

Volusia County Schools

Louise S. Mcinnis Elementary School



2018-19 Schoolwide Improvement Plan

Louise S. Mcinnis Elementary School

5175 US HIGHWAY 17, De Leon Springs, FL 32130

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
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.

2018-19 DA Category and Statuses for Louise S. Mcinnis 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.

McInnis staff, students, families, and community work together to encourage life-long learning in order to achieve our goals.

b. Provide the school's vision statement.

Team McInnis ensures academic excellence by motivating students through diverse learning experiences and celebrating individual successes.

2. School Environment

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

Meet-the-Teacher, Open House, During and After School Activities, and Parent/Student Surveys are all critical components in establishing and maintaining positive relationships between teachers and students at McInnis Elementary. Student work such as student achievement graphs, projects and writing are displayed throughout the year in classrooms and around campus. Students are recognized for academic achievements and positive behaviors in school-wide and classroom incentive programs. McInnis has also implemented an attendance incentive program that encourages students to be on time to school each day.

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

The school-based BAT (Behavior Analysis Team) Team, consisting of the School Counselor, School Psychologist and Administration develops procedures and processes which promote a positive, safe, and responsible school community.

The school administration along with staff provide effective monitoring of our campus before, during, and after the school day.

The school counselor conducts both individual and class sessions based on the needs of the students.

Security Team, Safety Patrols and Safety Drill Practices promote a safe environment.

School-wide and Classroom Rules/Procedures are observed.

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.

Our school engages students throughout instructional time by incorporating clear behavioral expectations along with interventions and modifications in individual classrooms and school-wide positive behavioral incentive programs.

Our school also employs a Problem-Solving Team (PST) for on-going behavior monitoring and

assistance. In addition, we have a referral system, which includes protocols for disciplinary incidents. A full-time school counselor and a school psychologist are available to assist administration, teachers, parents and students as necessary.

Teachers participate in district professional development training, such as CHAMPs and Kagan, for managing classroom behavior and increasing student engagement.

Our school utilizes the Code of Conduct for Volusia County Schools. This document is provided to students and parents on the first day of school. Student and parents must sign the document indicating that they have received the information.

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 counselor provides guidance and counseling to individual students in need or when requested by parents/guardian or teachers. The school counselor also provides strategies and training to support teachers, parents and students. A school psychologist is available to provide assistance to staff and students.

Classroom lessons on bullying, friendship, cooperation, and others topics related to building a positive social-emotional environment, are provided to students by the school counselor and/or teachers.

Specific staff members (Crisis Response Team) are trained annually in Non-Violent Crisis Intervention (NCI) strategies in order to help deescalate students in high and/or dangerous emotional states.

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.

Indicators used in the early warning system include: referrals, suspensions, attendance (over 10 days), and previous retentions,

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	1	4	0	0	0	0	0	0	0	5	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	1	4	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.

Once a student is identified on the early warning system, they are assigned a teacher mentor who works with them on improving certain areas.

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/653283>.

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 through weekly communications with the DeLeon Springs Community Association. One way the Association supports student achievement is through a third grade reading motivational program called Ride Into Reading. Food Brings Hope Foundation (FBH) provides identified parents with food bags weekly. Also, FBH will be providing funds for tutoring and field trips, along with different programs. Administration and teachers partner with local colleges and universities such as Stetson, Bethune Cookman, Daytona State, and UCF to provide interning student teachers with field experiences for practical implementation of best practices in instruction. The school invites the community and parents to attend school events such as Weird and Spooky Science Night, walk a thon, Holiday musical program, and field day, among others.

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
Porter, Maite	Principal
McFall-Conte, Michelle	Assistant Principal
Koplas, Lynette	Teacher, K-12
Bertolami, Lisa	Instructional Media
Harvey, Catherine	Teacher, ESE
Campbell, Jennifer	Teacher, K-12
Gill, Jennifer	Instructional Coach
Albright, Marci	Teacher, K-12
Mackey, Heather	Teacher, K-12
Larrabee, Sonia	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 Leadership Team consists of Administration, and teachers that represent a cross section of the school. The School Leadership Team identifies school based needs and resources (both materials and personnel) to determine the continuum of academic and behavioral supports for students and teachers. Teacher feedback, classroom observations and student performance data are considered in order to determine priorities and functions of other existing teams (PST, PLCs, LLT, and SAC). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. The school-based leaders work collaboratively to define and analyze needed student support. The school-based leaders also develop and facilitate implementation of strategies/interventions to assure improvement in specific areas to increase student achievement. For example, the grade level PLCs meet weekly to plan lessons, create common assessments, examine student data and make instructional changes to positively impact student learning.

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.

- McInnis has Professional Learning Communities (PLC) which meet weekly to analyze data and plan for instruction based on student needs. The PLC teams identify intervention programs for implementation that will provide individualized instruction for students who do not respond to core instruction.
- The Problem Solving Team (PST) meets regularly to monitor individual student needs and suggest new interventions as needed. The team follows up with individual teachers on the effectiveness of the interventions and shares with parents information about the PST meetings.

Resources may include: Academic Coach and intervention programs

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to

students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at McInnis Elementary are:

- Instructional Coach for the purpose of comprehensive staff development
- Academic Intervention Teacher to provide interventions for students in need via a push-in model
- Supplemental Tutoring before, during or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of district and school based data
- * Conferences such as Ron Clark Academy and Model Schools for identified teachers and administrators
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers
- *Star tutoring

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with , Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet

performance levels.

Violence Prevention Programs

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

- Student Mentoring Program
- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program

Nutrition Programs

McInnis Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Personal Fitness classes

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

McInnis Elementary offers students' career awareness opportunities through guest speakers from business and industry, and field trips to business and industry locations.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Maite Porter	Principal
Gayle Braska	Parent
Shawn Benson	Parent
Katina Marchione	Parent
Tiffany Baxter	Parent
Sonia Larrabee	Teacher
Kirsy Urena	Parent
Liliana A. Ramos	Parent
Marielys Martinez	Parent
Linda Edwards	Parent
Kristen Hanks	Parent
Amber Wise	Parent
Katie Durborough	Parent
Laurie Haas	Business/Community
Jennifer Gill	Parent
Pam Coleman	Business/Community
Jailyn Toro Rodriguez	Parent
Holly Ripperger	Parent
Shandella Moore	Parent
Lyn Koplas	Teacher

b. Duties

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

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

Before beginning to evaluate the effectiveness of last year's school improvement plan, our school leadership team met to engage in analyzing the school's performance data in Step Zero of CIMS. The group reviewed the previous year's school improvement plan to discuss which initiatives were successful and what areas need to be targeted for this year's plan and instructional focus. Then, our school leadership team shared the school's results with the faculty as well as the School Advisory Council, to receive input, comments and suggestions.

b. Development of this school improvement plan

The SIP Leadership Team met to review last year's data and to develop the SIP for this year. A draft of the plan was presented at a Faculty Meeting for input on priorities, goals and strategies. The tentative SIP and the accompanying data were presented to the SAC for discussion and input at the October SAC meeting.

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

The school's annual budget and plan were shared and discussed with the SAC committee. The SAC chair presented updates on the school's budget.

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

No SIP funds were expended due to the utilization of other fund sources (PTA and Title I).

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
Harvey, Catherine	Teacher, ESE
Bertolami, Lisa	Instructional Media
Koplas, Lynette	Teacher, K-12
McFall-Conte, Michelle	Assistant Principal
Porter, Maite	Principal
Campbell, Jennifer	Teacher, K-12
Gill, Jennifer	Instructional Coach
Albright, Marci	Teacher, K-12
Mackey, Heather	Teacher, K-12

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

The LLT identifies research based practices (Close Reading, ISN, Differentiated instruction, SIPPS and Gradual Release Model) based on Florida State Standards to accelerate all students on grade level standards. The LLT meets to identify school based resources (both materials and personnel) and determine the array of literacy supports available to students at our school. An agenda will be provided and utilized to facilitate the meeting. The responsibilities of the LLT members are: attending all meetings to review data; sharing literacy strategies (presented with their PLC team); assisting with the development of classroom instructional strategies; and supporting the school-wide reading/writing initiative and implementation of Florida Standards.

The LLT is offering literacy-building events throughout the school year (Scholastic Book Fair, Literacy Night, Hispanic Heritage Month, Book and Blanket and Parent Workshops).

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.

The school implements several strategies to encourage collective teacher efficacy, and social emotional learning between teachers, and students, including collaborative planning and instruction.

Grade level planning, Professional Learning Communities (PLCs), Vertical Teaming, Professional Development Training, and E3Y2 Teacher Mentor are essential practices to assist in building a positive working environment and collaborative relationships among teachers.

Grade level/PLC meetings provide an opportunity for teachers to collaborate on the overall progress in subject areas. Teachers review formative assessment data, design effective instruction, modify learning strategies, present ideas and suggestions. Professional support is provided by school-based or district level staff to target important learning concepts for students' academic growth. For further assistance, teachers can present any concerns regarding students' academic progress during Professional Learning Communities.

Vertical teaming helps bring about coordination and communication between grade levels. Teachers receive feedback from other staff to support academic success.

School trends and areas of need are identified by Administration and the School Leadership Team. They are shared at PLC/Faculty meetings to promote collaboration between Administration, Coaches, and teachers. Specific instructional concerns are discussed for the development of action plans to promote shared responsibility.

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

1. Provide mentors for new teachers, second year teachers, and teachers new to the grade level
2. Provide opportunities for peer classroom visitations for new teachers and teachers new to the grade level
3. Plan PLC Activities for collaboration with colleagues
4. Administration participates in District and State Job Fairs
5. Provide school based professional development opportunities

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

The Instructional Coach models best practices and coaches teachers on the implementation of research based instructional strategies. Teachers are provided opportunities to observe peer teachers for modeling of best practices.

New teachers are assigned a PAR Teacher and second year teachers are assigned a school-based E3Y2 Mentor Teacher who meets monthly and provides feedback and coaching as needed.

Administration has new teacher meetings periodically throughout the year to address questions and concerns that new teachers may have which may include resources.

Veteran teachers support teachers new to their team throughout the year by providing them with updates on current policies and procedures as well as grade level curriculum.

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 core instructional programs meet or exceed state requirements. At the elementary level, teachers utilize district approved curriculum modules and resources for grades K - 5, that are aligned to the Florida State Standards. The District also provides professional development on the implementation and use of these documents. Grade level teams create summative and formative assessments aligned with the state standards in order to monitor student achievement. Professional Learning Communities (PLC) and the School Leadership Teams collaborate to help insure that instruction is aligned with Florida State Standards and is 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.**

Teachers adjust instruction after reviewing assessment data during weekly meetings. Student data and work samples are utilized to identify groups of students to receive targeted instruction throughout the school day. Students who are not successful or that are exceeding grade level expectations with core instruction are given additional support or enrichment such as WTI (Walk-to-Intervention), Interactive Student Notebooks (ISN), technology, and small group instruction. Additionally, all students, including ELL students, students with disabilities, and advanced level students receive differentiated instruction based on their academic needs.

Teachers make recommendations for students who are not meeting grade level expectation to the PST (Problem Solving Team) for review. At that time, interventions and OPM (ongoing progress monitoring) are initiated. Follow-up PST meetings are scheduled if the interventions put in place are not successful.

Professional development for teachers is provided to address the diverse academic needs of students. Examples of PD are Feedback, Differentiated Instruction, Interactive Student Notebook, and Thinking Maps.

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: 10,800

McInnis has an extended day program that takes care of students from 2:05-5:45pm. During this time, extended day will use our testing lab and have students complete extra time on waterford and successmaker.

Strategy Rationale

To increase ELA and math proficiency based on District and Florida State Assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Porter, Maite, mporter@volusia.k12.fl.us

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

Data collected from teachers will be to identify strengths and weaknesses on waterford and successmaker and target those skills.

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.
- Conducting kindergarten registration, kindergarten orientation, providing local public school policies to pre-school agencies, and other relevant information to ease the transition of children and families.
- 5th grade teachers have articulation meetings with the local middle school faculty and staff.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If McInnis Elementary implements systems that foster collective efficacy, and supports effective instructional practices, then teachers will successfully implement standards aligned instruction that meets students' individual academic and social emotional needs to increase achievement.

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 McInnis Elementary implements systems that foster collective efficacy, and supports effective instructional practices, then teachers will successfully implement standards aligned instruction that meets students' individual academic and social emotional needs to increase achievement. **1a**

 G100496

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement - Grade 3	52.0
FSA ELA Achievement - Grade 4	49.0
FSA ELA Achievement - Grade 5	49.0
FSA Mathematics Achievement	60.0
FSA Mathematics Achievement	59.0
FSA Mathematics Achievement	71.0
Statewide Science Assessment Achievement	62.0
Math Gains	74.0
ELA/Reading Gains	56.0

Targeted Barriers to Achieving the Goal **3**

- negative attitudes toward collaboration
- effective communication
- expectations of rigor

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

- continue to promote positive culture
- professional learning on social emotional learning
- continue to promote open lines of communications with stakeholders
- professional learning
- Branding school on social media

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

SIP progress monitoring meeting

Person Responsible

Maite Porter

Schedule

On 10/31/2017

Evidence of Completion

SIP progress monitoring meeting minutes, sign in sheet

Plan to Monitor Progress Toward G1. 8

SIP Mid year report

Person Responsible

Maite Porter

Schedule

On 2/14/2018

Evidence of Completion

Mid year review in CIMs

Plan to Monitor Progress Toward G1. 8

State Assessment results

Person Responsible

Maite Porter

Schedule

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

Evidence of Completion

step zero for the 2019-2020 school year

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 McInnis Elementary implements systems that foster collective efficacy, and supports effective instructional practices, then teachers will successfully implement standards aligned instruction that meets students' individual academic and social emotional needs to increase achievement. **1**

 G100496

G1.B1 negative attitudes toward collaboration **2**

 B270965

G1.B1.S1 Professional Learning to promote team building and professional growth in mindset, collaboration, rigor, and engagement **4**

 S286887

Strategy Rationale

Teachers and staff need to learn how to better communicate with each other.

Action Step 1 **5**

Analyze Data from step zero and systemic practices for school improvement, reflection to identify strengths and areas of weaknesses; prioritize areas of focus.

Person Responsible

Maite Porter

Schedule

Monthly, from 6/1/2018 to 5/30/2019

Evidence of Completion

List strengths and weaknesses with focus areas identified

Action Step 2 **5**

Develop plan of action for professional learning and systemic practices including infrastructure for implementation

Person Responsible

Maite Porter

Schedule

Monthly, from 6/1/2018 to 5/30/2019

Evidence of Completion

Completed plan of action including time line and people responsible

Action Step 3 5

Communicate draft plan, collect teacher input, revise accordingly

Person Responsible

Maite Porter

Schedule

On 8/10/2018

Evidence of Completion

faculty meeting sign in, and input

Action Step 4 5

Teacher participation in professional learning to support standards and SEL instruction

Person Responsible

Maite Porter

Schedule

On 5/30/2019

Evidence of Completion

My PGS sign in sheets

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

Administrators attend weeks PLC meetings and/or monitor PLC meeting notes weekly.

Person Responsible

Maite Porter

Schedule

Weekly, from 8/16/2018 to 5/30/2019

Evidence of Completion

PLC Minutes

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

Administrators conduct learning walks

Person Responsible

Maite Porter

Schedule

Monthly, from 8/13/2018 to 5/30/2019

Evidence of Completion

learning walk data collection tools

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

Coach provides follow up support to ensure implementation of standards aligned instruction

Person Responsible

Sonia Larrabee

Schedule

Monthly, from 8/13/2018 to 5/30/2019

Evidence of Completion

Coach's interaction data and notes

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

Monitoring learning walk data during PLC meetings

Person Responsible

Sonia Larrabee

Schedule

Monthly, from 8/13/2018 to 5/30/2019

Evidence of Completion

PLC minutes, learning walk data

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly SLT meetings

Person Responsible

Maite Porter

Schedule

Monthly, from 8/13/2018 to 5/30/2019

Evidence of Completion

Monthly Learning walks, lesson plans, iReady data, SLT minutes

V. Professional Development Opportunities

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

G1. If McInnis Elementary implements systems that foster collective efficacy, and supports effective instructional practices, then teachers will successfully implement standards aligned instruction that meets students' individual academic and social emotional needs to increase achievement.

G1.B1 negative attitudes toward collaboration

G1.B1.S1 Professional Learning to promote team building and professional growth in mindset, collaboration, rigor, and engagement

PD Opportunity 1

Teacher participation in professional learning to support standards and SEL instruction

Facilitator

Participants

Schedule

On 5/30/2019

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	Analyze Data from step zero and systemic practices for school improvement, reflection to identify strengths and areas of weaknesses; prioritize areas of focus.				\$0.00
2	G1.B1.S1.A2	Develop plan of action for professional learning and systemic practices including infrastructure for implementation				\$0.00
3	G1.B1.S1.A3	Communicate draft plan, collect teacher input, revise accordingly				\$0.00
4	G1.B1.S1.A4	Teacher participation in professional learning to support standards and SEL instruction				\$69,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	3240		1631 - Louise S. Mcinnis Elem. School	Title, I Part A		\$69,000.00
			Notes: Ron Clark Academy, NABE conference, Get Your Teach on, Exceeding Expectations, Model Schools Conference, Sanibel Leadership Conference, Kagan, Planning Days			
Total:						\$69,000.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1 M424455	SIP progress monitoring meeting	Porter, Maite	10/31/2017	SIP progress monitoring meeting minutes, sign in sheet	10/31/2017 one-time
G1.MA2 M424456	SIP Mid year report	Porter, Maite	2/14/2018	Mid year review in CIMs	2/14/2018 one-time
G1.MA3 M424457	State Assessment results	Porter, Maite	5/25/2018	step zero for the 2019-2020 school year	7/11/2018 annually
G1.B1.S1.A3 A388441	Communicate draft plan, collect teacher input, revise accordingly	Porter, Maite	8/7/2018	faculty meeting sign in, and input	8/10/2018 one-time
G1.B1.S1.MA1 M424450	Monitoring learning walk data during PLC meetings	Larrabee, Sonia	8/13/2018	PLC minutes, learning walk data	5/30/2019 monthly
G1.B1.S1.MA5 M424451	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Porter, Maite	8/13/2018	Monthly Learning walks, lesson plans, iReady data, SLT minutes	5/30/2019 monthly
G1.B1.S1.MA1 M424452	Administrators attend weeks PLC meetings and/or monitor PLC meeting notes weekly.	Porter, Maite	8/16/2018	PLC Minutes	5/30/2019 weekly
G1.B1.S1.MA2 M424453	Administrators conduct learning walks	Porter, Maite	8/13/2018	learning walk data collection tools	5/30/2019 monthly
G1.B1.S1.MA3 M424454	Coach provides follow up support to ensure implementation of standards aligned instruction	Larrabee, Sonia	8/13/2018	Coach's interaction data and notes	5/30/2019 monthly
G1.B1.S1.A1 A388439	Analyze Data from step zero and systemic practices for school improvement, reflection to identify...	Porter, Maite	6/1/2018	List strengths and weaknesses with focus areas identified	5/30/2019 monthly
G1.B1.S1.A2 A388440	Develop plan of action for professional learning and systemic practices including infrastructure...	Porter, Maite	6/1/2018	Completed plan of action including time line and people responsible	5/30/2019 monthly
G1.B1.S1.A4 A388442	Teacher participation in professional learning to support standards and SEL instruction	Porter, Maite	8/8/2018	My PGS sign in sheets	5/30/2019 one-time