# 2013-2014 SCHOOL IMPROVEMENT PLAN

## Spirit Elementary School
1500 MEADOWLARK DR
Deltona, FL 32725
386-575-4080
http://myvolusiaschools.org/school/spirit/pages/default.aspx

## School Demographics

| School Type | Title I | Free and Reduced Lunch Rate |
|---|---|---|
| Elementary School | Yes | 74% |

| Alternative/ESE Center | Charter School | Minority Rate |
|---|---|---|
| No | No | 54% |

## School Grades History

| 2012-13 | 2011-12 | 2010-11 | 2009-10 |
|---|---|---|---|
| B | A | A | B |

## 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.flsiponline.com. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

# Table of Contents

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

### Part I: Current School Status

Part I 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** Spirit Elementary School

**Principal** Thomas Vaughan

**School Advisory Council chair** Debra Patterson

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

| Name | Title |
|---|---|
| Elsie Mendez | Assistant Principal |
| Valerie Marcus | Math Intensive Teacher |
| Rosey Soto | Reading Intensive Teacher |
| Amy Bauchle | Parent |
| Thomas Vaughan | Principal |
| Debra Patterson | Academic Coach |
| Julia Rosso | 3rd Grade Teacher |
| Marilyn Quiles | 4th Grade Teacher |
| Samantha Hulsman | 4th Grade Teacher |
| Vicky Dubin | K Teacher |
| Judith Kramer | 1st Grade Teacher |
| Julie Ruperto | 2nd Grade Teacher |
| Sandy Strietberger | 3rd Grade Teacher |
| Emily Kiser | 4th Grade Teacher |
| Jenifer Coll | 5th Grade Teacher |
| Sandy Fess | Special Area Teacher |
| Wendy Bernardin | ESE 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

Amy Bauchle (parent), Priscilla Bennett (parent), Steven Butt (parent), Helen Gonzalez (parent), Lynne Lindo (parent), Josette Purvis (parent), Danny Ron (parent), Nichole Scott (parent), Thomas Vaughan (Principal), Julie Ruperto (teacher), Julie Rosso (Teacher), Dixie Larsen (Community Involvement Specialist), Debra Patterson, (Academic Coach and SAC Chair)

**Involvement of the SAC in the development of the SIP**

SAC shall perform functions prescribed by regulations of the district school board. The school advisory council shall assist in the preparation and evaluation of the school improvement plan required pursuant to s. 1001.42(18). With technical assistance from the Department of Education, each school advisory council shall assist in the preparation of the school's annual budget and plan as required by s. 1008.385(1). A portion of funds provided in the annual General Appropriations Act for use by school advisory councils must be used for implementing the school improvement plan.

**Activities of the SAC for the upcoming school year**

At least 8 meeting through out the school year.
Provide funds that support students achievement.
Actively participate in the SIP's development, implementation, and follow-up activities.
Provide at least one new activity/idea for parent out reach.

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

The school improvement funds will be used to support classroom instruction that supports student achievement. At this time, SAC has approved approximately $2,100 for substitute coverage. This coverage will allow the classroom teachers to attend staff development activities for Write from the Beginnings: Narrative during the school day. Supporting Staff development for Write from the Beginning: Narrative will be SAC's new plan for 2013-2014 school year.
In addition, teachers/grade levels may submit a proposal to SAC for funds to cover classroom academic projects. The amount of funds that teachers will be requesting is unknown at this time but a projected dollar amount may range from $100.00 to $1,000. However, the total allocation will not exceed $2,000.

**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:**

| Thomas Vaughan | | |
|---|---|---|
| Principal | Years as Administrator: 6 | Years at Current School: 0 |

| | |
|---|---|
| **Credentials** | BS-Biological Sciences<br>M Ed – Ed. Leadership<br>Certifications:<br>Biology 6-12,<br>Educational Leadership K-12<br>Principal All Levels |
| **Performance Record** | Office of Professional Development and Support<br>District position held during the 2013 school year.<br>No specific school score report<br>Spruce Creek High School<br>2012 A 71%R, 50% Algebra<br>David C. Hinson Sr. Middle School<br>2011 A 75% R, 78% M<br>2010-A School, AYP 82% (79%R 77%M:<br>68%R 75%M: 63%R 72%M)*<br>2009- A School, AYP 85% (81%R 80%M:<br>67%R 77%M: 67%R 65%M)*<br>2008 – A School, AYP 92% (80%R 80%M:<br>70R 78%M 69%R 72%M)*<br>*(Proficient Reading/Math: Learning Gains<br>R/M: Lowest Quartile R/M, NA= information<br>not available) |

| Elsie Mendez | | |
|---|---|---|
| Asst Principal | Years as Administrator: 2 | Years at Current School: 2 |

| | |
|---|---|
| **Credentials** | MS Educational Leadership<br>BS Human Resources Management |
| **Performance Record** | 2012-2013, Spirit Elementary- B (Level 3:57%R/54%M; Writing 3.5+/45%; Science 60% Gains: 62%R/64%M, Lowest 25%: 66%R/63%M* FAA Level 4,5,6,33%, Level 7+ 33%) |

**Instructional Coaches**

**# of instructional coaches** 1

**# receiving effective rating or higher** (not entered because basis is < 10)

**Instructional Coach Information:**

| Debra Patterson | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 9 | Years at Current School: 9 |
| **Areas** | Reading/Literacy, Mathematics, Science, Data, RtI/MTSS | |
| **Credentials** | MS Reading<br>BS Elementary Education<br>AA Liberal Arts<br>K-12 Reading Endorsement<br>ESOL Endorsement | |
| **Performance Record** | 2012-2013, Spirit Elementary- B (Level 3:57%R/54%M; Writing 3.5+/45%; Science 60% Gains: 62%R/64%M, Lowest 25%: 66%R/63%M* FAA Level 4,5,6,33%, Level 7+ 33%)<br>2011-2012, Spirit Elementary- A (Level 3:27%R/29%M; Level 4+:27%R/24%M; FAA Level 4,5,6: 33%R/33%M; FAA Higher:22%R/22%M; Writing; 68%; FAA Writing N/A; Science 68% Gains: 61%R/73%M, Lowest 25%: 56%R/76%M, FAA Gains: 50%R/38%M.*)<br>2011- A School, AYP 77% (81%R/75%M; 72%R/64%M; 69%R/68M)*<br>2010- B School, AYP 87% (81%R/73%M; 60%R/61%M; 47%R/58M)*<br>2009- A School, AYP 97% (84%R/84%M;70%R/69%M; 65%R/65%M)*<br>2008- A School, AYP 92% (80%R/79%M; 66%R/73%M; 58%R/75%M)*<br>2007-A School, AYP 97% (79%R/73%M; 73%R/63%M; 57%R/70%M)*<br>2006-A School, AYP 100% (82%R/77%M; 65%R/67%M; 64%R)*<br>2005-A School, AYP 93% (82%R/76%M; 69%R/63%M; 51%R)*<br>*(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)<br>Prior to 2005: Based on the Miami-Dade County evaluation system currently in place, I have been rated meeting or exceeding the 12 competencies required for teachers. | |

**Classroom Teachers**

**# of classroom teachers** 59

**# receiving effective rating or higher** 59, 100%

**# Highly Qualified Teachers** 100%

**# certified in-field** 59, 100%

**# ESOL endorsed** 41, 69%

**# reading endorsed** 5, 8%

**# with advanced degrees** 23, 39%

**# National Board Certified** 4, 7%

**# first-year teachers** 2, 3%

**# with 1-5 years of experience** 4, 7%

**# with 6-14 years of experience** 33, 56%

**# with 15 or more years of experience** 20, 34%

### Education Paraprofessionals

**# of paraprofessionals** 13

**# Highly Qualified** 100, 769%

### 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**

The strategies to recruit and retain highly qualified teachers are as follows:
1. Professional Development opportunities
2. Encourage and support teacher collaboration
3. Open-door policy for administrations
4. Professional Learning Communities
5. Survey teachers individually and open survey
6. Engaging activities to build sense of community within the school

## 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:** 30 |

Students who
• Attend a Title 1 School
• Score Level 1 on FCAT Reading or Mathematics
As of 10/10/2013 34 students will be placed in the STAR Program.
STAR Tutoring Program: Students and Tutors Achieving Results
• Tutoring provided by certified teachers employed by Volusia County
• Twice weekly, on-campus
• Tutor to student ration 1:2 for elementary
• Diagnostic Assessment
• Individual Learning Plan
• Monthly Progress reports to parents, classroom teachers and district
• Blended with access to on-line instruction
• Computer based program called i-Ready
• Students have approximately 30 minutes on computer and 30 minutes with tutor

### Strategy Purpose(s)

- Instruction in core academic subjects

### How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collect monthly with the assistance of computer based testing program called i-Ready

### Who is responsible for monitoring implementation of this strategy?

Mary Diez, District Coordinator for Federal and Grants
Debra Patterson, STAR Facilitator

## Literacy Leadership Team (LLT)

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

| Name | Title |
| --- | --- |
| Thomas Vaughan | Principal |
| Elsie Mendez | Assistant Principal |
| Valerie Marcus | Intervention Teacher Math |
| Rosey Soto | Intervention Teacher Reading |
| Vicky Dubin | K Teacher |
| Judith Kramer | 1st Grade Teacher |
| Julie Ruperto | 2nd Grade Teacher |
| Sandy Strieitberger | 3rd Grade Teacher |
| Emlly Kiser | 4th Grade Teacher |
| Jenifer Coll | 5th Grade Teacher |
| Sandy Fess | Speical Area Teacher |
| Wendy Bernardin | ESE Teacher |

| Name | Title |
|------|-------|
| Debra Patterson | Academic Coach |

### How the school-based LLT functions

Grade level Chairs: Facilitates grade level Professional Learning Communities (PLC) meetings twice a month. These meetings are used to analyze data, share best practices and to discuss progress of individual students and problem solve.

The school administration or Leadership Team member will meet with each grade level at least once per month. Grade level performance data, data from Pinnacle Grade-book, Scantron/Achievement Series, classroom walk-through data, professional development and best practices are shared at these meetings. Overall school achievement goals are tracked with Pinnacle Insight which will break down data by grade level, teachers, students, and more. Student growth and concerns will be brought to the LLT as part of the school-wide decision-making model and vertical communication model.

The Leadership Team reviews the implementation of the School Improvement Plan (SIP) with LLT Team on a monthly basis. If changes need to be made in the plan, recommendations are made to the LLT and the SAC Chair. These changes are processed through LLT and presented at SAC for input and approval.

### Major initiatives of the LLT

Provide a Reading Intensive teacher for primary grades to lower the number of students that are designated as " At Risk" as measured by FAIR, District Interim Tests, and grade level selected tests. Focus on lowering the number of students that are not meeting grade level standards as measured by FCAT, FAIR, District Interim Tests, SAT 10 of 3rd Grade and grade level selected tests.

Provide a Math Intensive Teacher for intermediate grades and the focus is to lower the number of students that receive a FCAT Math Level 1 and 2.

Focus on lowering the number of students that are not meeting grade level standards as measured by District Interim Tests, SAT 10 of 3rd Grade and grade level selected tests.

Writing for all grade levels and to increase the number of students that receive a FCAT Writing Level 4 and above.

Continued technology training as well as to improve technology with both hardware and software. Increase the percentage of students scoring in High Standards for Reading, Math, Writing and Science.

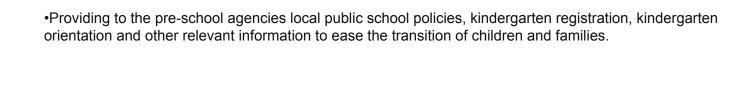District Initiatives (Grade Book, Strategies to Improve Student Achievement, V/SET, etc.)

## 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.

## 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 | 65% | 57% | No | 69% |
| American Indian | | 0% | | |
| Asian | | 0% | | |
| Black/African American | 53% | 31% | No | 58% |
| Hispanic | 58% | 52% | No | 63% |
| White | 72% | 65% | No | 75% |
| English language learners | 32% | 33% | Yes | 39% |
| Students with disabilities | 44% | 27% | No | 50% |
| Economically disadvantaged | 63% | 53% | No | 66% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 72 | 26% | 35% |
| Students scoring at or above Achievement Level 4 | 87 | 31% | 34% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 14% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 60% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | 156 | 57% | 63% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 28 | 61% | 67% |

**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) | 51 | 45% | 45% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 27 | 24% | 25% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 26 | 23% | 25% |

## 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 | 37 | 44% | 50% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | *[data excluded for privacy reasons]* | | 50% |

## 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 | 62% | 55% | No | 66% |
| American Indian | | 0% | | |
| Asian | | 0% | | |
| Black/African American | 48% | 50% | Yes | 53% |
| Hispanic | 55% | 47% | No | 60% |
| White | 67% | 64% | No | 70% |
| English language learners | 41% | 35% | No | 47% |
| Students with disabilities | 40% | 29% | No | 46% |
| Economically disadvantaged | 60% | 48% | No | 64% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 152 | 54% | 59% |
| Students scoring at or above Achievement Level 4 | 66 | 23% | 25% |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 14% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 60% |

**Learning Gains**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | 110 | 61% | 67% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 26 | 59% | 65% |

## 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 | 23 | 23% | 27% |
| Students scoring at or above Achievement Level 4 | 34 | 35% | 38% |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 50% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 50% |

## 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) | 8 | | 10 |
| Participation in STEM-related experiences provided for students | 628 | 92% | 94% |

## 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 |  |  |  |
| Students retained, pursuant to s. 1008.25, F.S. | 22 | 4% | 4% |
| Students who are not proficient in reading by third grade | 37 | 35% | 30% |
| Students who receive two or more behavior referrals | 49 | 6% | 5% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 41 | 5% | 5% |

## 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**

Meet the objectives/components as outlined by the 5 STAR program.
See PIP for other objectives.

**Specific Parental Involvement Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| 5 Star Rating Sections | 5 | 100% | 100% |

## Goals Summary

**G1.**     Spirit's goal is to increase student achievement levels across all subject areas which will be indicated by AMO, Sub-Population groups, Learning Gains and Lower Quartile.

## Goals Detail

**G1.** Spirit's goal is to increase student achievement levels across all subject areas which will be indicated by AMO, Sub-Population groups, Learning Gains and Lower Quartile.

### Targets Supported

- All Areas

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

- Writing

- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

### Resources Available to Support the Goal

- Write From the Beginnings: Narrative: Writing Program

- Volusia County Writing Plan

- Writing Portfolios

- Write From the Beginnings: Narrative

- Thinking Maps Training across all grade levels

- Assisted Technology (iPad's Computers, Document Cameras, Voice enhancement system)

- ESE Resource Teachers

- Write From the Beginning Trainer in 4th grade

- Kathy Robinson Materials

- Writing Traits Materials in 4th grade

- Daily Grammar Lesson 1-5th grade

- 4th Grade interactive Writing notebooks

- District TOA support

- Reading Intervention and Mathematics Teachers

- Literacy Nights (exp. Storybook Festival, Parent writing workshops, etc)

- Young Authors

- Young Authors Spotlighting Student Writing Parent to Kids Workshop for Hispanic Students

- Spotlighting Student Writing

- Parent to Kids Workshop for Hispanic Students

**Targeted Barriers to Achieving the Goal**

- Rigor required by Common Core Writing Standards

- Parent communication

- Grammar concerns

**Plan to Monitor Progress Toward the Goal**

Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions. During Writing instruction that uses the Write From the Beginning: Narrative program, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts. Students will participate in small group guided instruction along with peer editing and revision. Use of Thinking Map strategies will be used across the curriculum with all grade levels. (Reading, Mathematics, Science, Social Studies, and Special Area) Following the format, we will monitor through bi-monthly narrative writing prompts will be scored by teachers and reviewed by the PLC teams and supported by the LLT/MTSS/ RTI teams as needed in order to monitor students' progress in the identified areas of need and to regroup for instruction. When analyzing data we will follow school improvement guidelines suggested by Visible Learning for Teachers Maximizing Impact on Learning, by John Hattie page 168 • Assure instruction has sufficient high impacts on all students. • Monitor the nature of how our impact on learning can be made more effective and efficient. • Make decisions about what we do based on positive impact on learning.

### Person or Persons Responsible

Principal Assistant Principal Teachers The Grade Level Chairs Academic Coach Intervention Teachers District Staff as needed

### Target Dates or Schedule:

Writing Bi-Monthly (staggered for grade levels) District Interim FAIR DRA

### Evidence of Completion:

Students are meeting writing Target of 3.5 or higher on writing prompts. Increase in the number of students scoring 70% on interim assessments across the curriculum.

# Action Plan for Improvement

**Problem Solving Key**

**G** = Goal          **B** = Barrier          **S** = Strategy

**G1.** Spirit's goal is to increase student achievement levels across all subject areas which will be indicated by AMO, Sub-Population groups, Learning Gains and Lower Quartile.

**G1.B4** Rigor required by Common Core Writing Standards

**G1.B4.S1** Schedule School-Wide Training of Write From The Beginnings: Narrative and provide follow up training/coaching opportunities.

### Action Step 1

Schedule School-Wide initial training, follow-up training and coaching opportunities for Write From The Beginnings: Narrative, as well as, reviewing Thinking Maps school-wide. Thinking Maps should be used across the curriculum areas (reading, mathematics, science, social studies and special area) when applicable.

#### Person or Persons Responsible

Principal Leadership Team Grade Level Chairs District Support Staff

#### Target Dates or Schedule

September On-going

#### Evidence of Completion

Student Writing Data that shows growth

#### Facilitator:

Debra Patterson Katerine Krain Samantha Hulsman Rosey Soto Thomas Vaughan

#### Participants:

All teaching Staff

## Plan to Monitor Fidelity of Implementation of G1.B4.S1

The Grade Level Chairs will e-mail their PLC minutes that will include summary of the PLC meetings. PLC meetings have been scheduled and given to all teaching staff. Teachers will follow the Write from the Beginning: Narrative program protocols in their daily lesson plans. These protocols are aligned with CCSS/NGSS standards. They will also use Think Maps across curriculum areas. (Thinking Maps are the foundation skills for Write from the Beginning: Narrative.)

### Person or Persons Responsible

Classroom Teachers PLC Teams Academic Coach Leadership Team Assistant Principal Principal District Support Staff

### Target Dates or Schedule

September On-going

### Evidence of Completion

Lesson Plans Administrative Walk-throughs PLC Minutes Write from the Beginning: Narrative program guidelines

## Plan to Monitor Effectiveness of G1.B4.S1

We will be able to monitor the implementation of Write From the Beginning: Narrative program as it progresses throughout the school year. The teachers will use narrative analytical rubric scoring guides to monitor student progress. The narrative analytical scoring guide is imbedded into the Write from the Beginnings Narrative Program. The information gathered will be transferred to a data table to monitor student growth school-wide. The school-wide data collection system will be developed by instructional team to monitor student achievement. The Academic Coach and District Support TOA's will record the number of coaching events to ensure that follow-up training is being provided for all trained instructional staff. Effectiveness will be measure by

### Person or Persons Responsible

Classroom Teachers PLC Teams Academic Coach Leadership Team Assistant Principal Principal District Support Staff

### Target Dates or Schedule

Bi-Monthly analytical scoring: (staggered for grade levels)

### Evidence of Completion

Write From the Beginnings Program Guidelines Results from the following: District Assessments School-wide summative FCAT 2.0 in (Reading, Mathematics and Science)

**G1.B17** Parent communication

**G1.B17.S1** Provide parent communication on the importance of writing/reading with Coffee Talks, Literacy Fairs, Science/Math Nights, etc.

### Action Step 1

Provide parents with information on the importance of writing/reading connections during school-wide activities.

#### Person or Persons Responsible

Principal Leadership Team Guidance Councilor Teachers Academic Coach

#### Target Dates or Schedule

During school-wide events.

#### Evidence of Completion

Agendas, Sign-in Sheets, Connect-Ed calls, and Parent Surveys

### Plan to Monitor Fidelity of Implementation of G1.B17.S1

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

### Plan to Monitor Effectiveness of G1.B17.S1

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G1.B18.S1**

Teachers will use DOL to support grammar instruction.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Lesson Plans Administrative Walk-throughs

**Plan to Monitor Effectiveness of G1.B18.S1**

We will be able to monitor the implementation of Write From the Beginning: Narrative program and Thinking Maps as it progresses throughout the school year. The teachers will use narrative analytical rubric scoring guides to monitor student progress. The narrative analytical scoring guide is embedded into the Write from the Beginnings Narrative Program. The information gathered will be transferred to a data table to monitor student growth school-wide. The school-wide data collection system will be developed by the instructional team to monitor student achievement. The Academic Coach and District Support TOA's will record the number of coaching events to ensure that follow-up training is being provided for all trained instructional staff. Effectiveness will be measured by student growth across all the curriculum areas with the use of District Assessments, School-wide summative and FCAT 2.0 in reading, mathematics and science.

### Person or Persons Responsible

Principal Assistant Principal Teachers The Grade Level Chairs Academic Coach Intervention Teachers District Staff as needed

### Target Dates or Schedule

Bi-Monthly (staggered for grade levels)

### Evidence of Completion

Students are meeting writing Target of 3.5 or higher and achievement levels will increase within all subject areas.

## 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**

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 Spirit Elementary include:

• Academic Coach for the purpose of comprehensive staff development

• Family Center Para-professional who facilitates our extensive parent involvement program

• Reading Intervention Teacher to provide interventions for students in need via a push-in model

• Math Intervention Teacher to provide interventions for students in need via a push-in model

• Supplemental Tutoring before or after school

• Supplemental materials and supplies needed to close the achievement gap

• Supplemental funds for ongoing staff development as determined by the results of FCAT data

• Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

## 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.** Spirit's goal is to increase student achievement levels across all subject areas which will be indicated by AMO, Sub-Population groups, Learning Gains and Lower Quartile.

**G1.B4** Rigor required by Common Core Writing Standards

**G1.B4.S1** Schedule School-Wide Training of Write From The Beginnings: Narrative and provide follow up training/coaching opportunities.

### PD Opportunity 1

Schedule School-Wide initial training, follow-up training and coaching opportunities for Write From The Beginnings: Narrative, as well as, reviewing Thinking Maps school-wide. Thinking Maps should be used across the curriculum areas (reading, mathematics, science, social studies and special area) when applicable.

#### Facilitator

Debra Patterson Katerine Krain Samantha Hulsman Rosey Soto Thomas Vaughan

#### Participants

All teaching Staff

#### Target Dates or Schedule

September On-going

#### Evidence of Completion

Student Writing Data that shows growth

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal | Description | Total |
|------|-------------|-------|
| G1. | Spirit's goal is to increase student achievement levels across all subject areas which will be indicated by AMO, Sub-Population groups, Learning Gains and Lower Quartile. | $15,000 |
| | Total | $15,000 |

### Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Total |
|----------------|------------------------|-------|
| Title 1 FUNDS SAC FUNDS Internal accounts | $15,000 | $15,000 |
| Total | $15,000 | $15,000 |

### Budget Details

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

**G1.** Spirit's goal is to increase student achievement levels across all subject areas which will be indicated by AMO, Sub-Population groups, Learning Gains and Lower Quartile.

**G1.B4** Rigor required by Common Core Writing Standards

**G1.B4.S1** Schedule School-Wide Training of Write From The Beginnings: Narrative and provide follow up training/coaching opportunities.

#### Action Step 1

Schedule School-Wide initial training, follow-up training and coaching opportunities for Write From The Beginnings: Narrative, as well as, reviewing Thinking Maps school-wide. Thinking Maps should be used across the curriculum areas (reading, mathematics, science, social studies and special area) when applicable.

#### Resource Type

Evidence-Based Program

#### Resource

Write From the Beginning: Narrative (research based program) Initial Training, Follow-up Training and possible lesson studies Professional Development: $3,000 approximation Materials and Supplies: $12,000 approximation

#### Funding Source

Title 1 FUNDS SAC FUNDS Internal accounts

#### Amount Needed

$15,000