

Spruce Creek Elementary School



2014-15 School Improvement Plan

Spruce Creek Elementary School

642 TAYLOR RD, Port Orange, FL 32127

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

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

64%

Alternative/ESE Center

No

Charter School

No

Minority

21%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

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.

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, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We, the family of Spruce Creek Elementary, wish to excel at the on-going, ever-changing process of teaching and learning, guided by a caring heart, a gentle touch, and a thoughtful mind.

Provide the school's vision statement

School Belief Statements

We believe education is the shared responsibility of family, students, staff, and community.

We believe all members of our school family should be treated with dignity and respect.

We believe positive communication among students, parents, teachers, and staff is the key to a successful school.

We believe learning is a dynamic lifelong process.

We believe all individuals have a right to a safe and secure environment where trust, caring, encouragement, and support prevail.

We believe in the celebration of our success.

School Environment

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

We provide many opportunities for families and parents to get together, including meet the teacher, open house, spooky story night, game night, and museum night. Teachers complete "All About Me" activities in the beginning of the year to get to know their students better.

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

The fifth grade safety patrols help monitor all school areas in the morning and afternoon and serve as mentors to the younger children. There are "waiting areas" that are supervised every morning for children who come early, with teachers on duty. We provide after school care for students. This year Spruce Creek Elementary will participate in Rachel's Challenge, an anti-bullying initiative that promotes pro-kindness; changing the world one kindness at a time.

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

To promote anti-bullying and kindness, the school will be promoting "bucket-filling" behaviors. All faculty and staff use "Give Me 5" to get students' attention. Teachers have been trained in CHAMPS behavior expectations. Audio enhancement is a part of every classroom and is used as appropriate.

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 guidance counselor will provide monthly lessons to all grade level classes, including anti-bullying and conflict resolution. Small guidance groups will be formed based upon teacher recommendations. A mentoring partnership has been formed with Port Orange Church of Christ. The school

psychologist, social worker, behavior specialist, and counselor collaborate to address individual social-emotional needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The early warning system includes attendance, retention, ESE students, discipline referrals, FCAT level 1 students, suspensions, and students who are over age. Students who have at least 3 of these markers are identified.

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	4	9	7	20

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

Social worker involvement, PST process, walk to intervention, PLC, ESE services, intervention groups, collaboration with ESE teachers, parent conferences, guidance groups, student contracts, positive reward systems, Rachel's Challenge, attendance phone calls

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The school website and monthly newsletter provide current information about school activities and the mission and vision. Evening events such as Open House, Game Night, and Holiday Concert promote involvement of parents who are unavailable during the day. Teachers hold parent conferences with every child's family. Interim reports and report cards are sent home at scheduled times. The school is involved in the Port Orange parade and Port Orange Family Days. The PTA has been restructured, encouraging involvement in many different areas. Parent volunteers are encouraged to participate in school events.

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

We have a school business partner coordinator who reaches out to local businesses to coordinate ways for them to be involved in our school. A business partner is on the School Advisory Committee. Community leaders come to the school to read to students. Business partners are recognized in our monthly newsletter and at our VIPS brunch celebration. Personalized thank-you notes are delivered to business donors. Business partners are also recognized through our key communicator newsletter.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Hazel, Rachel	Principal
Polite, Angela	Assistant Principal
Campbell, Monica	Instructional Coach

Duties

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

The school-based leadership team identifies school based needs and resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g. Problem Solving Team, PLC, Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work.

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

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Christina Call	Parent
Mary Casel	Parent
Leslie Castillo-Solis	Parent
Corinne DeArakal	Teacher
Kelly Delameter	Parent
Kimberly Dillon	Parent
Kim Doroba	Parent
Connor Fagerstrom	Student
Emily Fagerstrom	Parent
Annamarie Garcia	Parent
Kristin Gino	Education Support Employee
Kelly McKenney	Parent
Amber Morgan	Teacher
Heather Prince	Parent
Amy Richardson	Teacher
Corie Rosado	Parent
Ann Sager	Education Support Employee
Melissa Smith	Parent
Jeff Chadwell	Business/Community
Rachel Hazel	Principal
Angela Polite	Principal
Karen Weinrich	Teacher
Kimberly Weslar	Teacher

Duties

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

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 took the faculty through this process and shared the results with the School Advisory Council.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

The annual budget and plan are shared for input and discussion at SAC meetings. Updates on school spending and budget are shared at monthly SAC meetings.

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

Last year the school had no available school improvement funds.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hazel, Rachel	Principal
Polite, Angela	Assistant Principal
Campbell, Monica	Instructional Coach
Weslar, Kim	Teacher, K-12
Jacobsen, Dana	Teacher, K-12
Johnson, Carol	Teacher, K-12
White, Kim	Teacher, K-12
Ryan, Kathy	Teacher, K-12
Gass, Dave	Teacher, K-12
Richardson, Amy	Teacher, ESE
Mattila, Beverly	Instructional Technology
Kelly, Kathy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Common Planning time, Professional Learning Communities (PLC's), and academic coaching, are critical practices to help build collaborative and positive working relationships between teachers. PLC's allow teachers to regularly review formative assessment data and plan for and adjust their instruction accordingly. Teachers are encouraged and supported to work together on common goals with clear objectives and to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. The use of an academic coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process.

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

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. Rachel Hazel, 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.

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

We currently have one first year teacher, who is supported by a team which includes the Kindergarten grade chair, the academic coach, the Principal, the Assistant Principal and a PAR mentor provided by the district. These mentors were chosen because they are highly effective and can provide effective support.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All Volusia County public elementary schools meet state requirements. At the elementary level, the district leads teacher teams to create curriculum maps and resources for all subject areas that are aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in all subject areas. The academic coach provides training and support for teachers in available instructional materials.

Instructional Strategies

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

This year's district-wide Professional Development is focused on differentiated instruction, which meets the needs of diverse learners. An intervention teacher provides extra services to grades 3, 4, and 5 in the area of writing. Teachers use PLC times to review formative and summative assessment

data and adjust instruction accordingly and provide different instructional strategies. Quarterly data chats monitor student achievement and target students on the early warning systems.

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: Summer Program

Minutes added to school year: 4,800

Summer reading camp is offered to students who qualify based on standardized test scores.

Strategy Rationale

Some students need extra instructional support throughout the summer in order to acquire skills necessary for promotion to the next grade.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hazel, Rachel, rbhazel@volusia.k12.fl.us

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

Students will take a post-test upon completion and/or complete a portfolio of work.

Strategy: After School Program

Minutes added to school year: 1,000

The extended day after school program will provide tutoring for students with academic needs, as determined by classroom teacher recommendation.

Strategy Rationale

Some students need extra practice to help master the core curriculum.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hazel, Rachel, rbhazel@volusia.k12.fl.us

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

Formative and summative evaluations

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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.
- Fifth grade students preparing for middle school take a field trip to visit their school, organized by the guidance counselor and classroom teachers. Guidance counselors from the middle school visit our school to talk about placement for the next school year. Classroom teachers are involved in recommendations for appropriate sixth grade classes.

College and Career Readiness

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

N/A This section is required for secondary schools, per Sections 1003.413(2)(g),(h), and (j) and 1008.37(4), F.S

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

N/A This section is required for secondary schools, per Sections 1003.413(2)(g),(h), and (j) and 1008.37(4), F.S

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

N/A This section is required for secondary schools, per Sections 1003.413(2)(g),(h), and (j) and 1008.37(4), F.S

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

N/A This section is required for secondary schools, per Sections 1003.413(2)(g),(h), and (j) and 1008.37(4), F.S

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Teachers will implement quality core instruction with fidelity based on Florida Standards.

Strategic Goals Detail

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

G1. Teachers will implement quality core instruction with fidelity based on Florida Standards. 1a

G045276

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	55.0

Resources Available to Support the Goal 2

- Academic Coach
- Intervention teacher in intermediate grades
- SIPPS program and toolkit
- ELA formative and summative assessments and data tracking binders
- Math formative and summative assessments and data tracking binders
- Curriculum maps
- District PD opportunities
- After school program

Targeted Barriers to Achieving the Goal 3

- Time for understanding Florida Standards and aligning resources
- Difficulty in keeping all students actively engaged throughout the school day

Plan to Monitor Progress Toward G1. 8

Volusia Literacy Test

Person Responsible

Monica Campbell

Schedule

Quarterly, from 9/15/2014 to 5/1/2015

Evidence of Completion

Scores from the Volusia Literacy Test

Plan to Monitor Progress Toward G1. 8

Grade levels will use Common Formative Assessments

Person Responsible

Monica Campbell

Schedule

Quarterly, from 9/15/2014 to 5/1/2015

Evidence of Completion

Common Formative Assessment data

Plan to Monitor Progress Toward G1. 8

Write Score will provide specific student feedback.

Person Responsible

Schedule

Semiannually, from 10/1/2014 to 5/1/2015

Evidence of Completion

Write Score Data

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will implement quality core instruction with fidelity based on Florida Standards. **1**

 G045276

G1.B6 Time for understanding Florida Standards and aligning resources **2**

 B111763

G1.B6.S1 Use PLC time to unpack the standards at each grade level, using the curriculum maps to determine available resources and assessments to go with the standards. Teachers will work together each quarter to thoroughly understand the upcoming standards and plan together for instruction. **4**

 S123261

Strategy Rationale

The understanding of the standards will increase student achievement.

Action Step 1 **5**

All faculty will participate in PLC a minimum of two times per month.

Person Responsible

Monica Campbell

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

PLC minutes and PLC calendar

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

At PLC meetings, attendance will be taken, minutes will be recorded and posted on the shared drive.

Person Responsible

Rachel Hazel

Schedule

Biweekly, from 9/16/2014 to 5/29/2015

Evidence of Completion

PLC minutes

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

Increase in quality of implementation of the Florida Standards

Person Responsible

Rachel Hazel


Schedule

Quarterly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Walk-throughs, lesson plans, and coaching

G1.B6.S2 Teachers will use differentiated instruction throughout all subject areas, as planned during PLC time and supported by district PD. 4

 S123262

Strategy Rationale

Differentiated instruction will help all students make learning gains.

Action Step 1 5

Teachers will participate in professional development in differentiated instruction.

Person Responsible

Monica Campbell

Schedule

Monthly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Lesson plans and PLC minutes will show evidence of differentiated instruction

Person Responsible

Rachel Hazel

Schedule

Quarterly, from 9/10/2014 to 5/29/2015

Evidence of Completion

PLC minutes and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Students will demonstrate proficiency of the Florida Standards

Person Responsible

Rachel Hazel

Schedule

Quarterly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Formative and summative assessments

G1.B6.S3 Through the use of the coaching model, teachers will have support and feedback on the implementation of the Florida Standards 4

 S127446

Strategy Rationale

Actively monitoring the Florida Standards will ensure that they are implemented with fidelity.

Action Step 1 5

Through the use of the academic coach and grade chairs, teachers will receive modeling, coaching, feedback, and support as they implement the Florida Standards

Person Responsible

Monica Campbell

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Coaching schedules, PLC minutes, grade chair minutes, lesson plans, VSET data

Plan to Monitor Fidelity of Implementation of G1.B6.S3 6

Observations

Person Responsible

Rachel Hazel

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

VSET, lesson plans, schedules

Plan to Monitor Effectiveness of Implementation of G1.B6.S3 7

Feedback will be solicited from teachers

Person Responsible

Rachel Hazel

Schedule

Semiannually, from 9/15/2014 to 5/29/2015

Evidence of Completion

Surveys

G1.B6.S4 Teachers will post learning targets in their classrooms. 4

S127608

Strategy Rationale

Visual targets keep students and teachers focused on implementation of the Florida Standards.

Action Step 1 5

Teachers will develop a thorough understanding of the impact of posting learning targets daily.

Person Responsible

Rachel Hazel

Schedule

Quarterly, from 9/15/2014 to 5/1/2015

Evidence of Completion

walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B6.S4 6

Teachers will have learning targets posted.

Person Responsible

Rachel Hazel

Schedule

Quarterly, from 9/15/2014 to 5/1/2015

Evidence of Completion

walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B6.S4 7

Students will be able to articulate their learning focus.

Person Responsible

Rachel Hazel

Schedule

Quarterly, from 9/15/2014 to 5/1/2015

Evidence of Completion

Walk-throughs

G1.B6.S5 Teachers will use Eduphoria to analyze assessment data (aware), share lesson plans/unit design (forethought), and submit forms (formspace). 4

 S127612

Strategy Rationale

The use of Eduphoria will help teachers gather resources and plans, as well as monitor student data.

Action Step 1 5

Provide Technical Assistance support sessions in the use of Eduphoria

Person Responsible

Monica Campbell

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Technical Assistance minutes/agenda

Plan to Monitor Fidelity of Implementation of G1.B6.S5 6

PLC meetings will discuss implementation of Eduphoria

Person Responsible

Monica Campbell

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Assessment data, lesson plans, reports

Plan to Monitor Effectiveness of Implementation of G1.B6.S5 7

Student academic proficiency will increase.

Person Responsible

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Summative and formative data

G1.B10 Difficulty in keeping all students actively engaged throughout the school day 2

 B111773

G1.B10.S1 Teachers will use Kagan structures within the classroom. 4

 S127449

Strategy Rationale

Kagan structures increase active engagement.

Action Step 1 5

Kagan strategies will be utilized within faculty presentations.

Person Responsible

Monica Campbell

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Agendas

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Teachers will implement Kagan strategies that were presented at faculty meetings.

Person Responsible

Rachel Hazel

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Data chats

Person Responsible

Rachel Hazel

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Increase in student achievement on formative and summative assessments

G1.B10.S2 3-5 teachers will use the Write Score assessment and lesson planning tools. 4

 S127450

Strategy Rationale

Specially designed lessons will increase student engagement.

Action Step 1 5

Teachers will use the Write Score assessment to provide specific feedback for each student, and lessons plans that address student needs

Person Responsible

Monica Campbell

Schedule

Semiannually, from 10/1/2014 to 2/2/2015

Evidence of Completion

Write Score data

Plan to Monitor Fidelity of Implementation of G1.B10.S2 6

Write Score will provide feedback, lesson planning, and remediation

Person Responsible

Monica Campbell

Schedule

Semiannually, from 10/1/2014 to 2/2/2015

Evidence of Completion

Write Score Reports

Plan to Monitor Effectiveness of Implementation of G1.B10.S2 7

Examination of data at PLC meetings

Person Responsible

Monica Campbell


Schedule

Semiannually, from 10/1/2014 to 2/2/2015

Evidence of Completion

Increased formative and summative writing scores

G1.B10.S3 K-2 teachers will use iPads to implement lessons. 4

 S127454

Strategy Rationale

Access to various digital resources increase student engagement.

Action Step 1 5

K-2 general education teachers will incorporate iPads into classroom instruction

Person Responsible

Rachel Hazel

Schedule

Weekly, from 10/7/2014 to 5/1/2015

Evidence of Completion

Lesson plans and walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B10.S3 6

PLC meetings will include discussion of iPad implementation.

Person Responsible

Rachel Hazel

Schedule

On 5/29/2015

Evidence of Completion

Lesson plans and walk-throughs, PLC agendas

Plan to Monitor Effectiveness of Implementation of G1.B10.S3 7

Student engagement will increase student performance

Person Responsible

Rachel Hazel

Schedule

Quarterly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Increase in student performance on formative and summative assessments

G1.B10.S4 The entire school population will participate in Rachel's Challenge activities. 4

 S127669

Strategy Rationale

Students who feel safe and cared-for will be more actively engaged.

Action Step 1 5

Creating a chain reaction of kindness and positivity through bucket filling

Person Responsible

Tina Howard

Schedule

Monthly, from 10/2/2014 to 5/29/2015

Evidence of Completion

Buckets and chains

Plan to Monitor Fidelity of Implementation of G1.B10.S4 6

Faculty and staff will promote kindness within the school community through the filling of "buckets."

Person Responsible

Tina Howard

Schedule

Monthly, from 10/2/2014 to 5/1/2015

Evidence of Completion

buckets and chains

Plan to Monitor Effectiveness of Implementation of G1.B10.S4 7

Less student referrals

Person Responsible

Angela Polite

Schedule

On 5/29/2015

Evidence of Completion

Student referral data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.A1	All faculty will participate in PLC a minimum of two times per month.	Campbell, Monica	9/8/2014	PLC minutes and PLC calendar	5/29/2015 biweekly
G1.B6.S2.A1	Teachers will participate in professional development in differentiated instruction.	Campbell, Monica	9/10/2014	Sign-in sheets	5/29/2015 monthly
G1.B6.S3.A1	Through the use of the academic coach and grade chairs, teachers will receive modeling, coaching, feedback, and support as they implement the Florida Standards	Campbell, Monica	9/15/2014	Coaching schedules, PLC minutes, grade chair minutes, lesson plans, VSET data	5/29/2015 biweekly
G1.B10.S1.A1	Kagan strategies will be utilized within faculty presentations.	Campbell, Monica	9/15/2014	Agendas	5/29/2015 monthly
G1.B10.S2.A1	Teachers will use the Write Score assessment to provide specific	Campbell, Monica	10/1/2014	Write Score data	2/2/2015 semiannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	feedback for each student, and lessons plans that address student needs				
G1.B10.S3.A1	K-2 general education teachers will incorporate iPads into classroom instruction	Hazel, Rachel	10/7/2014	Lesson plans and walk-throughs	5/1/2015 weekly
G1.B6.S5.A1	Provide Technical Assistance support sessions in the use of Eduphoria	Campbell, Monica	9/15/2014	Technical Assistance minutes/agenda	5/29/2015 quarterly
G1.B6.S4.A1	Teachers will develop a thorough understanding of the impact of posting learning targets daily.	Hazel, Rachel	9/15/2014	walk-throughs	5/1/2015 quarterly
G1.B10.S4.A1	Creating a chain reaction of kindness and positivity through bucket filling	Howard, Tina	10/2/2014	Buckets and chains	5/29/2015 monthly
G1.MA1	Volusia Literacy Test	Campbell, Monica	9/15/2014	Scores from the Volusia Literacy Test	5/1/2015 quarterly
G1.MA2	Grade levels will use Common Formative Assessments	Campbell, Monica	9/15/2014	Common Formative Assessment data	5/1/2015 quarterly
G1.MA3	Write Score will provide specific student feedback.		10/1/2014	Write Score Data	5/1/2015 semiannually
G1.B6.S1.MA1	Increase in quality of implementation of the Florida Standards	Hazel, Rachel	9/16/2014	Walk-throughs, lesson plans, and coaching	5/29/2015 quarterly
G1.B6.S1.MA1	At PLC meetings, attendance will be taken, minutes will be recorded and posted on the shared drive.	Hazel, Rachel	9/16/2014	PLC minutes	5/29/2015 biweekly
G1.B10.S1.MA1	Data chats	Hazel, Rachel	9/15/2014	Increase in student achievement on formative and summative assessments	5/29/2015 quarterly
G1.B10.S1.MA1	Teachers will implement Kagan strategies that were presented at faculty meetings.	Hazel, Rachel	9/15/2014	Lesson plans	5/29/2015 quarterly
G1.B6.S2.MA1	Students will demonstrate proficiency of the Florida Standards	Hazel, Rachel	9/10/2014	Formative and summative assessments	5/29/2015 quarterly
G1.B6.S2.MA1	Lesson plans and PLC minutes will show evidence of differentiated instruction	Hazel, Rachel	9/10/2014	PLC minutes and lesson plans	5/29/2015 quarterly
G1.B10.S2.MA1	Examination of data at PLC meetings	Campbell, Monica	10/1/2014	Increased formative and summative writing scores	2/2/2015 semiannually
G1.B10.S2.MA1	Write Score will provide feedback, lesson planning, and remediation	Campbell, Monica	10/1/2014	Write Score Reports	2/2/2015 semiannually
G1.B6.S3.MA1	Feedback will be solicited from teachers	Hazel, Rachel	9/15/2014	Surveys	5/29/2015 semiannually
G1.B6.S3.MA1	Observations	Hazel, Rachel	9/15/2014	VSET, lesson plans, schedules	5/29/2015 quarterly
G1.B10.S3.MA1	Student engagement will increase student performance	Hazel, Rachel	10/1/2014	Increase in student performance on formative and summative assessments	5/1/2015 quarterly
G1.B10.S3.MA1	PLC meetings will include discussion of iPad implementation.	Hazel, Rachel	10/7/2014	Lesson plans and walk-throughs, PLC agendas	5/29/2015 one-time
G1.B6.S4.MA1	Students will be able to articulate their learning focus.	Hazel, Rachel	9/15/2014	Walk-throughs	5/1/2015 quarterly
G1.B6.S4.MA1	Teachers will have learning targets posted.	Hazel, Rachel	9/15/2014	walk-throughs	5/1/2015 quarterly
G1.B10.S4.MA1	Less student referrals	Polite, Angela	10/2/2014	Student referral data	5/29/2015 one-time
G1.B10.S4.MA1	Faculty and staff will promote kindness within the school community through the filling of "buckets."	Howard, Tina	10/2/2014	buckets and chains	5/1/2015 monthly
G1.B6.S5.MA1	Student academic proficiency will increase.		9/15/2014	Summative and formative data	5/29/2015 quarterly
G1.B6.S5.MA1	PLC meetings will discuss implementation of Eduphoria	Campbell, Monica	9/15/2014	Assessment data, lesson plans, reports	5/29/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will implement quality core instruction with fidelity based on Florida Standards.

G1.B6 Time for understanding Florida Standards and aligning resources

G1.B6.S2 Teachers will use differentiated instruction throughout all subject areas, as planned during PLC time and supported by district PD.

PD Opportunity 1

Teachers will participate in professional development in differentiated instruction.

Facilitator

Monica Campbell

Participants

all faculty

Schedule

Monthly, from 9/10/2014 to 5/29/2015

Technical Assistance Items

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

G1. Teachers will implement quality core instruction with fidelity based on Florida Standards.

G1.B6 Time for understanding Florida Standards and aligning resources

G1.B6.S5 Teachers will use Eduphoria to analyze assessment data (aware), share lesson plans/unit design (forethought), and submit forms (formspace).

PD Opportunity 1

Provide Technical Assistance support sessions in the use of Eduphoria

Facilitator

Monica Campbell

Participants

all teachers

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

G1.B10 Difficulty in keeping all students actively engaged throughout the school day

G1.B10.S2 3-5 teachers will use the Write Score assessment and lesson planning tools.

PD Opportunity 1

Teachers will use the Write Score assessment to provide specific feedback for each student, and lessons plans that address student needs

Facilitator

Monica Campbell; technology committee

Participants

3-5 teachers

Schedule

Semiannually, from 10/1/2014 to 2/2/2015

G1.B10.S3 K-2 teachers will use iPads to implement lessons.

PD Opportunity 1

K-2 general education teachers will incorporate iPads into classroom instruction

Facilitator

Technology Committee

Participants

K-2 General Education Teachers

Schedule

Weekly, from 10/7/2014 to 5/1/2015

Budget Rollup

Summary

Description	Total
Goal 1: Teachers will implement quality core instruction with fidelity based on Florida Standards.	13,000
Grand Total	13,000

Goal 1: Teachers will implement quality core instruction with fidelity based on Florida Standards.

Description	Source	Total
B10.S2.A1	School Improvement Funds	3,400
B10.S3.A1	School Improvement Funds	6,600
B10.S3.A1 - Administrative and/or extended day funds	Other	3,000
Total Goal 1		13,000