

Volusia County Schools

# Turie T. Small Elementary School



## 2018-19 Schoolwide Improvement Plan

## Turie T. Small Elementary School

800 SOUTH ST, Daytona Beach, FL 32114

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	98%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

### School Grades History

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

*\*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 Turie T. Small Elementary School

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

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

The Turie T. Small Elementary family will create an academic, safe, and respectful environment to ensure our children will learn and reach their full potential to compete in our global society.

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

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

#### 2. School Environment

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

Turie T. Small is a Positive Behavior Interventions and Supports (PBIS) school which is a proactive approach to establishing the behavioral supports and needed for all students in a school to achieve social, emotional and academic success. We have incorporated PBIS strategies school-wide to assist with understanding students' cultures and building relationships. Teachers are receiving training through Early Release Professional Learning and are using several strategies obtained, from these professional learning experiences, in their classroom and school wide, houses and house colors have been established to establish a sense of family and contributions to the house by individuals. The school Mantra has been created to encourage positive relationships and a sense of pride. Our School Counselor is also available to provide all students access to character education lessons.

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

Before school we provide breakfast to make sure our students are prepared for the school day. Teachers take turns doing morning duties around the school to make sure our students get to their destination safely and efficiently. During the school day, teachers integrate technology allowing all students to have a voice in the classroom (Classroom Response systems, computer based learning). By implementing small group instruction in all areas of the curriculum our students are given the opportunity to feel safe, respected, and valued. After school, Turie T. Small offers extended day programs to help our high-risk students succeed academically. We offer several programs: Kids Zone (within the 21st Century Grant), and Y-Reads from our YMCA. Each program is dedicated to the whole child experience (homework, building background knowledge through a variety of experiences, both on and off campus) and the general well-being of our student body. In addition, we offer afternoon supervision, provided on a rotational basis by our teachers, in all areas of our campus.

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

The processes and procedures of the PBIS are based upon the school behavioral data and are implicitly taught and reinforced throughout the year. Membership of the PBIS are inclusive of all areas (core instruction, school-way cafe, special area, and administration). Student Services personnel help to design targeted supports when need as indicated by school data. Instructional time is a priority and

protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and within the school day student misconduct being handled immediately with minimal interruption to instruction. CHAMPS has been implemented school-wide and all common areas have been CHAMPed. Teachers and administration worked throughout the summer to plan the implementation and create professional learning experiences for all faculty members.

**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.**

Classroom teachers work to create an emotionally and physically safe environment for students within their classrooms. Communication strategies are modeled and practiced in order for all students' voices to be heard. House meetings, team building activities, and the frequent review of rules and procedures help students to feel like valuable and informed members of the class. Student services personnel (school psychologists, school counselors, and school social workers) provide direct and indirect evidenced-based supports and targeted interventions to students identified through screening measures as determined by the Problem Solving Team. Additionally, students who are on a Functional Behavioral Assessment are provided the interventions set up in the plan by all teachers who come in contact with that student.

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

- The Alpha Program
- Student Mentoring Program
- Crisis Training Program
- Suicide Prevention Program
- Anti-Bullying Program
- Small Group Guidance lessons

### 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.**

Our school's early warning system addresses the following areas:

- \* Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- \* One or more suspensions, whether in school or out of school Subject failure in English Language Arts or Mathematics
- \* A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics for students in grades 3-5

**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	4	5	3	11	11	9	0	0	0	0	0	0	0	43
One or more suspensions	4	5	3	9	4	6	0	0	0	0	0	0	0	31
Course failure in ELA or Math	6	4	4	1	4	9	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	9	19	11	0	0	0	0	0	0	0	39
Level 1 statewide assess ELA	0	0	0	7	9	6	0	0	0	0	0	0	0	22
Level 1 statewide assess Math	0	0	0	2	10	5	0	0	0	0	0	0	0	17

**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	7	5	3	12	8	4	0	0	0	0	0	0	0	39

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

Turie T. Small has developed a school-wide intervention system that provides an hour a day of additional instruction in reading and or math. Students also receive extra support within the classroom by intervention teachers. Administration, Intervention teachers and classroom teachers meet weekly during PLC's to discuss intervention strategies that are working and to discuss new strategies that can be implemented to improve academic performance of our students identified by the early warning systems and or/ lowest quartile. We have community stakeholders providing resources to encourage positive behaviors and attendance. Mentors also provide extra support.

**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/656264>.

**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.**



Community members are recruited to participate in the School Advisory Council. The SAC members will participate in a data review of the 2017 - 2018 test scores as well as have input on the goals and strategies for the upcoming school year. SAC will be briefed on a monthly basis as to the effectiveness of the strategies that are being implemented. SAC will also be informed as to the status of the technology and professional development plan at the school, as well as the SAC budget. Partnerships with non profit organizations, civic organizations, faith based organizations, colleges and local businesses support programs and activities aligned with the school's vision. Some of these activities include after school tutoring, student recognition, student mentoring, and student leadership programs. The student leadership program includes safety patrol and Early Act Rotary Club.

**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
Robinson, Cameron	Principal
Fordham, Monica	Teacher, ESE
Smith, Monica	Assistant Principal
Coates, Jennifer	Teacher, K-12
Bryer, Kyle	Other
Whipple , Zanetta	Teacher, K-12
Webb-Moore , Cherise	School Counselor
Howard , Lakita	Instructional Coach
Plowden, Tanece	Teacher, ESE

**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 are individuals with diverse skills and perspectives that will contribute to achieving school improvement goal. These individuals exhibit commitment to school-wide change, effective interpersonal skills, and grade-level and content-area expertise. The SLT meets at least once a month at the school-site and function as a PLC. The main purpose of the team is to develop and monitor the School Improvement Plan to ensure all efforts are aligned to the goal and focused on learning. The roles and responsibilities include:

- Assisting the principal in making decisions to govern the school (shared decision making)
- Emulating the school’s mission, vision, core values
- Ensuring communication to all stakeholders (e.g. SAC, PTA, SGA)
- Planning, delivering, supporting, and evaluating school’s professional development
- Reviewing and aligning school-based resources based on interim assessment data
- Monitoring student achievement and climate data
- Determining progress monitoring towards goal such as classroom look-fors
- Identifying gaps in performance or processes and planning for their improvement

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and**

**supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Personnel: The school has a leadership team consisting of the principal (Robinson), assistant principal (Smith), admirative TOA (Bryer), academic coach (Howard), Counselor (Moore) and intervention teachers (Coates, Whipple, Thomas). 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 created and provided by our district and our school's leadership team. Departments meet with teachers on a weekly basis in PLC meetings to collaborate on curriculum planning and share instructional strategies. Our district and our school are both committed to meeting the needs of our students and maximizing our students' achievements.

Curricular: Our classroom teachers will continue implementing the Florida Standards this year. They will be supported both by our district and our coaches. All teachers have the support of our instructional leadership team.

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

School leadership meets weekly and SAC meets monthly.

Problem solving activities:

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

School Improvement funds will be used for providing teachers additional and collaborative time during the school day to meet in PLCs for planning and data analysis, as well as professional development opportunities: procuring technology for classroom use and implementing Lesson Study (providing substitute teachers for PLC members who come out of the classroom to participate).

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 partner 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 Turie T. Small Elementary include:

- Academic Coach for the purpose of comprehensive staff development
- Family Center Para-professional who facilitates our extensive parent involvement program
- Reading Intervention Teacher to provide interventions for students in need via a push-in model
- Math Intervention Teacher to provide interventions for students in need via a push-in model

- Supplemental Tutoring after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FSA data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

**Title II**

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

**Title X- Homeless**

The school works closely with Pam Woods, 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 (for staff)
- Suicide Prevention Program (for staff)
- Bullying Program

Turie T. Small Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes (through Physical Education class)
- Physical Education

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

**a. Membership**

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

Name	Stakeholder Group
Cameron Robinson	Principal
Keith Brooks	Parent
Jennifer Coates	Teacher
Erika Nichols	Parent
Camilya Clark	Teacher
Destinee Davis	Parent
Sherri Simmons	Education Support Employee
Mr. Sheffield	Business/Community
Brian Jackson	Business/Community
Monica Smith	Teacher
Kyle Bryer	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*

Our School Leader Ship team met on June 4th and 5th to begin reviewing last years plan to see what strategies and goals we would keep for the 2018/19 year and to brainstorm new strategies and goals. On June 6th and 7th, we met again for the summer SLT to begin writing the new plan. Our school leadership team then shared the results with the faculty, as well as the School Advisory Council, to receive input.

*b. Development of this school improvement plan*

The SIP-School-Based Leadership Team (SLT) writes and submits the SIP to SAC committee for review and approval. The rough draft of the SIP is shared and SAC members add suggestions and comments if needed and appropriate. Once the final draft of the SIP is created the SAC committee votes on the implementation with a quorum present. When majority votes are received the SIP is Implemented, monitored, evaluated and modified if necessary.

The SAC will participate in a data review of the 2017 - 2018 test scores as well as have input on the goals and strategies for the upcoming school year. SAC will be briefed on a monthly basis as to the effectiveness of the strategies that are being implemented. SAC will also be informed as to the status of the technology and professional development plan at the school. The SAC budget for the year will be reviewed as well. Any SAC team suggestions are discussed and included in the plan as appropriate.

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

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

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

School improvement funds are allocated based on requests submitted by the faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval. Include a bulleted list of how our school used last year's SIP funds.

**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
Robinson, Cameron	Principal
Fordham, Monica	Teacher, ESE
Coates, Jennifer	Teacher, K-12
Smith, Monica	Assistant Principal
Bryer, Kyle	Other
Whipple , Zanetta	Teacher, K-12
Webb-Moore , Cherise	School Counselor
Howard , Lakita	Instructional Coach

## b. Duties

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

We have combined the Literacy Leadership Team with the School Leadership Team. Duties will include supporting all ELA initiatives as well as facilitating grade level teams in gathering and analyzing school literacy data, establishing literacy goals based on data, developing strategies to achieve goals, and determining evidence-based strategies to implement. This Team will also plan for and provide school wide celebrations of literacy.

## D. Public and Collaborative Teaching

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

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

Common Planning, Professional Learning Communities (PLCs), Data Walks, Learning Walks, and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

Common planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendation for students to be reviewed and assisted by the school's Problem Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on SMART goals with clear actions. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Minutes are created in PLC meetings and submitted weekly to administration for monitoring purposes. The common planning and regular PLC infrastructure also ensure that teachers have the structure and time to provide feedback lessons and student progress.

The use of the academic coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and model the collaborative process. Instructional Reviews, combined with Data Walks, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which include the coach) meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of allowing class visits from peers. The coach works side by side with teachers to enhance instruction.

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

The instructional coach will visit classrooms and provide coaching to teachers in research based instructional design. Intervention teachers will provide support to struggling students. The Leadership Team will meet regularly to discuss data from progress monitoring and provide support to teachers during each grade level PLC time. The principal will develop a professional development plan that supports the schools goals and strategies for the school year. The administration will participate in the District Job Fair and any other recruitment activities.

1. Recognize and celebrate outstanding teachers
2. Recruit, encourage, and mentor others aspiring to be a leader.
3. Carefully review all future applicants for teaching positions

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

Turie T. Small has formed a new teacher group that meets monthly. All new/beginning teachers are paired with a seasoned teacher as their mentor teacher. All are receiving formal mentoring/coaching support. In addition, school based veteran teachers and academic coach within provide mentoring as needed for any new/beginning teachers within each PLC. The district appointed PAR regularly meets with the new teachers and the administrative team as needed.

The following is a list of the school based mentors and the new teacher that they are mentoring.

## **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 teachers utilize the district recommended core instructional programs and materials. In addition, the district curriculum department provides professional learning on the implementation of curriculum maps, resources, pacing and planning, and assessments. Professional Learning Communities (PLC), and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging and rigorous. Data walks are conducted monthly to monitor implementation and collect school-wide and grade-level trends. All core instructional programs and materials are aligned to the Florida Standards.

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

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

Common planning allows teachers to participate in weekly PLC's to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction and intervention. Teachers, alongside academic coach, and intervention teachers create targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support from intervention teachers, mentors, and student tutors. When necessary, PLCs make recommendations for students to be reviewed by the Problem Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.



The use of Data Walks and academic coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes the academic coach) meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of allowing class visits from peers. The coach work side by side with teachers to enhance instruction. The Academic Coach diligently completes the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on campus.

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

**Strategy:** After School Program

**Minutes added to school year:** 8,640

Turie T. Small Elementary has developed an on-site tutoring/enrichment program for all students. The enrichment program is called "Kid Zone" and funded by 21st Century Grant. It targets grades 2-5. The students will be involved in remedial and challenging learning activities to become proficient or master the targeted learning benchmarks. The students will receive instructional assistance for 2.5 hours per day four days per week. The use of technology will be integrated in the lessons. The students receive a snack at Kid Zone and bus transportation for students that need that assistance. Students K-2 will have instructional assistance in reading from YMCA's Y-Reads Program. Some students will receive tutoring from S. T. A.R. Tutoring.

**Strategy Rationale**

The tutoring/enrichment program will specifically target our low performing students in the areas of writing, science, and mathematics and all integrating reading. Students who are not proficient in one or more of the curricular areas will have an opportunity to receive intensive instruction after the school day.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Wingfield, Brandon, bcwingfield@volusia.k12.fl.us

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

To ensure that specific and systematic intervention strategies are utilized, staff development training will be provided to make certain providers have the necessary skills and strategies to deliver research based intensive intervention. Students will be assessed using formative assessments during the program; classroom teachers will also collect evidence of student progress through regular progress monitoring procedures during the school day. Teachers and leadership team members will use professional learning communities to analyze student data to differentiate instruction and move children towards proficiency and/or mastery of grade level benchmarks.

**Strategy:** Extended School Day

**Minutes added to school year:** 0

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**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**

Progress Monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.

Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

For the fifth grade students who are transitioning to middle school, the fifth grade teachers collaborate with the receiving schools' counselors. The counselors of the receiving schools will meet with the students and help register the incoming sixth graders.

**b. College and Career Readiness**

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

N/A



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

N/A

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

N/A

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

N/A

## II. Needs Assessment

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

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

### B. Problem Analysis Summary

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

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If the leaders at Turie T. Small Elementary School develop a system that fosters collective teacher efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase academic 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 the leaders at Turie T. Small Elementary School develop a system that fosters collective teacher efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase academic achievement. 1a

G100542

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA/Reading Lowest 25% Gains	75.0
FSA Mathematics Achievement	60.0
ELA/Reading Gains	62.0
Math Gains	62.0
Math Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	62.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge and understanding of collective teacher efficacy
- Discipline
- Lack of knowledge of how to effectively teach small group instruction
- Lack of knowledge on implementing effective PLCs
- Lack of teacher knowledge on how to use technology to enrich student learning
- Lack of knowledge of students

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

- Curriculum Maps
- Instructional Coach
- Intervention Teachers
- Professional Learning (Admin. Institute, Coaches' Trainings, etc.)
- Digital Learning Teacher Leaders
- Cadre Members
- Curriculum/District Specialist
- SAC funds
- Achieve the Core

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

SIP Progress Monitoring Meetings

**Person Responsible**

Cameron Robinson

**Schedule**

Daily, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

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

SIP Midyear Review

**Person Responsible**

Cameron Robinson

**Schedule**

On 2/1/2018

**Evidence of Completion**

Midyear Review in CIMS

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

State Assessment Results

**Person Responsible**

Cameron Robinson

**Schedule**

Annually, from 5/1/2018 to 6/30/2018

**Evidence of Completion**

Step Zero for 2017-2018 SIP

## Action Plan for Improvement

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

**G1.** If the leaders at Turie T. Small Elementary School develop a system that fosters collective teacher efficacy and support effective instructional practices, then teachers will successfully implement standards- aligned instruction to meet students' individual needs and increase academic achievement. 1

G100542

**G1.B1** Lack of knowledge and understanding of collective teacher efficacy 2

B271151

**G1.B1.S1** Administrators and all instructional staff will participate in a school wide book study on Collective Efficacy the book is written by Jenni Donohoo. 4

S287043

### Strategy Rationale

To increase the knowledge of the effects on student achievement if students know that the school staff believe that it is possible for them to make academic gains.

### Action Step 1 5

School wide book study on Collective Efficacy

#### Person Responsible

Monica Smith

#### Schedule

Weekly, from 11/1/2018 to 12/14/2018

#### Evidence of Completion

Professional Learning Calendar

### Action Step 2 5

5 Minute Weekly Discussion During PLCs on Collective Efficacy

#### Person Responsible

Monica Smith

#### Schedule

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

#### Evidence of Completion

PLC Sign and Agenda

**Action Step 3** 5

Monitor implementation of each Professional Learning and provide feedback and coaching as needed.

**Person Responsible**

Cameron Robinson

**Schedule**

Weekly, from 8/13/2018 to 5/31/2019

***Evidence of Completion***

Observation, classroom visitation tracking sheet, student work samples, lesson plans, coaching calendar

**Action Step 4** 5

Weekly Bulldog Beat

**Person Responsible**

Cameron Robinson

**Schedule**

Weekly, from 8/13/2018 to 5/31/2019

***Evidence of Completion***

Email from the principal every week, highlighting great things teachers are doing and student achievements

**Action Step 5** 5

Communicate the SIP draft plan and collect teacher input and revise the plan

**Person Responsible**

Cameron Robinson

**Schedule**

On 8/7/2018

***Evidence of Completion***

Sign In Sheet, Agenda, Notes

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

Academic Coach will lead the 5 minute discussion during Weekly PLC's

**Person Responsible**

Monica Smith

**Schedule**

Weekly, from 11/7/2017 to 12/14/2018

**Evidence of Completion**

PLC Agenda

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

Administration will lead discussion weekly during faculty meetings.

**Person Responsible**

Cameron Robinson

**Schedule**

Weekly, from 11/7/2017 to 12/14/2018

**Evidence of Completion**

Faculty Meeting Agenda and sign in sheet. Teachers will talk across grade levels and share their thoughts and ideas on collective Efficacy.

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

The administrators will continue to talk about mindset and collective efficacy throughout the school year.

**Person Responsible**

Cameron Robinson

**Schedule**

Monthly, from 11/7/2017 to 5/31/2019

**Evidence of Completion**

PLC and Faculty Meeting agendas, sign in sheets, and discussions



**G1.B1.S2** Teachers across all grade levels will understand the meaning of each standard for ELA, Math, & Science, and provide aligned standards based instruction based on the district pacing calendar. 4

 S287044

### **Strategy Rationale**

To increase the knowledge of the standards of the instructional staff so that all students are receiving equal standards based instruction

### **Action Step 1** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G1.B2 Discipline** 2

 B271152

**G1.B2.S1 District and School based Professional Development on Behavior Strategies and Positive Interventions** 4

 S287045

**Strategy Rationale**

Student behaviors often impeded academic focus and success

**Action Step 1** 5

PBIS Team will attend the three day summer training

**Person Responsible**

Kyle Bryer

**Schedule**

Monthly, from 8/1/2018 to 8/3/2018

**Evidence of Completion**

Agenda, Notes, PBIS Notebooks with old and new strategies for encouraging positive behavior.

**Action Step 2** 5

School wide CHAMPs Procedures Training for all Common Areas

**Person Responsible**

Kyle Bryer

**Schedule**

On 11/6/2018

**Evidence of Completion**

agendas

**Action Step 3** 5

Implementation of Low Level 1 Referrals

**Person Responsible**

Kyle Bryer

**Schedule**

Daily, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

Schedules and agendas

**Action Step 4** 5

Positive Interventions for Tier 1 and Tier 2 Behaviors

**Person Responsible**

Kyle Bryer

**Schedule**

Daily, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

Quarterly Discipline Data

**Action Step 5** 5

CHAMPs Tip of the Week (5 Minute discussion on the tip of the week and how it could be implemented)

**Person Responsible**

Monica Smith

**Schedule**

Weekly, from 8/20/2018 to 5/31/2019

**Evidence of Completion**

The CHAMPS Tip of Week sent from the district, PLC Agenda, Sign In and Notes

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Mr. Bryer will update the faculty during faculty meetings on any changes or new strategies to implement to encourage positive behavior.

**Person Responsible**

Kyle Bryer

**Schedule**

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

***Evidence of Completion***

Monthly review of the referrals by location, offense, and student.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

The administrative staff will observe and provide feedback to teachers on classroom management and positive behavior interventions.

**Person Responsible**

Kyle Bryer


**Schedule**

Biweekly, from 8/13/2018 to 5/31/2019

***Evidence of Completion***

Administrative log of classroom visits and walk through evidence

**G1.B3** Lack of knowledge of how to effectively teach small group instruction **2**

 B271153

**G1.B3.S1** District and School Based Professional Development for Small Group Instruction **4**

 S287046

**Strategy Rationale**

Small group instruction gives teachers a natural opportunity to provide targeted, differentiated instruction for small groups of students.

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

ELA Small Group Instruction Training

**Person Responsible**

Cameron Robinson

**Schedule**

On 8/9/2018

**Evidence of Completion**

Agenda, Sign In Sheets, PowerPoint Presentation

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

Math Small Group Instruction Training

**Person Responsible**

Cameron Robinson

**Schedule**

On 10/3/2018

**Evidence of Completion**

Agenda, Sign In Sheets, PowerPoint Presentation

**Action Step 3** 5

Administrative and Academic Coach Walk Throughs

**Person Responsible**

Cameron Robinson

**Schedule**

Monthly, from 8/20/2018 to 5/31/2019

**Evidence of Completion**

Administrators and Coaches have assigned days to visit classrooms to look for effective

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

Administrative, Academic Coaches and District Curriculum Specialist Data and Learning Walks

**Person Responsible**

Cameron Robinson

**Schedule**

Monthly, from 8/13/2018 to 5/20/2019

**Evidence of Completion**

Walk through schedules, Skinny IPGs, Administrative Walk Through Sign Off Chart,

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

Compare time listed on the master schedule for small group instruction to what is actually being taught in the classroom

**Person Responsible**

Cameron Robinson

**Schedule**

Weekly, from 8/20/2018 to 5/20/2019

**Evidence of Completion**

Classroom visitation schedules and check off log.

**G1.B3.S2 Planning and Pacing Training** 4

S287047

**Strategy Rationale**

To enhance teacher knowledge of the curriculum map and district pacing guide.

**Action Step 1** 5

School Based Training on Pacing and Planning

**Person Responsible**

Lakita Howard

**Schedule**

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

**Evidence of Completion**

Teacher using curriculum maps, modules and district pacing guides

**Action Step 2** 5

Unpacking the Standards Training

**Person Responsible**

Lakita Howard

**Schedule**

**Evidence of Completion**

Sign In sheets, Implementation of Standards Based Instruction

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Data Walks with District Specialist, Coaches, and Administration

**Person Responsible**

Cameron Robinson

**Schedule**

Monthly, from 8/27/2018 to 5/27/2019

**Evidence of Completion**

Skinny IPG, Debrief, Feedback

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Data Walks with District Specialist, Coaches, and Administration

**Person Responsible**

**Schedule**

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

***Evidence of Completion***

Skinny IPG, Debrief, Feedback



**G1.B4** Lack of knowledge on implementing effective PLCs 2

 B271154

**G1.B4.S1** Effective PLC Training 4

 S287048

**Strategy Rationale**

To increase teachers knowledge and understanding of the proper implementation and use of PLCs

**Action Step 1** 5

Team of Teachers Trained by All Things PLC

**Person Responsible**

Cameron Robinson

**Schedule**

On 7/17/2018

**Evidence of Completion**

Agenda, Sign In, Materials, Information learned and shared with faculty

**Action Step 2** 5

School Wide PLC Training

**Person Responsible**

Cameron Robinson

**Schedule**

On 11/28/2018

**Evidence of Completion**

Sign In Sheets, Agendas, PowerPoint Presentation

**Action Step 3** 5

Weekly Grade level PLC's

**Person Responsible**

Yoder Milton

**Schedule**

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

***Evidence of Completion***

PLC Notes, Sign In Sheets

**Action Step 4** 5

Assistant Principal Leadership PLC Training

**Person Responsible**

Monica Smith

**Schedule**

On 6/12/2018

***Evidence of Completion***

Email Confirmation, PowerPoint, Worksheets

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

Academic Coaches Facilitate Weekly PLCs and Administrators Attend and Participate

**Person Responsible**

Lakita Howard

**Schedule**

Weekly, from 8/20/2018 to 5/31/2019

***Evidence of Completion***

Sign in Sheets, Norms, Notes, & Agendas turned in weekly

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

Implementation of strategies discussed and use of data to drive instruction

**Person Responsible**

Lakita Howard

**Schedule**

Weekly, from 8/20/2018 to 5/31/2019


***Evidence of Completion***

Sign Off Sheets, and debrief with coaches and administration

**G1.B5** Lack of teacher knowledge on how to use technology to enrich student learning **2**

 B271155

**G1.B5.S1** School based Professional Development on Technology **4**

 S287049

**Strategy Rationale**

To build teacher, knowledge and student engagement on the use of technology to enhance instruction

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

Professional Learning Leader Weekly Opportunities

**Person Responsible**

Cameron Robinson

**Schedule**

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

**Evidence of Completion**

Teacher Implementation of skill or strategy learned

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

iReady Training

**Person Responsible**

Cameron Robinson

**Schedule**

On 8/8/2018

**Evidence of Completion**

Sign In Sheets, Training Materials

**Action Step 3** 5

Waterford Training

**Person Responsible**

Cameron Robinson

**Schedule**

On 9/25/2018

***Evidence of Completion***

Training Materials, Sign In Sheets, and Monthly Reports

**Action Step 4** 5

Success Maker Training

**Person Responsible**

Cameron Robinson

**Schedule**

On 9/25/2018

***Evidence of Completion***

Training Materials, Sign In Sheets, and Monthly Reports

**Action Step 5** 5

Certified Nearpod Teacher on Staff

**Person Responsible**

Zanetta Whipple

**Schedule**

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

***Evidence of Completion***

Presentation of different strategy to use with Nearpod

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

iReady, Waterford, & SuccessMaker assessments, and reports, grouping of students based on data

**Person Responsible**

Cameron Robinson

**Schedule**

On 5/31/2019

***Evidence of Completion***

Class reports

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Progression of students knowledge of the skills

**Person Responsible**

Cameron Robinson


**Schedule**

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

***Evidence of Completion***

Once per month during PLCs, teacher review the data to guide instruction and change groupings

**G1.B6** Lack of knowledge of students **2**

 B271156

**G1.B6.S1** Teachers knowledge of their students will Increase **4**

 S287050

**Strategy Rationale**

Teachers need to know their students more on an academic and personal level to meet their social, emotional and academic needs

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

Poverty Simulation

**Person Responsible**

Cameron Robinson

**Schedule**

On 10/15/2018

***Evidence of Completion***

Sign In Sheet and Materials

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

House Meetings, Motivational Chants, Student Led Discussions

**Person Responsible**

Cameron Robinson

**Schedule**

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

***Evidence of Completion***

Weekly House Meetings, Tally of House Points

**Action Step 3** 5

CUM Folder Review at the Beginning of The Year

**Person Responsible**

Kyle Bryer

**Schedule**

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

**Evidence of Completion**

Teacher review students' CUM folders to learn about them personally and academically before school begins

**Action Step 4** 5

Review of Discipline Data

**Person Responsible**

Monica Smith

**Schedule**

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

**Evidence of Completion**

Quarterly Discipline Reports Shared with Faculty

**Action Step 5** 5

Sharing Of Academic Data Within The Grade

**Person Responsible**

Lakita Howard

**Schedule**

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

**Evidence of Completion**

Weekly PLC Minutes



**Action Step 6** 5

Ron Clark Academy

**Person Responsible**

Cameron Robinson

**Schedule**

On 10/12/2018

***Evidence of Completion***

Registration, Notes, Handouts

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** 6

Administration Informal Walk Throughs, PLC Participation, CUM Check Off

**Person Responsible**

Cameron Robinson

**Schedule**

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

***Evidence of Completion***

PLC Minutes, House Meeting Agendas, Administration Walk Through Check Off Log

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** 7

Use of students by name by all staff, Gradebook Weekly Checks, PLC Discussions about Student Needs.

**Person Responsible**

Cameron Robinson

**Schedule**

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

***Evidence of Completion***

Gradebook, Data Charts, and Assessment Results

## V. Professional Development Opportunities

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

**G1.** If the leaders at Turie T. Small Elementary School develop a system that fosters collective teacher efficacy and support effective instructional practices, then teachers will successfully implement standards- aligned instruction to meet students' individual needs and increase academic achievement.

### **G1.B1** Lack of knowledge and understanding of collective teacher efficacy

**G1.B1.S1** Administrators and all instructional staff will participate in a school wide book study on Collective Efficacy the book is written by Jenni Donohoo.

#### **PD Opportunity 1**

School wide book study on Collective Efficacy

##### **Facilitator**

Lakita Howard

##### **Participants**

All Faculty K-5

##### **Schedule**

Weekly, from 11/1/2018 to 12/14/2018

### **G1.B2** Discipline

**G1.B2.S1** District and School based Professional Development on Behavior Strategies and Positive Interventions

#### **PD Opportunity 1**

PBIS Team will attend the three day summer training

##### **Facilitator**

Amanda Ellzey

##### **Participants**

PBIS Team (Bryer, Eickenger, Clark, Thomas, Guthrie, Hayes, Maida, T. Powell)

##### **Schedule**

Monthly, from 8/1/2018 to 8/3/2018

## PD Opportunity 2

School wide CHAMPs Procedures Training for all Common Areas

### Facilitator

Kaitlyn Miliken

### Participants

Administrators, All Instructional Staff

### Schedule

On 11/6/2018

## G1.B3 Lack of knowledge of how to effectively teach small group instruction

### G1.B3.S1 District and School Based Professional Development for Small Group Instruction

## PD Opportunity 1

ELA Small Group Instruction Training

### Facilitator

Stephanie Radford ELA Regional Resource Teacher

### Participants

All core teachers K-5

### Schedule

On 8/9/2018

## PD Opportunity 2

Math Small Group Instruction Training

### Facilitator

Lakita Howard Academic Coach

### Participants

All core teachers K-5

### Schedule

On 10/3/2018

**G1.B4** Lack of knowledge on implementing effective PLCs

**G1.B4.S1** Effective PLC Training

**PD Opportunity 1**

Team of Teachers Trained by All Things PLC

**Facilitator**

All Things PLC Staff

**Participants**

Whipple, Fernandez, T. Powell, D. Williams

**Schedule**

On 7/17/2018

**PD Opportunity 2**

School Wide PLC Training

**Facilitator**

District

**Participants**

Administrators, All Instructional Staff

**Schedule**

On 11/28/2018

**PD Opportunity 3**

Assistant Principal Leadership PLC Training

**Facilitator**

Galaxy Middle School Coaches

**Participants**

Administrators

**Schedule**

On 6/12/2018

**G1.B5** Lack of teacher knowledge on how to use technology to enrich student learning

**G1.B5.S1** School based Professional Development on Technology

**PD Opportunity 1**

iReady Training

**Facilitator**

IReady Staff

**Participants**

Administrators, Coaches, Instructional Staff

**Schedule**

On 8/8/2018

**G1.B6** Lack of knowledge of students

**G1.B6.S1** Teachers knowledge of their students will Increase

**PD Opportunity 1**

Poverty Simulation

**Facilitator**

Sheila Rees

**Participants**

Entire Staff

**Schedule**

On 10/15/2018

## VI. Technical Assistance Items

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






## VII. Budget

1	G1.B1.S1.A1	School wide book study on Collective Efficacy				\$1,068.40
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		500-Materials and Supplies	6144 - Turie T. Small Elementary Schl	Title, I Part A		\$1,068.40
			<i>Notes: 40 Books for the staff book study</i>			
2	G1.B1.S1.A2	5 Minute Weekly Discussion During PLCs on Collective Efficacy				\$0.00
3	G1.B1.S1.A3	Monitor implementation of each Professional Learning and provide feedback and coaching as needed.				\$0.00
4	G1.B1.S1.A4	Weekly Bulldog Beat				\$0.00
5	G1.B1.S1.A5	Communicate the SIP draft plan and collect teacher input and revise the plan				\$0.00
6	G1.B1.S2.A1					\$0.00
7	G1.B2.S1.A1	PBIS Team will attend the three day summer training				\$0.00
8	G1.B2.S1.A2	School wide CHAMPs Procedures Training for all Common Areas				\$0.00
9	G1.B2.S1.A3	Implementation of Low Level 1 Referrals				\$0.00
10	G1.B2.S1.A4	Positive Interventions for Tier 1 and Tier 2 Behaviors				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		120-Classroom Teachers	6144 - Turie T. Small Elementary Schl	Title I, Part A		\$0.00
			<i>Notes: The amount stated is for the use of substitute teachers that are needed when teachers are attending Thinking Math trainings. Other substitute teachers will be needed as teachers are provided the opportunities to plan for effective instruction based on information gained from the PDs.</i>			
11	G1.B2.S1.A5	CHAMPs Tip of the Week (5 Minute discussion on the tip of the week and how it could be implemented)				\$0.00
12	G1.B3.S1.A1	ELA Small Group Instruction Training				\$0.00
13	G1.B3.S1.A2	Math Small Group Instruction Training				\$0.00
14	G1.B3.S1.A3	Administrative and Academic Coach Walk Throughs				\$0.00
15	G1.B3.S2.A1	School Based Training on Pacing and Planning				\$0.00
16	G1.B3.S2.A2	Unpacking the Standards Training				\$0.00
17	G1.B4.S1.A1	Team of Teachers Trained by All Things PLC				\$0.00
18	G1.B4.S1.A2	School Wide PLC Training				\$0.00
19	G1.B4.S1.A3	Weekly Grade level PLC's				\$0.00

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Turie T. Small Elementary School

20	G1.B4.S1.A4	Assistant Principal Leadership PLC Training				\$0.00
21	G1.B5.S1.A1	Professional Learning Leader Weekly Opportunities				\$0.00
22	G1.B5.S1.A2	iReady Training				\$0.00
23	G1.B5.S1.A3	Waterford Training				\$0.00
24	G1.B5.S1.A4	Success Maker Training				\$0.00
25	G1.B5.S1.A5	Certified Nearpod Teacher on Staff				\$0.00
26	G1.B6.S1.A1	Poverty Simulation				\$0.00
27	G1.B6.S1.A2	House Meetings, Motivational Chants, Student Led Discussions				\$0.00
28	G1.B6.S1.A3	CUM Folder Review at the Beginning of The Year				\$0.00
29	G1.B6.S1.A4	Review of Discipline Data				\$0.00
30	G1.B6.S1.A5	Sharing Of Academic Data Within The Grade				\$0.00
31	G1.B6.S1.A6	Ron Clark Academy				\$3,030.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		120-Classroom Teachers	6144 - Turie T. Small Elementary Schl	Title, I Part A		\$3,030.00
			<i>Notes: New Teachers, New Admin will attend Ron Clark Academy experience.</i>			
<b>Total:</b>						<b>\$4,098.40</b>

## IV. Implementation Timeline









Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2019</b>					
G1.B1.S2.A1  A388999	[no content entered]		No Start Date		No End Date one-time
G1.B3.S2.A2  A389009	Unpacking the Standards Training	Howard , Lakita	8/27/2018	Sign In sheets, Implementation of Standards Based Instruction	No End Date one-time
G1.MA2  M425032	SIP Midyear Review	Robinson, Cameron	2/1/2018	Midyear Review in CIMS	2/1/2018 one-time
G1.B4.S1.A4  A389013	Assistant Principal Leadership PLC Training	Smith, Monica	6/11/2018	Email Confirmation, PowerPoint, Worksheets	6/12/2018 one-time
G1.MA3  M425033	State Assessment Results	Robinson, Cameron	5/1/2018	Step Zero for 2017-2018 SIP	6/30/2018 annually
G1.B4.S1.A1  A389010	Team of Teachers Trained by All Things PLC	Robinson, Cameron	7/16/2018	Agenda, Sign In, Materials, Information learned and shared with faculty	7/17/2018 one-time
G1.B2.S1.A1  A389000	PBIS Team will attend the three day summer training	Bryer, Kyle	8/1/2018	Agenda, Notes, PBIS Notebooks with old and new strategies for encouraging positive behavior.	8/3/2018 monthly
G1.B1.S1.A5  A388998	Communicate the SIP draft plan and collect teacher input and revise the plan	Robinson, Cameron	8/7/2018	Sign In Sheet, Agenda, Notes	8/7/2018 one-time
G1.B5.S1.A2  A389015	iReady Training	Robinson, Cameron	8/8/2018	Sign In Sheets, Training Materials	8/8/2018 one-time
G1.B3.S1.A1  A389005	ELA Small Group Instruction Training	Robinson, Cameron	8/9/2018	Agenda, Sign In Sheets, PowerPoint Presentation	8/9/2018 one-time
G1.B5.S1.A3  A389016	Waterford Training	Robinson, Cameron	9/25/2018	Training Materials, Sign In Sheets, and Monthly Reports	9/25/2018 one-time
G1.B5.S1.A4  A389017	Success Maker Training	Robinson, Cameron	9/25/2018	Training Materials, Sign In Sheets, and Monthly Reports	9/25/2018 one-time
G1.B3.S1.A2  A389006	Math Small Group Instruction Training	Robinson, Cameron	10/3/2018	Agenda, Sign In Sheets, PowerPoint Presentation	10/3/2018 one-time
G1.B6.S1.A6  A389024	Ron Clark Academy	Robinson, Cameron	10/12/2018	Registration, Notes, Handouts	10/12/2018 one-time
G1.B6.S1.A1  A389019	Poverty Simulation	Robinson, Cameron	10/15/2018	Sign In Sheet and Materials	10/15/2018 one-time
G1.B2.S1.A2  A389001	School wide CHAMPs Procedures Training for all Common Areas	Bryer, Kyle	11/6/2018	agendas	11/6/2018 one-time
G1.B4.S1.A2  A389011	School Wide PLC Training	Robinson, Cameron	11/28/2018	Sign In Sheets, Agendas, PowerPoint Presentation	11/28/2018 one-time
G1.B1.S1.MA1  M425017	Academic Coach will lead the 5 minute discussion during Weekly PLC's	Smith, Monica	11/7/2017	PLC Agenda	12/14/2018 weekly
G1.B1.S1.MA2  M425018	Administration will lead discussion weekly during faculty meetings.	Robinson, Cameron	11/7/2017	Faculty Meeting Agenda and sign in sheet. Teachers will talk across grade levels and share their thoughts and ideas on collective Efficacy.	12/14/2018 weekly
G1.B1.S1.A1  A388994	School wide book study on Collective Efficacy	Smith, Monica	11/1/2018	Professional Learning Calendar	12/14/2018 weekly



**Volusia - 6144 - Turie T. Small Elementary Schl - 2018-19 SIP**  
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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1 M425021	Compare time listed on the master schedule for small group instruction to what is actually being...	Robinson, Cameron	8/20/2018	Classroom visitation schedules and check off log.	5/20/2019 weekly
G1.B3.S1.MA1 M425022	Administrative, Academic Coaches and District Curriculum Specialist Data and Learning Walks	Robinson, Cameron	8/13/2018	Walk through schedules, Skinny IPGs, Administrative Walk Through Sign Off Chart,	5/20/2019 monthly
G1.B3.S2.MA1 M425024	Data Walks with District Specialist, Coaches, and Administration	Robinson, Cameron	8/27/2018	Skinny IPG, Debrief, Feedback	5/27/2019 monthly
G1.MA1 M425031	SIP Progress Monitoring Meetings	Robinson, Cameron	8/13/2018	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	5/31/2019 daily
G1.B1.S1.MA1 M425016	The administrators will continue to talk about mindset and collective efficacy throughout the...	Robinson, Cameron	11/7/2017	PLC and Faculty Meeting agendas, sign in sheets, and discussions	5/31/2019 monthly
G1.B1.S1.A2 A388995	5 Minute Weekly Discussion During PLCs on Collective Efficacy	Smith, Monica	8/27/2018	PLC Sign and Agenda	5/31/2019 weekly
G1.B1.S1.A3 A388996	Monitor implementation of each Professional Learning and provide feedback and coaching as needed.	Robinson, Cameron	8/13/2018	Observation, classroom visitation tracking sheet, student work samples, lesson plans, coaching calendar	5/31/2019 weekly
G1.B1.S1.A4 A388997	Weekly Bulldog Beat	Robinson, Cameron	8/13/2018	Email from the principal every week, highlighting great things teachers are doing and student achievements	5/31/2019 weekly
G1.B2.S1.MA1 M425019	The administrative staff will observe and provide feedback to teachers on classroom management and...	Bryer, Kyle	8/13/2018	Administrative log of classroom visits and walk through evidence	5/31/2019 biweekly
G1.B2.S1.MA1 M425020	Mr. Bryer will update the faculty during faculty meetings on any changes or new strategies to...	Bryer, Kyle	8/6/2018	Monthly review of the referrals by location, offense, and student.	5/31/2019 monthly
G1.B2.S1.A3 A389002	Implementation of Low Level 1 Referrals	Bryer, Kyle	8/13/2018	Schedules and agendas	5/31/2019 daily
G1.B2.S1.A4 A389003	Positive Interventions for Tier 1 and Tier 2 Behaviors	Bryer, Kyle	8/13/2018	Quarterly Discipline Data	5/31/2019 daily
G1.B2.S1.A5 A389004	CHAMPs Tip of the Week (5 Minute discussion on the tip of the week and how it could be implemented)	Smith, Monica	8/20/2018	The CHAMPS Tip of the Week sent from the district, PLC Agenda, Sign In and Notes	5/31/2019 weekly
G1.B3.S1.A3 A389007	Administrative and Academic Coach Walk Throughs	Robinson, Cameron	8/20/2018	Administrators and Coaches have assigned days to visit classrooms to look for effective	5/31/2019 monthly
G1.B4.S1.MA1 M425025	Implementation of strategies discussed and use of data to drive instruction	Howard , Lakita	8/20/2018	Sign Off Sheets, and debrief with coaches and administration	5/31/2019 weekly
G1.B4.S1.MA1 M425026	Academic Coaches Facilitate Weekly PLCs and Administrators Attend and Participate	Howard , Lakita	8/20/2018	Sign in Sheets, Norms, Notes, & Agendas turned in weekly	5/31/2019 weekly
G1.B4.S1.A3 A389012	Weekly Grade level PLC's	Milton, Yoder	8/27/2018	PLC Notes, Sign In Sheets	5/31/2019 weekly
G1.B5.S1.MA1 M425027	Progression of students knowledge of the skills	Robinson, Cameron	8/27/2018	Once per month during PLCs, teacher review the data to guide instruction and change groupings	5/31/2019 quarterly
G1.B5.S1.MA1 M425028	iReady, Waterford, & SuccessMaker assessments, and reports, grouping of students based on data	Robinson, Cameron	8/27/2018	Class reports	5/31/2019 one-time
G1.B5.S1.A1 A389014	Professional Learning Leader Weekly Opportunities	Robinson, Cameron	8/27/2018	Teacher Implementation of skill or strategy learned	5/31/2019 weekly
G1.B5.S1.A5 A389018	Certified Nearpod Teacher on Staff	Whipple , Zanetta	8/27/2018	Presentation of different strategy to use with Nearpod	5/31/2019 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.MA1  M425029	Use of students by name by all staff, Gradebook Weekly Checks, PLC Discussions about Student Needs.	Robinson, Cameron	8/27/2018	Gradebook, Data Charts, and Assessment Results	5/31/2019 weekly
G1.B6.S1.MA1  M425030	Administration Informal Walk Throughs, PLC Participation, CUM Check Off	Robinson, Cameron	9/24/2018	PLC Minutes, House Meeting Agendas, Administration Walk Through Check Off Log	5/31/2019 weekly
G1.B6.S1.A2  A389020	House Meetings, Motivational Chants, Student Led Discussions	Robinson, Cameron	8/27/2018	Weekly House Meetings, Tally of House Points	5/31/2019 weekly
G1.B6.S1.A3  A389021	CUM Folder Review at the Beginning of The Year	Bryer, Kyle	8/27/2018	Teacher review students' CUM folders to learn about them personally and academically before school begins	5/31/2019 quarterly
G1.B6.S1.A4  A389022	Review of Discipline Data	Smith, Monica	8/27/2018	Quarterly Discipline Reports Shared with Faculty	5/31/2019 quarterly
G1.B6.S1.A5  A389023	Sharing Of Academic Data Within The Grade	Howard , Lakita	8/27/2018	Weekly PLC Minutes	5/31/2019 weekly
G1.B3.S2.MA1  M425023	Data Walks with District Specialist, Coaches, and Administration		8/27/2018	Skinny IPG, Debrief, Feedback	5/31/2019 monthly
G1.B3.S2.A1  A389008	School Based Training on Pacing and Planning	Howard , Lakita	8/27/2018	Teacher using curriculum maps, modules and district pacing guides	5/31/2019 quarterly