2013-2014 SCHOOL IMPROVEMENT PLAN

Spruce Creek Elementary School

642 TAYLOR RD
Port Orange, FL 32127
386-322-6200
ttp://myvolusiaschools.org/school/sprucecreek/pages/default.aspx

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	64%

Alternative/ESE Center	Charter School	Minority Rate
No	No	21%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	B	A	A	A

SIP Authority and Template

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

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

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

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

Spruce Creek Elementary School

Principal

Sandra Kaye

School Advisory Council chair

Karen Weinrich/Kim Weslar

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

Name	Title
Sandra Kaye	Principal
Sharon Blanton	Vice-Principal
Karen Weinrich	SAC Chair
Kim Weslar	SAC Chair/Grade Level Chair
Dana Jacobsen	Grade Level Chair
Janet Enslin	Grade Level Chair
Tina Nowell	Grade Level Chair
Kim White	Grade Level Chair
Melissa Chadwell	Grade Level Chair
Dayna Williams	Grade Level Chair
Amy Richardson	Grade Level Chair
Larry Kaplan	Grade Level Chair

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

Jan Addario, parent; Mary Casel, parent; Leslie Castillo-Solis; Jeff Chadwell, community member; Melissa Cronin, parent; Kelly Delameter; parent; Kimberly Dillon, parent; Kim Doroba, parent; Emily Fagerstrom, parent; John Guidubaldi, DAC representative; Andrew Leech, DAC representative; Lisa

Lively, parent; Corie Rosado, parent; Melissa Smith, parent; Sandra Kaye, principal; Ann Sager, support staff; Karen Weinrich, co-chair; Kim Weslar, co-chair, Alanna Sanders-Smith, student representative.

Involvement of the SAC in the development of the SIP

The SAC reviews the data from the previous year. Time for questions, understanding, and input are provided. The SAC chairs facilitate using that data to help develop the plan for the current year. The faculty develops goals and targets, which are shared with the SAC team. The School Improvement plan is then changed and revised as needed and voted upon by faculty and the SAC team.

Activities of the SAC for the upcoming school year

Development of the school improvement plan, Completion of the Reflection Report, Conducting School Climate Surveys, 8 Meetings held throughout the year, Monitoring of the School Improvement Plan

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

At this time, there are no available school improvement funds.

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:

Sandra Kaye		
Principal	Years as Administrator: 15	Years at Current School: 3

Credentials	Bachelors in Health Education, Elementary Education, Masters in Educational Leadership and Special Education
Performance Record	(% Proficient Reading/Math; % Learning Gains Reading/Math; %Lowest 25 Learning Gains Reading/Math) 2012-13 B rating, 67 59 63 60 50 46 2011-12 A rating, 70 65 68 80 74 69 2010-11 A rating, 85 80 70 74 69 71 2009-10 A rating, 81 78 77 59 66 71 50 67 2008-09 A rating, 80 75 91 61 68 69 61 69 2007-08 A rating, 81 79 69 53 71 71 65 73 2006-07 B rating, 77 73 73 42 67 55 58 51 2006-06 B rating, 79 74 63 60 66 57 2005-06 A rating, 83 80 78 69 75 60

Sharon Blanton		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Bachelors in Elementary Education, Masters in Educational Leadership
Performance Record	2012-13 B rating, 67 59 63 60 50 46

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

49

 # receiving effective rating or higher

49, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
49, 100%

 # ESOL endorsed
14, 29%

 # reading endorsed
5, 10%

 # with advanced degrees
16, 33%

 # National Board Certified
7, 14%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
2, 4%

 # with 6-14 years of experience
15, 31%

 # with 15 or more years of experience
31, 63%

Education Paraprofessionals

# of paraprofessionals
11

 # Highly Qualified
11, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

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

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

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

Create a school environment and culture of mutual respect and shared leadership toward the common goal of student academic achievement and life-long learning. In the hiring process, we seek teachers who share the same vision and goals for student success and utilize best practices. Sandra Kaye, principal, is responsible for the hiring and retention of teachers and checks with the county and state to ensure candidates meet all the state requirements. SCES participates in the District job fair

and recruitment activities. Professional development is offered at both the district and school-based levels. SCES also sponsors junior and senior interns from the local colleges.

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

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

We currently have one first year teacher, who is supported by a team which includes the ESE grade chair, the Instructional Support Teacher on Assignment, the Principal, the Assistant Principal (her VSET evaluator), and the ESE district program specialist for support facilitation. These mentors were chosen because they are highly effective and can provide effective support.

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: Summer Program

Minutes added to school year: 4,800

Summer reading camp is offered to third graders who received a level 1 on the reading portion of the FCAT and need extra instruction.

Strategy Purpose(s)

- Instruction in core academic subjects

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

At the end of summer camp, students take the SAT10, an alternative assessment.

Who is responsible for monitoring implementation of this strategy?

Third grade reading camp teacher; summer school site administrator; academic coach.

Literacy Leadership Team (LLT)

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

Name	Title
Karen Weinrich	Common Core Leadership Team (CCLT)
Dana Jacobsen	CCLT
Kathleen Ritchey	CCLT
Tina Nowell	CCLT
Debbie Dunning-Abadia	CCLT
Barbara Vaeth	CCLT
Amy Richardson	CCLT
Tina Howard	CCLT
Bev Harris-Matilla	CCLT
Kim Weslar	CCLT
Sandra Kaye	Principal, CCLT
Sharon Blanton	Assistant Principal, CCLT

How the school-based LLT functions

The Common Core Leadership Team attended a summer 4 day Common Core Institute. Some of the CCLT also attended a summer state Common Core Training. The team will provide professional development for their individual grade levels and facilitate the integration of the Common Core State Standards. The CCLT will coordinate Professional Development to the entire faculty during Professional Development Days.

Major initiatives of the LLT

Unpack the Common Core State Standards in all grade levels. Integrate science and social studies into the literacy block. Work together in teams to create Common Core based lesson plans, implement the plans, then evaluate and revise the plans.

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	77%	66%	No	79%
American Indian				
Asian				
Black/African American	58%	31%	No	63%
Hispanic	61%	68%	Yes	65%
White	78%	69%	No	81%
English language learners				
Students with disabilities	34%	19%	No	41%
Economically disadvantaged	66%	60%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	29%	33%
Students scoring at or above Achievement Level 4	115	38%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		17%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		17%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	127	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	25	50%	52%

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)	*[data excluded for privacy reasons]*		40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		22%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		44%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	68	67%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		17%

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	69%	59%	No	72%
American Indian				
Asian				
Black/African American	24%	38%	Yes	32%
Hispanic	56%	44%	No	60%
White	75%	61%	No	78%
English language learners				
Students with disabilities	39%	16%	No	45%
Economically disadvantaged	60%	52%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	32%	37%
Students scoring at or above Achievement Level 4	82	27%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		17%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		17%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	121	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	24	46%	50%

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	32	31%	34%
Students scoring at or above Achievement Level 4	34	33%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		33%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		33%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		3
Participation in STEM-related experiences provided for students	390	61%	65%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	10	2%	1%
Students who are not proficient in reading by third grade	27	27%	25%
Students who receive two or more behavior referrals	66	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	81	9%	7%

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

78% of parents will be involved in the school in some capacity. This includes Meet the teacher, open house, and Grandparent's Day.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
78% of parents will be involved in the school in some capacity	485	95%	80%

Area 10: Additional Targets

Additional targets for the school

Students will exhibit increased positive behavior in the classroom and throughout the school environment. Positive Paws will be given to students and classes that exhibit positive behaviors, lifeskills, and lifelong guidelines.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Each class will receive at least 100 Paws throughout the school year.	0	0%	88%

Goals Summary

G1. Increase student achievement through the use of Hierarchy of Learning in classroom planning, instruction, assessment, student activities, and student learning.

Goals Detail

G1. Increase student achievement through the use of Hierarchy of Learning in classroom planning, instruction, assessment, student activities, and student learning.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Elementary School
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- Fundraising money
- PTA Money
- Business partners

Targeted Barriers to Achieving the Goal

- Difficulty with managing and planning for small group instruction
- Students who have poor attendance, many tardies, or early check-outs
- Student behaviors that interfere with learning
- Students who lack foundational skills needed for success at their current grade level
- Students and teachers who need clarification to understand what Hierarchy of Learning looks like at their own grade level

Plan to Monitor Progress Toward the Goal

Students will show learning gains throughout the year, as evidenced by data spreadsheets used at quarterly meetings.

Person or Persons Responsible
Data leadership team (administration, guidance counselor/PST chair, school psychologist, ESE support facilitation teachers), classroom teachers

Target Dates or Schedule:
Quarterly data meetings, bi-weekly PLC meetings

Evidence of Completion:
Data spreadsheet, PLC meeting minutes, grade level minutes

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student achievement through the use of Hierarchy of Learning in classroom planning, instruction, assessment, student activities, and student learning.

G1.B1 Difficulty with managing and planning for small group instruction

G1.B1.S1 School-wide Kagan training will be offered to teachers.

Action Step 1

Kagan Training in small group management

Person or Persons Responsible

National Kagan trainers, administration and faculty

Target Dates or Schedule

October 2013 training

Evidence of Completion

Teacher sign-in sheet

Facilitator:

National Kagan trainers

Participants:

Faculty, Administration, ISTOA

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

Lesson plans, use of Kagan strategies in classroom activities, discussion of Kagan strategies at grade level meetings

Person or Persons Responsible

Administration, ISTOA (Instructional support teacher on assignment), grade level chairs

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson plans, Grade level minutes

Plan to Monitor Effectiveness of G1.B1.S1

Students will show learning gains throughout the year, as evidenced by data spreadsheets used at quarterly meetings.

Person or Persons Responsible

Data leadership team (administration, guidance counselor/PST chair, school psychologist, ESE support facilitation teachers), classroom teachers

Target Dates or Schedule

Quarterly data meetings

Evidence of Completion

Data spreadsheet

G1.B1.S2 Daily 5 Book study for interested teachers

Action Step 1

Professional reading and discussion of The Daily Five book

Person or Persons Responsible

Interested teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Professional Development paperwork

Facilitator:

Carol Johnson

Participants:

Interested teachers

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

Teachers will meet to discuss essential ideas presented in the book that will help manage and plan for small group instruction

Person or Persons Responsible

Carol Johnson, Sharon Blanton

Target Dates or Schedule

Monthly

Evidence of Completion

Professional Development paperwork

Plan to Monitor Effectiveness of G1.B1.S2

Teachers will use strategies learned in The Daily Five.

Person or Persons Responsible

Administration

Target Dates or Schedule

Walk-throughs

Evidence of Completion

Observations of strategies used in the classroom

G1.B1.S3 Professional Development on guided reading

Action Step 1

School-wide training in guided reading strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

January 2014

Evidence of Completion

Sign-in sheet

Facilitator:

Kathy Schaeffer

Participants:

teachers

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

Facilitator will visit classrooms to model and observe guided reading lessons, teachers discuss strategies at grade level and PLC meetings

Person or Persons Responsible

PD facilitator, teachers

Target Dates or Schedule

January and February 2014

Evidence of Completion

Lesson plans and observation, PLC and grade level minutes

Plan to Monitor Effectiveness of G1.B1.S3

Students will show learning gains throughout the year, as evidenced by data spreadsheets used at quarterly meetings.

Person or Persons Responsible

Data leadership team (administration, guidance counselor/PST chair, school psychologist, ESE support facilitation teachers), classroom teachers,

Target Dates or Schedule

Quarterly data meetings

Evidence of Completion

Data spreadsheet

G1.B2 Students who have poor attendance, many tardies, or early check-outs

G1.B2.S1 Phone calls made to parents of students who begin to show a pattern of absences, tardies, or early check-outs.

Action Step 1

Phone calls to parents of students with attendance issues

Person or Persons Responsible

Classroom teachers, Guidance Counselor, Administration, Social Worker

Target Dates or Schedule

As soon as a pattern is observed.

Evidence of Completion

Phone call records kept by teachers, counselor, administration, and social worker.

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

Attendance Browse. Attendance reports will be pulled after principal phone calls are made.

Person or Persons Responsible

Attendance Clerk, Principal

Target Dates or Schedule

Monthly Report

Evidence of Completion

Attendance Reports, Attendance telephone log

Plan to Monitor Effectiveness of G1.B2.S1

Student attendance will improve

Person or Persons Responsible

Principal, attendance clerk

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Browse

G1.B3 Student behaviors that interfere with learning

G1.B3.S1 School-Wide common language using Kovalik's life skills and life-long guidelines

Action Step 1

School wide use of Kovalik's life-long guidelines and life skills, including posters in the classrooms, student of the week, featured life skill

Person or Persons Responsible

All classroom teachers, administration, guidance counselor, staff

Target Dates or Schedule

Entire school year

Evidence of Completion

Posters displayed school-wide, life skill highlighted on morning news

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

Students will be recognized weekly for demonstrating life skills. Outstanding Bobcats are recognized with a monthly yard sign distribution, Pizza with the principal occurring quarterly (chosen from Bobcats of the week)

Person or Persons Responsible

Classroom teachers, principal, guidance counselor, assistant principal

Target Dates or Schedule

Weekly recognition; monthly yard signs; quarterly pizza

Evidence of Completion

Bobcat of the week sign-in sheet, certificate distribution, monthly distribution list

Plan to Monitor Effectiveness of G1.B3.S1

Students will demonstrate lifelong guidelines throughout the day in all areas of our school.

Person or Persons Responsible

Teachers, staff, students

Target Dates or Schedule

Daily

Evidence of Completion

Observation of students exhibiting life skills

G1.B3.S2 Positive Paws

Action Step 1

Recognition for students and classes that demonstrate life-long guidelines and life skills. Classes that reach 100 Paws will receive a class reward

Person or Persons Responsible

Paws will be given out by faculty and staff

Target Dates or Schedule

Year-long ongoing

Evidence of Completion

Paws

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

Classroom chart of Paws

Person or Persons Responsible

Classroom teachers, students

Target Dates or Schedule

Year-long

Evidence of Completion

Chart displayed in class

Plan to Monitor Effectiveness of G1.B3.S2

Increased adherence to classroom and school-wide rules and procedures

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Year-long

Evidence of Completion

Classroom behavior management system

G1.B3.S3 Why Try behavior motivation program

Action Step 1

Why Try is a motivational program for students who need assistance with motivation, goal setting, and positive school behavior

Person or Persons Responsible

Guidance Counselor and small groups of students

Target Dates or Schedule

Weekly. Small groups will meet weekly for 6-8 weeks.

Evidence of Completion

Guidance Counselor's lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Groups will meet weekly

Person or Persons Responsible

Guidance, Administration

Target Dates or Schedule

Year-long

Evidence of Completion

Guidance lesson plans and schedule

Plan to Monitor Effectiveness of G1.B3.S3

Increased adherence to classroom and school-wide rules and procedures

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Year-long

Evidence of Completion

Classroom behavior management system

G1.B4 Students who lack foundational skills needed for success at their current grade level

G1.B4.S1 Use PLC to create common formative assessments that are then used during Walk to Intervention to target specific skills that students need for success

Action Step 1

Professional Learning Communities meet to examine student data, create common formative assessments, and group students for walk to intervention.

Person or Persons Responsible

Classroom teachers, ESE teachers, and adminstration meet by grade level

Target Dates or Schedule

During scheduled PLC time

Evidence of Completion

PLC schedule, PLC minutes

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

Bi-weekly PLC meetings

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

Bi-weekly as scheduled

Evidence of Completion

PLC minutes

Plan to Monitor Effectiveness of G1.B4.S1

Students will show learning gains throughout the year, as evidenced by data spreadsheets used at quarterly meetings.

Person or Persons Responsible

Data leadership team (administration, guidance counselor/PST chair, school psychologist, ESE support facilitation teachers), classroom teachers

Target Dates or Schedule

Quarterly data meetings

Evidence of Completion

Data spreadsheet

G1.B4.S2 Hold quarterly data meetings to review student progress

Action Step 1

Quarterly data meetings

Person or Persons Responsible

Administration, resource teachers, school psychologist, guidance counselor, teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Completed data sheets

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

Quarterly data meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Data meeting schedule, data sheets

Plan to Monitor Effectiveness of G1.B4.S2

Students will show learning gains throughout the year, as evidenced by data spreadsheets used at quarterly meetings.

Person or Persons Responsible

Data leadership team (administration, guidance counselor/PST chair, school psychologist, ESE support facilitation teachers), classroom teachers

Target Dates or Schedule

Quarterly data meetings

Evidence of Completion

Data spreadsheet

G1.B5 Students and teachers who need clarification to understand what Hierarchy of Learning looks like at their own grade level

G1.B5.S1 Teachers will collaborate during grade level meetings and PLC meetings to plan for instruction and assessment using the Hierarchy of Learning.

Action Step 1

Teachers will collaborate to plan for instruction and assessment that aligns with the Hierarchy of Learning.

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

grade-level meetings, PLC meetings, faculty meetings, PD early release Wednesdays

Evidence of Completion

grade-level minutes, PLC minutes, faculty meeting agendas, PD agendas

Facilitator:

PLC leadership team, Common Core Leadership Team, Administration

Participants:

all faculty and adminstration

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

Teachers will work as teams to plan for instruction and assessment.

Person or Persons Responsible

Teachers, administration

Target Dates or Schedule

Year-long

Evidence of Completion

PLC and grade level minutes, Lesson plans

Plan to Monitor Effectiveness of G1.B5.S1

Students will show learning gains throughout the year, as evidenced by data spreadsheets used at quarterly meetings.

Person or Persons Responsible

Data leadership team (administration, guidance counselor/PST chair, school psychologist, ESE support facilitation teachers), classroom teachers

Target Dates or Schedule

Quarterly data meetings

Evidence of Completion

Data spreadsheet

G1.B5.S2 All teachers will have Bloom's Taxonomy posted in their classrooms.

Action Step 1

Bloom's Taxonomy Posters

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Posters on walls

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Bloom's posters

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

During walk-throughs

Evidence of Completion

Posters will be displayed in classrooms.

Plan to Monitor Effectiveness of G1.B5.S2

Students will show learning gains throughout the year, as evidenced by data spreadsheets used at quarterly meetings.

Person or Persons Responsible

Data leadership team (administration, guidance counselor/PST chair, school psychologist, ESE support facilitation teachers), classroom teachers

Target Dates or Schedule

Quarterly data meetings

Evidence of Completion

Data spreadsheet

G1.B5.S3 Provide professional books for teachers

Action Step 1

Professional books for teachers on Hierarchy of Learning

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

year-long

Evidence of Completion

Expenditure log showing purchase of books

Plan to Monitor Fidelity of Implementation of G1.B5.S3

Books will be made available for teachers, one copy per grade level

Person or Persons Responsible

Administration

Target Dates or Schedule

Year-long

Evidence of Completion

books

Plan to Monitor Effectiveness of G1.B5.S3

Students will show learning gains throughout the year, as evidenced by data spreadsheets used at quarterly meetings.

Person or Persons Responsible

Data leadership team (administration, guidance counselor/PST chair, school psychologist, ESE support facilitation teachers), classroom teachers

Target Dates or Schedule

Quarterly data meetings

Evidence of Completion

Data spreadsheet

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

N/A - Spruce Creek Elementary is not a Title I School.

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. Increase student achievement through the use of Hierarchy of Learning in classroom planning, instruction, assessment, student activities, and student learning.

G1.B1 Difficulty with managing and planning for small group instruction

G1.B1.S1 School-wide Kagan training will be offered to teachers.

PD Opportunity 1

Kagan Training in small group management

Facilitator

National Kagan trainers

Participants

Faculty, Administration, ISTOA

Target Dates or Schedule

October 2013 training

Evidence of Completion

Teacher sign-in sheet

G1.B1.S2 Daily 5 Book study for interested teachers

PD Opportunity 1

Professional reading and discussion of The Daily Five book

Facilitator

Carol Johnson

Participants

Interested teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Professional Development paperwork

G1.B1.S3 Professional Development on guided reading

PD Opportunity 1

School-wide training in guided reading strategies

Facilitator

Kathy Schaeffer

Participants

teachers

Target Dates or Schedule

January 2014

Evidence of Completion

Sign-in sheet

G1.B5 Students and teachers who need clarification to understand what Hierarchy of Learning looks like at their own grade level

G1.B5.S1 Teachers will collaborate during grade level meetings and PLC meetings to plan for instruction and assessment using the Hierarchy of Learning.

PD Opportunity 1

Teachers will collaborate to plan for instruction and assessment that aligns with the Hierarchy of Learning.

Facilitator

PLC leadership team, Common Core Leadership Team, Administration

Participants

all faculty and adminstration

Target Dates or Schedule

grade-level meetings, PLC meetings, faculty meetings, PD early release Wednesdays

Evidence of Completion

grade-level minutes, PLC minutes, faculty meeting agendas, PD agendas

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement through the use of Hierarchy of Learning in classroom planning, instruction, assessment, student activities, and student learning.	$7,735
	Total	$7,735

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Other	Personnel	Total
Fundraising money	$5,400	$0	$0	$0	$5,400
Extended Day Funds	$0	$485	$0	$0	$485
PTA funds	$0	$0	$50	$0	$50
Administrative Funds	$0	$0	$0	$1,300	$1,300
Fundraising Money	$0	$500	$0	$0	$500
Total	$5,400	$985	$50	$1,300	$7,735

Budget Details

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

G1. Increase student achievement through the use of Hierarchy of Learning in classroom planning, instruction, assessment, student activities, and student learning.

G1.B1 Difficulty with managing and planning for small group instruction

G1.B1.S1 School-wide Kagan training will be offered to teachers.

Action Step 1

Kagan Training in small group management

Resource Type

Evidence-Based Program

Resource

Payment to national trainers, Purchase of training materials for teachers

Funding Source

Fundraising money

Amount Needed

$5,400

G1.B1.S2 Daily 5 Book study for interested teachers

Action Step 1

Professional reading and discussion of The Daily Five book

Resource Type

Evidence-Based Materials

Resource

Purchase of 15 books

Funding Source

Extended Day Funds

Amount Needed

$485

G1.B1.S3 Professional Development on guided reading

Action Step 1

School-wide training in guided reading strategies

Resource Type

Evidence-Based Materials

Resource

Resource books for teachers

Funding Source

Fundraising Money

Amount Needed

$500

G1.B3 Student behaviors that interfere with learning

G1.B3.S2 Positive Paws

Action Step 1

Recognition for students and classes that demonstrate life-long guidelines and life skills. Classes that reach 100 Paws will receive a class reward

Resource Type

Other

Resource

Rewards - ice pop party

Funding Source

PTA funds

Amount Needed

$50

G1.B4 Students who lack foundational skills needed for success at their current grade level

G1.B4.S2 Hold quarterly data meetings to review student progress

Action Step 1

Quarterly data meetings

Resource Type

Personnel

Resource

Substitutes for 15 days

Funding Source

Administrative Funds

Amount Needed

$1,300