



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Debary Elementary School

88 W Highbanks Rd

Debary, FL 32713

386-668-3530

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

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
42%

Alternative/ESE Center
No

Charter School
No

Minority Rate
19%

School Grades History

2013-14
A

2012-13
B

2011-12
A

2010-11
A

2009-10
B

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Debary Elementary School

Principal

Alisa Fedigan

School Advisory Council chair

Lisa St. John

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

Name	Title
Sara Schnell	Assistant Principal
Nicole O'Quinn	Intermediate Teacher
Leah Miller	Intermediate Teacher
Lori Knapp	Primary Teacher
Leigh Langton	Primary Teacher
Melissa Parker	Primary Teacher
Crystal Franklin	Primary Teacher
Shari Hazelton	Guidance Counselor
Cheryl Hobbs	ESE Teacher
Shanda Nation	ESE Teacher
Alisa Fedigan	Principal

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

The School Advisory Council at DeBary Elementary School is comprised of various stakeholders of parents, teachers, support staff, and community members. The 2013-2014 SAC is currently made up of 4 parents, 1 support staff, 5 teachers, and 5 community members. Teacher, Lisa St. John is the SAC Chairperson, and Mrs. Roland is a member of the African-American Advisory Council.

Involvement of the SAC in the development of the SIP

The SAC members reviewed school FCAT results and other assessment data at the September 2013 meeting. Areas of focus were identified and discussed and commendations and recommendations were presented by members of the SAC. During the October SAC 2013 meeting, the committee reviewed the goals and targets of the SAC plan and approved the plan put forward.

Activities of the SAC for the upcoming school year

The SAC committee will review the schools' academic area of focus for the year and the strategies and progress toward the identified goals. The SAC committee will gain knowledge about new programs and instructional strategies being used within the school and district to drive decisions made by the School Advisory Council.

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

Currently no SAC funds have been allocated to support school-based projects. The current SAC fund balance is \$147.00 to be used toward instructional programs.

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

N/A

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:

Alisa Fedigan

Principal

Years as Administrator: 11

Years at Current School: 2

Credentials

Degrees:
 BS Elementary Art Education
 M.Ed. Educational Leadership
 Certifications:
 K-12 Art Education
 Educational Leadership
 School Principal

Performance Record

2013- B School,(64%R/ 62%M; 58%R/63%M; 45%R/52%M*)
 2012- A School,(71%R/71%M; 70%R/80%M;69%R/69%M*)
 2011- A School, AYP 100% (85% R/87%M;88%R/89%M;91%R/92M*)
 2010- A School, AYP 100% (89% R/88%M;72%R/75%M;74%R/75%M)*
 2009- A School, AYP 97% (86%R/81%M;73%R/76%M;69%R/73%M)*
 2008- A School, AYP 97% (93%R/81%M;77%R/59%M; 70%R/53%M)*
 2007- A School, AYP 100% (88%R/90%M;70%R/75%M; 60%R/73%M)*
 2006- A School, AYP 97% (85%R/86%M;70%R/67%M; 53%R/63%M)*
 2005- B School, AYP 95% (80%R/70%M;59%R/65%M; 51% R/-M)*
 2004- A School, AYP 100% (85%R/73%M;2%R/68%M; 65%R/-M)*
 2003- A School, AYP 93% (83%R/69%M;73%R/72%M;72%R/-M)*
 *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
 Prior to 2007: Based on the Volusia County District evaluation system then in place, Mrs. Fedigan either met or exceeded the 12 competencies required for administrators.

Sara Schnell

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

Degrees:
 B.S. Exceptional Student Education
 M.A. Humanities and Social Science
 Ed.S. Educational Leadership
 Certifications:
 Elementary ESE K-12
 Educational Leadership

Performance Record

No Record

Classroom Teachers

of classroom teachers

55

receiving effective rating or higher

53, 96%

Highly Qualified Teachers

100%

certified in-field

55, 100%

ESOL endorsed

30, 55%

reading endorsed

7, 13%

with advanced degrees

24, 44%

National Board Certified

3, 5%

first-year teachers

2, 4%

with 1-5 years of experience

14, 25%

with 6-14 years of experience

25, 45%

with 15 or more years of experience

16, 29%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 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

1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits)-Administration
1. Leadership Opportunities-Administration
2. Professional Development- Administration
3. PLC Activities- PLC
4. Participation in District Job Fair and Recruitment Activities- Administration

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

Collaborative Coaching and Lesson Planning. Teachers identified for mentoring are paired with an experienced teacher from that grade level to develop effective lesson plans and observe and discuss instruction. Mentoring programs are provided to teachers new to teaching and new to DeBary Elementary. New teachers participate in the E3 program. This is a district supported program for beginning teachers which provides mentoring and training specific to new teacher needs. Beginning teachers are also paired with a Peer Assistance and Review Teacher. This teacher observes classroom instruction and provides feedback and guidance to the beginning teacher for their deliberate practice plan.

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 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: 5,280**

Identified students will attend district sponsored summer programs in grade 3 reading camp and ESOL to enrich and extend learning in the core academic area of reading.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected by summer school staff.

Who is responsible for monitoring implementation of this strategy?

District program specialist monitor the data of all summer programs.

Strategy: Before or After School Program**Minutes added to school year: 1,200**

Identified students will participate in after school ELL tutoring.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected through pre and post tests to determine the effectiveness of the ELL tutoring instruction.

Who is responsible for monitoring implementation of this strategy?

Administration and instructional staff.

Strategy: Before or After School Program

Minutes added to school year: 600

Identified students will participate in after school science tutoring.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Data is collected through pre and post tests to determine the effectiveness of the science tutoring program.

Who is responsible for monitoring implementation of this strategy?

Administration and instructional staff

Literacy Leadership Team (LLT)

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

Name	Title
Alisa Fedigan	Principal
Sara Schnell	Assistant Principal
Crystal Franklin	Primary Teacher
Melissa Parker	Primary Teacher
Leigh Langton	Primary Teacher
Lori Knapp	Primary Teacher
Leah Miller	Intermediate Teacher
Nicole O'Quinn	Intermediate Teacher
Becca Raysin	Media Specialist

How the school-based LLT functions

The Literacy Leadership Team Monthly meets monthly to plan, review, and evaluate effectiveness with additional support from district curriculum specialists as needed. The curriculum chairs will provide information about core instruction and intervention needs of their students. They will facilitate the flow of information between the LLT, faculty and staff. Information will be shared at grade level team meetings. The Curriculum Chairs, Reading Counts Contact and Media Specialist will provide current research based strategies, initiatives and information to the LLT. School Administration will facilitate the meetings, the distribution and coordination of information between school, parents and community.

Major initiatives of the LLT

The major initiatives of the LLT are analyzing student performance data, communicating the school wide focus, professional development and Common Core implementation.

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	73%	64%	No	76%
American Indian				
Asian				
Black/African American	50%	33%	No	55%
Hispanic	72%	63%	No	75%
White	75%	64%	No	78%
English language learners	55%	31%	No	60%
Students with disabilities	51%	24%	No	56%
Economically disadvantaged	69%	53%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	26%	32%
Students scoring at or above Achievement Level 4	145	38%	44%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	138	55%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	28	43%	51%

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)	14	41%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		26%

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	63	53%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	74%	62%	No	77%
American Indian				
Asian				
Black/African American	39%	0%	No	45%
Hispanic	71%	52%	No	74%
White	78%	64%	No	80%
English language learners	43%	14%	No	48%
Students with disabilities	46%	20%	No	51%
Economically disadvantaged	66%	46%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	120	31%	39%
Students scoring at or above Achievement Level 4	115	30%	38%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	151	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	31	48%	55%

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	31	23%	26%
Students scoring at or above Achievement Level 4	55	40%	44%

Florida Alternate Assessment (FAA)

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

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)	2		5
Participation in STEM-related experiences provided for students	280	36%	50%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	17	3%	1%
Students who are not proficient in reading by third grade	50	37%	18%
Students who receive two or more behavior referrals	43	5%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	45	5%	2%

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

Maintain Five Star School status by continuing consistent parent involvement at all school functions and parent/teacher conferences through the use of effective communication. Continue to offer monthly PTA family events during the day and evening hours.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Muffins for Mom	150	19%	25%
Donuts for Dad	150	19%	25%
Fall Hoedown	200	26%	30%
Science Night	90	12%	20%
Literacy Night	15	1%	20%
Walk to School Day	100	13%	20%
Open House	550	71%	85%
Spring Carnival	250	32%	50%

Goals Summary

- G1.** DeBary Elementary's focus will be to increase student achievement by utilizing effective teaching instruction aligned to the standards through the use of high effect size strategies (close reads, higher order questioning, and the gradual release model).

Goals Detail

G1. DeBary Elementary's focus will be to increase student achievement by utilizing effective teaching instruction aligned to the standards through the use of high effect size strategies (close reads, higher order questioning, and the gradual release model).

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Curriculum maps
- Professional library
- Common Core Index B
- Availability of instructional resources
- Instructional Support Teacher on Assignment
- Increased use of technology
- Professional Development Days
- Early Release Professional Development Days
- Professional Learning Communities

Targeted Barriers to Achieving the Goal

- Teachers utilization of high effect size strategies

Plan to Monitor Progress Toward the Goal

Data will be collected through teacher observation, review of lesson planning, and professional learning implementation and evaluation guide.

Person or Persons Responsible

Curriculum Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Evidence will be collected through the use of observation data and professional development points/ log.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. DeBary Elementary's focus will be to increase student achievement by utilizing effective teaching instruction aligned to the standards through the use of high effect size strategies (close reads, higher order questioning, and the gradual release model).

G1.B2 Teachers utilization of high effect size strategies

G1.B2.S1 To provide professional development on high effect size strategies (close reads, higher order questioning, and gradual release) and their impact on student achievement.

Action Step 1

To provide training and coaching to teachers in High Effect Size Strategies (close reads, higher order questioning, and gradual release).

Person or Persons Responsible

Administration and Instructional Support Teacher on Assignment

Target Dates or Schedule

Training will take place monthly and coaching will be on-going monthly.

Evidence of Completion

Evidence of monthly trainings, weekly curriculum meetings, and coaching will be directed based on administrative observation.

Facilitator:

Administration, Instructional Support Teacher on Assignment

Participants:

Instructional Staff

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

Administrative walk-throughs and review of lesson planning will take place to document use of close reads, gradual release and DOK higher order questioning during the ELA and math block.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through, observation data, lesson plans.

Plan to Monitor Effectiveness of G1.B2.S1

Monthly writing prompts and district interim assessments.

Person or Persons Responsible

Curriculum Leadership Team

Target Dates or Schedule

Approximately every 4-5 weeks depending on grade level requirements.

Evidence of Completion

Scantron Achievement Series and Pinnacle Gradebook.

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. DeBary Elementary's focus will be to increase student achievement by utilizing effective teaching instruction aligned to the standards through the use of high effect size strategies (close reads, higher order questioning, and the gradual release model).

G1.B2 Teachers utilization of high effect size strategies

G1.B2.S1 To provide professional development on high effect size strategies (close reads, higher order questioning, and gradual release) and their impact on student achievement.

PD Opportunity 1

To provide training and coaching to teachers in High Effect Size Strategies (close reads, higher order questioning, and gradual release).

Facilitator

Administration, Instructional Support Teacher on Assignment

Participants

Instructional Staff

Target Dates or Schedule

Training will take place monthly and coaching will be on-going monthly.

Evidence of Completion

Evidence of monthly trainings, weekly curriculum meetings, and coaching will be directed based on administrative observation.