, PL Days, 4 Regional and 4 School-based ERPLs.

#### Person Responsible

SHANNON YOUNG

#### Schedule

Monthly, from 7/31/2017 to 5/31/2018

#### Evidence of Completion

Sign-in sheets

### Action Step 2 5

Implement the knowledge and skills learned during each Professional Learning session.

#### Person Responsible

SHANNON YOUNG

#### Schedule

Daily, from 8/14/2017 to 6/1/2018

#### Evidence of Completion

Lesson Plans, Student Work Samples

### Action Step 3 5

Provide additional support for collaboration and planning during PLCs.

**Person Responsible**

DARLENE TUFARIELLO

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

PLC minutes

### Action Step 4 5

Monitor and provide feedback and coaching as needed after each Professional Learning session.

**Person Responsible**

DARLENE TUFARIELLO

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Data Collection Results

### Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Data Walks

**Person Responsible**

SHANNON YOUNG

**Schedule**

Monthly, from 9/1/2017 to 5/30/2018

***Evidence of Completion***

Specific Feedback to teachers and Data Analysis.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Learning Walks

**Person Responsible**

SUSAN KELLEHER

**Schedule**

Monthly, from 9/1/2017 to 5/30/2018

***Evidence of Completion***

Learning walk data recording sheets. Teachers observe the grade level above (vertical teaming)

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Teachers Observe Teachers

**Person Responsible**

Corrine Cobb

**Schedule**

Monthly, from 9/1/2017 to 5/30/2018

***Evidence of Completion***

Written teacher reflection. Teachers observe the grade level above (vertical teaming)

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Coaches provide follow up support to ensure implementation of the standards

**Person Responsible**

DARLENE TUFARIELLO

**Schedule**

Weekly, from 9/1/2017 to 5/30/2018

***Evidence of Completion***

Tools used on the New Teacher Center website.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Review ERPL Attendance

**Person Responsible**

Michelle Miles

**Schedule**

Monthly, from 9/20/2017 to 5/30/2018

***Evidence of Completion***

My PGS Report.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Analyze collected data and discuss the impact of the Professional Learning Plan at monthly SLT meetings

**Person Responsible**

SHANNON YOUNG

**Schedule**

Every 2 Months, from 6/13/2017 to 6/30/2018

***Evidence of Completion***

Monthly Data walks, Observational Notes, Lesson Plans, VXT Data, SLT minutes.

**G1.B4.S2** Develop highly effective PLCs to improve knowledge and implementation of the standards. 4

 S283002

**Strategy Rationale**

Increase data analysis to guide planning of instruction to meet needs of all students and ensure student interests and learning modalities are met.

**Action Step 1** 5

We will establish quality norms and adhere to the norms consistently so that we can maintain focus on curriculum content.

**Person Responsible**

SHANNON YOUNG

**Schedule**

Weekly, from 7/31/2017 to 5/30/2018

***Evidence of Completion***

PLC minutes.

**Action Step 2** 5

Provide professional learning on implementation of the District PLC rubric and how to utilize the the rubric effectively in order to access teacher needs.

**Person Responsible**

SHANNON YOUNG

**Schedule**

Weekly, from 7/31/2017 to 6/1/2018

***Evidence of Completion***

Sign-in Sheet and rubric self-assessment

### Action Step 3 5

Observe PLC teams and provide feedback using the rubric.

**Person Responsible**

Michelle Miles

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

PLC minutes.

### Action Step 4 5

Provide PLC Mini-teach Topics during school faculty meetings determined by the rubric.

**Person Responsible**

SUSAN KELLEHER

**Schedule**

On 6/1/2018

***Evidence of Completion***

Sign-in Sheets.

### Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Determine status towards completing action steps 1-5 during monthly SLT.

**Person Responsible**

SHANNON YOUNG

**Schedule**

Monthly, from 6/13/2017 to 8/30/2017

***Evidence of Completion***

SLT Meeting Minutes.

**Plan to Monitor Fidelity of Implementation of G1.B4.S2** 6

Develop Mini-Teach PL based on collected PLC data and observations.

**Person Responsible**

DARLENE TUFARIELLO

**Schedule**

Monthly, from 9/1/2017 to 6/1/2018

***Evidence of Completion***

SLT Meeting Minutes.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S2** 7

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

**Person Responsible**

SHANNON YOUNG

**Schedule**

Monthly, from 7/31/2017 to 5/31/2018

***Evidence of Completion***



PLC Rubric Data, SLT Minutes, Improve and expand student data walls to include all students, and making the wall easier to read/understand for more specific student data analysis and monitoring of progress.



## 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>2018</b>					
G1.B4.S2.MA1 M415184	Determine status towards completing action steps 1-5 during monthly SLT.	YOUNG, SHANNON	6/13/2017	SLT Meeting Minutes.	8/30/2017 monthly
G1.MA1 M415186	SIP Progress Monitoring Meeting	YOUNG, SHANNON	9/28/2017	Feedback from District Liaison.	9/28/2017 one-time
G1.MA2 M415187	SIP Midyear Review	YOUNG, SHANNON	2/14/2018	Midyear Review in CIMS.	2/14/2018 one-time
G1.B4.S1.MA1 M415178	Data Walks	YOUNG, SHANNON	9/1/2017	Specific Feedback to teachers and Data Analysis.	5/30/2018 monthly
G1.B4.S1.MA2 M415179	Learning Walks	KELLEHER, SUSAN	9/1/2017	Learning walk data recording sheets. Teachers observe the grade level above (vertical teaming)	5/30/2018 monthly
G1.B4.S1.MA3 M415180	Teachers Observe Teachers	Cobb, Corrine	9/1/2017	Written teacher reflection. Teachers observe the grade level above (vertical teaming)	5/30/2018 monthly
G1.B4.S1.MA4 M415181	Coaches provide follow up support to ensure implementation of the standards	TUFARIELLO, DARLENE	9/1/2017	Tools used on the New Teacher Center website.	5/30/2018 weekly
G1.B4.S1.MA5 M415182	Review ERPL Attendance	Miles, Michelle	9/20/2017	My PGS Report.	5/30/2018 monthly
G1.B4.S2.A1 A381902	We will establish quality norms and adhere to the norms consistently so that we can maintain focus...	YOUNG, SHANNON	7/31/2017	PLC minutes.	5/30/2018 weekly
G1.B4.S1.A1 A381898	All teachers participate in the Professional learning provided during Pre-service, PL Days, 4...	YOUNG, SHANNON	7/31/2017	Sign-in sheets	5/31/2018 monthly
G1.B4.S2.MA1 M415183	Discuss the effectiveness of PLCs and analyze collected data using the PLC Rubric.	YOUNG, SHANNON	7/31/2017	PLC Rubric Data, SLT Minutes, Improve and expand student data walls to include all students, and making the wall easier to read/ understand for more specific student data analysis and monitoring of progress.	5/31/2018 monthly
G1.B4.S1.A2 A381899	Implement the knowledge and skills learned during each Professional Learning session.	YOUNG, SHANNON	8/14/2017	Lesson Plans, Student Work Samples	6/1/2018 daily
G1.B4.S1.A3 A381900	Provide additional support for collaboration and planning during PLCs.	TUFARIELLO, DARLENE	8/14/2017	PLC minutes	6/1/2018 weekly
G1.B4.S1.A4 A381901	Monitor and provide feedback and coaching as needed after each Professional Learning session.	TUFARIELLO, DARLENE	8/14/2017	Data Collection Results	6/1/2018 weekly
G1.B4.S2.MA2 M415185	Develop Mini-Teach PL based on collected PLC data and observations.	TUFARIELLO, DARLENE	9/1/2017	SLT Meeting Minutes.	6/1/2018 monthly
G1.B4.S2.A2 A381903	Provide professional learning on implementation of the District PLC rubric and how to utilize the...	YOUNG, SHANNON	7/31/2017	Sign-in Sheet and rubric self-assessment	6/1/2018 weekly
G1.B4.S2.A3 A381904	Observe PLC teams and provide feedback using the rubric.	Miles, Michelle	8/14/2017	PLC minutes.	6/1/2018 weekly
G1.B4.S2.A4 A381905	Provide PLC Mini-teach Topics during school faculty meetings determined by the rubric.	KELLEHER, SUSAN	8/8/2017	Sign-in Sheets.	6/1/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1  M415177	Analyze collected data and discuss the impact of the Professional Learning Plan at monthly SLT...	YOUNG, SHANNON	6/13/2017	Monthly Data walks, Observational Notes, Lesson Plans, VXT Data, SLT minutes.	6/30/2018 every-2-months
G1.MA3  M415188	State Assessment Results	YOUNG, SHANNON	5/25/2018	Step Zero for 2018-2019 SIP.	7/11/2018 annually

## V. Professional Development Opportunities

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

**G1.** If Spirit Elementary implements standards-aligned instruction, then student achievement will increase.

**G1.B4** Lack of knowledge and confidence of the Florida Standards

**G1.B4.S1** Develop knowledge and skills for standards aligned instruction and improve implementation of standards.

### PD Opportunity 1

All teachers participate in the Professional learning provided during Pre-service, PL Days, 4 Regional and 4 School-based ERPLs.

#### Facilitator

District Staff, Coaches & Lead Teachers

#### Participants

Faculty: K-5 teachers

#### Schedule

Monthly, from 7/31/2017 to 5/31/2018

**G1.B4.S2** Develop highly effective PLCs to improve knowledge and implementation of the standards.

### PD Opportunity 1

Provide professional learning on implementation of the District PLC rubric and how to utilize the the rubric effectively in order to access teacher needs.

#### Facilitator

Darlene Tufariello and Corrine Cobb

#### Participants

Faculty

#### Schedule

Weekly, from 7/31/2017 to 6/1/2018

## **PD Opportunity 2**

Provide PLC Mini-teach Topics during school faculty meetings determined by the rubric.

### **Facilitator**

Susan Kelleher

### **Participants**

Faculty

### **Schedule**

On 6/1/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B4.S1.A1	All teachers participate in the Professional learning provided during Pre-service, PL Days, 4 Regional and 4 School-based ERPLs.	\$0.00
2	G1.B4.S1.A2	Implement the knowledge and skills learned during each Professional Learning session.	\$0.00
3	G1.B4.S1.A3	Provide additional support for collaboration and planning during PLCs.	\$0.00
4	G1.B4.S1.A4	Monitor and provide feedback and coaching as needed after each Professional Learning session.	\$0.00
5	G1.B4.S2.A1	We will establish quality norms and adhere to the norms consistently so that we can maintain focus on curriculum content.	\$0.00
6	G1.B4.S2.A2	Provide professional learning on implementation of the District PLC rubric and how to utilize the the rubric effectively in order to access teacher needs.	\$0.00
7	G1.B4.S2.A3	Observe PLC teams and provide feedback using the rubric.	\$0.00
8	G1.B4.S2.A4	Provide PLC Mini-teach Topics during school faculty meetings determined by the rubric.	\$0.00
Total:			\$0.00