Spruce Creek Elementary School

2017-18 Schoolwide Improvement Plan

Spruce Creek Elementary School

642 TAYLOR RD, Port Orange, FL 32127

ttp://myvolusiaschools.org/school/sprucecreek/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	No	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

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

Table of Contents

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 Spruce Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

School Belief Statements

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

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

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

We believe learning is a dynamic lifelong process.

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

We believe in the celebration of our success.

2. School Environment

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

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

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

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

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

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

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

Weekly guidance lessons are provided for Kindergarten, including anti-bullying and conflict resolution. Small guidance groups will be formed based upon teacher recommendations. The school psychologist, social worker, behavior specialist, and counselor collaborate to address individual social-emotional needs. The psychologist and guidance counselor have scheduled open hours for teachers every Wednesday to discuss specific children and ideas to help them.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Students who have two or more of the following indicators are identified through the early warning system: 10% or more absences, 1 or more suspensions, Level 1 FSA score in ELA or math, or a failure in ELA or math in any grading period.

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	1	0	3	1	0	0	0	0	0	0	0	5
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
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	1	0	0	0	0	0	0	0	3

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	1	0	3	1	0	0	0	0	0	0	0	5

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

The psychologist, school counselor and PST chair review students on the list to determine the need for PST, intervention, and/or counseling interventions. PST chair also meets with the school social worker about attendance concerns through the PST process.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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?

No

1. PFEP Link

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

2. Description

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

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

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

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Jones, Selina	Teacher, K-12
Campbell, Monica	Instructional Coach
Pellicer, Megan	Assistant Principal
Hall, Andrea	Principal
Rohr, Brooke	Teacher, K-12
Weslar, Kim	Teacher, K-12

b. Duties

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

The school-based leadership team identifies school based needs and resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g. Problem Solving Team, PLC, Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work.

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

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Leslie Castillo-Solis	Parent
Corinne DeArakal	Teacher
Amber Morgan	Teacher
Jeff Chadwell	Business/Community
Karen Weinrich	Teacher
Kimberly Weslar	Teacher
Christina Call	Parent
Anishka Gibson	Parent
Yolande Sims	Parent
John Tricarico	Parent
Courtney Dunham	Parent
Juliet Sigmann	Parent
Megan Pellicer	Principal
Jessica Dunham	Student
Stella Banks	Parent
Melissa Eagney	Teacher
Jeff Hinton	Parent
Tori Kaspert	Parent
Ashley Hill	Student
Kerri Hill	Teacher
Selena Jones	Teacher
Shaunta Scott	Education Support Employee
Nancy Vargas	Parent
Andrea Hall	Principal

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
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 over the summer to complete needs assessment. Our school leadership team shared the results with the School Advisory Council and the faculty.

b. Development of this school improvement plan

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

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

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

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

School improvement funds were received in May last year and it was decided to use those funds for the 2017-18 School Improvement Plan.

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
Hall, Andrea	Principal
Campbell, Monica	Instructional Coach
Weslar, Kim	Teacher, K-12
Kelly, Kathy	Teacher, K-12
Gass, Frances	Teacher, K-12
Weinrich, Karen	Teacher, K-12
Rohr, Brooke	Teacher, K-12
White, Kim	Teacher, K-12
Pratt, Carolyn	Teacher, K-12
Pellicer, Megan	Assistant Principal
Jones, Selina	Teacher, K-12
Newsome, Joanne	Teacher, K-12
Bowers, Lisa	Teacher, K-12

b. Duties

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

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

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

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

Create a school environment and culture of mutual respect and shared leadership toward the common goal of student academic achievement and life-long learning. In the hiring process, we seek teachers who share the same vision and goals for student success and utilize best practices. Andrea Hall, principal, is responsible for the hiring and retention of teachers and checks with the county and state to ensure candidates meet all the state requirements. SCES participates in the District job fair and recruitment activities. Professional development is offered at both the district and school-based levels. SCES also sponsors junior and senior interns from the local colleges.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

Spruce Creek Elementary focuses on effective use of PLC's to meet every child's needs and track their response to the interventions. At quarterly PLC meetings, student data is tracked on a school-wide data board, and students are targeted for intervention or enrichment. An intervention teacher supports the classroom teachers in providing interventions. Teachers also use PLC times to review

formative and summative assessment data and adjust instruction accordingly and provide different instructional strategies. Quarterly data chats monitor student achievement. The guidance counselor and school psychologist have weekly hours for teachers to discuss specific students and plan interventions. The academic coach will be actively involved in assisting teachers as needed.

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

Strategy: Summer Program

Minutes added to school year: 4,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

Strategy: After School Program

Minutes added to school year: 1,000

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Formative and summative evaluations

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

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

b. College and Career Readiness

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

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

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

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

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

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

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If Spruce Creek Elementary collaboratively implements standards-aligned instruction based on the instructional shifts, then student achievement will increase.

Strategic Goals Detail

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

G1. If Spruce Creek Elementary collaboratively implements standards-aligned instruction based on the instructional shifts, then student achievement will increase. 1a

🔑 G099224

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	61.0
FSA Mathematics Achievement	69.0
Statewide Science Assessment Achievement	69.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge on focus, coherence, and rigor

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coach and Team Leaders

- Administration and ESE

- Administration and faculty

- Faculty and collaboration with other schools; district ELA personnel

- Professional Learning

- Strong PTA

- Walk to intervention

Plan to Monitor Progress Toward G1. 8

VXT Scores will be monitored throughout the school year

Person Responsible
Andrea Hall

Schedule
Monthly, from 8/8/2017 to 6/1/2018

Evidence of Completion
test scores

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If Spruce Creek Elementary collaboratively implements standards-aligned instruction based on the instructional shifts, then student achievement will increase. `1`

🔑 G099224

G1.B1 Lack of teacher knowledge on focus, coherence, and rigor `2`

🔑 B267220

G1.B1.S1 Provide coherence training for teachers on the Florida Standards. `4`

🔑 S283056

Strategy Rationale

Goal is to increase the percentage of teachers effectively implementing the standards.

Action Step 1 `5`

Formal Professional Learning on coherence between the Florida Standards by grade level

Person Responsible

Monica Campbell

Schedule

Semiannually, from 8/8/2017 to 6/1/2018

Evidence of Completion

Learning Walk data

Action Step 2 `5`

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

Person Responsible

Andrea Hall

Schedule

Semiannually, from 8/8/2017 to 6/1/2018

Evidence of Completion

Action Step 3 `5`

Provide instructional coaching, both 1:1 and through PLC's

Person Responsible

Monica Campbell

Schedule

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

Evidence of Completion

PLC minutes, Instructional Coach records

Action Step 4 `5`

Provide opportunities for vertical learning walks and articulation between vertical teams during debriefing

Person Responsible

Monica Campbell

Schedule

Monthly, from 8/8/2017 to 6/1/2018

Evidence of Completion

Learning walk logs, Instructional Coach records

Action Step 5 `5`

Host Science Night at Spruce Creek Elementary that provides opportunities to practice and apply the Florida Science Standards

Person Responsible

Monica Campbell

Schedule

On 3/30/2018

Evidence of Completion

MOAS records

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

Compile Learning Walk Data into PowerPoint to share with faculty

Person Responsible

Megan Pellicer

Schedule

Monthly, from 8/8/2017 to 4/16/2018

Evidence of Completion

PowerPoint presentation

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

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

Person Responsible

Monica Campbell

Schedule

Quarterly, from 8/8/2017 to 6/1/2018

Evidence of Completion

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

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

Provide follow up support to ensure implementation of the standards

Person Responsible

Monica Campbell

Schedule

Every 2 Months, from 8/8/2017 to 6/1/2018

Evidence of Completion

Coaching tools and PLC notes

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

Determine status toward completing action steps during monthly SLT meetings

Person Responsible

Andrea Hall

Schedule

Monthly, from 8/8/2017 to 6/1/2018

Evidence of Completion

SLT meeting minutes

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

Analyze collected data and discuss the impact of the Professional Learning Plan at monthly Team Leader meetings. Data includes monthly learning walk data, observational notes, lesson plans, VXT data

Person Responsible

Andrea Hall

Schedule

Quarterly, from 8/8/2017 to 6/1/2018

Evidence of Completion

data, team leader agendas

G1.B1.S2 Use analysis of student learning to plan interventions. 4

S283057

Strategy Rationale

Data analysis and planning of instruction will ensure equity for all students

Action Step 1 5

Analyze iStation and FAIR data during PLC's to plan interventions

Person Responsible

Monica Campbell

Schedule

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

Evidence of Completion

iStation Reports / FAIR data

Action Step 2 5

Analyze standards-based student learning in science 2-5 to plan instruction in the classroom and STEM lab

Person Responsible

Monica Campbell

Schedule

Quarterly, from 8/8/2017 to 6/1/2018

Evidence of Completion

VST data, common assessments

Action Step 3 `5`

Inquire, list, and organize research-based interventions

Person Responsible

Monica Campbell

Schedule

On 6/1/2018

Evidence of Completion

list of available interventions

Action Step 4 `5`

Implement standards-based interventions for areas of need

Person Responsible

Monica Campbell

Schedule

Weekly, from 10/6/2017 to 6/1/2018

Evidence of Completion

FSA data

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

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

Person Responsible

Andrea Hall

Schedule

Monthly, from 8/8/2017 to 6/1/2018

Evidence of Completion

SLT meeting minutes

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

Discuss the effectiveness of PLC"s and analyze collected data using the PLC rubric

Person Responsible

Andrea Hall

Schedule

Monthly, from 8/8/2017 to 6/1/2018

Evidence of Completion

PLC rubric 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
2018					
G1.B1.S1.A5 A382052	Host Science Night at Spruce Creek Elementary that provides opportunities to practice and apply the...	Campbell, Monica	9/1/2017	MOAS records	3/30/2018 one-time
G1.B1.S1.MA1 M415364	Compile Learning Walk Data into PowerPoint to share with faculty	Pellicer, Megan	8/8/2017	PowerPoint presentation	4/16/2018 monthly
G1.MA1 M415372	VXT Scores will be monitored throughout the school year	Hall, Andrea	8/8/2017	test scores	6/1/2018 monthly
G1.B1.S1.MA1 M415363	Analyze collected data and discuss the impact of the Professional Learning Plan at monthly Team...	Hall, Andrea	8/8/2017	data, team leader agendas	6/1/2018 quarterly
G1.B1.S1.MA2 M415365	Volusia Literacy Test , Volusia Math Test, and Volusia Science test Scores	Campbell, Monica	8/8/2017	VLT, VMT, and VST scores will be analyzed and discussed at quarterly data chats, PLC meetings, and faculty meeting. Scores will be used to plan further interventions and identify struggling students.	6/1/2018 quarterly
G1.B1.S1.MA3 M415366	Provide follow up support to ensure implementation of the standards	Campbell, Monica	8/8/2017	Coaching tools and PLC notes	6/1/2018 every-2-months
G1.B1.S1.MA4 M415367	Determine status toward completing action steps during monthly SLT meetings	Hall, Andrea	8/8/2017	SLT meeting minutes	6/1/2018 monthly
G1.B1.S1.A1 A382048	Formal Professional Learning on coherence between the Florida Standards by grade level	Campbell, Monica	8/8/2017	Learning Walk data	6/1/2018 semiannually
G1.B1.S1.A2 A382049	Facilitate Professional Development designed to support Deliberate Practice Plans and instructional...	Hall, Andrea	8/8/2017		6/1/2018 semiannually
G1.B1.S1.A3 A382050	Provide instructional coaching, both 1:1 and through PLC's	Campbell, Monica	8/8/2017	PLC minutes, Instructional Coach records	6/1/2018 weekly
G1.B1.S1.A4 A382051	Provide opportunities for vertical learning walks and articulation between vertical teams during...	Campbell, Monica	8/8/2017	Learning walk logs, Instructional Coach records	6/1/2018 monthly
G1.B1.S2.MA1 M415368	Discuss the effectiveness of PLC"s and analyze collected data using the PLC rubric	Hall, Andrea	8/8/2017	PLC rubric data, SLT minutes	6/1/2018 monthly
G1.B1.S2.MA1 M415369	Determine status towards completing action steps 1-5 during monthly SLT	Hall, Andrea	8/8/2017	SLT meeting minutes	6/1/2018 monthly
G1.B1.S2.A1 A382053	Analyze iStation and FAIR data during PLC's to plan interventions	Campbell, Monica	8/8/2017	iStation Reports / FAIR data	6/1/2018 biweekly
G1.B1.S2.A2 A382054	Analyze standards-based student learning in science 2-5 to plan instruction in the classroom and...	Campbell, Monica	8/8/2017	VST data, common assessments	6/1/2018 quarterly
G1.B1.S2.A3 A382055	Inquire, list, and organize research-based interventions	Campbell, Monica	8/8/2017	list of available interventions	6/1/2018 one-time
G1.B1.S2.A4 A382056	Implement standards-based interventions for areas of need	Campbell, Monica	10/6/2017	FSA data	6/1/2018 weekly

V. Professional Development Opportunities

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

G1. If Spruce Creek Elementary collaboratively implements standards-aligned instruction based on the instructional shifts, then student achievement will increase.

G1.B1 Lack of teacher knowledge on focus, coherence, and rigor

G1.B1.S1 Provide coherence training for teachers on the Florida Standards.

PD Opportunity 1

Formal Professional Learning on coherence between the Florida Standards by grade level

Facilitator

District Staff, Academic Coach

Participants

Faculty

Schedule

Semiannually, from 8/8/2017 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.B1.S1.A1	Formal Professional Learning on coherence between the Florida Standards by grade level				$0.00
2	G1.B1.S1.A2	Facilitate Professional Development designed to support Deliberate Practice Plans and instructional shifts.				$0.00
3	G1.B1.S1.A3	Provide instructional coaching, both 1:1 and through PLC's				$0.00
4	G1.B1.S1.A4	Provide opportunities for vertical learning walks and articulation between vertical teams during debriefing				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			4531 - Spruce Creek Elementary School	Other		$0.00
			Notes: Substitute funding - amount TBD			
5	G1.B1.S1.A5	Host Science Night at Spruce Creek Elementary that provides opportunities to practice and apply the Florida Science Standards				$450.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			4531 - Spruce Creek Elementary School	School Improvement Funds		$450.00
6	G1.B1.S2.A1	Analyze iStation and FAIR data during PLC's to plan interventions				$0.00
7	G1.B1.S2.A2	Analyze standards-based student learning in science 2-5 to plan instruction in the classroom and STEM lab				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			4531 - Spruce Creek Elementary School	School Improvement Funds		$500.00
			Notes: Supplies for STEM lab			
8	G1.B1.S2.A3	Inquire, list, and organize research-based interventions				$0.00
9	G1.B1.S2.A4	Implement standards-based interventions for areas of need				$0.00
					Total:	$950.00