

Volusia County Schools

Spirit Elementary School



2018-19 Schoolwide Improvement Plan

Spirit Elementary School

1500 MEADOWLARK DR, Deltona, FL 32725

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	30
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	32

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Spirit Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We will stimulate the potential of ALL through high expectations and a positive SPIRIT of learning from which our students will emerge as responsible, productive citizens of tomorrow.

b. Provide the school's vision statement.

Spirit's the place where every student shines!

2. School Environment

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

This year Spirit will be implementing a school-wide class dojo system. Students will be expected to follow four expectations. These expectations are: Be Safe, Be Kind and Respectful, Be Responsible, and Be Your Best. Each grade level class determines a class goal to reach and students are rewarded for meeting that goal.

Spirit Elementary will continue to implement CHAMPS school wide, which is a program that supports classroom structure, ways to teach students, ways to observe students in action, ways to interact positively with one another, and how to correct fluently.

In addition, within the classroom, teachers and students are working together to build a culture of respect and rapport. Spirit is currently implementing a program called Sanford Harmony (Social Emotional Learning Program) a standards-aligned instructional program that focuses on reducing bullying and helps develop the youth to tolerate, have compassion, and care for their community. The following lists contain some of the key concepts for teachers to create positive social emotional learning environments

1. Tools to improve communication
2. Cooperation Activities
3. Communication, cooperating including embracing diversity and role-playing ways to resolve conflict
4. Positive group identity. The class has the opportunity to get to know each other, have fun together and feel successful as a group.
5. Students know what to expect from the teacher. (Teacher mixes praise and positive reinforcers with setting limits, rules and enforcing consequences so students know what is expected of them and what to expect from the teacher.)
6. Students are given responsibilities in the classroom. (Students are given responsibilities or jobs that give them a sense of belonging like leading class meetings, helping other students, and etc.)
7. Team building activities are built into Professional Learning Opportunities, Professional Learning Communities, faculty meetings, and classrooms.

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

Teachers are implementing school wide classroom lessons through Sanford Harmony teaching students how to be respectful and where to go if they need help. Our guidance counselor is providing a tier 2 intervention using the program Second Step as an intervention that provides more in depth social emotional curriculum.

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

The school staff and school guardian have provided effective monitoring of the campus through the day. Through this visibility, the students have access to adults to express any concerns. Teachers and staff members are assigned areas of the school that experience a high volume of student interaction before school and after school. (For Example: Parent Pick-up loop, bus loop, cafeteria, pavilion, 4th and 5th grade building and other such key locations.) Students are never to walk from one location to another without supervision.

Providing a safe area for students and faculty to communicate anonymously. We have a box located in a central area on campus.

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

CHAMPS is being implemented school wide. Faculty was trained to prepare their classroom for effective structure and ways to engage students through their instruction. Cafeteria and Hallway expectations were explained and Class DOJO posters for each classroom were provided by Leadership. Leadership invited each class into the cafeteria to practice expectations for the cafeteria in the first week of school. Teachers "CHAMP" out each activity in their classrooms to ensure students are aware of expectations.

Instructional time is a priority and protected by the principal, which is evident by the school infrastructure regarding students and parent accountability for absences and tardies, non-essential announcements are delivered with minimal interruption to instruction and student misconduct is handled immediately with minimal interruption to instruction.

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

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

1. Crisis Training Program
2. Sanford Harmony
3. Second Step
4. Children Home Society Visit

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

3. Early Warning Systems

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

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

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

1. Unweighted GPA (at risk if below 2.0)
2. YTD Discipline Referrals- Current School Yr (2 or More)
3. YTD Absences- Current School Year (1 or More)
4. YTD Suspensions- Current School Year (1 or More)
5. Number of Prior School Year Retentions (1 or More)
 - Exceptional Student Education Category of Service (If Applicable)
 - English Language Learner Category of Service (If Applicable)
6. ELA Achievement Level from Prior School Year (Level 1) and/or Mathematics Achievement Level from Prior School Year (Level 1)
 - Graduation Year

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	13	17	25	16	21	0	0	0	0	0	0	0	109
One or more suspensions	1	0	0	1	2	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	73	71	64	0	0	0	0	0	0	0	208
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

Letters are being sent home to students who are frequently late. Parents are informed that 5 tardies is equal to one unexcused absence. Parents are to be presented with flyers on attendance and information on absenteeism will be shared at Open house, SAC meetings, PTA nights, and throughout the year with flyers and connect-ed calls from both the school and district on a regular basis.

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/648748>.

2. Description

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

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

The school builds and sustains partnership with the local community by holding such events as: PTA, Publix Math Nights, Multicultural Fair, Spirit Nights at local businesses, Using School Website that contains current school information and Open House. Communication through various portals: Instagram, remind, twitter, facebook, dojo.

We also host ESOL parent meetings and ESOL PLCs for our ESOL population.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Devaney, Carrie Ann	Principal
Robinson, Jamie	Assistant Principal
Elliott, Stefanie	Teacher, K-12
GAETJENS, MICHELLE	Instructional Media
TUFARIELLO, DARLENE	Instructional Coach
Richards, Carol	Instructional Coach
Shank, Aaron	Instructional Technology
Taylor-Mearhoff, Cheryl	School Counselor

b. Duties

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

The school-based leadership team identifies school based resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams. (e.g., Problem Solving Teams and Professional Learning Communities). As the school's primary instructional leader, the principal communicates a vision for student achievement and guides the team's work. Each member of the School-Based Leadership Team is a representative of other teams (EWS, PLCs, Curriculum Cadres) and serves as a liaison between the School Based Leadership Team (SBLT) and their respective teams. For example, the Instructional Coaches work with PLCs to provide teacher instructional support, professional development, and guide response to

data, including the coordination of tiered academic interventions. Coaching cycles are conducted frequently with teachers throughout the year.

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

Personnel: The school has a leadership team (LT) consisting of the principal, assistant principal, instructional coaches, and lead teachers. This leadership team reviews student progress data, develops interventions and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers throughout the year to ensure student learning.

Instructional: resources include staff development provided by our district and our school's leadership team. Departments meet with teachers weekly in PLC meetings to collaborate on curriculum planning and share instructional strategies. Our district and our school are both committed to meeting the needs of our students and maximizing our students' achievement.

Curricular: Our math and language arts teachers will be implementing the Florida Standards. They will be supported by our district and our coaches. All teachers have the support of our instructional leadership team. We are also using District TOA's and department specialists.

Methodology for coordinating and supplementing funds: Federal and state funds (Title 1, Title II, SAI and FEFP) are allocated to schools by the district according to student needs as demonstrated by poverty level and student achievement performances. District and school leadership teams work together to coordinate and integrate federal, state and local funds, services and programs for the benefit of students. School Improvement funds are awarded to the school based on a per pupil funding formula and distributed via the School Advisory Council through a voting process.

School leadership meets monthly, and SAC meets monthly.

Problem solving Activities:

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

The School improvement funds will be used for providing teachers additional time and resources to support standards-aligned instruction as well as professional development opportunities; procuring technology for classroom use.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stefanie Elliott	Teacher
Stan Lowe	Business/Community
Amy Simonian	Parent
Barbara Spargur	Education Support Employee
Josette Purvis	Business/Community
Rosey Soto	Parent
Amanda Morrow	Parent
Dagmarie Aponte	Parent
Jessica Stanton	Parent
Carrie Devaney	Principal

b. Duties

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

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

The SAC reviews and assists with monitoring school-wide data and provides input on priorities, goal and strategies.

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

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

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

School improvement funds are allocated based on request submitted by faculty and staff for projects related to support of school improvement goals. Each request is evaluated by SAC and voted upon for approval.

1. Teacher classroom request
2. Grade Level request
3. Technology support

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
King, Shannon	Teacher, K-12
TUFARIELLO, DARLENE	Instructional Coach
DUOOS, BLAIR	Teacher, K-12
Gang, Amanda	Teacher, K-12
Pyburn, Christina	Teacher, K-12
KRAMER, JUDITH	Teacher, K-12
Morales-Torres, Nitza	Teacher, K-12
French, Laura	Teacher, ESE
Judge, Teri	Other
Holloway, Danielle	Teacher, K-12
Devaney, Carrie Ann	Principal
Wilson, Connie	Teacher, K-12
Shank, Aimee	Teacher, K-12
Taylor-Mearhoff, Cheryl	School Counselor
Lopez, Marisol	Other

b. Duties

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

The school based Literacy Leadership Team (LLT) identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets once a month after school for 60 minutes. The Principal provides an agenda and facilitates the meeting. LLT member responsibilities include: attending all meetings to review data, share literacy strategies presented with their PLC, assisting with development of classroom implementation strategies, and supervise and support the school wide initiatives and implementation of Florida Standards.

The School-wide Literacy initiative's main focus is to support Reading/Language Arts and Mathematics in every classroom. This year's focus will be to support teachers as we continue our school-wide reading and mathematics initiatives and curriculum shifts. Each Instructional Coach is responsible for providing PD in the respective core areas. Coaching cycles will be completed with teachers throughout the year and continued as needed. All other Literacy Council members will be responsible for introducing strategies to their departments/grade levels through work in PLC's and grade level meetings.

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. This year we will sponsor a Scholastic book fair, A Family Storybook Night, Family Literacy Parents-to-Kids from ESOL Dept., and Math Night, School Advisory Council (SAC), and PTA

all in which parents are encouraged to participate. The LLT will also support District events through student projects and contests.

D. Public and Collaborative Teaching

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

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

Common planning or weekly meetings to discuss standards, use of weekly Professional Learning Communities (PLCs), Learning Walks, team building activities, and academic coaches are critical practices to help build positive collaborative relationships on our campus among teachers.

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

Additionally, grade level meetings are held weekly to allow teachers to address various curriculum demands to promote a sense of shared responsibility.

The use of instructional coaches to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs while encouraging the collaborative process. This year, instructional coaches will be completing coaching cycles with a variety of teachers each quarter, promoting each teacher's strengths, and will assist teachers with establishing and monitoring a school wide data wall.

Instructional Reviews, combined with administrative walk throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team meets weekly, to talk about trends that are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purpose of videotaping and/or allowing class visits from peers. The mentor teachers and coaches work side by side with teachers to enhance instruction.

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

The strategies to recruit and retain highly qualified teachers are as follows:

1. Professional Development opportunities (School Based Leadership Team)
2. Encourage and support teacher collaboration (School Based Leadership Team)
3. Open-door policy for administrations (Administration)
4. Professional Learning Community Activities (PLCs)
5. Survey teachers individually and open survey's frequently (Administration) VSEL survey 4 times a year
6. Engaging activities to build sense of community within the school (School Based Leadership Team)
7. New Teacher Coach: District E3, Individualized PD, mentors, peer classroom visits (Administration/ New Teacher Coach)
8. Partnerships with local College/University Teacher Educational Programs & Student Internships (Administration)
9. Leadership Opportunities (Administration)

10. Participation in District Job and Recruitment Activities (Administration)

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

Some beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support (only if they meet the criteria). In addition, school-based veteran teachers, academic and new teacher coach within each PLC provide mentoring as needed for any new/beginning teacher in that PLC. We received the Supporting Effective Educator Development (SEED) Grant, which provides funding for grants to national non-profit organizations for projects that are supported by at least moderate evidence to recruit, select, and prepare or provide professional enhancement activities for teachers, principals, or both. This funding is being used to support and provide new and veteran teachers with the things they need. This grant includes providing teachers with 180 minutes of coaching support to work on lesson planning, instructional practice, and analyzing learning.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Professional Development, Professional Learning Communities (PLCs), Lesson Study, and coaching cycles help ensure that instruction is aligned to Florida Standards, well paced, engaging and rigorous. District representatives from the ELA and mathematics departments will visit and work with teachers on pacing of standards and lesson implementation.

b. Instructional Strategies

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

Common planning allows teachers to participate in weekly PLCs to regularly review diagnostic and formative assessment data and continuously adjust their instruction accordingly. Assessment data is used by homeroom teachers, intervention teachers and academic coaches to identify groups of students to receive targeted instructional lessons during an intervention period. Students requiring intensive remediation receive additional support from academic coaches, student tutors, and intervention teachers. When necessary, PLCs make recommendations for student to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem-Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific and behavioral concerns across the content areas, and share best practices. This allows teachers to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of instructional reviews and academic coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional reviews, combined with administrative walk throughs, provide leadership with data to identify areas in which additional follow-up coaching and training is needed. The leadership team meets monthly to discuss what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of allowing class visits. Instructional coaches and mentor teachers work side by side with teachers to enhance instruction. Coaches diligently complete

the coaching cycle to provide maximum support, including the use of specific feedback instruments. A common practice between teachers and coaches are planning and co-teaching lessons as well as having the coaches model lessons within the classroom.

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

Strategy: After School Program

Minutes added to school year: 1,800

School based tutoring (before/after school in reading and math)

Students who

- Attend a Title 1 School
- Score Level 1 on FSA Reading or Mathematics (program will extend to level 2 students if slots are available).

School Based Tutoring Program

- Tutoring provided by certified teachers employed by Volusia County
- Twice weekly, on-campus
- Tutor to student ration 1:2-4 for elementary
- Diagnostic Assessment
- Individual Learning Plan
- Progress reports to parents and classroom teachers
- Blended with access to on-line instruction
- Students have approximately 20 to 30 minutes on computer and approximately 20-30 minutes with a tutor

Additional Intervention During School Day

- Identified students work with certified teachers during special area (ELA)
- Identified students work with certified teachers during their WIN time (ELA and math)

Strategy Rationale

Provide additional support for students beyond the regular school day to assist with remediation on Florida Standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Devaney, Carrie Ann, cdevaney@volusia.k12.fl.us

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

Progress monitoring data from iReady and SIPPS is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

Strategy: After School Program

Minutes added to school year: 1,800

ESOL tutoring

Students are chosen by:

- English Level (example NES)
- Students who were retained (3rd grade) or AA

Strategy Rationale

Particular ESOL students are invited to after school tutoring held on Tuesdays and Thursdays from 2:35 to 3:35. They use a program on the computer to assist with their learning. Imagine Learning program is aligned to the Language Arts Florida Standards (LAFS), the Florida Early Learning and Development Standards and WIDA Prime. It is a computer delivered language and literacy program that works to close the achievement gap at an accelerated rate. Imagine Learning employs a combination of ongoing assessment, explicit instruction, modeling, practice, scaffolding and differentiated pathways.

There are three tutors to support students in the program. Tutors are supported with office resources and data tools to target instruction to individual or small groups of children.

Usage: suggested usage is 90 minutes per week per student.

Teachers will also provide one on one time with students for fifteen minutes each based on their needs determined by the program while other students are on the computer.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Morales-Torres, Nitza, nmorales@volusia.k12.fl.us

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

The program provides a monthly report, we will give a copy to the classroom teacher and to the parents. The report will show if the students are below grade level/ near/ at or above in the following areas: reading comprehension, vocabulary, grammar and provide the activities to support the weakness of the students.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition

to elementary school.

- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families. Spirit provides separate activities for parents of incoming Kindergarten students such as their own Open House Night. Out going 5th graders are given information about the school they will be attending. The parents are encouraged to discuss the transition to 6th grade with teacher supported information. The school sponsors career week for all students. Articulation meetings are held at the end of the year with our feeder middle schools to plan for our 5th graders entering middle schools.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Spirit Elementary implements standards-aligned instruction, then student achievement will increase.

Strategic Goals Detail

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

G1. If Spirit Elementary implements standards-aligned instruction, then student achievement will increase.

1a

G100904

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	58.0
FSA Mathematics Achievement	50.0
FSA ELA Achievement	55.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	50.0
Math Gains	60.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and confidence of the Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Specialists
- Curriculum Maps
- Title 1 funds
- Cadre Members
- Instructional Coaches
- DLTL-Digital Learning Teacher Leaders
- Professional Learning
- SAC funds
- Vertical Team Planning
- CHAMPS training and implementation

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Carrie Ann Devaney

Schedule

On 10/29/2018

Evidence of Completion

Feedback from District Liaison.

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Carrie Ann Devaney

Schedule

On 2/8/2019

Evidence of Completion

Midyear Review in CIMS.

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Carrie Ann Devaney

Schedule

Annually, from 5/24/2019 to 7/28/2019

Evidence of Completion

Step Zero for 2018-2019 SIP.

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If Spirit Elementary implements standards-aligned instruction, then student achievement will increase. 1

 G100904

G1.B4 Lack of knowledge and confidence of the Florida Standards 2

 B272091

G1.B4.S1 Refine systemic practices by increasing awareness of instructional strategies through coaching, modeling, sharing, and providing professional learning to support implementation of standards-aligned instruction. 4

 S288105

Strategy Rationale

Expand teacher use of best practices to increase the percentage of teachers effectively implementing standards-aligned instruction. Implementation of standards-aligned instruction will increase student achievement and foster collective efficacy among faculty and staff.

Action Step 1 5

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

Person Responsible

Carrie Ann Devaney

Schedule

Monthly, from 6/4/2018 to 7/31/2018

Evidence of Completion

List of strengths and areas of weaknesses with focus areas identified

Action Step 2 5

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

Person Responsible

Carrie Ann Devaney

Schedule

Monthly, from 6/4/2018 to 7/31/2018

Evidence of Completion

Completed plan of action including timelines and people responsible

Action Step 3 5

Communicate plan to refine systemic practices to support implementation of standards-aligned instruction, collect teacher input and revise if necessary.

Person Responsible

Carrie Ann Devaney

Schedule

On 9/3/2018

Evidence of Completion

Faculty meeting sign in and input

Action Step 4 5

Teacher participation in district content sessions supporting standards-aligned instruction during pre-planning week.

Person Responsible

Carrie Ann Devaney

Schedule

On 8/8/2018

Evidence of Completion

Data Collection Results

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

ELA Data Walks

Person Responsible

Carrie Ann Devaney

Schedule

Monthly, from 10/12/2017 to 5/31/2019

Evidence of Completion

Skinny IPG tool

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

Coaches provide follow up support to ensure implementation of the standards.

Person Responsible

DARLENE TUFARIELLO

Schedule

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

Evidence of Completion

Through coaching cycles coaches will work with individuals and teams based off of the data collected through the skinny IPG tool.

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

Math Data Walks

Person Responsible

Carrie Ann Devaney

Schedule

Monthly, from 11/13/2018 to 5/15/2019

Evidence of Completion

Skinny IPG Tool

G1.B4.S2 Refine PLCs that follow an intentional cycle to improve knowledge and use of technology to support the implementation of standards-aligned instruction. 4

S288106

Strategy Rationale

PLC cycles ensure all student needs are met, strengthen teacher collaboration and support instructional practice as well as increasing student engagement and providing skills for 21st Century learning.

Action Step 1 5

We will establish quality norms and adhere to the norms consistently so that we can maintain focus on curriculum content.

Person Responsible

Carrie Ann Devaney

Schedule

Weekly, from 8/17/2018 to 5/31/2019

Evidence of Completion

PLC minutes.

Action Step 2 5

Provide training on effective PLCs.

Person Responsible

Carrie Ann Devaney

Schedule

On 8/21/2018

Evidence of Completion

Agenda and sign-in sheet

Action Step 3 5

Establish shared teams notebook for community resources and communication between grade levels, leadership team and administration.

Person Responsible

MICHELLE GAETJENS

Schedule

On 8/24/2018

Evidence of Completion

Grade level PLC agendas and minutes

Action Step 4 5

Train teachers to use PLC time to evaluate data and develop instructional groupings and interventions.

Person Responsible

DARLENE TUFARIELLO

Schedule

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

Evidence of Completion

Grade level PLC agendas and minutes

Action Step 5 5

Provide teachers and grade levels time for standards alignment and assessment building

Person Responsible

Carrie Ann Devaney

Schedule

Quarterly, from 9/10/2018 to 4/9/2019

Evidence of Completion

Standard aligned assessments and grade level lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Review norms during the 5 minutes of PLC meetings and team members holding each other accountable for the follow through of team norms.

Person Responsible

DARLENE TUFARIELLO

Schedule

Weekly, from 8/24/2018 to 5/31/2019

Evidence of Completion

PLC agenda and minutes

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Designating job roles during PLCs to hold grade level members to achieve aligning instruction to standards.

Person Responsible

DARLENE TUFARIELLO

Schedule

Weekly, from 8/24/2018 to 5/31/2019

Evidence of Completion

SLT Meeting Minutes.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Grade levels with document PLC minutes in shared teams notebook

Person Responsible

DARLENE TUFARIELLO

Schedule

On 5/31/2019

Evidence of Completion

Shared team notebook

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Tracking progress monitoring data and reviewing monthly at PLC

Person Responsible

Carrie Ann Devaney

Schedule

Monthly, from 10/12/2018 to 5/10/2019

Evidence of Completion

i-Ready data reports and PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Review data obtained from grade level standards alignment and assessment building PLC time

Person Responsible

Carrie Ann Devaney

Schedule

On 4/9/2019

Evidence of Completion

Grade level data, PLC agenda and minutes

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Track instructional groupings to see if students can level out of intervention cycles.

Person Responsible

Carrie Ann Devaney

Schedule

Every 6 Weeks, from 10/22/2018 to 5/31/2019

Evidence of Completion

Data Wall cards

V. Professional Development Opportunities

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

G1. If Spirit Elementary implements standards-aligned instruction, then student achievement will increase.

G1.B4 Lack of knowledge and confidence of the Florida Standards

G1.B4.S1 Refine systemic practices by increasing awareness of instructional strategies through coaching, modeling, sharing, and providing professional learning to support implementation of standards-aligned instruction.

PD Opportunity 1

Teacher participation in district content sessions supporting standards-aligned instruction during pre-planning week.

Facilitator

District Specialists and District TOA's

Participants

Faculty

Schedule

On 8/8/2018

G1.B4.S2 Refine PLCs that follow an intentional cycle to improve knowledge and use of technology to support the implementation of standards-aligned instruction.

PD Opportunity 1

Provide training on effective PLCs.

Facilitator

Kellie McClarity and Kristin McCrory

Participants

Faculty

Schedule

On 8/21/2018

PD Opportunity 2

Establish shared teams notebook for community resources and communication between grade levels, leadership team and administration.

Facilitator

Michelle Gatejens and Aaron Shank

Participants

Grade level teams K-5

Schedule

On 8/24/2018

PD Opportunity 3

Train teachers to use PLC time to evaluate data and develop instructional groupings and interventions.

Facilitator

Participants

Schedule

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




















VI. Technical Assistance Items

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



VII. Budget

1	G1.B4.S1.A1	Analyze data from Step Zero and the Systemic Practices for School Improvement reflection to identify strengths and areas of weaknesses; then prioritize areas of focus.				\$0.00
2	G1.B4.S1.A2	Develop plan of action for professional learning and systemic practices including the infrastructure for implementation.				\$0.00
3	G1.B4.S1.A3	Communicate plan to refine systemic practices to support implementation of standards-aligned instruction, collect teacher input and revise if necessary.				\$0.00
4	G1.B4.S1.A4	Teacher participation in district content sessions supporting standards-aligned instruction during pre-planning week.				\$0.00
5	G1.B4.S2.A1	We will establish quality norms and adhere to the norms consistently so that we can maintain focus on curriculum content.				\$0.00
6	G1.B4.S2.A2	Provide training on effective PLCs.				\$0.00
7	G1.B4.S2.A3	Establish shared teams notebook for community resources and communication between grade levels, leadership team and administration.				\$0.00
8	G1.B4.S2.A4	Train teachers to use PLC time to evaluate data an develop instructional groupings and interventions.				\$0.00
9	G1.B4.S2.A5	Provide teachers and grade levels time for standards alignment and assessment building				\$13,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6300	140-Substitute Teachers	7871 - Spirit Elementary School	Title, I Part A		\$13,200.00
Total:						\$13,200.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.B4.S1.A1  A390825	Analyze data from Step Zero and the Systemic Practices for School Improvement reflection to...	Devaney, Carrie Ann	6/4/2018	List of strengths and areas of weaknesses with focus areas identified	7/31/2018 monthly
G1.B4.S1.A2  A390826	Develop plan of action for professional learning and systemic practices including the...	Devaney, Carrie Ann	6/4/2018	Completed plan of action including timelines and people responsible	7/31/2018 monthly
G1.B4.S1.A4  A390828	Teacher participation in district content sessions supporting standards-aligned instruction during...	Devaney, Carrie Ann	8/8/2018	Data Collection Results	8/8/2018 one-time
G1.B4.S2.A2  A390830	Provide training on effective PLCs.	Devaney, Carrie Ann	8/21/2018	Agenda and sign-in sheet	8/21/2018 one-time
G1.B4.S2.A3  A390831	Establish shared teams notebook for community resources and communication between grade levels,...	GAETJENS, MICHELLE	8/24/2018	Grade level PLC agendas and minutes	8/24/2018 one-time
G1.B4.S1.A3  A390827	Communicate plan to refine systemic practices to support implementation of standards-aligned...	Devaney, Carrie Ann	9/3/2018	Faculty meeting sign in and input	9/3/2018 one-time
G1.MA1  M427569	SIP Progress Monitoring Meeting	Devaney, Carrie Ann	10/29/2018	Feedback from District Liaison.	10/29/2018 one-time
G1.MA2  M427570	SIP Midyear Review	Devaney, Carrie Ann	2/8/2019	Midyear Review in CIMS.	2/8/2019 one-time
G1.B4.S2.MA6  M427568	Review data obtained from grade level standards alignment and assessment building PLC time	Devaney, Carrie Ann	9/10/2018	Grade level data, PLC agenda and minutes	4/9/2019 one-time
G1.B4.S2.A5  A390833	Provide teachers and grade levels time for standards alignment and assessment building	Devaney, Carrie Ann	9/10/2018	Standard aligned assessments and grade level lesson plans	4/9/2019 quarterly
G1.B4.S2.MA5  M427567	Tracking progress monitoring data and reviewing monthly at PLC	Devaney, Carrie Ann	10/12/2018	i-Ready data reports and PLC minutes	5/10/2019 monthly
G1.B4.S1.MA1  M427560	Math Data Walks	Devaney, Carrie Ann	11/13/2018	Skinny IPG Tool	5/15/2019 monthly
G1.B4.S1.MA1  M427561	ELA Data Walks	Devaney, Carrie Ann	10/12/2017	Skinny IPG tool	5/31/2019 monthly
G1.B4.S1.MA3  M427562	Coaches provide follow up support to ensure implementation of the standards.	TUFARIELLO, DARLENE	8/20/2018	Through coaching cycles coaches will work with individuals and teams based off of the data collected through the skinny IPG tool.	5/31/2019 weekly
G1.B4.S2.MA1  M427563	Track instructional groupings to see if students can level out of intervention cycles.	Devaney, Carrie Ann	10/22/2018	Data Wall cards	5/31/2019 every-6-weeks
G1.B4.S2.MA1  M427564	Review norms during the 5 minutes of PLC meetings and team members holding each other accountable...	TUFARIELLO, DARLENE	8/24/2018	PLC agenda and minutes	5/31/2019 weekly
G1.B4.S2.MA2  M427565	Designating job roles during PLCs to hold grade level members to achieve aligning instruction to...	TUFARIELLO, DARLENE	8/24/2018	SLT Meeting Minutes.	5/31/2019 weekly
G1.B4.S2.MA4  M427566	Grade levels with document PLC minutes in shared teams notebook	TUFARIELLO, DARLENE	8/24/2018	Shared team notebook	5/31/2019 one-time
G1.B4.S2.A1  A390829	We will establish quality norms and adhere to the norms consistently so that we can maintain focus...	Devaney, Carrie Ann	8/17/2018	PLC minutes.	5/31/2019 weekly

Volusia - 7871 - Spirit Elementary School - 2018-19 SIP
Spirit Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S2.A4  A390832	Train teachers to use PLC time to evaluate data an develop instructional groupings and...	TUFARIELLO, DARLENE	8/31/2018	Grade level PLC agendas and minutes	5/31/2019 weekly
G1.MA3  M427571	State Assessment Results	Devaney, Carrie Ann	5/24/2019	Step Zero for 2018-2019 SIP.	7/28/2019 annually