Spruce Creek Elementary School

2018-19 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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	65%

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

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	B*

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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.

2018-19 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, Grandparent's Day, and Science 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. Sanford Harmony, our Social Emotional Learning curriculum, enhances student relationships with other students and with teachers.

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 has adopted the Sanford Harmony curriculum, which helps students feel safe and respected in their classrooms. A school-wide PBIS initiative promotes and rewards positive behaviors.

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.

PBIS school-wide program teaches stduents the expectations for every area on campus. Students are taught the "ROAR" expectations, which are respect, ownership, awareness, and responsibility. Positive behaviors are rewarded by tokens, and classroom rewards are earned at 20, 40, 60, and 80 tokens. 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 and first grade, 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. Sanford Harmony addresses students' social emotional learning.

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.

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	3	4	1	2	8	0	0	0	0	0	0	0	18
One or more suspensions	0	3	4	1	1	5	0	0	0	0	0	0	0	14
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	8	0	0	0	0	0	0	0	9

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	3	4	1	2	8	0	0	0	0	0	0	0	18

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. iReady data is used to determine interventions for students based on individual needs.

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/649183.

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.

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
Weinrich, Karen	Teacher, K-12
Moore, Kelly	Administrative Support
White, Kim	Teacher, K-12
Shaw, Katie	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. The leadership team meets in June to look at school data and begin to develop the school improvement plan.

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
Nicole Chapman	Parent
Corinne DeArakal	Teacher
Amber Morgan	Teacher
Jeff Chadwell	Business/Community
Karen Weinrich	Teacher
Kimberly Weslar	Teacher
Anishka Gibson	Parent
Yolande Sims	Parent
Courtney Dunham	Parent
Juliet Sigmann	Parent
Megan Pellicer	Principal
Stella Banks	Parent
Jeff Hinton	Parent
Selena Jones	Teacher
Andrea Hall	Principal
Grayson Gangi	Student
Susan Gangi	Business/Community
Tim Hyde	Business/Community
Lynda Moore	Business/Community
Kyle Sims	Student
Brock Morgan	Student
Ashley Camacho	Parent
Selina Jones	Teacher
Allysia Bradshaw	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 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 and begin to develop our goals and strategies. Our school leadership team shared the results with the School Advisory Council and the faculty and continued to develop the plan using feedback provided by the groups.

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 leadership team develops goals and strategies, 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. Title I budget is shared at each SAC meeting.

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

School improvement funds were used to purchase iReady math materials for third grade. Funds paid for two ESE teachers to attend a workshop on behavior strategies. Funds were also used to sponsor Science Night, facilitated by the Museum of Arts and Sciences. Money was also given for science supplies, used by the STEM teacher.

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
White, Kim	Teacher, K-12
Pellicer, Megan	Assistant Principal
Jones, Selina	Teacher, K-12
Bowers, Lisa	Teacher, K-12
Schattie, Kelly	Teacher, K-12
Howard, Tina	School Counselor
Corley, Heather	Teacher, K-12
Melton, Pamela	Teacher, K-12
Tarman, Debbie	Teacher, ESE

b. Duties

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

The LLT consists of administration and team leaders. 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 modules, math modules, and science curriculum, 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. Two intervention teachers support 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. 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
Hall, Andrea, amhall@volusia.k12.fl.us

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

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

Strategy: After School Program

Minutes added to school year: 1,000

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

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 differentiated, small group instruction, then student achievement will increase.

G2. If leaders at Spruce Creek Elementary School create a structure for an effective social emotional learning initiative, then teachers and support staff will be able to create an environment where students feel empowered to communicate, cooperate, connect, embrace diversity, and resolve conflicts.

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 differentiated, small group instruction, then student achievement will increase. 1a

🔍 G100527

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	73.0
FSA ELA Achievement - Grade 4	66.0
FSA ELA Achievement - Grade 5	60.0
ELA/Reading Lowest 25% Gains	50.0
ELA/Reading Gains	60.0
Math Lowest 25% Gains	45.0
FSA Mathematics Achievement	70.0
Math Gains	61.0
FSAA Science Achievement	53.0

Targeted Barriers to Achieving the Goal 3

- Lack of training for teachers on how to implement small group instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- academic coach

- Waterford and Success Maker

- intervention teachers

Plan to Monitor Progress Toward G1. 8

iReady data, FSA data, Waterford and Successmaker data

Person Responsible
Monica Campbell

Schedule
Quarterly, from 8/27/2018 to 5/31/2019

Evidence of Completion
Data will be used to determine progress toward meeting the goal as well as next steps to be taken.

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible
Andrea Hall

Schedule
On 12/21/2018

Evidence of Completion
Data will be used to determine progress toward meeting the goal as well as next steps to be taken.

Plan to Monitor Progress Toward G1. `8`

SIP Mid-Year Review

Person Responsible
Andrea Hall

Schedule
On 2/28/2019

Evidence of Completion
Data will be used to determine progress toward meeting the goal as well as next steps to be taken.

Plan to Monitor Progress Toward G1. `8`

State Assessment Data Review

Person Responsible
Andrea Hall

Schedule
On 6/28/2019

Evidence of Completion
Review of available state data to determine if SIP goals have been met

G2. If leaders at Spruce Creek Elementary School create a structure for an effective social emotional learning initiative, then teachers and support staff will be able to create an environment where students feel empowered to communicate, cooperate, connect, embrace diversity, and resolve conflicts. `1a`

🔍 G100528

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	400.0

Targeted Barriers to Achieving the Goal `3`

- lack of student social skills

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

- Sanford Harmony Curriculum
- PBIS committee
- teacher on assignment
- guidance counselor
- PBIS school-wide plan

Plan to Monitor Progress Toward G2. `8`

Suspension, referral, and attendance data

Person Responsible
Kelly Moore

Schedule
Quarterly, from 8/27/2018 to 5/31/2019

Evidence of Completion
Data will be collected and compared to years past to determine if there is a decrease in inappropriate behaviors and an increase in attendance.

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 differentiated, small group instruction, then student achievement will increase. `1`

🔑 G100527

G1.B3 Lack of training for teachers on how to implement small group instruction `2`

🔑 B271094

G1.B3.S1 Provide teachers professional development for differentiated small group instruction. `4`

🔑 S286990

Strategy Rationale

Differentiated instruction best occurs in small-group settings.

Action Step 1 `5`

Provide Formal Professional Learning and materials for teachers on small group classroom management

Person Responsible

Monica Campbell

Schedule

Evidence of Completion

Agenda and sign-in sheets

Action Step 2 `5`

Provide training on Waterford and Successmaker

Person Responsible

Monica Campbell

Schedule

Semiannually, from 9/13/2018 to 1/31/2019

Evidence of Completion

sign-in sheets, agenda

Action Step 3 `5`

Provide Formal Professional Learning and materials for teachers on small group classroom content

Person Responsible

Monica Campbell

Schedule

Evidence of Completion

sign-in sheets, agenda

Action Step 4 `5`

Provide quarterly planning days for teachers to collaboratively plan small group instruction

Person Responsible

Andrea Hall

Schedule

Quarterly, from 8/6/2018 to 5/31/2019

Evidence of Completion

planning day minutes

Action Step 5 `5`

Provide instructional coaching focusing on small group instruction, both 1:1 and during PLC's.

Person Responsible

Monica Campbell

Schedule

Weekly, from 8/6/2018 to 5/31/2019

Evidence of Completion

instructional coaching logs

Action Step 6 5

Review data and creating small groups and small group strategies during PLC's

Person Responsible

Monica Campbell

Schedule

Biweekly, from 8/6/2018 to 5/31/2019

Evidence of Completion

PLC minutes

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

Adminstrative walk-throughs

Person Responsible

Andrea Hall

Schedule

Quarterly, from 9/5/2018 to 5/31/2019

Evidence of Completion

Administrative walk-thoughs will collect data on implementation of small group instruction

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

iReady data

Person Responsible

Monica Campbell

Schedule

Triannually, from 8/27/2018 to 5/31/2019

Evidence of Completion

iReady data will be used to monitor student achievement

G2. If leaders at Spruce Creek Elementary School create a structure for an effective social emotional learning initiative, then teachers and support staff will be able to create an environment where students feel empowered to communicate, cooperate, connect, embrace diversity, and resolve conflicts. 1

🔑 G100528

G2.B2 lack of student social skills 2

🔑 B271096

G2.B2.S1 Implementation of a school-wide multi-faceted behavior support system. 4

🔑 S286991

Strategy Rationale

Development of positive behaviors and relationships in the classroom will increase students' communication skills, connections, and conflict resolution skills. Student learning will increase because their social-emotional needs have been met.

Action Step 1 5

Training of teachers in Sanford Harmony curriculum

Person Responsible

Andrea Hall

Schedule

Evidence of Completion

faculty meeting agenda and sign-in sheet

Action Step 2 5

1 on 1 counseling for students

Person Responsible

Tina Howard

Schedule

Biweekly, from 8/6/2018 to 5/31/2019

Evidence of Completion

counselor logs

Action Step 3 `5`

Training of teachers in the PBIS system

Person Responsible

Kelly Moore

Schedule

Evidence of Completion

faculty meeting sign-in sheets

Action Step 4 `5`

Counseling provided by Children's Home Society

Person Responsible

Andrea Hall

Schedule

Weekly, from 9/24/2018 to 5/31/2019

Evidence of Completion

counselor sign-in at front office

Action Step 5 `5`

Implementation of a PBIS reward system

Person Responsible

Kelly Moore

Schedule

Daily, from 8/6/2018 to 5/31/2019

Evidence of Completion

logs of token rewards

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Adminnistrative Walk-throughs

Person Responsible

Andrea Hall

Schedule

Quarterly, from 8/28/2018 to 5/29/2019

Evidence of Completion

Administrative calendar in teachers' classrooms

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Number of student referrals

Person Responsible

Megan Pellicer

Schedule

Quarterly, from 8/28/2018 to 5/29/2019

Evidence of Completion

Referral data will be reviewed on a quarterly basis

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 differentiated, small group instruction, then student achievement will increase.

G1.B3 Lack of training for teachers on how to implement small group instruction

G1.B3.S1 Provide teachers professional development for differentiated small group instruction.

PD Opportunity 1

Provide Formal Professional Learning and materials for teachers on small group classroom management

Facilitator

Monica Campbell

Participants

classroom teachers

Schedule

PD Opportunity 2

Provide training on Waterford and Successmaker

Facilitator

Title I personnel

Participants

K-5 classroom teachers

Schedule

Semiannually, from 9/13/2018 to 1/31/2019

PD Opportunity 3

Provide Formal Professional Learning and materials for teachers on small group classroom content

Facilitator

Monica Campell

Participants

K-5 classroom teachers

Schedule

G2. If leaders at Spruce Creek Elementary School create a structure for an effective social emotional learning initiative, then teachers and support staff will be able to create an environment where students feel empowered to communicate, cooperate, connect, embrace diversity, and resolve conflicts.

G2.B2 lack of student social skills

G2.B2.S1 Implementation of a school-wide multi-faceted behavior support system.

PD Opportunity 1

Training of teachers in Sanford Harmony curriculum

Facilitator

Justin Lipomi

Participants

teachers

Schedule

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	Provide Formal Professional Learning and materials for teachers on small group classroom management				$24,113.02
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			4531 - Spruce Creek Elementary School	School Improvement Funds		$165.00
			Notes: Mini-grant request from Katie Shipman for StoryWorks subscription to enhance small group instruction			
			4531 - Spruce Creek Elementary School	Title, I Part A		$1,326.29
			Notes: Exceeding Expectations Conference			
			4531 - Spruce Creek Elementary School	Title, I Part D		$1,900.00
			Notes: Dr. Larry Chew training for teachers - questioning techniques			
			4531 - Spruce Creek Elementary School	Title, I Part D		$297.44
			Notes: Book Study "Talk to Me"			
			4531 - Spruce Creek Elementary School	Title, I Part D		$207.68
			Notes: Book Study "Things I Wish My Teacher Knew"			
			4531 - Spruce Creek Elementary School	Title, I Part D		$8,520.00
			Notes: Ready Math Materials K-5			
			4531 - Spruce Creek Elementary School	Title, I Part D		$6,520.18
			Notes: Write Score Materials 3-5			
			4531 - Spruce Creek Elementary School	Title, I Part D		$3,000.00
			Notes: Ready Read for First Grade			
			4531 - Spruce Creek Elementary School	Title, I Part D		$1,728.00
			Notes: SIPPS extension kits			
			4531 - Spruce Creek Elementary School	Title, I Part D		$448.43
			Notes: Lakeshore Math Hands-On Kits			
2	G1.B3.S1.A2	Provide training on Waterford and Successmaker				$0.00

3	G1.B3.S1.A3	Provide Formal Professional Learning and materials for teachers on small group classroom content	$0.00
4	G1.B3.S1.A4	Provide quarterly planning days for teachers to collaboratively plan small group instruction	$0.00
5	G1.B3.S1.A5	Provide instructional coaching focusing on small group instruction, both 1:1 and during PLC's.	$0.00
6	G1.B3.S1.A6	Review data and creating small groups and small group strategies during PLC's	$0.00
7	G2.B2.S1.A1	Training of teachers in Sanford Harmony curriculum	$0.00
8	G2.B2.S1.A2	1 on 1 counseling for students	$0.00
9	G2.B2.S1.A3	Training of teachers in the PBIS system	$0.00
10	G2.B2.S1.A4	Counseling provided by Children's Home Society	$0.00
11	G2.B2.S1.A5	Implementation of a PBIS reward system	$0.00
		Total:	$24,113.02

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.B3.S1.A1 🔍 A388795	Provide Formal Professional Learning and materials for teachers on small group classroom management	Campbell, Monica	9/5/2018	Agenda and sign-in sheets	No End Date one-time
G1.B3.S1.A3 🔍 A388797	Provide Formal Professional Learning and materials for teachers on small group classroom content	Campbell, Monica	10/3/2018	sign-in sheets, agenda	No End Date one-time
G2.B2.S1.A1 🔍 A388801	Training of teachers in Sanford Harmony curriculum	Hall, Andrea	8/28/2018	faculty meeting agenda and sign-in sheet	No End Date one-time
G2.B2.S1.A3 🔍 A388803	Training of teachers in the PBIS system	Moore, Kelly	9/11/2018	faculty meeting sign-in sheets	No End Date one-time
G1.MA2 🔍 M424833	SIP Progress Monitoring Meeting	Hall, Andrea	9/3/2018	Data will be used to determine progress toward meeting the goal as well as next steps to be taken.	12/21/2018 one-time
G1.B3.S1.A2 🔍 A388796	Provide training on Waterford and Successmaker	Campbell, Monica	9/13/2018	sign-in sheets, agenda	1/31/2019 semiannually
G1.MA3 🔍 M424834	SIP Mid-Year Review	Hall, Andrea	1/7/2019	Data will be used to determine progress toward meeting the goal as well as next steps to be taken.	2/28/2019 one-time
G2.B2.S1.MA1 🔍 M424836	Number of student referrals	Pellicer, Megan	8/28/2018	Referral data will be reviewed on a quartely basis	5/29/2019 quarterly
G2.B2.S1.MA1 🔍 M424837	Adminnistrative Walk-throughs	Hall, Andrea	8/28/2018	Administrative calendar in teachers' classrooms	5/29/2019 quarterly
G1.MA1 🔍 M424832	iReady data, FSA data, Waterford and Successmaker data	Campbell, Monica	8/27/2018	Data will be used to determine progress toward meeting the goal as well as next steps to be taken.	5/31/2019 quarterly
G2.MA1 🔍 M424840	Suspension, referral, and attendance data	Moore, Kelly	8/27/2018	Data will be collected and compared to years past to determine if there is a decrease in inappropriate behaviors and an increase in attendance.	5/31/2019 quarterly
G1.B3.S1.MA1 🔍 M424830	iReady data	Campbell, Monica	8/27/2018	iReady data will be used to monitor student achievement	5/31/2019 triannually
G1.B3.S1.MA1 🔍 M424831	Adminstrative walk-throughs	Hall, Andrea	9/5/2018	Administrative walk-thoughs will collect data on implementation of small group instruction	5/31/2019 quarterly
G1.B3.S1.A4 🔍 A388798	Provide quarterly planning days for teachers to collaboratively plan small group instruction	Hall, Andrea	8/6/2018	planning day minutes	5/31/2019 quarterly
G1.B3.S1.A5 🔍 A388799	Provide instructional coaching focusing on small group instruction, both 1:1 and during PLC's.	Campbell, Monica	8/6/2018	instructional coaching logs	5/31/2019 weekly
G1.B3.S1.A6 🔍 A388800	Review data and creating small groups and small group strategies during PLC's	Campbell, Monica	8/6/2018	PLC minutes	5/31/2019 biweekly
G2.B2.S1.A2 🔍 A388802	1 on 1 counseling for students	Howard, Tina	8/6/2018	counselor logs	5/31/2019 biweekly
G2.B2.S1.A4 🔍 A388804	Counseling provided by Children's Home Society	Hall, Andrea	9/24/2018	counselor sign-in at front office	5/31/2019 weekly
G2.B2.S1.A5 🔍 A388805	Implementation of a PBIS reward system	Moore, Kelly	8/6/2018	logs of token rewards	5/31/2019 daily
G1.MA4 🔍 M424835	State Assessment Data Review	Hall, Andrea	5/31/2019	Review of available state data to determine if SIP goals have been met	6/28/2019 one-time