Turie T. Small Elementary School

2015-16 School Improvement Plan

Turie T. Small Elementary School

800 SOUTH ST, Daytona Beach, FL 32114

http://myvolusiaschools.org/school/turietsmall/pages/default.aspx

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	97%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	91%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	B	B

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

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.

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 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

The Turie T. Small Elementary family will create an academic, safe, and respectful environment to ensure our children will learn and reach their full potential to compete in our global society.

Provide the school's vision statement

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

School Environment

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

Many of our faculty and staff members have been trained on Ruby Payne's "A Framework for Understanding Poverty" and her work on the culture of poverty and its relation to education. we will continue to follow the work of Ruby Payne to support cultures and build relationships between teachers and students. We have used several strategies obtained through the training to integrate into our school day. The culture of our students includes building success through working in group settings. Students are seated in groups to participate in discussions (Kagan Structures) and students work together to problem solve.

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

Before school we provide breakfast to make sure our students are prepared for the school day. Teachers take turns doing morning duties around the school to make sure our students get to their destination safely and efficiently. During the school day, teachers integrate technology throughout the school day allowing all students to have a voice in the classroom (Classroom Response systems, computer based learning); and implementing small group instruction in all areas of the curriculum gives our students the opportunity to feel safe, respected, and valued. After school, Turie T. Small offers extended day programs to help our high-risk students succeed academically. We offer several programs: Kids Zone (within the 21st Century Grant), Star Tutoring, Y Reads from our YMCA, and Leisure Services. Each program is dedicated to the whole child experience (homework, building background knowledge through a variety of experiences, both on and off campus) and the general well-being of our student body. In addition, we offer afternoon supervision for car riders.

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

The processes and procedures of the school-based Behavior Leadership Team (BLT) are based upon the school behavioral data and are implicitly taught and reinforced throughout the year. Membership of the BLT is inclusive of all areas (core instruction, school-way cafe, special area, and administration). Our school has recently become a PBS (Positive Behavioral Supports) school. We are learning about the PBS process and implementing strategies with the support of District PBS Initiative Specialists. Student Services personnel help to design targeted supports when need as

indicated by school data. Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and within the school day student misconduct being handled immediately with minimal interruption to instruction.

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

Classroom teachers work to create an emotionally and physically safe environment for students within their classrooms. Communication strategies are modeled and practiced in order for all students' voices to be heard. Morning meetings, team building activities, and the frequent review of rules and procedures help students to feel like valuable and informed members of the class. Student services personnel (school psychologists, school counselors, and school social workers) provide direct and indirect evidenced-based supports and targeted interventions to students identified through screening measures as determined by the Problem Solving Team. Additionally, students who are on a Functional Behavioral Assessment are provided the interventions set up in the plan by all teachers who come in contact with that student.

The school offers the following non-violence and anti-drug programs:
Student Mentoring Program
Crisis Training Program
Suicide Prevention Program
Anti-Bullying Program
Small Group Guidance lessons

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

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
Students exhibiting two or more indicators		

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

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/196697.

Description

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

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

Community members are recruited to participate in the School Advisory Council. The SAC members will participate in a data review of the 2014 - 2015 test scores as well as have input on the goals and strategies for the upcoming school year. SAC will be briefed on a monthly basis as to the effectiveness of the strategies that are being implemented. SAC will also be informed as to the status of the technology and professional development plan at the school, as well as the SAC budget. Partnerships with non profit organizations, civic organizations, faith based organizations, colleges and local businesses support programs and activities aligned with the school's vision. Some of these activities include after school tutoring, student recognition, student mentoring, and student leadership programs. The student leadership program includes safety patrol and Early Act Rotary Club.

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:

Name	Title
Hinson, Stephen	Principal
Gossett, Nancy	Instructional Coach
Fordham, Monica	Teacher, ESE
Bouaphant, Susie	Psychologist
Bailey, Holly	Assistant Principal
Williams-Spar, Vernell	Teacher, K-12
Donald, Adrienne	Teacher, K-12
Mazza, Virginia	Instructional Coach
Sparks, Leslie	Other

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 teaches. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (Problem Solving Team, Professional Learning Communities, and Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the School Based Leadership Team is representative of other teams (PLC's, LLT) and serves as a liason between SBLT and teir respective team. For example, Instructional Coaches and Intervention Teachers work through PLC's to provide teacher instructional support, professional development, and guide responses to data, including the coordination of tiered academic interventions.

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

Personnel: The school has a leadership team consisting of the principal, assistant principal, and academic coaches. 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 created and provided by our district and our school's leadership team. Departments meet with teachers on a weekly basis in PLC meetings to collaborate on curriculum planning and share instructional strategies. Our district and our school are both committed to meeting the needs of our students and maximizing our students' achievements.
Curricular: Our classroom teachers will continue implementing the new Florida Standards this year. They will be supported both by our district and our coaches. All teachers have the support of our instuctional leadership team.
Methodology for coordinating and supplementing funds: Federal and state funds (Title I, Title II, SAI, and FEFP) are allocated to schools by the district according to student need as demonstrated by poverty level and student achievement performance. District and school leadership teams works together to coordinate and integrate federal, state, and local funds, services and programs for the benefits of students. School Improvement funds are awarded to the school based on per pupil funding formula and distributed via the School Advisory Council through a voting process.
School leadership meets weekly and SAC meets monthly.
Problem solving activities:
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. The plan is a data driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The School Improvement Plan is based on strategic analysis of data and identified resources . These resources are identified by the leadership team and matched to the needs of the students and school.
School Improvement funds will be used for providing teachers additional and collaborative time during the school day to meet in PLCs for planning and data analysis, as well as professional development opportunities: procuring technology for classroom use and implementing Lesson Study (providing substitute teachers for PLC members who come out of the classroom to participate).
Title I, Part A
Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations partner with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Turie T. Small Elementary include:
• Academic Coach for the purpose of comprehensive staff development
• Family Center Para-professional who facilitates our extensive parent involvement program
• Reading Intervention Teacher to provide interventions for students in need via a push-in model
• Math Intervention Teacher to provide interventions for students in need via a push-in model
• Supplemental Tutoring after school
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for ongoing staff development as determined by the results of FSA data
• Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers
Title II
The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.
Title X- Homeless
The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.
Supplemental Academic Instruction (SAI)
The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.
Violence Prevention Programs
The school offers the following non-violence and anti-drug programs:
• Student Mentoring Program
• Peer Mediation Program
• Crisis Training Program (for staff)
• Suicide Prevention Program (for staff)
• Bullying Program
Turie T. Small Elementary offers a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Wellness Policy School Plan
• Nutrition and Wellness classes
• Health classes (through Physical Education class)
• Physical Education

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Stephen C. Hison	Principal
Ms. Reba Lassiter	Business/Community
Brian Jackson	Business/Community
Dionne Jackson	Business/Community
Jennifer Macsar	Parent
Steven Macsar	Parent
Jennifer Coates	Teacher
Trista Davis	Parent
Tiffany Berryhill-Jordan	Parent
Adrian Jordan	Parent
Tasha Moseley-McCloud	Education Support Employee
Adrienne Donald	Teacher
Holly Bailey	Teacher
Melani Rolle	Education Support Employee
Keith Brooks	Parent
Ernest Sheffield	Business/Community
Lillian Brown	Business/Community
Mozel Williams	Parent
	Student

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 then shared the results with the faculty, as well as the School Advisory Council, to receive input.

Development of this school improvement plan

The SAC will participate in a data review of the 2014-2015 test scores as well as have input on the goals and strategies for the upcoming school year. SAC will be briefed on a monthly basis as to the effectiveness of the strategies that are being implemented. SAC will also be informed as to the status of the technology and professional development plan at the school. The SAC budget for the year will be reviewed as well.

Preparation of the school's annual budget and plan

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

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

School improvement funds are allocated based on requests submitted by the faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval. Include a bulleted list of how your school used last year's SIP 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:

Name	Title
Hinson, Stephen	Principal
Fordham, Monica	Teacher, ESE
Gossett, Nancy	Instructional Coach
Mazza, Virginia	Teacher, K-12
Breter, Brenda	Instructional Media
Williams-Spar, Vernell	Teacher, K-12
Donald, Adrienne	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be: gather and analyze school literacy data, establish literacy goals for the school based on current data, develop strategies to achieve goals, support teachers in interpreting literacy strategies, facilitate professional learning opportunities to improve literacy achievement, plan for and provide school wide celebrations of literacy.

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, Professional Learning Communities (PLCs), Learning Walks, and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.
Common planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendation for students to be reviewed and assisted by the school's Problem Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Action plans created in PLC meetings are submitted weekly to administration for monitoring purposes. The common planning and regular PLC infrastructure also ensure that teachers have the structure and time to provide feedback on their Lesson Study experiences.
The use of academic coaches to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative

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

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

The instructional coaches will visit classrooms and provide coaching to teachers in research based instructional design. The Leadership Team will meet regularly to discuss data from progress monitoring and provide support to teachers during each grade levels PLC time. The principal will develop a professional development plan that supports the schools goals and strategies for the school year. The Leadership Team will develop a schedule for professional learning community times for each quarter. The administration will participate in the District Job Fair and any other recruitment activities.

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

All new/beginning teachers are paired with a mentor teacher for formal mentoring/coaching support. In addition, school based veteran teachers within each PLC provide mentoring as needed for any new/beginning teachers.

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

At the elementary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement. School leaders and teachers are given significant professional development on the implementation of curriculum maps, resources, and assessments.
Professional Learning Communities (PLC), and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging and rigorous.

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

Common planning allows teachers to participate in weekly PLC's to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during and intervention period. Teachers, alongside academic coaches, create targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support from academic coaches, mentors, and student tutors. When necessary, PLCs make recommendations for students to be reviewed by the Problem Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared

responsibility.

The use of instructional reviews and academic coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of allowing class visits from peers. The coaches work side by side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on campus.

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

Strategy: After School Program

Minutes added to school year: 8,640

Turie T. Small Elementary has developed an on-site program for enrichment opportunity for all students. One of the enrichment programs is funded by the 21st Century Grant. The enrichment program is called "Kid Zone". It targets grades 3-5. The students will be involved in remedial and challenging learning activities to become proficient or master the targeted learning benchmarks. The students will receive instructional assistance for 1.5 hours per day four days per week. The use of technology will be integrated in the lessons. Students who qualify for busing will be bused home after extended day enrichment. The students will be served a hot meal one day a week. The busing and food are paid for by "Food Brings Hope." Students K-2 will have instructional assistance in reading from YMCA's Y-Reads Program. Some students will receive tutoring from S. T. A.R. Tutoring.

Strategy Rationale

The enrichment program will specifically target our low performing students in the areas of reading, writing, science, and mathematics. Students who are not proficient in one or more of the curricular areas will have an opportunity to receive intensive instruction after the school day.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Williams-Spar, Vernell, vlwilli1@volusia.k12.fl.us

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

To ensure that specific and systematic intervention strategies are utilized, staff development training will be provided to make certain providers have the necessary skills and strategies to deliver research based intensive intervention. Students will be formatively assessed during enrichment or tutoring; classroom teachers will also collect evidence of student progress through regular progress monitoring procedures during the school day. Teachers and leadership team members will use professional learning communities to analyze student data to differentiate instruction and move children towards proficiency and/or mastery of grade level benchmarks.

Strategy: Extended School Day

Minutes added to school year: 0

Professional Learning Communities meet for the purpose of data analysis and response, intervention planning, as wella s professional development for one hour each week.

Strategy Rationale

PLC's encourage teacher teams to engage in data analysis and problem solving for the purpose of meeting students' academic needs as a team.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress Monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

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. For the fifth grade students who are transitioning to middle school, the fifth grade teachers collaborate with the receiving schools' counselors. The counselors of the receiving schools will meet with the students and help register the incoming sixth graders.

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

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

N/A

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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

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

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

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.   If all teachers work collaboratively to implement effective, data - driven instruction, then student achievement will increase.

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. If all teachers work collaboratively to implement effective, data - driven instruction, then student achievement will increase. 1a

🔍 G068832

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Achievement	28.0
FSA - Mathematics - Achievement	25.0
FCAT 2.0 Science Proficiency	65.0

Resources Available to Support the Goal 2

- Reading coach, academic coach, intervention teachers, District support staff, Community and Business Partnerships

- Thinking Maps, Problem Solving Team (PST) office hours, SIPPS, Plus 1, Differentiated PD, curriculum planning days, SRO (partnership with Daytona Beach Police Department)

Targeted Barriers to Achieving the Goal 3

- Lack of follow-up from PD

- Lack of structured support for professional growth

- Lack of true understanding of data and how to interpret data

Plan to Monitor Progress Toward G1. 8

District Assessments
FSA Results
SMT Results
Common Formative Assessments

Person Responsible
Nancy Gossett

Schedule
Every 6 Weeks, from 9/8/2015 to 4/13/2016

Evidence of Completion
Ongoing monitoring of formative and summative assessments

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. If all teachers work collaboratively to implement effective, data - driven instruction, then student achievement will increase. 1

🔑 G068832

G1.B2 Lack of follow-up from PD 2

🔑 B178906

G1.B2.S1 Implementation of the Gradual Release Model for interactions between peer teachers, coaches, and students 4

🔑 S190264

Strategy Rationale

The Gradual Release Model supports growth and independence for all learners (teachers and students). When Coaches use this model to provide support to specific teachers, they are meeting teachers at their level of understanding and strengthening their individual pedagogical growth. By implementing this model as a coaching strategy, we are empowering teachers and providing continuous feedback.

Action Step 1 5

We will form a professional development team and determine the strengths of team members.

Person Responsible

Virginia Mazza

Schedule

On 9/11/2015

Evidence of Completion

The evidence will be a professional development team roster.

Action Step 2 5

We will determine the PD topics.

Person Responsible

Stephen Hinson

Schedule

On 9/30/2015

Evidence of Completion

The evidence will be the schedule of the professional development opportunities.

Action Step 3 5

We will inform the faculty of the scheduled PDs.

Person Responsible

Nancy Gossett

Schedule

On 10/2/2015

Evidence of Completion

Schedule of events of PD topics

Action Step 4 5

The faculty will attend Professional Development.

Person Responsible

Virginia Mazza

Schedule

Monthly, from 8/20/2015 to 4/13/2016

Evidence of Completion

Schedules, agenda, and sign-in sheets

Action Step 5 5

The Coaches will provide follow- up support through job embedded Professional Development.

Person Responsible

Virginia Mazza

Schedule

Monthly, from 9/15/2015 to 4/13/2016

Evidence of Completion

Anecdotal Notes from Coaches, lesson plans, evaluator feedback,

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Evaluator will monitor that the Coaches are providing targeted professional development and job embedded support.

Person Responsible

Stephen Hinson

Schedule

Monthly, from 8/20/2015 to 4/13/2016

Evidence of Completion

Agendas and obsevations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Review surveys, schedules, and agendas

Person Responsible

Nancy Gossett

Schedule

On 4/13/2016

Evidence of Completion

Surveys, schedules, agendas, and observations of Gradual Release through Administration and Reading/ Academic Coach visits

G1.B5 Lack of structured support for professional growth 2

B178909

G1.B5.S1 The PLC will implement the Gradual Release Model for differentiated professional development. 4

S190265

Strategy Rationale

Too often professional development focuses on the needs of our newest and most inexperienced educators. By differentiating professional development, we will provide opportunities for educators of all levels to receive training that will further their growth as life-long learners and teachers. Teachers will have the chance to select PD topics that will enhance their practice, whether they are new to the profession/grade level, or they are refining their craft as an experienced, master teacher.

Action Step 1 5

Data will be reviewed to identify a need or needs to be addressed across the grade levels

Person Responsible

Nancy Gossett

Schedule

Quarterly, from 9/21/2015 to 4/29/2016

Evidence of Completion

Data from VLTs, VMTs, VSTs, and common formative assessments

Action Step 2 5

PLC time will be used to explore solutions for data that show areas of concern with the teachers, coaches, and administration.

Person Responsible

Nancy Gossett

Schedule

Quarterly, from 9/28/2015 to 4/29/2016

Evidence of Completion

agendas

Action Step 3 5

Professional Development for Thinking Math, Thinking Maps, and Differentiated Instruction will be scheduled.

Person Responsible

Virginia Mazza

Schedule

Quarterly, from 9/28/2015 to 4/29/2016

Evidence of Completion

Schedules and agendas

Action Step 4 5

Substitutes will be provided for teachers to plan effective instruction based on information gained from the PDs.

Person Responsible

Schedule

Monthly, from 10/29/2015 to 3/10/2016

Evidence of Completion

PLC notes or reflections on implementation of strategies

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Schedules will be reviewed

Person Responsible

Stephen Hinson

Schedule

Monthly, from 8/18/2015 to 4/20/2016

Evidence of Completion

The schedules and coaching cycles of the coaches will be reviewed and monitored through the use of anecdotal notes and formative data of classroom teachers.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Mr. Hinson will observe and critique the coaches practices in providing job embedded professional development practices.

Person Responsible

Stephen Hinson

Schedule

Monthly, from 9/22/2015 to 4/28/2016

Evidence of Completion

Mr. Hinson will use anecdotal notes and review student growth through data collection in the coaching cycle.

G1.B10 Lack of true understanding of data and how to interpret data `2`

🔑 B178914

G1.B10.S1 The use of Pearson Consultant and the Regional Support of the District will help interpret data and drive effective instruction. `4`

🔑 S190266

Strategy Rationale

Our state and district have adopted many new assessment tools, technological supports, and standards. In order for teachers to utilize these tools and their data with fidelity, we need support from the experts. The experts will be able to explain best practices for data collection and how to utilize the data we have collected to drive effective instruction and interventions.

Action Step 1 `5`

We will identify the needs of the teacher with the use of technology programs for data collection.

Person Responsible

Nancy Gossett

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

A teacher survey to determine the skill level of technology programs.

Action Step 2 5

We will schedule PD with Consultants and District Professionals.

Person Responsible

Nancy Gossett

Schedule

On 9/30/2015

Evidence of Completion

A schedule of PD events

Action Step 3 5

Teachers will receive professional instruction on utilizing data and data collection software.

Person Responsible

Schedule

Monthly, from 9/21/2015 to 4/13/2016

Evidence of Completion

Agendas and printouts of student data to reflect the use of the software tools

Action Step 4 5

Teachers will receive follow up support from PLC, Coaches, Administration, Program Consultants, District Professionals, and other teachers.

Person Responsible

Nancy Gossett

Schedule

Monthly, from 9/30/2015 to 4/13/2016

Evidence of Completion

PLC notes, agenda notes, and student data printouts

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

Ginny Mazza will remind Nancy Gossett to create the survey and help when necessary.

Person Responsible

Virginia Mazza

Schedule

On 9/14/2015

Evidence of Completion

Outlook calendar reminder will be sent via email.

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

Ginny Mazza will remind Nancy Gossett to contact the Program Consultants and District Support Professionals.

Person Responsible

Virginia Mazza

Schedule

Monthly, from 8/20/2015 to 4/13/2016

Evidence of Completion

Outlook calendar reminders

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

Coaches will support the Program Consultants and District Professionals as they provide the training.

Person Responsible

Nancy Gossett

Schedule

Monthly, from 9/17/2015 to 4/13/2016

Evidence of Completion

PLC agendas or notes

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

Coaches and Administrations will monitor data analysis and PD implementation through walk throughs

Person Responsible

Stephen Hinson

Schedule

Weekly, from 9/14/2015 to 4/13/2016

Evidence of Completion

Walk- through notes, VSET Evidence, Coaches notes (optional)

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

Mr. Hinson will oversee Professional Development and analysis of data.

Person Responsible

Stephen Hinson

Schedule

Monthly, from 9/30/2015 to 4/13/2016

Evidence of Completion

Meeting agendas, student data, PLC notes

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.B2.S1.A1	We will form a professional development team and determine the strengths of team members.	Mazza, Virginia	9/8/2015	The evidence will be a professional development team roster.	9/11/2015 one-time
G1.B5.S1.A1	Data will be reviewed to identify a need or needs to be addressed across the grade levels	Gossett, Nancy	9/21/2015	Data from VLTs, VMTs, VSTs, and common formative assessments	4/29/2016 quarterly
G1.B10.S1.A1	We will identify the needs of the teacher with the use of technology programs for data collection.	Gossett, Nancy	9/1/2015	A teacher survey to determine the skill level of technology programs.	5/27/2016 monthly
G1.B2.S1.A2	We will determine the PD topics.	Hinson, Stephen	9/15/2015	The evidence will be the schedule of the professional development opportunities.	9/30/2015 one-time
G1.B5.S1.A2	PLC time will be used to explore solutions for data that show areas of	Gossett, Nancy	9/28/2015	agendas	4/29/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	concern with the teachers, coaches, and administration.				
G1.B10.S1.A2	We will schedule PD with Consultants and District Professionals.	Gossett, Nancy	9/15/2015	A schedule of PD events	9/30/2015 one-time
G1.B2.S1.A3	We will inform the faculty of the scheduled PDs.	Gossett, Nancy	9/30/2015	Schedule of events of PD topics	10/2/2015 one-time
G1.B5.S1.A3	Professional Development for Thinking Math, Thinking Maps, and Differentiated Instruction will be scheduled.	Mazza, Virginia	9/28/2015	Schedules and agendas	4/29/2016 quarterly
G1.B10.S1.A3	Teachers will receive professional instruction on utilizing data and data collection software.		9/21/2015	Agendas and printouts of student data to reflect the use of the software tools	4/13/2016 monthly
G1.B2.S1.A4	The faculty will attend Professional Development.	Mazza, Virginia	8/20/2015	Schedules, agenda, and sign-in sheets	4/13/2016 monthly
G1.B5.S1.A4	Substitutes will be provided for teachers to plan effective instruction based on information gained from the PDs.		10/29/2015	PLC notes or reflections on implementation of strategies	3/10/2016 monthly
G1.B10.S1.A4	Teachers will receive follow up support from PLC, Coaches, Administration, Program Consultants, District Professionals, and other teachers.	Gossett, Nancy	9/30/2015	PLC notes, agenda notes, and student data printouts	4/13/2016 monthly
G1.B2.S1.A5	The Coaches will provide follow- up support through job embedded Professional Development.	Mazza, Virginia	9/15/2015	Anecdotal Notes from Coaches, lesson plans, evaluator feedback,	4/13/2016 monthly
G1.MA1	District Assessments FSA Results SMT Results Common Formative Assessments	Gossett, Nancy	9/8/2015	Ongoing monitoring of formative and summative assessments	4/13/2016 every-6-weeks
G1.B2.S1.MA1	Review surveys, schedules, and agendas	Gossett, Nancy	4/13/2016	Surveys, schedules, agendas, and observations of Gradual Release through Administration and Reading/ Academic Coach visits	4/13/2016 one-time
G1.B2.S1.MA1	Evaluator will monitor that the Coaches are providing targeted professional development and job embedded support.	Hinson, Stephen	8/20/2015	Agendas and obsevations	4/13/2016 monthly
G1.B5.S1.MA1	Mr. Hinson will observe and critique the coaches practices in providing job embedded professional development practices.	Hinson, Stephen	9/22/2015	Mr. Hinson will use anecdotal notes and review student growth through data collection in the coaching cycle.	4/28/2016 monthly
G1.B5.S1.MA1	Schedules will be reviewed	Hinson, Stephen	8/18/2015	The schedules and coaching cycles of the coaches will be reviewed and monitored through the use of anecdotal notes and formative data of classroom teachers.	4/20/2016 monthly
G1.B10.S1.MA1	Mr. Hinson will oversee Professional Development and analysis of data.	Hinson, Stephen	9/30/2015	Meeting agendas, student data, PLC notes	4/13/2016 monthly
G1.B10.S1.MA1	Ginny Mazza will remind Nancy Gossett to create the survey and help when necessary.	Mazza, Virginia	9/14/2015	Outlook calendar reminder will be sent via email.	9/14/2015 one-time
G1.B10.S1.MA2	Ginny Mazza will remind Nancy Gossett to contact the Program Consultants and District Support Professionals.	Mazza, Virginia	8/20/2015	Outlook calendar reminders	4/13/2016 monthly
G1.B10.S1.MA3	Coaches will support the Program Consultants and District Professionals as they provide the training.	Gossett, Nancy	9/17/2015	PLC agendas or notes	4/13/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B10.S1.MA4	Coaches and Administrations will monitor data analysis and PD implementation through walk throughs	Hinson, Stephen	9/14/2015	Walk- through notes, VSET Evidence, Coaches notes (optional)	4/13/2016 weekly

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. If all teachers work collaboratively to implement effective, data - driven instruction, then student achievement will increase.

G1.B2 Lack of follow-up from PD

G1.B2.S1 Implementation of the Gradual Release Model for interactions between peer teachers, coaches, and students

PD Opportunity 1

The faculty will attend Professional Development.

Facilitator

Ginny Mazza

Participants

All faculty

Schedule

Monthly, from 8/20/2015 to 4/13/2016

PD Opportunity 2

The Coaches will provide follow- up support through job embedded Professional Development.

Facilitator

Ginny Mazza and Nancy Gossett

Participants

All faculty

Schedule

Monthly, from 9/15/2015 to 4/13/2016

G1.B5 Lack of structured support for professional growth

G1.B5.S1 The PLC will implement the Gradual Release Model for differentiated professional development.

PD Opportunity 1

Professional Development for Thinking Math, Thinking Maps, and Differentiated Instruction will be scheduled.

Facilitator

Ginny Mazza

Participants

All participants

Schedule

Quarterly, from 9/28/2015 to 4/29/2016

PD Opportunity 2

Substitutes will be provided for teachers to plan effective instruction based on information gained from the PDs.

Facilitator

Ginny Mazza

Participants

All faculty

Schedule

Monthly, from 10/29/2015 to 3/10/2016

G1.B10 Lack of true understanding of data and how to interpret data

G1.B10.S1 The use of Pearson Consultant and the Regional Support of the District will help interpret data and drive effective instruction.

PD Opportunity 1

Teachers will receive professional instruction on utilizing data and data collection software.

Facilitator

Program Consultants, District Staff, and Nancy Gossett

Participants

All teachers

Schedule

Monthly, from 9/21/2015 to 4/13/2016

PD Opportunity 2

Teachers will receive follow up support from PLC, Coaches, Administration, Program Consultants, District Professionals, and other teachers.

Facilitator

Nancy Gossett

Participants

Al teachers

Schedule

Monthly, from 9/30/2015 to 4/13/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B10.S1.A1	We will identify the needs of the teacher with the use of technology programs for data collection.	$0.00
2	G1.B10.S1.A2	We will schedule PD with Consultants and District Professionals.	$0.00
3	G1.B10.S1.A3	Teachers will receive professional instruction on utilizing data and data collection software.	$0.00
4	G1.B10.S1.A4	Teachers will receive follow up support from PLC, Coaches, Administration, Program Consultants, District Professionals, and other teachers.	$0.00
5	G1.B2.S1.A1	We will form a professional development team and determine the strengths of team members.	$0.00
6	G1.B2.S1.A2	We will determine the PD topics.	$0.00
7	G1.B2.S1.A3	We will inform the faculty of the scheduled PDs.	$0.00
8	G1.B2.S1.A4	The faculty will attend Professional Development.	$0.00
9	G1.B2.S1.A5	The Coaches will provide follow- up support through job embedded Professional Development.	$0.00
10	G1.B5.S1.A1	Data will be reviewed to identify a need or needs to be addressed across the grade levels	$0.00
11	G1.B5.S1.A2	PLC time will be used to explore solutions for data that show areas of concern with the teachers, coaches, and administration.	$0.00
12	G1.B5.S1.A3	Professional Development for Thinking Math, Thinking Maps, and Differentiated Instruction will be scheduled.	$0.00
13	G1.B5.S1.A4	Substitutes will be provided for teachers to plan effective instruction based on information gained from the PDs.	$14,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	6144 - Turie T. Small Elementary Schl	Title I Part A		$14,000.00
			Notes: The amount stated is for the use of substitute teachers that are needed when teachers are attending Thinking Math trainings. Other substitute teachers will be needed as teachers are provided the opportunities to plan for effective instruction based on information gained from the PDs.			
					Total:	**$14,000.00**