Volusia Pines Elementary School

2018-19 Schoolwide Improvement Plan

Volusia Pines Elementary School

500 E KICKLIGHTER RD, Lake Helen, FL 32744

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

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	81%

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

School Grades History

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

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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 Volusia Pines 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

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

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

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

Instructional time is a priority and protected by the principal, which is evidenced by the school

infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to instruction.

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

The school offers the following non-violence and anti-drug programs:
*Student Mentoring Program
*Crisis Training Program
*Suicide Prevention Program
*Bullying Program
* Second Step Program
*Sanford Harmony Program

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

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

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

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

Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report.

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

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

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

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

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

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

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

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

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

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/648816.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

The school builds and sustains partnerships with the local community by holding such events as Math and Science Night, SIP/SAC/PTA/PIP/Title 1 Meet & Greet, Meet the Teacher, Open House, Donuts with Dads, Father Daughter Dance, Spring Carnival, Books for Bingo, Reading Camp in, Book Swaps, Muffins with Mom, PTA events of Winter Craft Night, Take a Hike and Student Recognition Ceremonies. PTA and our business partner coordinator collaborate to secure business partnerships to support school and student achievement.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Gordon, Julie	Principal
Lewitt, Jodi	Instructional Coach
Smith, Sarah	School Counselor
Tyndal, Karen	Teacher, ESE
Hardy, Valerie	Teacher, K-12
Hannah, Lindsey	Teacher, K-12
Visconti, Shelly	Teacher, K-12
Marrero, Christina	Instructional Coach
Markell, Bonnie	Teacher, K-12
Quattrone-Asma, Sarah	Teacher, K-12
Minor, Jessica	Teacher, K-12
Velazquez, Adriana	Other
Sullo, Carol	Assistant Principal

b. Duties

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

The school-based leadership team identifies school based needs and resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Team, EWS, Professional Learning Communities, and Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the School-Based Leadership Team is representatives of other teams (EWS, PLC, LLT) and serves as a liaison between the SBLT and their respective team. For example, administration will work along with coaches to work through PLCs using collective efficacy, to provide teacher instructional support, professional development, and guide response to data, including the coordination of tiered academic interventions.

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

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

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

Curricular: Our teachers will continue to implement the Florida Standards this year. They will be supported by both our district and the academic coach. All teachers have the support of our instructional leadership team.

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

School leadership and SAC meets monthly.

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Debra Taprell	Education Support Employee
Gordon, Julie	Principal
Stanger, Emily	Parent
O'Daniel, Nicole	Teacher
Smith, Alysha	Parent
York, Amy	Teacher
Elizabeth Gourley	Teacher
jodi Lewitt	Teacher
Christina Marrero	Teacher
Sydra Desaussure	Parent
Jessica, Ottaviano	Parent
Valerie Hardy	Parent
Debra Taprell	Education Support Employee
Glorimar Serrano	Parent
Jessica Morin	Parent
Carol Sullo	Principal
Jennifer Santiago	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership team then shared the results with the faculty, as well as the School Advisory Council, to receive input.

b. Development of this school improvement plan

Volusia Pines Elementary SAC, staff, parents and business partners review and assist with monitoring school-wide data and provides input on priorities, goals, and strategies throughout the school year.

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

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

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

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

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Gordon, Julie	Principal
Lewitt, Jodi	Instructional Coach
Tyndal, Karen	Teacher, ESE
Hardy, Valerie	Teacher, K-12
Visconti, Shelly	Teacher, K-12
Marrero, Christina	Teacher, K-12
Minor, Jessica	Teacher, K-12
Quattrone-Asma, Sarah	Teacher, K-12
Markell, Bonnie	Teacher, K-12
Velazquez, Adriana	Other
Sullo, Carol	Assistant Principal

b. Duties

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

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

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

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

At Volusia Pines we will ensure the following will occur:
• Provide tutoring for those students that are in the lower quartile to ensure learning gains.
• Provide professional learning opportunities implementing Florida Standards in ELA
• Provide grades 3-5 training and resources in Ready Writing/Reading and I-Ready that supports the Florida Standards instruction through literature.

• Provide Ready Tests A-Z for grades 3-5
• Provide professional development with Write Score for ELA/Writing to support Florida shifts and standards.

D. Public and Collaborative Teaching

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

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

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

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

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

The use of the academic coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional reviews, combined with administrative walk throughs, provide leadership with data to identify areas in which follow up coaching is needed. The leadership team meets bi-weekly to talk about what trends are being seen in the classrooms. This process provides opportunities to identify exemplary teachers for the purpose of allowing class visits from peers.

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

Leadership Opportunities-Julie Gordon and Carol Sullo
Professional Development-School based leadership team
PLC Activities-Instructional Leaders, Jodi Lewitt, and Christina Marrero
Celebrations/Teacher Recognition-Julie Gordon and Carol Sullo
New Teacher Programs such as individualized PD, PAR teacher, and peer classroom visitations- Julie Gordon, Carol Sullo, Jodi Lewitt and Christina Marrero
Participation in District Job Fair and Recruitment Activities- Julie Gordon, Carol Sullo, and Jodi Lewitt

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

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

b. Instructional Strategies

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

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

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

Strategy: After School Program

Minutes added to school year: 480

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gordon, Julie, jcgordon@volusia.k12.fl.us

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

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

Strategy: Summer Program

Minutes added to school year: 6,720

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gordon, Julie, jcgordon@volusia.k12.fl.us

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

CSI pre and post assessments.

Strategy: After School Program

Minutes added to school year: 2,880

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gordon, Julie, jcgordon@volusia.k12.fl.us

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

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

Strategy: Extended School Day

Minutes added to school year: 0

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gordon, Julie, jcgordon@volusia.k12.fl.us

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

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

Strategy: After School Program
Minutes added to school year: 0

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Gordon, Julie, jcgordon@volusia.k12.fl.us

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

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

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

b. College and Career Readiness

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

n/a

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

n/a

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

n/a

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

n/a

II. Needs Assessment

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

Volusia Pines Elementary has shown strength in the following areas:
3rd grade ELA was 8 pts our of 11 in Reporting category 4 Language and Editing, 4th grade reporting categories craft and structure, language and editing were 8 out of 11, and text based writing wasn't quite has high however scored a 6 out of 10. 2nd grade tied or score 5% higher on district VLT assessments. In Math FSA 3rd grade Operations, Algebraic Thinking and Numbers in Base Ten were 18/26. In 4th grade Numbers and Operations Base Ten was 8/11, and Operation and Algebraic Thinking was 8/11. 5th grade Numbers and Operations Base Ten scored 9/15, and Measurement Data and Geometry was a borderline category at 8/18. 1st grade scored higher than the district in Math 3-7% higher on all VMT assessments. 2nd grade score higher than the district on the 1st and 2nd VMT's by 1-6%.
Areas of concern: In ELA 3rd grade Integration of Knowledge and ideas was 3/8, key Ideas and details was 8 out of 15. 4th grade also score low in the same reporting categories with a 6/13 in Integration of knowledge and ideas, with a 6/13 in key ideas and details. 5th grade showed the greatest area of concern inf Operations and Algebraic Thinking and Fractions.
Trends in data indicate that there is a school-wide need of focus in ELA RI and RL 1.1 and 1.2, Key ideas and details. In Math our focus will be on Numbers and Operations in Fractions. Digging deeper into these standards as a school, including all stakeholders would be to conduct PLC's with fidelity monitoring data, planning with efficacy and rigor, conducting learning walks and training's. In Math would will look at continuous and partitioning models represent conceptual and representational learning.

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.

Disaggreagating our sub categories, our ESOL population show the greatest area of need. Providing communication and supports to our students and families that speak other languages through training's, such as Parents to Kid Family program. Traditionally we target general educational students at risk, however if we open a section to our ESOL families this would support student ahcievement.

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 Volusia Pines develops school systems that foster collective efficacy and support effective standards-aligned instructional practices, with equity and coherence, then academic achievement will increase.

Strategic Goals Detail

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

G1. If Volusia Pines develops school systems that foster collective efficacy and support effective standards-aligned instructional practices, with equity and coherence, then academic achievement will increase. `1a`

🔍 G100543

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	68.0
Statewide Science Assessment Achievement	65.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	60.0
Math Gains	60.0
Math Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal `3`

- Lack of PLC support and structure

- Lack of professional knowledge to support implementation of standard-aligned instructions

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

- Professional Learning

- Academic Coaches

- Teacher Leaders

- Leadership Team

- Digital Learning Teacher Leaders (DLTL)

- Curriculum maps and Modules

- Mentors & Mentoring Program

- PD Curriculum/District Specialists

- School Wide Initiatives

- Guidance Counselor

- Professional Learning (Admin. Institute, Coaches' Trainings etc.....)

- Technologies- Nearpod, BrainPOP, Prodigy, Kahoot

- SAC and PTA

- Programs- Waterford, Successmaker, Acaletics, Lakeshore, Write score, Number Talks, Reading A-Z, Tutoring, SIPPS

Plan to Monitor Progress Toward G1. `8`

SIP Progress Monitoring Meeting

Person Responsible
Julie Gordon

Schedule
On 10/31/2018

Evidence of Completion
SIP Progress Monitoring Meeting Minutes and sign-in sheets

Plan to Monitor Progress Toward G1. `8`

SIP Mid-year

Person Responsible
Julie Gordon

Schedule
On 2/14/2019

Evidence of Completion
Mid year review CIMS

Plan to Monitor Progress Toward G1. `8`

State Assessment Results

Person Responsible
Julie Gordon

Schedule
Annually, from 6/5/2019 to 7/31/2019

Evidence of Completion
Step Zero for 2019 2020 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 =**   **S** = Strategy
                      Barrier

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If Volusia Pines develops school systems that foster collective efficacy and support effective standards-aligned instructional practices, with equity and coherence, then academic achievement will increase. `1`

🔑 G100543

G1.B3 Lack of PLC support and structure `2`

🔑 B271159

G1.B3.S1 Implement and refine highly effective PLC's that follow an intentional cycle to improve knowledge and implementation of standards-aligned instruction `4`

🔑 S287051

Strategy Rationale

PLC cycles ensure all student needs are met.
Strengthen teacher collaboration and instructional practices

Action Step 1 `5`

Examine master schedule to ensure common planning for identified content areas and set weekly scheduled PLC's

Person Responsible

Julie Gordon

Schedule

On 6/5/2018

Evidence of Completion

Master Schedule with common PLC planning

Action Step 2 `5`

Administrators communicate the expectations of PLC's, both verbally and in writing, during pre-planning

Person Responsible

Julie Gordon

Schedule

On 8/7/2018

Evidence of Completion

Agenda and faculty handbook

Action Step 3 5

PLC's will prioritize areas of focus through school wide data from last school year to prioritize areas of focus and discuss how they will improve. Establish norms and clarify the role of the instructional coach

Person Responsible

Julie Gordon

Schedule

On 8/21/2018

Evidence of Completion

PLC minutes

Action Step 4 5

Teams analyze data (FSA, I-Ready, VXT's, Waterford, SuccessMaker, SIPP's, VPAS, DRA) to determine how students performed last year. Teams set a SMART goal accordingly.

Person Responsible

Julie Gordon

Schedule

Monthly, from 8/28/2018 to 5/21/2019

Evidence of Completion

PLC minutes, established SMART goals

Action Step 5 5

Coaches introduce the walk-through collection tools, PLC teams discuss what each section looks like in practice and coaches clear up any misconceptions.

Person Responsible

Jodi Lewitt

Schedule

On 9/11/2018

Evidence of Completion

PLC minutes

Action Step 6 `5`

Teacher leader brings an up coming lesson and the coach models the process of analyzing the lesson using the Planning Conversation Guide to assist teachers in determining focus standard(s), identifying the criteria for mastery of the standard(s) (success criteria), and planning the sequence of questions.

Person Responsible

Christina Marrero

Schedule

On 9/18/2018

Evidence of Completion

PLC meeting minutes, completed sections of the Planning Conversation Guide

Action Step 7 `5`

Coach and Administrative Team observes the planned lesson in some classes to collect evidence using the walk-through tool and provide feedback and supports to teachers

Person Responsible

Carol Sullo

Schedule

Weekly, from 9/28/2018 to 5/21/2019

Evidence of Completion

Data Collection Results

Action Step 8 `5`

PLC teams use the Success Analysis Learning Design to identify successful elements of the lesson they taught and develop next steps.

Person Responsible

Julie Gordon

Schedule

Monthly, from 9/4/2018 to 5/21/2019

Evidence of Completion

PLC meeting minutes

Action Step 9 `5`

Coaches guide PLC teams in examining student work from the common lesson using the Analyzing Student Learning tool, to reflect on their instruction and to plan student intervention.

Person Responsible

Jodi Lewitt

Schedule

Monthly, from 9/11/2018 to 5/21/2019

Evidence of Completion

PLC meeting minutes, data collection results

Action Step 10 `5`

Steps 6, 8, and 9 are repeated with teacher leader facilitating the process. Collection of evidence using the walk-through tool.

Person Responsible

Julie Gordon

Schedule

Monthly, from 9/18/2018 to 5/21/2019

Evidence of Completion

PLC meeting minutes, data collection results

Action Step 11 `5`

Leaders provide opportunities for teachers to observe other classrooms using the walk-through tool to reflect on what they see and how to apply it in their own practice.

Person Responsible

Julie Gordon

Schedule

Monthly, from 9/25/2018 to 5/21/2019

Evidence of Completion

Data collection results

Action Step 12 `5`

Teams rate themselves using the PLC 2 - minute rubric at mid and end-of-year, to determine improved effectiveness of their PLC.

Person Responsible

Carol Sullo

Schedule

Semiannually, from 12/18/2018 to 5/21/2019

Evidence of Completion

Rating on PLC rubrics

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

Administrators attend the weekly PLC's

Person Responsible

Julie Gordon

Schedule

Weekly, from 8/21/2018 to 5/21/2019

Evidence of Completion

PLC meeting minutes/administrator notes

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

Determine status towards completing action steps 1-7 during monthly leadership meetings.

Person Responsible

Julie Gordon

Schedule

Monthly, from 9/26/2018 to 9/26/2018

Evidence of Completion

Leadership Meeting Minutes

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

Discuss the effectiveness of PLC's and analyze collected data using the PLC 2- minute rubric

Person Responsible

Julie Gordon

Schedule

Monthly, from 8/9/2017 to 5/21/2019

Evidence of Completion

Rubric Results

G1.B6 Lack of professional knowledge to support implementation of standard-aligned instructions [2]

🔑 B271162

G1.B6.S1 Refine systemic practices and provide professional learning to support implementation of standards-aligned instruction. [4]

🔑 S287052

Strategy Rationale

Increase percentage of teachers effectively implementing standards-aligned instruction.
Increase student achievement
Foster collective efficacy among faculty and staff

Action Step 1 [5]

Analyze data from Step Zero and the Systemic Practices for school improvement reflection to identify strengths and areas of weaknesses; then prioritize areas of focus.

Person Responsible

Julie Gordon

Schedule

Monthly, from 6/4/2018 to 6/4/2019

Evidence of Completion

List of strengths and areas of weaknesses with focus areas identified

Action Step 2 [5]

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

Person Responsible

Julie Gordon

Schedule

Monthly, from 6/6/2018 to 9/7/2018

Evidence of Completion

Complete plan of action, including timelines and people responsible

Action Step 3 `5`

Communicate the draft plan, collect teacher input and revise accordingly.

Person Responsible

Julie Gordon

Schedule

On 9/20/2018

Evidence of Completion

Faculty meeting sing-in and input

Action Step 4 `5`

Teachers participate in district content sessions supporting standards-aligned instruction during pre-planning week.

Person Responsible

Julie Gordon

Schedule

On 8/7/2018

Evidence of Completion

My PGS sign-in sheets

Action Step 5 `5`

Teachers incorporate the aligned tasks into their instruction with academic coaches observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Julie Gordon

Schedule

Daily, from 9/13/2018 to 5/21/2019

Evidence of Completion

Aligned tasks and coaching interaction data

Action Step 6 `5`

Teachers participate in a Professional Learning Day focused on standards-aligned instruction.

Person Responsible

Julie Gordon

Schedule

On 9/17/2018

Evidence of Completion

District sign-in sheets

Action Step 7 `5`

Teachers incorporate the information from professional learning into their lessons, with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Julie Gordon

Schedule

Daily, from 9/18/2018 to 5/21/2019

Evidence of Completion

Teachers lesson plans and coach's interaction data.

Action Step 8 `5`

Teachers participate in a school- based Early Release Professional Learning, (ERPL #1) focused on break out sessions in the areas of ESE, ESOL, Sanford Harmony, Eduphoria- data/reports, Responsive Classroom

Person Responsible

Julie Gordon

Schedule

On 10/3/2018

Evidence of Completion

Sign-i Sheets

Action Step 9 `5`

Teachers incorporate the information from ERPL #1 into their lessons, with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Julie Gordon

Schedule

Daily, from 10/4/2018 to 5/21/2019

Evidence of Completion

Teachers lesson plans and coaches interaction data

Action Step 10 `5`

Teachers participate in the district Early Release Professional learning sessions focused on standards-aligned instruction (10/17/2018- District ERPL #1, 11/28/2018 - District ERPL #2, 01/23/2019 - District ERPL #3 02/27/2019- District ERPL #4).

Person Responsible

Julie Gordon

Schedule

Quarterly, from 10/17/2018 to 2/27/2019

Evidence of Completion

MYPGS sign-in sheets

Action Step 11 `5`

Teachers observe each other implementing the new learning from the district ERPLs using the Peer Observation Learning Design.

Person Responsible

Julie Gordon

Schedule

Monthly, from 10/10/2018 to 5/21/2019

Evidence of Completion

Teacher observation schedules

Action Step 12 5

Teachers incorporate the information from ERPL's into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers. (After each district ERPL session, steps 13 and 14 will be repeated.

Person Responsible

Julie Gordon

Schedule

Daily, from 10/18/2018 to 5/21/2019

Evidence of Completion

Teacher observation schedule

Action Step 13 5

Teachers participate in a school-based Early Release Professional Learning focused on New Science curriculum, resources and implementation. (School-based ERPL #2)

Person Responsible

Julie Gordon

Schedule

On 12/12/2018

Evidence of Completion

MYPGS sign in sheets

Action Step 14 5

Teachers incorporate the information from ERPL #2 into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Julie Gordon

Schedule

Daily, from 12/13/2018 to 5/21/2019

Evidence of Completion

Lesson Plans and coach's interaction data

Action Step 15 `5`

Teachers participate in a school-based Early Release Professional Learning focused on school wide ELA data focusing on targeted clusters with planning of enrichment and interventions to support student achievement. (School-based ERPL #3)

Person Responsible

Julie Gordon

Schedule

On 1/9/2019

Evidence of Completion

MYPGS sign in sheets

Action Step 16 `5`

Teachers incorporate the information from ERPL #3 into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Julie Gordon

Schedule

Daily, from 1/10/2019 to 5/21/2019

Evidence of Completion

Teacher lesson plans and coach's interaction data

Action Step 17 `5`

Teachers participate in a school-based Early Release Professional Learning focused on school wide Math data focusing on targeted clusters with planning of enrichment and interventions to support student achievement. (School-based ERPL #4)

Person Responsible

Julie Gordon

Schedule

On 2/6/2019

Evidence of Completion

MYPGS sign-in sheets

Action Step 18 `5`

Teachers incorporate the information from ERPL #4 into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Julie Gordon

Schedule

Daily, from 2/7/2019 to 5/21/2019

Evidence of Completion

Teacher lesson plans and coach's interaction data

Action Step 19 `5`

Teachers participate in end of year PLC focused on collaborating with their colleagues highlighting best practices they have learned from the school-based and district ERPL's. They will reflect on their growth and discuss how this has impacted their teaching practices and student learning.

Person Responsible

Julie Gordon

Schedule

On 5/21/2019

Evidence of Completion

PLC meeting minutes and 2 minute interviews

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

Touch base with professional learning facilitators to determine status of the professional learning plans.

Person Responsible

Carol Sullo

Schedule

Monthly, from 9/7/2018 to 3/1/2019

Evidence of Completion

Outlook Meeting Invite

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

Administrators conduct Data Walks

Person Responsible

Julie Gordon

Schedule

Monthly, from 9/28/2018 to 5/30/2019

Evidence of Completion

Data Walk Collection Tools and Data Grids

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

Coaches will provide follow-up support to ensure implementation of standards-aligned instruction.

Person Responsible

Jodi Lewitt

Schedule

Daily, from 9/3/2018 to 5/30/2019

Evidence of Completion

Coach's interaction data and notes

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

Determine status towards completing action steps 1-6 during monthly leadership meetings.

Person Responsible

Julie Gordon

Schedule

Monthly, from 9/20/2018 to 5/30/2019

Evidence of Completion

Meeting notes

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan at monthly leadership meetings.

Person Responsible

Julie Gordon

Schedule

Monthly, from 8/29/2018 to 5/29/2019

Evidence of Completion

Monthly Data Walks, Observational Notes, Lesson Plans, VXT Data, Leadership Meeting Minutes

V. Professional Development Opportunities

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

G1. If Volusia Pines develops school systems that foster collective efficacy and support effective standards-aligned instructional practices, with equity and coherence, then academic achievement will increase.

G1.B3 Lack of PLC support and structure

G1.B3.S1 Implement and refine highly effective PLC's that follow an intentional cycle to improve knowledge and implementation of standards-aligned instruction

PD Opportunity 1

Teacher leader brings an up coming lesson and the coach models the process of analyzing the lesson using the Planning Conversation Guide to assist teachers in determining focus standard(s), identifying the criteria for mastery of the standard(s) (success criteria), and planning the sequence of questions.

Facilitator

Coaches

Participants

PLC Teams

Schedule

On 9/18/2018

PD Opportunity 2

PLC teams use the Success Analysis Learning Design to identify successful elements of the lesson they taught and develop next steps.

Facilitator

Coaches

Participants

PLC Teams

Schedule

Monthly, from 9/4/2018 to 5/21/2019

PD Opportunity 3

Coaches guide PLC teams in examining student work from the common lesson using the Analyzing Student Learning tool, to reflect on their instruction and to plan student intervention.

Facilitator

Coaches

Participants

PLC Teams

Schedule

Monthly, from 9/11/2018 to 5/21/2019

PD Opportunity 4

Leaders provide opportunities for teachers to observe other classrooms using the walk-through tool to reflect on what they see and how to apply it in their own practice.

Facilitator

Coaches

Participants

PLC Teams

Schedule

Monthly, from 9/25/2018 to 5/21/2019

G1.B6 Lack of professional knowledge to support implementation of standard-aligned instructions

G1.B6.S1 Refine systemic practices and provide professional learning to support implementation of standards-aligned instruction.

PD Opportunity 1

Teachers participate in a Professional Learning Day focused on standards-aligned instruction.

Facilitator

District

Participants

Faculty

Schedule

On 9/17/2018

PD Opportunity 2

Teachers participate in a school- based Early Release Professional Learning, (ERPL #1) focused on break out sessions in the areas of ESE, ESOL, Sanford Harmony, Eduphoria- data/reports, Responsive Classroom

Facilitator

District representative from departments listed above

Participants

Faculty

Schedule

On 10/3/2018

PD Opportunity 3

Teachers participate in the district Early Release Professional learning sessions focused on standards-aligned instruction (10/17/2018- District ERPL #1, 11/28/2018 - District ERPL #2, 01/23/2019 - District ERPL #3 02/27/2019- District ERPL #4).

Facilitator

Professional Learning Facilitator

Participants

Teachers

Schedule

Quarterly, from 10/17/2018 to 2/27/2019

PD Opportunity 4

Teachers observe each other implementing the new learning from the district ERPLs using the Peer Observation Learning Design.

Facilitator

Coaches

Participants

Teachers

Schedule

Monthly, from 10/10/2018 to 5/21/2019

PD Opportunity 5

Teachers incorporate the information from ERPL's into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers. (After each district ERPL session, steps 13 and 14 will be repeated.

Facilitator

Coaches

Participants

Teachers

Schedule

Daily, from 10/18/2018 to 5/21/2019

PD Opportunity 6

Teachers participate in a school-based Early Release Professional Learning focused on New Science curriculum, resources and implementation. (School-based ERPL #2)

Facilitator

District personal

Participants

Teachers

Schedule

On 12/12/2018

PD Opportunity 7

Teachers participate in a school-based Early Release Professional Learning focused on school wide ELA data focusing on targeted clusters with planning of enrichment and interventions to support student achievement. (School-based ERPL #3)

Facilitator

Coaches and Instructional Leaders

Participants

Teachers

Schedule

On 1/9/2019

PD Opportunity 8

Teachers participate in a school-based Early Release Professional Learning focused on school wide Math data focusing on targeted clusters with planning of enrichment and interventions to support student achievement. (School-based ERPL #4)

Facilitator

Coaches and Instructional Leaders

Participants

Teachers

Schedule

On 2/6/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Examine master schedule to ensure common planning for identified content areas and set weekly scheduled PLC's				$0.00
2	G1.B3.S1.A10	Steps 6, 8, and 9 are repeated with teacher leader facilitating the process. Collection of evidence using the walk-through tool.				$0.00
3	G1.B3.S1.A11	Leaders provide opportunities for teachers to observe other classrooms using the walk-through tool to reflect on what they see and how to apply it in their own practice.				$0.00
4	G1.B3.S1.A12	Teams rate themselves using the PLC 2 - minute rubric at mid and end-of-year, to determine improved effectiveness of their PLC.				$0.00
5	G1.B3.S1.A2	Administrators communicate the expectations of PLC's, both verbally and in writing, during pre-planning				$0.00
6	G1.B3.S1.A3	PLC's will prioritize areas of focus through school wide data from last school year to prioritize areas of focus and discuss how they will improve. Establish norms and clarify the role of the instructional coach				$34,250.93
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			6871 - Volusia Pines Elementary School	Title, I Part A		$34,250.93
			Notes: Materials and supplies to improve teacher practice and student achievement			
7	G1.B3.S1.A4	Teams analyze data (FSA, I-Ready, VXT's, Waterford, SuccessMaker, SIPP's, VPAS, DRA) to determine how students performed last year. Teams set a SMART goal accordingly.				$8,800.15
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			6871 - Volusia Pines Elementary School	Title, I Part A		$8,800.15
			Notes: Technology			
8	G1.B3.S1.A5	Coaches introduce the walk-through collection tools, PLC teams discuss what each section looks like in practice and coaches clear up any misconceptions.				$118,815.97
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			6871 - Volusia Pines Elementary School			$118,815.97
			Notes: Salaried Resource Positions			
9	G1.B3.S1.A6	Teacher leader brings an up coming lesson and the coach models the process of analyzing the lesson using the Planning Conversation Guide to assist teachers in determining focus standard(s), identifying the criteria for				$0.00

		mastery of the standard(s) (success criteria), and planning the sequence of questions.	
10	G1.B3.S1.A7	Coach and Administrative Team observes the planned lesson in some classes to collect evidence using the walk-through tool and provide feedback and supports to teachers	$0.00
11	G1.B3.S1.A8	PLC teams use the Success Analysis Learning Design to identify successful elements of the lesson they taught and develop next steps.	$0.00
12	G1.B3.S1.A9	Coaches guide PLC teams in examining student work from the common lesson using the Analyzing Student Learning tool, to reflect on their instruction and to plan student intervention.	$36,600.00

Function	Object	Budget Focus	Funding Source	FTE	2018-19
		6871 - Volusia Pines Elementary School	Title, I Part A		$36,600.00
		Notes: Tutoring and Homeless Students			

13	G1.B6.S1.A1	Analyze data from Step Zero and the Systemic Practices for school improvement reflection to identify strengths and areas of weaknesses; then prioritize areas of focus.	$0.00
14	G1.B6.S1.A10	Teachers participate in the district Early Release Professional learning sessions focused on standards-aligned instruction (10/17/2018- District ERPL #1, 11/28/2018 - District ERPL #2, 01/23/2019 - District ERPL #3 02/27/2019- District ERPL #4).	$23,976.31

Function	Object	Budget Focus	Funding Source	FTE	2018-19
		6871 - Volusia Pines Elementary School	Title, I Part A		$23,976.31
		Notes: Professional Learning			

15	G1.B6.S1.A11	Teachers observe each other implementing the new learning from the district ERPLs using the Peer Observation Learning Design.	$0.00
16	G1.B6.S1.A12	Teachers incorporate the information from ERPL's into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers. (After each district ERPL session, steps 13 and 14 will be repeated.	$0.00
17	G1.B6.S1.A13	Teachers participate in a school-based Early Release Professional Learning focused on New Science curriculum, resources and implementation. (School-based ERPL #2)	$0.00
18	G1.B6.S1.A14	Teachers incorporate the information from ERPL #2 into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.	$0.00
19	G1.B6.S1.A15	Teachers participate in a school-based Early Release Professional Learning focused on school wide ELA data focusing on targeted clusters with planning of enrichment and interventions to support student achievement. (School-based ERPL #3)	$0.00

20	G1.B6.S1.A16	Teachers incorporate the information from ERPL #3 into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.	$0.00
21	G1.B6.S1.A17	Teachers participate in a school-based Early Release Professional Learning focused on school wide Math data focusing on targeted clusters with planning of enrichment and interventions to support student achievement. (School-based ERPL #4)	$0.00
22	G1.B6.S1.A18	Teachers incorporate the information from ERPL #4 into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.	$0.00
23	G1.B6.S1.A19	Teachers participate in end of year PLC focused on collaborating with their colleagues highlighting best practices they have learned from the school-based and district ERPL's. They will reflect on their growth and discuss how this has impacted their teaching practices and student learning.	$0.00
24	G1.B6.S1.A2	Develop plan of action for professional learning and systemic practices including the infrastructure for implementation.	$5,630.92

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			6871 - Volusia Pines Elementary School	Title, I Part A		$5,630.92
			Notes: Parent & Family Engagement, Training and Involvement			

25	G1.B6.S1.A3	Communicate the draft plan, collect teacher input and revise accordingly.	$0.00
26	G1.B6.S1.A4	Teachers participate in district content sessions supporting standards-aligned instruction during pre-planning week.	$0.00
27	G1.B6.S1.A5	Teachers incorporate the aligned tasks into their instruction with academic coaches observing implementation of the lessons and providing feedback and coaching support to teachers.	$0.00
28	G1.B6.S1.A6	Teachers participate in a Professional Learning Day focused on standards-aligned instruction.	$0.00
29	G1.B6.S1.A7	Teachers incorporate the information from professional learning into their lessons, with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.	$0.00
30	G1.B6.S1.A8	Teachers participate in a school- based Early Release Professional Learning, (ERPL #1) focused on break out sessions in the areas of ESE, ESOL, Sanford Harmony, Eduphoria- data/reports, Responsive Classroom	$0.00
31	G1.B6.S1.A9	Teachers incorporate the information from ERPL #1 into their lessons, with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.	$0.00
		Total:	$231,256.44

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 A389025	Examine master schedule to ensure common planning for identified content areas and set weekly...	Gordon, Julie	6/4/2018	Master Schedule with common PLC planning	6/5/2018 one-time
G1.B3.S1.A2 A389026	Administrators communicate the expectations of PLC's, both verbally and in writing, during...	Gordon, Julie	8/7/2018	Agenda and faculty handbook	8/7/2018 one-time
G1.B6.S1.A4 A389040	Teachers participate in district content sessions supporting standards-aligned instruction during...	Gordon, Julie	8/7/2018	My PGS sign-in sheets	8/7/2018 one-time
G1.B3.S1.A3 A389027	PLC's will prioritize areas of focus through school wide data from last school year to prioritize...	Gordon, Julie	8/21/2018	PLC minutes	8/21/2018 one-time
G1.B6.S1.A2 A389038	Develop plan of action for professional learning and systemic practices including the...	Gordon, Julie	6/6/2018	Complete plan of action, including timelines and people responsible	9/7/2018 monthly
G1.B3.S1.A5 A389029	Coaches introduce the walk-through collection tools, PLC teams discuss what each section looks like...	Lewitt, Jodi	9/11/2018	PLC minutes	9/11/2018 one-time
G1.B6.S1.A6 A389042	Teachers participate in a Professional Learning Day focused on standards-aligned instruction.	Gordon, Julie	9/17/2018	District sign-in sheets	9/17/2018 one-time
G1.B3.S1.A6 A389030	Teacher leader brings an up coming lesson and the coach models the process of analyzing the lesson...	Marrero, Christina	9/18/2018	PLC meeting minutes, completed sections of the Planning Conversation Guide	9/18/2018 one-time
G1.B6.S1.A3 A389039	Communicate the draft plan, collect teacher input and revise accordingly.	Gordon, Julie	8/20/2018	Faculty meeting sing-in and input	9/20/2018 one-time
G1.B3.S1.MA2 M425036	Determine status towards completing action steps 1-7 during monthly leadership meetings.	Gordon, Julie	9/26/2018	Leadership Meeting Minutes	9/26/2018 monthly
G1.B6.S1.A8 A389044	Teachers participate in a school- based Early Release Professional Learning, (ERPL #1) focused on...	Gordon, Julie	10/3/2018	Sign-i Sheets	10/3/2018 one-time
G1.MA1 M425042	SIP Progress Monitoring Meeting	Gordon, Julie	10/31/2018	SIP Progress Monitoring Meeting Minutes and sign-in sheets	10/31/2018 one-time
G1.B6.S1.A13 A389049	Teachers participate in a school-based Early Release Professional Learning focused on New Science...	Gordon, Julie	12/12/2018	MYPGS sign in sheets	12/12/2018 one-time
G1.B6.S1.A15 A389051	Teachers participate in a school-based Early Release Professional Learning focused on school wide...	Gordon, Julie	1/9/2019	MYPGS sign in sheets	1/9/2019 one-time
G1.B6.S1.A17 A389053	Teachers participate in a school-based Early Release Professional Learning focused on school wide...	Gordon, Julie	2/6/2019	MYPGS sign in sheets	2/6/2019 one-time
G1.MA2 M425043	SIP Mid-year	Gordon, Julie	2/14/2019	Mid year review CIMS	2/14/2019 one-time
G1.B6.S1.A10 A389046	Teachers participate in the district Early Release Professional learning sessions focused on...	Gordon, Julie	10/17/2018	MYPGS sign-in sheets	2/27/2019 quarterly
G1.B6.S1.MA1 M425038	Touch base with professional learning facilitators to determine status of the professional learning...	Sullo, Carol	9/7/2018	Outlook Meeting Invite	3/1/2019 monthly
G1.B3.S1.MA1 M425034	Discuss the effectiveness of PLC's and analyze collected data using the PLC 2-minute rubric	Gordon, Julie	8/9/2017	Rubric Results	5/21/2019 monthly

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 M425035	Administrators attend the weekly PLC's	Gordon, Julie	8/21/2018	PLC meeting minutes/administrator notes	5/21/2019 weekly
G1.B3.S1.A4 A389028	Teams analyze data (FSA, I-Ready, VXT's, Waterford, SuccessMaker, SIPP's, VPAS, DRA) to determine...	Gordon, Julie	8/28/2018	PLC minutes, established SMART goals	5/21/2019 monthly
G1.B3.S1.A7 A389031	Coach and Administrative Team observes the planned lesson in some classes to collect evidence using...	Sullo, Carol	9/28/2018	Data Collection Results	5/21/2019 weekly
G1.B3.S1.A8 A389032	PLC teams use the Success Analysis Learning Design to identify successful elements of the lesson...	Gordon, Julie	9/4/2018	PLC meeting minutes	5/21/2019 monthly
G1.B3.S1.A9 A389033	Coaches guide PLC teams in examining student work from the common lesson using the Analyzing...	Lewitt, Jodi	9/11/2018	PLC meeting minutes, data collection results	5/21/2019 monthly
G1.B3.S1.A10 A389034	Steps 6, 8, and 9 are repeated with teacher leader facilitating the process. Collection of evidence...	Gordon, Julie	9/18/2018	PLC meeting minutes, data collection results	5/21/2019 monthly
G1.B3.S1.A11 A389035	Leaders provide opportunities for teachers to observe other classrooms using the walk-through tool...	Gordon, Julie	9/25/2018	Data collection results	5/21/2019 monthly
G1.B3.S1.A12 A389036	Teams rate themselves using the PLC 2 - minute rubric at mid and end-of-year, to determine...	Sullo, Carol	12/18/2018	Rating on PLC rubrics	5/21/2019 semiannually
G1.B6.S1.A5 A389041	Teachers incorporate the aligned tasks into their instruction with academic coaches observing...	Gordon, Julie	9/13/2018	Aligned tasks and coaching interaction data	5/21/2019 daily
G1.B6.S1.A7 A389043	Teachers incorporate the information from professional learning into their lessons, with...	Gordon, Julie	9/18/2018	Teachers lesson plans and coach's interaction data.	5/21/2019 daily
G1.B6.S1.A9 A389045	Teachers incorporate the information from ERPL #1 into their lessons, with instructional coach...	Gordon, Julie	10/4/2018	Teachers lesson plans and coaches interaction data	5/21/2019 daily
G1.B6.S1.A11 A389047	Teachers observe each other implementing the new learning from the district ERPLs using the Peer...	Gordon, Julie	10/10/2018	Teacher observation schedules	5/21/2019 monthly
G1.B6.S1.A12 A389048	Teachers incorporate the information from ERPL's into their lessons with instructional coach...	Gordon, Julie	10/18/2018	Teacher observation schedule	5/21/2019 daily
G1.B6.S1.A14 A389050	Teachers incorporate the information from ERPL #2 into their lessons with instructional coach...	Gordon, Julie	12/13/2018	Lesson Plans and coach's interaction data	5/21/2019 daily
G1.B6.S1.A16 A389052	Teachers incorporate the information from ERPL #3 into their lessons with instructional coach...	Gordon, Julie	1/10/2019	Teacher lesson plans and coach's interaction data	5/21/2019 daily
G1.B6.S1.A18 A389054	Teachers incorporate the information from ERPL #4 into their lessons with instructional coach...	Gordon, Julie	2/7/2019	Teacher lesson plans and coach's interaction data	5/21/2019 daily
G1.B6.S1.A19 A389055	Teachers participate in end of year PLC focused on collaborating with their colleagues highlighting...	Gordon, Julie	5/21/2019	PLC meeting minutes and 2 minute interviews	5/21/2019 one-time
G1.B6.S1.MA1 M425037	Discuss the effectiveness of creating and implementing the Professional Learning Plan at monthly...	Gordon, Julie	8/29/2018	Monthly Data Walks, Observational Notes, Lesson Plans, VXT Data, Leadership Meeting Minutes	5/29/2019 monthly
G1.B6.S1.MA2 M425039	Administrators conduct Data Walks	Gordon, Julie	9/28/2018	Data Walk Collection Tools and Data Grids	5/30/2019 monthly
G1.B6.S1.MA3 M425040	Coaches will provide follow-up support to ensure implementation of standards-aligned instruction.	Lewitt, Jodi	9/3/2018	Coach's interaction data and notes	5/30/2019 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.MA4 M425041	Determine status towards completing action steps 1-6 during monthly leadership meetings.	Gordon, Julie	9/20/2018	Meeting notes	5/30/2019 monthly
G1.B6.S1.A1 A389037	Analyze data from Step Zero and the Systemic Practices for school improvement reflection to...	Gordon, Julie	6/4/2018	List of strengths and areas of weaknesses with focus areas identified	6/4/2019 monthly
G1.MA3 M425044	State Assessment Results	Gordon, Julie	6/5/2019	Step Zero for 2019 2020 SIP	7/31/2019 annually