



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Volusia Pines Elementary School

500 E KICKLIGHTER RD

Lake Helen, FL 32744

386-575-4125

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 79%
Alternative/ESE Center No	Charter School No	Minority Rate 44%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 B
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Volusia Pines Elementary School

Principal

Julie Gordon

School Advisory Council chair

Carol Sullo

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lisa Bakowski	Primary Teacher
Karen Tyndal	ESE Teacher
Elaine Craft	Intermediate Teacher
Helene Martin	Media Specialist
Shannon Hay	Assistant Principal
Jodi Lewitt	Math Intervention Teacher
Julie Gordon	Principal
Carol Sullo	Reading Coach
Adrianna Velazquez	ELL Teacher

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Benolkin, Heather Parent
 Bridgewater, Jessica Parent/Staff/Business Partner
 Cavanaugh, Amanda Parent
 Costa, Ali Parent
 Galuppo, Sandra Parent
 Gawlikowski, Brenda Parent
 Heinrich, Paula Community Member/Business Partner

Ionadi, Jodi Support Staff
McKecknie, Heather Parent
Noell, Jodi Parent
Payne, Jan Parent
Sullo, Carol Teacher
Gordon, Julie Principal

Involvement of the SAC in the development of the SIP

Volusia Pines Elementary SAC had input on the school data and made recommendations to improve the scores. The SAC also had input on the plan during the week of September 30, 2013.

Activities of the SAC for the upcoming school year

SAC activities include monthly meetings to discuss school issues, work in conjunction with business partners and community members to enhance school wide programs in reading, math, and writing for the students as well as evaluate and make suggestions in relationship to school data.

Projected use of school improvement funds, including the amount allocated to each project

If there are funds they will be used for programs and/or materials for teachers to enhance their teaching within their classroom.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Julie Gordon

Principal

Years as Administrator: 12

Years at Current School: 12

Credentials

Degrees
 B.A. Elementary Education,
 Master of Science Educational Leadership
 Certification
 Elementary Education (grades 1-6)
 Educational Leadership (all Levels)

Performance Record

Assistant Principal Volusia Pines Elementary
 2012-2013
 Grade: C
 AMO Reading:
 All students 55%
 Black 31%
 Hispanic 44%
 White 67%
 ELL 37%
 SWD 29%
 ED 52%
 AMO Math:
 All students 48%
 Black 41%
 Hispanic 34%
 White 54%
 ELL 19%
 SWD 20%
 ED 43% Assistant Principal Volusia Pines Elementary
 2011-2012
 Grade: B
 Reading Mastery:28 %
 Reading Learning Gains:63%
 Reading Lower 25% Learning Gains: 58%
 Math Mastery:28 %
 Math Learning Gains:67%
 Math Lower 25% Learning Gains: 73%
 Science Mastery:32 %
 Writing Mastery: 81% Assistant Principal Volusia Pines
 Elementary
 2010-2011
 Grade: B
 Reading Mastery: 71%
 Reading Learning Gains: 60%
 Reading Lower 25% Learning Gains: 49%
 Math Mastery: 68%
 Math Learning Gains:59%
 Math Lower 25% Learning Gains: 66%
 Science Mastery: 61%
 Writing Mastery: 83%
 AYP 79%

2009 - 2010

Grade: A

Reading Mastery: 82%

Reading Learning Gains: 67%

Reading Lowest 25% Learning Gains 57%

Math Mastery: 79%

Math Learning Gains: 65%

Math Lowest 25% Learning Gains 53%

Science Mastery: 70% in 8th grade

Writing Mastery: 90%

AYP: 87%

2008 - 2009

Grade: A

Reading Mastery: 84%

Reading Learning Gains: 67%

Reading Lowest 25% Learning Gains 66%

Math Mastery: 78%

Math Learning Gains: 57%

Math Lowest 25% Learning Gains 58%

Science Mastery: 53% in 8th grade

Writing Mastery: 89%

AYP: 95%

2007 - 2008

Grade: A

Reading Mastery: 82%

Reading Learning Gains: 72%

Reading Lowest 25% Learning Gains 72%

Math Mastery: 83%

Math Learning Gains: 70%

Math Lowest 25% Learning Gains 74%

Science Mastery: 63% in 8th grade

Writing Mastery: 76%

AYP: 92%

2006 - 2007

Grade: A

Reading Mastery: 80%

Reading Learning Gains: 75%

Reading Lowest 25% Learning Gains 67%

Math Mastery: 67%

Math Learning Gains: 61%

Math Lowest 25% Learning Gains 67%

Science Mastery: 44% in 8th grade

Writing Mastery: 88%

AYP: 97%

2005 - 2006

Grade: B

Reading Mastery: 80%

Reading Learning Gains: 59%

Reading Lowest 25% Learning Gains 50%

Math Mastery: 65%

Math Learning Gains: 52%

Writing Mastery: 83%
AYP: 92%
2004 - 2005
Grade: A
Reading Mastery: 82%
Reading Learning Gains: 69%
Reading Lowest 25% Learning Gains 54%
Math Mastery: 79%
Math Learning Gains: 72%
Writing Mastery: 81%
AYP: 93%
2003 - 2004
Grade: A
Reading Mastery: 80%
Reading Learning Gains: 65%
Reading Lowest 25% Learning Gains 51%
Math Mastery: 74%
Math Learning Gains: 72%
Writing Mastery: 82%
AYP: 90%
2002 - 2003
Grade: B

Shannon Hay

Asst Principal

Years as Administrator: 4

Years at Current School: 1

Credentials

BS Elementary Education
Masters Educational Leadership

Performance Record

Edith Starke Elementary
2012-2013
Grade: D
AMO Reading:
All students 27%
Black 25%
Hispanic 23%
White 40%
ELL 13%
SWD 21%
ED 27%
AMO Math:
All students 28%
Black 18%
Hispanic 37%
White 33%
ELL 24%
SWD 21%
ED 28%
2012 – C School, (40% R/39% M; 48% R/31% M; 42% R/59% M)
2011- B school, AYP 85%, (84%R/83%M); (63%R/54%M);
(42%R/47%M)
Woodward Elementary
2012-2013
Grade: A
AMO Reading:
All students 65%
Black 50%
Hispanic 54%
White 76%
ELL 32%
SWD 27%
ED 59%
AMO Math:
All students 64%
Black 45%
Hispanic 62%
White 72%
ELL 48%
SWD 24%
ED 60%
2012 - A School, (67%R/65%M);(66%R/61%M); (50%R/66%M)
2011 - B School, AYP 85%, (84%R/83%M); (63%R/54%M);
(42%R/47%M)

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Carol Sullo		
Full-time / School-based	Years as Coach: 5	Years at Current School: 15
Areas	Reading/Literacy	
Credentials	Masters in Curriculum and Assessment, Grand Canyon University Bachelors in Science, Elementary Education Certified Elementary Education 1-6 ESOL Endorsed	
Performance Record	2012-2013 Volusia Pines Elementary Grade:C AMO Reading: All students 55% Black 31% Hispanic 44% White 67% ELL 37% SWD 29% ED 52% AMO Math: All students 48% Black 41% Hispanic 34% White 54% ELL 19% SWD 20% ED 43% 2011-2012 Volusia Pines Elementary Grade: B Reading Mastery:28 % Reading Learning Gains:63% Reading Lower 25% Learning Gains: 58% Math Mastery:28 % Math Learning Gains:67% Math Lower 25% Learning Gains: 73% Science Mastery:32 % Writing Mastery: 81% 2010-2011 Volusia Pines Elementary Grade: B Reading Mastery: 71% Reading Learning Gains: 60% Reading Lower 25% Learning Gains: 49% Math Mastery: 68% Math Learning Gains:59% Math Lower 25% Learning Gains: 66% Science Mastery: 61% Writing Mastery: 83% AYP 79% 2009-2010 – Grade :A Reading Mastery: 82%	

Reading Learning Gains:67%
 Reading Lower 25% Learning Gain:66%
 Math Mastery: 79%
 Math Learning Gains: 57%
 Math Lower 25% Learning Gain: 58%
 Science Mastery: 53%
 Writing Mastery: 89%
 AYP 87%

Classroom Teachers

of classroom teachers

48

receiving effective rating or higher

0, 0%

Highly Qualified Teachers

100%

certified in-field

0, 0%

ESOL endorsed

24, 50%

reading endorsed

9, 19%

with advanced degrees

16, 33%

National Board Certified

0, 0%

first-year teachers

3, 6%

with 1-5 years of experience

7, 15%

with 6-14 years of experience

22, 46%

with 15 or more years of experience

17, 35%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Leadership Opportunities-Julie Gordon and Shannon Hay
 Professional Development-Julie Gordon, Shannon Hay, Carol Sullo
 PLC Activities-Julie Gordon, Shannon Hay, Carol Sullo
 Celebrations/Teacher Recognition-Julie Gordon and Shannon Hay
 New Teacher Programs such as individualized PD, PAR teacher, and peer classroom visitations- Julie Gordon, Shannon Hay, Carol Sullo

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Kathryn Lee (kindergarten teacher) is being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) Teacher. The planned mentoring activities are coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3).

Randee Ruth (first grade teacher) is being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) Teacher. The planned mentoring activities are coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3).

Danielle Sturgis (second grade teacher) is being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) Teacher. The planned mentoring activities are coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3).

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

. 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. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rti as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership

team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or 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 FCAT.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Carol Sullo, facilitator

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Lisa Bakowski	Kindergarten Teacher
Shelly Visconti	First Grade Teacher
Jane Kelly	Second Grade Teacher
Leann Ramsey	Third Grade Teacher
Scott Cleary	Fourth Grade Teacher
Deb Hibdon	Fifth Grade Teacher
Jodi Lewitt	Math Intervention Teacher
Carol Sullo	Reading Coach
Julie Gordon	Principal

How the school-based LLT functions

The school's LLT will focus meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports will be put into place to

address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities will be put into place to ensure acceleration of learning.

Major initiatives of the LLT

- Provide tutoring during school for those students that are in the lower quartile to ensure learning gains.
- Provide professional development of CCSS in both reading and math.
- Provide grades K-3 training and resources in 6 + 1 Writing Traits writing program that supports the common core instruction through literature. Provide K-5 training on Number Talks.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	55%	No	68%
American Indian		0%		
Asian		0%		
Black/African American	58%	31%	No	62%
Hispanic	61%	44%	No	65%
White	68%	67%	No	71%
English language learners	50%	37%	No	55%
Students with disabilities	30%	29%	No	37%
Economically disadvantaged	62%	52%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	145	54%	60%
Students scoring at or above Achievement Level 4	64	24%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	18%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	143	55%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	28	64%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	28	42%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	23	35%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	36%	46%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	31	39%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	55%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	48%	No	62%
American Indian		0%		
Asian		0%		
Black/African American	56%	41%	No	60%
Hispanic	53%	34%	No	57%
White	59%	54%	No	63%
English language learners	44%	19%	No	50%
Students with disabilities	39%	20%	No	45%
Economically disadvantaged	54%	43%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	47%	57%
Students scoring at or above Achievement Level 4	55	21%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		25%
Students scoring at or above Level 7	[data excluded for privacy reasons]		45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	111	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	32	71%	75%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	69%	75%
Students scoring at or above Achievement Level 4	27	28%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	55	50%	65%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	24	5%	4%
Students who are not proficient in reading by third grade	45	47%	40%
Students who receive two or more behavior referrals	56	8%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	25	4%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

To maintain our 5 Star School status by continuing consistent parent involvement at all school functions and parent/teacher conferences.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of families attending school functions	345	65%	70%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Through professional development on instructional design, increased knowledge of CCSS, and a school wide writing initiative across all subject areas we will reduce the achievement gap in Reading and writing by meeting the AMO Targets or Safe Harbor.

- G2.** Through professional development on instructional design and increased knowledge of CCSS/ NGSS we will reduce the achievement gap in Math by meeting the AMO Targets or Safe Harbor.

Goals Detail

G1. Through professional development on instructional design, increased knowledge of CCSS, and a school wide writing initiative across all subject areas we will reduce the achievement gap in Reading and writing by meeting the AMO Targets or Safe Harbor.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- The district has an approved K-12 Comprehensive Research based Reading Plan (120 minute block)
- Core Reading Series-McMillian
- Waterford K-2
- Reading Counts
- SIPPS K-3
- Assisted Technology(I-Pads, I-Touches, Computer lab, Document Cameras, Mobi, Voice enhancement, Super Teacher)
- LLI (first and second grade)
- Title I Tutoring-STAR and Teacher as Tutors
- ESE resource teacher (4)
- Early Reading Intervention (EIR) for self contained ESE
- Six plus One Writing Traits
- CCSS Lesson Plan Book
- CCSS Leadership Team
- Reading Coach and District Writing TOA
- Title III Tutoring-ELL

Targeted Barriers to Achieving the Goal

- Rigor required by Common Core Standards
- Large population of ELL students that are in multiple subgroups and that are impacted by multiple barriers.
- Challenges of working with students who come from low SES backgrounds
- Funds for staff development and additional programs
- Time to collaborate, implement, and progress monitor students effectively

Plan to Monitor Progress Toward the Goal

Student achievement will be used to monitor the success towards the goal. We will use Scantron, Pinnacle, and FAIR data reports analyzing data for all students and each subgroup (white, black, Hispanic, ELL, SWD, and ED). When analyzing data, the stakeholders will be discussing the following: *Are there sufficiently high impacts on all students? *Have we had an impact on learning can be made more effective and efficient? *Did we make decisions about what we do based on their positive impact on learning?

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach, CCSS Leadership Team, Grade Chairs, Intervention Teacher, Teachers, District Staff as needed

Target Dates or Schedule:

This evaluation is to have at least three evaluations within a nine week grading period

Evidence of Completion:

Data notebooks, PLC meeting minutes, Reflections, District Support Minutes

G2. Through professional development on instructional design and increased knowledge of CCSS/NGSS we will reduce the achievement gap in Math by meeting the AMO Targets or Safe Harbor.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- The district has an approved K-12 Comprehensive Research-based Mathematics Plan (60 minute block)
- Core Math Series (Scott Foresman-Addison Wesley)
- Waterford Computer Program K-2
- Assisted technology (I-Pads, I-Pods, Computer lab, document cameras, voice enhancement system, and mobi)
- Title I Tutoring-STAR and Teacher for Tutor
- Mathletics
- Math Intervention Teacher grades 3-5
- 4 ESE Resource teachers
- CCSS Leadership Team
- Support Programs (Number Talks)
- Support Materials Resource Room (manipulatives, books)
- Math and/or Science Night
- Title III Tutoring-ELL

Targeted Barriers to Achieving the Goal

- Rigor required by Common Core Standards
- Large population of ELL students that are in multiple subgroups and that are impacted by multiple barriers.
- Challenges of working with students who come from low SES backgrounds
- Funds for staff development and additional programs
- Time to collaborate, implement, and progress monitor students effectively

Plan to Monitor Progress Toward the Goal

Student achievement will be used to monitor the success towards the goal. We will use Scantron and Pinnacle, data reports analyzing data for all students and each subgroup (white, black, Hispanic, ELL, SWD, and ED). When analyzing data, the stakeholders will be discussing the following: *Are there sufficiently high impacts on all students? *Have we had an impact on learning can be made more effective and efficient? *Did we make decisions about what we do based on their positive impact on learning?

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach, Math Intervention Teacher, Teachers, CCSS Leadership Team, District Staff

Target Dates or Schedule:

After Summative evaluations

Evidence of Completion:

Data Notebooks

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Through professional development on instructional design, increased knowledge of CCSS, and a school wide writing initiative across all subject areas we will reduce the achievement gap in Reading and writing by meeting the AMO Targets or Safe Harbor.

G1.B1 Rigor required by Common Core Standards

G1.B1.S1 Staff development activities utilizing the CCSS Leadership team to develop a deeper understanding of CCSS with the use of "Best Practices" such as Close Reading, Questioning, Gradual Release, and 6 + 1 Writing Traits.

Action Step 1

Participate in Staff development on Close Reading, Gradual Release, Questioning, and 6 + 1 Writing Traits.

Person or Persons Responsible

Administration and/or Academic Coach

Target Dates or Schedule

Early release Wednesday and at PLC meetings

Evidence of Completion

Exit Slips, activities produced, lesson plans

Facilitator:

Administration and/or Academic Coach

Participants:

All teachers

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Common Core Leadership Team will meet to plan what and how information will be best delivered to the teachers. Activities and agendas will be developed to insure that information being presented is of the same or similar content.

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach, CCSS Leadership Team

Target Dates or Schedule

On-going, but reviewed monthly

Evidence of Completion

Agendas

Plan to Monitor Effectiveness of G1.B1.S1

Activity and agenda are in alignment with instructional strategies that are needed are being taught.

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach, District Staff as needed

Target Dates or Schedule

On-going but reviewed monthly

Evidence of Completion

Agenda and minute notes

G1.B1.S2 Provide time for teachers to unpack and develop lessons for CCSS/NGSS and integrate CPALM into classroom instruction.

Action Step 1

Unpack common core standards and develop CCSS lesson plans to be used in their classrooms

Person or Persons Responsible

Common Core Leadership Team

Target Dates or Schedule

PLC meetings once a month

Evidence of Completion

Teacher lesson plans and PLC minutes

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

The Grade Level Chairs will email their grade level minutes that will include a brief discussion regarding unpacking CCSS/NGSS to the Principal and Assistant Principal. Teachers will have unpacked lessons in their daily lesson plans. The teachers will reflect on how the unpacked lesson impacted student achievement. These lessons can be observed through walk through conducted by administration or with the academic coach.

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach, District staff as needed

Target Dates or Schedule

Monthly

Evidence of Completion

Grade level minutes, PLC minutes, classroom observations, reflections

Plan to Monitor Effectiveness of G1.B1.S2

The number of CCSS unpacked lessons and delivered lessons should increase as a result of this strategy. We will critique to evaluate whether we have a high impact on all students, if the learning can be made more effective and efficient, and what we do based on their positive impact on learning.

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach, and District Staff as needed

Target Dates or Schedule

On going, but reviewed monthly

Evidence of Completion

Lesson plans

G1.B1.S3 Review recently developed test items for CCSS/NGSS at the beginning of a unit. During and at the end of the unit evaluate whether the nature if how we impact learning can be made more effective and efficient.

Action Step 1

Develop a testing calendar that will list district and grade level summative tests. Setting a date and time to review the tested items to insure that instruction is aligned with assessment. Conduct reviews to make sure we are impacting learning effectively and efficiently.

Person or Persons Responsible

TOA, Academic Coach, Grade Chairs

Target Dates or Schedule

On-going but will be reviewed at PLC meetings, data meetings, ect...

Evidence of Completion

Testing calendar, refelction notes and PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S3

The current district testing calendar will be expanded to include summative assessments given at Volusia Pines . Before a unit of study the teachers will insure that classroom instruction is aligned with the assessment. After the unit of study the teachers will review test data to determine which objectives/ test items have been mastered or still need additional instruction. This will take place during a PLC meeting.

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach, District Staff as needed

Target Dates or Schedule

On-going, but review monthly

Evidence of Completion

Calendar, PLC minutes, Scantron reports, Pinnacle Reports

Plan to Monitor Effectiveness of G1.B1.S3

The data being monitored should show that the students are improving on CCSS standards

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach, District Staff as needed

Target Dates or Schedule

On-going, but reviewed monthly

Evidence of Completion

Data notebooks

G1.B1.S4 Data analysis will be used to guide instruction and make decisions about what we do based on their positive impact on learning.

Action Step 1

Data notebooks will be used for all teachers to monitor student progress and to make decisions about what we do based on their progress and to make decisions about what we do based on their impact on learning.

Person or Persons Responsible

Teachers, Academic Coach, and Administration

Target Dates or Schedule

On going during PLC meetings

Evidence of Completion

Data notebooks and PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Data notebooks will be used for all teachers to monitor student progress and to make decisions about what we do based on their progress and to make decisions about what we do based on their impact on learning.

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach, District Staff as needed

Target Dates or Schedule

On going, Reviewed monthly

Evidence of Completion

Data notebooks

Plan to Monitor Effectiveness of G1.B1.S4

The data being monitored should show that students are improving on CCSS.

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach, District Staff as needed

Target Dates or Schedule

On-going, but reviewed monthly

Evidence of Completion

Data notebooks

G2. Through professional development on instructional design and increased knowledge of CCSS/NGSS we will reduce the achievement gap in Math by meeting the AMO Targets or Safe Harbor.

G2.B1 Rigor required by Common Core Standards

G2.B1.S1 Review recently developed test items for CCSS/NGSS at the beginning of a unit. During and at the end of the unit evaluate whether the nature if how we impact learning can be made more effective and efficient..

Action Step 1

Develop a testing calendar that will list district and grade level summative assessments. Set a date and time to review the tested items to insure that instruction is aligned with assessment. District TOA will provide calendar with the review dates.

Person or Persons Responsible

Teachers, Academic Coach, and District TOA

Target Dates or Schedule

At the beginning of each unit of study

Evidence of Completion

Calendar with review dates

Plan to Monitor Fidelity of Implementation of G2.B1.S1

The current district testing calendar will be expanded to include summative assessments given at Volusia Pines . Before a unit of study the teachers will insure that classroom instruction is aligned with the assessment. After the unit of study the teachers will review test data to determine which objectives/ test items have been mastered or still need additional instruction. This will take place during a PLC meeting.

Person or Persons Responsible

Principal, Assistant Principal, Academic coach, Math Intervention Teacher, District Staff as needed

Target Dates or Schedule

On-going to review monthly

Evidence of Completion

Calendar, PLC meeting minutes, Scantron reports and Pinnacle reports

Plan to Monitor Effectiveness of G2.B1.S1

The data being monitored should show that students are improving on CCSS.

Person or Persons Responsible

Principal, Assistant Principal, Academic Teacher, Math Intervention Teacher, and District Staff as needed.

Target Dates or Schedule

On-going but reviewed monthly

Evidence of Completion

Data notebooks

G2.B1.S2 Provide time for teachers to unpack and develop lessons for CCSS/NGSS and integrate CPalms.

Action Step 1

Include information on grade level team minutes that their team discussed and unpacked CCSS/NGSS standards and develop/locate lessons for the unpacked standards.

Person or Persons Responsible

Grade Level Chairs

Target Dates or Schedule

Grade level team meetings at least once a month.

Evidence of Completion

Minutes from Grade level meeting and in the teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B1.S2

The Grade Level Chairs will email their grade level minutes that will include a brief discussion regarding unpacking CCSS/NGSS to the Principal and Assistant Principal. Teachers will have unpacked lessons in their daily lesson plans. The teachers will reflect on how the unpacked lesson impacted student achievement. These lessons can be observed through walk through conducted by administration or with the academic coach.

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach, and District Staff as needed

Target Dates or Schedule

Monthly

Evidence of Completion

Grade level minutes, lesson plans, and classroom observations.

Plan to Monitor Effectiveness of G2.B1.S2

The number of CCSS unpacked lessons and delivered lessons should increase as a result of this strategy.

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach, District Staff as needed

Target Dates or Schedule

On-going, but reviewed monthly

Evidence of Completion

Lesson plans with reflections.

G2.B1.S3 Provide staff development activities that build a deeper understanding of CCSS/NGSS.

Action Step 1

Provide time for the teachers to be trained on 5E, math centers, and Number Talks and then provide time for the teachers to collaborate on information gained.

Person or Persons Responsible

Administration, District Staff, and Academic Coach

Target Dates or Schedule

PLC meetings, Early release Wednesday, and faculty meetings

Evidence of Completion

Meeting agenda, meeting minutes, lesson plans, and reflections

Facilitator:

District Staff

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Activity and agenda are in alignment with instructional strategies that are needed are being taught.

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach, and District Staff

Target Dates or Schedule

On-going and reviewed monthly

Evidence of Completion

Lesson plans, observations, and reflections

Plan to Monitor Effectiveness of G2.B1.S3

Professional Development is in alignment with instructional strategies that are needed are being taught.

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach, District Staff as needed

Target Dates or Schedule

On-going but reviewed monthly

Evidence of Completion

Meeting minutes

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Volusia Pines Elementary School include:

- Reading Coach for the purpose of comprehensive staff development
- Family Center Para-professional who facilitates our extensive parent involvement program
- Math Intervention Teacher to provide interventions for students in need via a push-in model
- Supplemental Tutoring during school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

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

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

The school works closely with 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:

- Crisis Training Program
- Suicide Prevention Program
- Bullying Program

Nutrition Programs

Volusia Pines Elementary School offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan

Head Start

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

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

Job Training

Volusia Pines Elementary School offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Through professional development on instructional design, increased knowledge of CCSS, and a school wide writing initiative across all subject areas we will reduce the achievement gap in Reading and writing by meeting the AMO Targets or Safe Harbor.

G1.B1 Rigor required by Common Core Standards

G1.B1.S1 Staff development activities utilizing the CCSS Leadership team to develop a deeper understanding of CCSS with the use of "Best Practices" such as Close Reading, Questioning, Gradual Release, and 6 +1 Writing Traits.

PD Opportunity 1

Participate in Staff development on Close Reading, Gradual Release, Questioning, and 6 + 1 Writing Traits.

Facilitator

Administration and/or Academic Coach

Participants

All teachers

Target Dates or Schedule

Early release Wednesday and at PLC meetings

Evidence of Completion

Exit Slips, activities produced, lesson plans

G2. Through professional development on instructional design and increased knowledge of CCSS/NGSS we will reduce the achievement gap in Math by meeting the AMO Targets or Safe Harbor.

G2.B1 Rigor required by Common Core Standards

G2.B1.S3 Provide staff development activities that build a deeper understanding of CCSS/NGSS.

PD Opportunity 1

Provide time for the teachers to be trained on 5E, math centers, and Number Talks and then provide time for the teachers to collaborate on information gained.

Facilitator

District Staff

Participants

Teachers

Target Dates or Schedule

PLC meetings, Early release Wednesday, and faculty meetings

Evidence of Completion

Meeting agenda, meeting minutes, lesson plans, and reflections

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Through professional development on instructional design, increased knowledge of CCSS, and a school wide writing initiative across all subject areas we will reduce the achievement gap in Reading and writing by meeting the AMO Targets or Safe Harbor.	\$599
G2.	Through professional development on instructional design and increased knowledge of CCSS/NGSS we will reduce the achievement gap in Math by meeting the AMO Targets or Safe Harbor.	\$591
Total		\$1,190

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title I	\$1,190	\$1,190
Total	\$1,190	\$1,190

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Through professional development on instructional design, increased knowledge of CCSS, and a school wide writing initiative across all subject areas we will reduce the achievement gap in Reading and writing by meeting the AMO Targets or Safe Harbor.

G1.B1 Rigor required by Common Core Standards

G1.B1.S1 Staff development activities utilizing the CCSS Leadership team to develop a deeper understanding of CCSS with the use of "Best Practices" such as Close Reading, Questioning, Gradual Release, and 6 +1 Writing Traits.

Action Step 1

Participate in Staff development on Close Reading, Gradual Release, Questioning, and 6 + 1 Writing Traits.

Resource Type

Professional Development

Resource

6+1 Traits of Writing: The Complete Guide for the Primary Grades

Funding Source

Title I

Amount Needed

\$599

G2. Through professional development on instructional design and increased knowledge of CCSS/NGSS we will reduce the achievement gap in Math by meeting the AMO Targets or Safe Harbor.

G2.B1 Rigor required by Common Core Standards

G2.B1.S3 Provide staff development activities that build a deeper understanding of CCSS/NGSS.

Action Step 1

Provide time for the teachers to be trained on 5E, math centers, and Number Talks and then provide time for the teachers to collaborate on information gained.

Resource Type

Professional Development

Resource

Number Talks

Funding Source

Title I

Amount Needed

\$591