

Volusia County Schools

# Volusia Pines Elementary School



2017-18 Schoolwide Improvement Plan

## Volusia Pines Elementary School

500 E KICKLIGHTER RD, Lake Helen, FL 32744

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

### School Demographics

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	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	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 Volusia Pines 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.

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

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

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

#### 2. School Environment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### 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 (ie: at least quarterly) accesses the early warning system, which is a specialized report available to all schools. The indicators are as follows:

- \* Unweighted GPA (at risk if below 2.0)
- \* Over age for grade
- \* Office Discipline Referrals (at risk if 2 or more)
- \* Attendance below 90%, regardless of whether absence is excused or due to out-of-school suspensions
- \* Year to date suspensions (at risk if 1 or more)
- \* Number of prior retentions (at risk if 1 or more)
- \* Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

Students with 3 or more of the aforementioned indicators are identified in the Early Warning System 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	1	0	0	0	2	3	0	0	0	0	0	0	0	6
One or more suspensions	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	2	3	0	0	0	0	0	0	0	5
BL Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
QTR 1 Attendance below 90 percent	1	0	0	0	2	3	0	0	0	0	0	0	0	6
QTR 2 Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
QTR 3 Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
QTR 4 Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL One or more suspensions	1	0	0	1	0	0	0	0	0	0	0	0	0	2
QTR 1 One or more suspensions	1	0	0	1	0	0	0	0	0	0	0	0	0	2
QTR 2 One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
QTR 3 One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
QTR 4 One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
QTR 1 Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
QTR 2 Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
QTR 3 Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
QTR 4 Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL Over age	0	0	0	0	2	3	0	0	0	0	0	0	0	5
QTR 1 Over age	0	0	0	0	2	3	0	0	0	0	0	0	0	5
QTR 2 Over age	0	0	0	0	0	0	0	0	0	0	0	0	0	
QTR 3 Over age	0	0	0	0	0	0	0	0	0	0	0	0	0	
QTR 4 Over age	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	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	1	0	0	0	2	3	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.**

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g, attendance below 90%,



patterns of office discipline referrals, and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidenced-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues ( e.g., office discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (i.e., if numbers are not increasing). For students, exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

## 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/440716>.

**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 partnerships with the local community by holding such events as Math and Science Night, SIP/SAC/PTA/PIP/Title 1 Meet & Greet, Meet the Teacher, Open House, Donuts with Dads, PTA events of Winter Craft Night and Spring Carnival, Movie Night, and student recognition ceremonies. PTA and our business partner coordinator collaborate to secure business partnerships to support school and student achievement.

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

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

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

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

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

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

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

School leadership and SAC meets monthly.

#### Problem Solving Activities:

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

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

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Debra Taprell	Education Support Employee
Gordon, Julie	Principal
Moore, Nancy	Parent
Stanger, Emily	Parent
Campbell, Pemter	Parent
O'Daniel, Nicole	Teacher
Smith, Alysha	Parent
York, Amy	Teacher
Pemter Campbell	Parent
Elizabeth Gourley	Teacher
Lori Zeller	Teacher
Paul Struska	Principal
jodi Lewitt	Teacher
Christina Marrero	Teacher
Rebecca Kemm	Parent
Sydra Desaussure	Parent
Jessica, Ottaviano	Parent

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

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

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

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

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

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

School Improvement funds they will be used for programs and/or materials for teachers to enhance their teaching within their classroom. The funds are based on requests submitted by faculty and staff for projects related to the school improvement goals. Each request is evaluated by the SAC and voted upon. No requests for monies were made last school year.

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

Yes

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

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

**a. Membership**

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

Name	Title
Gordon, Julie	Principal
Struska, Paul	Assistant Principal
Lewitt, Jodi	Instructional Coach
Chywski, Genny	Teacher, K-12
Tyndal, Karen	Teacher, ESE
Hardy, Valerie	Teacher, K-12
Lee, Katheryn	Teacher, K-12
Hibdon, Debbie	Teacher, K-12
Visconti, Shelly	Teacher, K-12
Marrero, Christina	Teacher, K-12

## **b. Duties**

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

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

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

The LLT is dedicated to providing a variety of literacy-building events throughout the school year. These are will be offered during school and after school to encourage parent involvement. This year we will sponsor two Scholastic book fairs, one in September and the other the week of our Spring Carnival in May. A family literacy night in January, as well as a monthly book swap, and bingo for books.

At Volusia Pines we will ensure the following will occur:

- Provide tutoring for those students that are in the lower quartile to ensure learning gains.
- Provide professional learning opportunities implementing Florida Standards in ELA
- Provide grades 3-5 training and resources in Ready Writing/Reading that supports the Florida Standards instruction through literature.
- Provide Ready Tests A-Z for grades 3-5
- Provide professional development with Write Score for ELA/Writing to support Florida shifts and standards.

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

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

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

The use of the academic coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional reviews, combined with administrative walk throughs, provide leadership with data to identify areas in which follow up coaching is needed. The leadership team meets bi-weekly to talk

about what trends are being seen in the classrooms. This process provides opportunities to identify exemplary teachers for the purpose of allowing class visits from peers.

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

Leadership Opportunities-Julie Gordon and Paul Struska

Professional Development-School based leadership team

PLC Activities-Instructional Leaders, Jodi Lewitt, and Christina Marrero

Celebrations/Teacher Recognition-Julie Gordon and Paul Struska

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

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

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

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

## **E. Ambitious Instruction and Learning**

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

#### **a. Instructional Programs**

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

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

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

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

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

Common planning and PLCs allow teachers to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention time. Teachers will provide targeted, intensive remediation, in math and literacy during the day as well as receiving after school tutoring in the content areas that they are weak in as determined by assessment data. During PLCs the teams make recommendations for students to be reviewed and assisted by the school's EWS and PST. During grade level meetings and during quarterly data chats with the administration, student data is



reviewed and academic and behavioral concerns are addressed. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

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

**Strategy:** After School Program

**Minutes added to school year:** 480

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

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

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

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

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

**Strategy:** Summer Program

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

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

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

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

CSI pre and post assessments.

**Strategy: After School Program**

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

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Enrichment

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

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

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

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

**Strategy: Extended School Day**

**Minutes added to school year: 0**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Enrichment

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

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

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

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



**Strategy: After School Program**

**Minutes added to school year: 0**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

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

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

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

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

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

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may 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.

**b. College and Career Readiness**

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

n/a

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

n/a

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

n/a

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

n/a

## II. Needs Assessment

The school's completion of this 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 Volusia Pines implements rigorous standard-aligned instruction with equity and coherence then student achievement will increase across all core areas.

## Strategic Goals Detail

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

**G1.** If Volusia Pines implements rigorous standard-aligned instruction with equity and coherence then student achievement will increase across all core areas. **1a**

 G099216

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

Indicator	Annual Target
FSA ELA Achievement	58.0
FSA Mathematics Achievement	70.0
FCAT 2.0 Science Proficiency	58.0
ELA/Reading Gains	58.0
Math Gains	65.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	65.0

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

- Lack of knowledge of the Florida Standards
- More effective PLC's

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

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

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

SIP Progress Monitoring Meeting

**Person Responsible**

Julie Gordon

**Schedule**

On 10/31/2017

***Evidence of Completion***

SIP Progress Monitoring Meeting Minutes and sign-in sheets

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

SIP Mid-year

**Person Responsible**

Julie Gordon

**Schedule**

On 2/14/2018

***Evidence of Completion***

Mid year review CIMS

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

State Assessment Results

**Person Responsible**

Julie Gordon

**Schedule**

On 7/11/2018

***Evidence of Completion***

Step Zero for 2017 - 2018 SIP

## Action Plan for Improvement

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key


**G1.** If Volusia Pines implements rigorous standard-aligned instruction with equity and coherence then student achievement will increase across all core areas. 1

 G099216

**G1.B3** Lack of knowledge of the Florida Standards 2

 B267178

**G1.B3.S1** Develop knowledge and skills for standards aligned instruction and improve implementation of core actions with equity and coherence. 4

 S283027

### Strategy Rationale

Increase % of teacher effectively implementing the standards

### Action Step 1 5

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

#### Person Responsible

Valerie Hardy

#### Schedule

On 8/8/2017

#### Evidence of Completion

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

### Action Step 2 5

Utilize the Core Actions Survey to assess knowledge and skills of instructional shifts in ELA and Math and analyze the data to develop a Professional Learning Plan to support growth

#### Person Responsible

Julie Gordon

#### Schedule

On 8/8/2017

#### Evidence of Completion

Complete survey during pre-planning and develop Professional Learning Plan

### Action Step 3 5

All teachers participate in the Volusia County Schools Professional Learning Plan (Pre-service, PL Day, 4 Regional and 4 School based ERPL's).

**Person Responsible**

Julie Gordon

**Schedule**

Monthly, from 8/9/2017 to 4/4/2018

***Evidence of Completion***

PL Sign-in Sheet

### Action Step 4 5

Provide additional support for collaboration, planning and pacing during PLCs.

**Person Responsible**

Jodi Lewitt

**Schedule**

Biweekly, from 8/10/2017 to 6/1/2018

***Evidence of Completion***

PLC Minutes & Agenda

### Action Step 5 5

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

**Person Responsible**

Julie Gordon

**Schedule**

Daily, from 8/23/2017 to 6/1/2018

***Evidence of Completion***

Lesson Plans, Student Work Samples, Formative Assessments



**Action Step 6** 5

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

**Person Responsible**

Julie Gordon

**Schedule**

Biweekly, from 8/24/2017 to 6/1/2018

***Evidence of Completion***

Data Collection Results, Data Walks, Learning Walk, Assessment, Coaching Logs, VSET

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Track survey report to determine survey completion

**Person Responsible**

Julie Gordon

**Schedule**

Daily, from 8/8/2017 to 8/12/2017

***Evidence of Completion***

Survey Report

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Review Regional ERPL Attendance

**Person Responsible**

Paul Struska

**Schedule**

Monthly, from 8/8/2017 to 2/21/2018

***Evidence of Completion***

MyPGS Report

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Coach provides follow up support to ensure implementation of the standards

**Person Responsible**

Jodi Lewitt

**Schedule**

Weekly, from 8/8/2017 to 5/31/2018

***Evidence of Completion***

Coaching Plan and Notes

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Administration conduct Data Walks

**Person Responsible**

Julie Gordon

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Data Walk Collection Tools and Data Grids

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

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

**Person Responsible**

Julie Gordon

**Schedule**

Monthly, from 8/8/2017 to 5/31/2018

***Evidence of Completion***

SLT Meeting Minutes

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

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

**Person Responsible**

Julie Gordon


**Schedule**

Monthly, from 8/8/2017 to 5/31/2018

***Evidence of Completion***

Monthly Data Walks, Observational Notes, Lesson Plans, VXT Data, SLT Minutes

**G1.B9** More effective PLC's **2**

 B267184

**G1.B9.S1** Develop highly effective PLCs to improve knowledge and implementation of the standards. **4**

 S283028

**Strategy Rationale**

Data analysis and planning of instruction to meet needs of all students.

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

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

**Person Responsible**

Paul Struska

**Schedule**

On 8/22/2017

***Evidence of Completion***

Pre-Planning PL Sign-in Sheet & Completed PLC Rubric Self-Assessment

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

Provide professional learning on developing successful PLC's

**Person Responsible**

Jodi Lewitt

**Schedule**

On 9/20/2017

***Evidence of Completion***

ERPL #1 (school based) Sign-in Sheet and rubric Feedback

### Action Step 3 5

Observe PLC Teams in action and provide immediate feedback using the PLC Rubric at the end of the meeting. PLC Mini Teach Topics will be determined throughout this process based on data and presented during school-based PL.

**Person Responsible**

Julie Gordon

**Schedule**

Monthly, from 9/27/2017 to 6/1/2018

***Evidence of Completion***

PLC rubric data

### Action Step 4 5

Provide PLC Mini-teach topics during school grade level/faculty meetings determined by Action step 3

**Person Responsible**

Christina Marrero

**Schedule**

Monthly, from 12/5/2017 to 6/1/2018

***Evidence of Completion***

Sign-in Sheets

### Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

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

**Person Responsible**

Julie Gordon

**Schedule**

Monthly, from 8/8/2017 to 5/31/2018

***Evidence of Completion***

SLT Meeting Minutes

**Plan to Monitor Fidelity of Implementation of G1.B9.S1** 6

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

**Person Responsible**

Jodi Lewitt

**Schedule**

Monthly, from 9/14/2017 to 5/31/2018

**Evidence of Completion**

PLC Mini-Teach and faculty meeting agenda

**Plan to Monitor Effectiveness of Implementation of G1.B9.S1** 7

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

**Person Responsible**

Julie Gordon




**Schedule**

Monthly, from 8/9/2017 to 5/31/2018



**Evidence of Completion**

Monthly Data Walks, Observational Notes, Lesson Plans, VXT Data, SLT Minutes

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B3.S1.A1  A381947	Arrange a meeting with leadership team and grade level chairs to review shared vision and goals for...	Hardy, Valerie	8/8/2017	Accepting outlook calendar invite/ agenda /minutes and sign-in sheet	8/8/2017 one-time
G1.B3.S1.A2  A381948	Utilize the Core Actions Survey to assess knowledge and skills of instructional shifts in ELA and...	Gordon, Julie	8/8/2017	Complete survey during pre-planning and develop Professional Learning Plan	8/8/2017 one-time
G1.B3.S1.MA1  M415254	Track survey report to determine survey completion	Gordon, Julie	8/8/2017	Survey Report	8/12/2017 daily
G1.B9.S1.A1  A381953	Provide professional learning on District PLC Rubric and use rubric to assess needs.	Struska, Paul	8/22/2017	Pre-Planning PL Sign-in Sheet & Completed PLC Rubric Self-Assessment	8/22/2017 one-time
G1.B9.S1.A2  A381954	Provide professional learning on developing successful PLC's	Lewitt, Jodi	9/20/2017	ERPL #1 (school based) Sign-in Sheet and rubric Feedback	9/20/2017 one-time
G1.MA1  M415262	SIP Progress Monitoring Meeting	Gordon, Julie	10/31/2017	SIP Progress Monitoring Meeting Minutes and sign-in sheets	10/31/2017 one-time
G1.MA2  M415263	SIP Mid-year	Gordon, Julie	2/14/2018	Mid year review CIMS	2/14/2018 one-time
G1.B3.S1.MA2  M415255	Review Regional ERPL Attendance	Struska, Paul	8/8/2017	MyPGS Report	2/21/2018 monthly
G1.B3.S1.A3  A381949	All teachers participate in the Volusia County Schools Professional Learning Plan (Pre-service, PL...	Gordon, Julie	8/9/2017	PL Sign-in Sheet	4/4/2018 monthly
G1.B3.S1.MA1  M415253	Analyze collected data and discuss the impact of the Professional Learning Plan at monthly SLT...	Gordon, Julie	8/8/2017	Monthly Data Walks, Observational Notes, Lesson Plans, VXT Data, SLT Minutes	5/31/2018 monthly
G1.B3.S1.MA3  M415256	Coach provides follow up support to ensure implementation of the standards	Lewitt, Jodi	8/8/2017	Coaching Plan and Notes	5/31/2018 weekly
G1.B3.S1.MA4  M415257	Administration conduct Data Walks	Gordon, Julie	8/14/2017	Data Walk Collection Tools and Data Grids	5/31/2018 monthly
G1.B3.S1.MA5  M415258	Determine status towards completing action steps 1-5 during monthly SLT meeting	Gordon, Julie	8/8/2017	SLT Meeting Minutes	5/31/2018 monthly
G1.B9.S1.MA1  M415259	Analyze collected data and discuss the impact of the Professional Learning Plan at monthly SLT...	Gordon, Julie	8/9/2017	Monthly Data Walks, Observational Notes, Lesson Plans, VXT Data, SLT Minutes	5/31/2018 monthly
G1.B9.S1.MA1  M415260	Determine status toward completing action steps 1-5 during monthly SLT.	Gordon, Julie	8/8/2017	SLT Meeting Minutes	5/31/2018 monthly
G1.B9.S1.MA2  M415261	Develop Mini-Teach PL based on collected PLC data and observations	Lewitt, Jodi	9/14/2017	PLC Mini-Teach and faculty meeting agenda	5/31/2018 monthly
G1.B3.S1.A4  A381950	Provide additional support for collaboration, planning and pacing during PLCs.	Lewitt, Jodi	8/10/2017	PLC Minutes & Agenda	6/1/2018 biweekly
G1.B3.S1.A5  A381951	Implement the knowledge and skills learned during each Professional Learning session.	Gordon, Julie	8/23/2017	Lesson Plans, Student Work Samples, Formative Assessments	6/1/2018 daily
G1.B3.S1.A6  A381952	Monitor and provide feedback and coaching as needed after each Professional Learning session.	Gordon, Julie	8/24/2017	Data Collection Results, Data Walks, Learning Walk, Assessment, Coaching Logs, VSET	6/1/2018 biweekly
G1.B9.S1.A3  A381955	Observe PLC Teams in action and provide immediate feedback using the PLC Rubric at the end of the...	Gordon, Julie	9/27/2017	PLC rubric data	6/1/2018 monthly

**Volusia - 6871 - Volusia Pines Elementary School - 2017-18 SIP**  
*Volusia Pines Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B9.S1.A4  A381956	Provide PLC Mini-teach topics during school grade level/faculty meetings determined by Action step 3	Marrero, Christina	12/5/2017	Sign-in Sheets	6/1/2018 monthly
G1.MA3  M415264	State Assessment Results	Gordon, Julie	5/25/2017	Step Zero for 2017 - 2018 SIP	7/11/2018 one-time



## V. Professional Development Opportunities

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

**G1.** If Volusia Pines implements rigorous standard-aligned instruction with equity and coherence then student achievement will increase across all core areas.

### **G1.B3** Lack of knowledge of the Florida Standards

**G1.B3.S1** Develop knowledge and skills for standards aligned instruction and improve implementation of core actions with equity and coherence.

#### **PD Opportunity 1**

All teachers participate in the Volusia County Schools Professional Learning Plan (Pre-service, PL Day, 4 Regional and 4 School based ERPL's).

##### **Facilitator**

District Staff Coaches & Lead Teachers

##### **Participants**

Faculty

##### **Schedule**

Monthly, from 8/9/2017 to 4/4/2018

#### **PD Opportunity 2**

Provide additional support for collaboration, planning and pacing during PLCs.

##### **Facilitator**

coaches and instructional leaders

##### **Participants**

faculty

##### **Schedule**

Biweekly, from 8/10/2017 to 6/1/2018

## **G1.B9 More effective PLC's**

**G1.B9.S1** Develop highly effective PLCs to improve knowledge and implementation of the standards.

### **PD Opportunity 1**

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

#### **Facilitator**

AP & Coaches

#### **Participants**

Faculty

#### **Schedule**

On 8/22/2017

### **PD Opportunity 2**

Provide professional learning on developing successful PLC's

#### **Facilitator**

Coaches

#### **Participants**

Faculty

#### **Schedule**

On 9/20/2017

### **PD Opportunity 3**

Provide PLC Mini-teach topics during school grade level/faculty meetings determined by Action step 3

#### **Facilitator**

Coaches

#### **Participants**

Faculty

#### **Schedule**

Monthly, from 12/5/2017 to 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.B3.S1.A1	Arrange a meeting with leadership team and grade level chairs to review shared vision and goals for upcoming year				\$0.00
2	G1.B3.S1.A2	Utilize the Core Actions Survey to assess knowledge and skills of instructional shifts in ELA and Math and analyze the data to develop a Professional Learning Plan to support growth				\$0.00
3	G1.B3.S1.A3	All teachers participate in the Volusia County Schools Professional Learning Plan (Pre-service, PL Day. 4 Regional and 4 School based ERPL's).				\$13,392.01
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6871 - Volusia Pines Elementary School	Title, I Part A		\$13,392.01
4	G1.B3.S1.A4	Provide additional support for collaboration, planning and pacing during PLCs.				\$26,303.36
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6871 - Volusia Pines Elementary School	Title, I Part A		\$26,303.36
5	G1.B3.S1.A5	Implement the knowledge and skills learned during each Professional Learning session.				\$27,080.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6871 - Volusia Pines Elementary School			\$27,080.00
6	G1.B3.S1.A6	Monitor and provide feedback and coaching as needed after each Professional Learning session.				\$121,094.19
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6871 - Volusia Pines Elementary School	Title, I Part A		\$121,094.19
7	G1.B9.S1.A1	Provide professional learning on District PLC Rubric and use rubric to assess needs.				\$0.00
8	G1.B9.S1.A2	Provide professional learning on developing successful PLC's				\$19,497.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6871 - Volusia Pines Elementary School	Title, I Part A		\$19,497.00
9	G1.B9.S1.A3	Observe PLC Teams in action and provide immediate feedback using the PLC Rubric at the end of the meeting. PLC Mini Teach Topics will be determined				\$0.00

**Volusia - 6871 - Volusia Pines Elementary School - 2017-18 SIP**  
*Volusia Pines Elementary School*

		throughout this process based on data and presented during school-based PL.				
10	G1.B9.S1.A4	Provide PLC Mini-teach topics during school grade level/faculty meetings determined by Action step 3				\$5,433.28
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6871 - Volusia Pines Elementary School	Title, I Part A		\$5,433.28
Total:						\$212,799.84