

Volusia County Schools

# South Daytona Elementary School



2015-16 School Improvement Plan

## South Daytona Elementary School

600 ELIZABETH PL, South Daytona, FL 32119

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	80%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	43%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	B	D	C

*\*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>.

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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, 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	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

We will ensure higher levels of learning for all students.

##### **Provide the school's vision statement**

South Daytona Elementary will be a positive, safe Professional Learning Community through the collaborative, trusting relationships of the students, staff and parents. We value diversity, fidelity in academics, innovation, social responsibility, technology, and life long learning. Success for all is our priority and commitment.

#### School Environment

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

JC Penny's best foot forward program, meet the teacher, open house, ESOL contacts with parents, parent-to-kid program, through the enrollment process, mentoring programs, Spring carnival, art events.

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

Safety Team and monthly training, Positive Behavior System (PBS), dragon coins and a school wide focus on positive behavior and incentive program, bully prevention, PBS team meets regularly to discuss bullying prevention. South Daytona police department does lessons in the classroom on safety. Dr. Bracciale (Guidance Counselor) conducts character education and stranger danger lessons, safety patrols around the campus in the morning and afternoons.

##### **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**

School rules are: Be respectful, Be responsible, Be cooperative, Be safe.  
The PBS team, with help from the faculty, created a Discipline Flow Chart. The Flow Chart helps the teacher decide if the behavior is staff managed or Administratively handled.  
We have a Positive Behavior Team which meets on a monthly basis to evaluate and strengthen the PBS program. Students are rewarded for positive behavior with a school wide incentive program involving dragon coins and a school store. Teachers were trained in PBS on Monday, August 17th, for a paid professional development before returning for preplanning.

##### **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**

Through our guidance department we provide ongoing mentoring and counseling for small groups and individuals. Parent resources are provided for community counseling and mental health for outside agencies.

#### 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**

Attendance, suspensions, retentions, assessments level 1, ESE, ELL, PST, Dr. Sorice (School Psychologist)

**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
	K	1	2	3	4	5	
Attendance below 90 percent	7	2	1	1	0	2	13
One or more suspensions	4	8	3	5	7	6	33
Course failure in ELA or Math	0	0	28	46	22	36	132
Level 1 on statewide assessment	0	0	0	10	9	4	23

*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**

We have a Math Intervention Teacher who works with students in 3rd, 4th, and 5th grade. We utilize a Math tutor in grades Kindergarten, 1st, and 2nd. We provide STAR Tutoring for students who scored a 1 on FCAT. We also provide after school SES tutoring. We implemented a positive reward system for students who show improvement in tardies and absences and behavior.

**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/183334>.

**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**

We have several businesses that contribute to community events providing resources, services, and financial support.

- South Daytona Police Department
- South Daytona Fire Department
- Sams Club
- Publix
- Giles Electric
- Launch Credit Union
- Grace Episcopal Church
- Target
- Entenmann's
- Ace Gymnastics
- Academy Martial Arts
- Barnes and McDonnell
- Advanced Medical
- Move Strong Fitness
- New Life Martial Arts

### 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
Bruner, Lynn	Principal
Schwartz, Gregory	Assistant Principal
Fernandez, Lianne	Instructional Coach
Casella, Diane	Instructional Coach
Sperber, Carol	Instructional Coach
Mongato, Deborah	Instructional Coach
Steinhardt, Valerie	SAC Member
Conyers, Heather	Teacher, K-12
Whalen, Elizabeth	Teacher, K-12
Canup, Katie	Teacher, K-12
Reynolds, Michele	Teacher, K-12

#### Duties

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

School Psychologist: Assist school in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem and ensures that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/Rtl.

General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other

staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction and collaborates with general education teacher. Encompasses Problem Solving/Rtl practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Intervention Teacher: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Academic Coaches: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development, and provides support for assessment and implementation and monitoring.

***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***

Principal: Provides a common vision for the use of data-based decision making by promoting the Volusia Instructional Management System. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving /Rti model(i.e., Problem Identification, Analysis of problem, Intervention Implementation and Response to Intervention)for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty.

School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/Rtl. Support the schools's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/Rtl. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/Rtl website (under Psychological Services) in order to address the purpose of PS/Rtl in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/Rtl at PST meetings.

\*Math Coach for the purpose of comprehensive staff development

\*Reading Coach for the purpose of comprehensive staff development

\*Supplemental Tutoring after school

\*Supplemental Materials and supplies needed to close the achievement gap

\*Supplemental funds for on-going staff development as determined by the results of state assessment data

\*Supplemental Funds for comprehensive staff development

\*No Migrant Students

\*Title 1, Part D - The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

\*Title II - The district receives federal funds to provide access to Professional Development

\*Title III - The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.

\*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. South Daytona Elementary utilizes these resources through the following:

-After School Tutoring in Math

-After School Tutoring in Reading

\*Violence Prevention Programs

-Student Mentoring Program

-Peer Mediation Program

-Crisis Training Program

-Suicide Prevention Program

-Bully Prevention Program

-Be respectful, be responsible, be cooperative, be safe

\*Nutrition Programs

-Free and Reduced Meal Plan

-Wellness Policy School Plan

-Nutritional Choice Plan

-Health Classes through physical education

-Girls on the Run

\*Housing Programs - N/A

\*Head Start - The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

-Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.

-Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.

-Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.

-Coordinating the services being provided by Head Start with services in elementary schools.

-Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

\*Adult Education - Parent-to-kid

\*Career and Technical Education - Annual Junior Achievement Program.

\*Job Training - Student career awareness opportunities through Jr. Achievement programs, guest speakers

from business and industry, and field trips to business and industry locations.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Susan Boulton	Teacher
Sherry Clifton	Parent
Tasha Merrell	Education Support Employee
Negar Pflueger	Parent
Anthony LaBombard	Business/Community
Sandi Kalwite	Parent
Erin Strauss	Business/Community
Greg Schwartz	Education Support Employee
Ray Sanders	Parent
Valerie Steinhardt	Teacher
Amy Harms	Teacher
Jenna Hales	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*

Reviewed School Improvement Plan at monthly meetings where suggestions and recommendations were made.

*Development of this school improvement plan*

The SAC committee reviews the data from the previous school year and helps to determine what barriers exist to prevent us from reaching targets. Strategies to implement that can help the school make progress. Public input is collected and shared before the School Improvement Plan is finalized

*Preparation of the school's annual budget and plan*

The budget is presented to the SAC committee at the first annual meeting and is reviewed at each meeting thereafter. Teachers make requests of the SAC budget throughout the school year for professional development and resources to enhance instruction.

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

Deescalating Potentially Violent Situations Guidance Conference - \$139  
 Kindergarten Conference \$141  
 Response to Literature \$450

**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
Conyers, Heather	Teacher, K-12
	Teacher, K-12
Steinhardt, Valerie	Teacher, K-12
Canup, Katie	Teacher, K-12
Casella, Diane	Instructional Coach
Whalen, Elizabeth	Teacher, K-12
Fernandez, Lianne	Instructional Coach
Reynolds, Michele	Teacher, K-12
Merrell, Sunnie	Teacher, K-12
Nave, Mary	Teacher, K-12

### Duties

#### ***Describe how the LLT promotes literacy within the school***

To focus grade level teams on the school's SIP goal of: If we increase positive and appropriate student behavior using the Positive Behavior Support (PBS) system and continue to implement differentiated lessons then we will increase student achievement in ELA.

### 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**

Teachers and grade level teams collaborate through PLC, grade level team collaboration, county collaboration site, Edmodo, and grade level meetings on a weekly basis.

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

New Teacher Mentoring - Administration  
Leadership Opportunities - Administration  
Professional Development - Administration & Coaches  
PLC Activities - Grade level mentor & peers  
Peer Observation - Academic Coaches, Writing Coaches

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

New teachers are assigned a mentor for their first year. The mentor teacher, usually the department/grade level chair and hall neighbor is there to assist the new teacher and help them familiarize themselves with the school procedures and curriculum. A full time reading coach provides additional support, models lessons in the classroom, provides professional development activities and uses the coaching cycle to help improve the instructional practices of the teachers in the school. A full time math coach provides additional support, models lessons in the classroom, provides professional development activities and uses the coaching cycle to help improve the instructional practices of the teachers in the school. Two writing coaches visit the school and assist classroom teachers in delivering quality instruction. Two onsite academic coaches support teachers with model lessons, curriculum planning, and analyzing assessments.

## 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***

Teachers follow the curriculum maps that are aligned to Florida Standards. Administrators monitor delivery of instruction through weekly lesson plan checks and walk-throughs to ensure best practices.

#### 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***

Math Intervention Teacher works with low achieving 3,4,5 grade students

Teachers use data to form differentiated groups in ELA and Math and meet monthly to review data at data meetings.

ESE resource teachers provide support through push-in instruction

STEM certified teacher holds after school enrichment program

K-2 utilizes the SIPPS program to differentiate instruction

iPad technology for enrichment, advancement, and intervention

Monthly Data Days

PLC (Professional Learning Community)

ESOL Support Teacher

Waterford and Success Maker Program

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

**Strategy: After School Program**

**Minutes added to school year: 1,800**

Utilizing the research based I-diagnose software, targeted students will receive tutoring through the STAR program. Students are selected based on need and receive direct support from a tutor (certified teacher) in a 2 to 1 ratio. Students spend 30 minutes on the computer program, completing prescribed activities and they also spend 30 minutes in an individualized tutoring session with the teacher tutor.

**Strategy Rationale**

Research based program that provides targeted intervention based on student needs. Students can use it at home as well as in the classroom.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Merrell, Sunnie, smerrell@volusia.k12.fl.us

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

Data is collected through the computer program that students use during the tutoring session. They are able to use the program 30 minutes per tutoring session. The prescribed program on the computer allows students to work on individualized areas needing support and receive direct instruction from the tutor for 30 minutes during each session. Classroom data can also be analyzed for growth as well as district assessments on achievement series

**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 Colition, 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.
- \* Providing to the pre-school agencies kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.
- \*Articulation with Middle School for incoming 6th 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.

N/A

### 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.

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we increase positive and appropriate student behavior using the Positive Behavior Support (PBS) system and continue to implement differentiated, research based lessons, then we will increase student achievement in ELA.

## 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 we increase positive and appropriate student behavior using the Positive Behavior Support (PBS) system and continue to implement differentiated, research based lessons, then we will increase student achievement in ELA. 1a

G069084

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	40.0

**Resources Available to Support the Goal** 2

- Coaches – Reading, Math, Academic Coaches • Ready Reading and Ready Writing • District Writing Coaches • Math Intervention Teacher • After school tutoring • Title I funds • STAR tutoring funds • Thinking Maps school wide • Response to Literature • Write Score writing/reading • Professional Development • Vertical Teaming • Data Chats • PLC • STEM: LEGO Kits - Duplo, Simple Machines • Robotics v.1.2, NXT Mindstorms with 2.1 software, Free Design support kits, Simple and Powered Machines, and a Green City Kits. • LEGO Story Starter Kits with teacher resources and a class set of introductory LEGO kits for getting to know our students or sharing ideas. • Engineering is Elementary project books from the Boston Museum Institute of Technology • ASEE Engineering Family Night materials. • We have access to websites like: eGFI, PBS Interactive, NASA and M3 Digital Designer by LEGO. \* Positive Behavior System \* Mrs. Bruner has been PBS trained
- 

**Targeted Barriers to Achieving the Goal** 3

- New Teachers
- Buy in from teachers and students

**Plan to Monitor Progress Toward G1.** 8

Review FSA test data from 2015 and VLT data for current school year.

**Person Responsible**

Lynn Bruner

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

40th percentile or higher for ELA student achievement on FSA

**Plan to Monitor Progress Toward G1.** 8

Decrease discipline student referrals

**Person Responsible**

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Decrease student discipline referrals by 15% - level 1 and level 2

## 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 we increase positive and appropriate student behavior using the Positive Behavior Support (PBS) system and continue to implement differentiated, research based lessons, then we will increase student achievement in ELA. **1**

 G069084

**G1.B1** New Teachers **2**

 B179562

**G1.B1.S1** Modeling **4**

 S190861

#### Strategy Rationale

Embedding strategies, using gradual release and Differentiated instruction

#### Action Step 1 **5**

Schedule PBS Committee Meeting

#### Person Responsible

Gregory Schwartz

#### Schedule

Monthly, from 8/10/2015 to 4/30/2016

#### Evidence of Completion

Artifacts, agenda for PD, sign in sheets, Lynn Bruner will schedule PBS meetings

**Action Step 2** 5

PBS PD/Faculty Meeting/PLC (modeling)

**Person Responsible**

Lynn Bruner

**Schedule**

On 8/17/2015

**Evidence of Completion**

Sign in sheet and PD points

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Schedules and agendas for PBS Committee and PBS and Differentiated Instruction PD for whole staff.

**Person Responsible**

Gregory Schwartz

**Schedule**

Monthly, from 9/3/2014 to 4/8/2015

**Evidence of Completion**

PBS Committee agenda, sign-in sheets and minutes, PD - sign-in sheets and agendas. Also Classroom walkthrough data on implementation of PBS.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Design and deliver Professional Development in quality instruction, monthly data chats and Differentiated Instruction Model.

**Person Responsible**

Gregory Schwartz

**Schedule**

Monthly, from 9/3/2014 to 4/8/2015

**Evidence of Completion**

Exit slips, students products, lesson plans, thinking maps, Response to Literature Artifacts, district and state assessments.

**G1.B1.S3 Monitor 4**

S190863

**Strategy Rationale**

So we have implementation fidelity-what gets monitored gets done

**Action Step 1 5**

Support to teachers to implement PBS. Additional support will be offered to teachers based on informal surveys and exit slips.

**Person Responsible**

Deborah Mongato

**Schedule**

Daily, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Informal Survey, Exit Slips, Calendars (PBS team)

**Action Step 2 5**

PBS Monitoring

**Person Responsible**

Lynn Bruner

**Schedule**

Daily, from 8/24/2015 to 6/8/2016

**Evidence of Completion**

Tokens being given out, PBS awards, Referral Data, Report Card Data

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

Discipline referral data and VLT scores

**Person Responsible**

Lynn Bruner

**Schedule**

Quarterly, from 9/1/2015 to 6/7/2016

**Evidence of Completion**

Discipline referral data and results of VLTs


**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G1.B2 Buy in from teachers and students 2**

 B179563

**G1.B2.S1** The PBS team will develop a school wide reward list for students and a monthly teacher recognition program. 4

 S190867

**Strategy Rationale**

Students will increase their level of learning engagement and decrease inappropriate behavior. Teachers will model for each other and increase the use of PBS strategies.

**Action Step 1 5**

(PBS) established a Positive Behavior Strategy that identified needs and developed a school wide plan.

**Person Responsible**

Gregory Schwartz

**Schedule**

Quarterly, from 8/11/2014 to 6/5/2015

**Evidence of Completion**

Agendas, minutes

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

Mrs. Bruner sent e-mail to PBS team to confirm day.

**Person Responsible**

Lynn Bruner

**Schedule**

On 6/23/2015

***Evidence of Completion***

Email confirmation

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

PBS PD/Faculty Meeting/PLC (modeling)

**Person Responsible**

Lynn Bruner

**Schedule**

On 8/10/2015

***Evidence of Completion***

PBS notes

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

Monitoring implementation of PBS strategies

**Person Responsible**

Lynn Bruner

**Schedule**

Monthly, from 8/17/2015 to 6/10/2016

***Evidence of Completion***

Monthly classroom walkthrough data and share with whole staff



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

Support teachers with PD and follow up from Coaches and administration

**Person Responsible**

Lynn Bruner

**Schedule**

On 6/7/2016

**Evidence of Completion**

PD sign in sheets and Classroom walkthrough data

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

Monitoring implementation of PBS school wide

**Person Responsible**

Gregory Schwartz

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Observational evidence of teachers handing out coupons, students using coupons, staff implementing PBS.

**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.B1.S1.A1	Schedule PBS Committee Meeting	Schwartz, Gregory	8/10/2015	Artifacts, agenda for PD, sign in sheets, Lynn Bruner will schedule PBS meetings	4/30/2016 monthly
G1.B1.S3.A1	Support to teachers to implement PBS. Additional support will be offered to teachers based on informal surveys and exit slips.	Mongato, Deborah	8/24/2015	Informal Survey, Exit Slips, Calendars (PBS team)	6/10/2016 daily
G1.B2.S1.A1	(PBS) established a Positive Behavior Strategy that identified needs and developed a school wide plan.	Schwartz, Gregory	8/11/2014	Agendas, minutes	6/5/2015 quarterly
G1.B1.S1.A2	PBS PD/Faculty Meeting/PLC (modeling)	Bruner, Lynn	8/17/2015	Sign in sheet and PD points	8/17/2015 one-time
G1.B1.S3.A2	PBS Monitoring	Bruner, Lynn	8/24/2015	Tokens being given out, PBS awards, Referral Data, Report Card Data	6/8/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Review FSA test data from 2015 and VLT data for current school year.	Bruner, Lynn	8/24/2015	40th percentile or higher for ELA student achievement on FSA	6/10/2016 quarterly
G1.MA2	Decrease discipline student referrals		8/24/2015	Decrease student discipline referrals by 15% - level 1 and level 2	6/10/2016 quarterly
G1.B1.S1.MA1	Design and deliver Professional Development in quality instruction, monthly data chats and Differentiated Instruction Model.	Schwartz, Gregory	9/3/2014	Exit slips, students products, lesson plans, thinking maps, Response to Literature Artifacts, district and state assessments.	4/8/2015 monthly
G1.B1.S1.MA1	Schedules and agendas for PBS Committee and PBS and Differentiated Instruction PD for whole staff.	Schwartz, Gregory	9/3/2014	PBS Committee agenda, sign-in sheets and minutes, PD - sign-in sheets and agendas. Also Classroom walkthrough data on implementation of PBS.	4/8/2015 monthly
G1.B2.S1.MA1	Monitoring implementation of PBS school wide	Schwartz, Gregory	8/24/2015	Observational evidence of teachers handing out coupons, students using coupons, staff implementing PBS.	6/7/2016 daily
G1.B2.S1.MA1	Mrs. Bruner sent e-mail to PBS team to confirm day.	Bruner, Lynn	6/17/2015	Email confirmation	6/23/2015 one-time
G1.B2.S1.MA3	PBS PD/Faculty Meeting/PLC (modeling)	Bruner, Lynn	8/10/2015	PBS notes	8/10/2015 one-time
G1.B2.S1.MA4	Monitoring implementation of PBS strategies	Bruner, Lynn	8/17/2015	Monthly classroom walkthrough data and share with whole staff	6/10/2016 monthly
G1.B2.S1.MA5	Support teachers with PD and follow up from Coaches and administration	Bruner, Lynn	6/17/2015	PD sign in sheets and Classroom walkthrough data	6/7/2016 one-time
G1.B1.S3.MA1	[no content entered]			one-time	
G1.B1.S3.MA1	Discipline referral data and VLT scores	Bruner, Lynn	9/1/2015	Discipline referral data and results of VLTs	6/7/2016 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.** If we increase positive and appropriate student behavior using the Positive Behavior Support (PBS) system and continue to implement differentiated, research based lessons, then we will increase student achievement in ELA.

### **G1.B1** New Teachers

#### **G1.B1.S1** Modeling

##### **PD Opportunity 1**

Schedule PBS Committee Meeting

##### **Facilitator**

School Based Leadership Team

##### **Participants**

All Faculty

##### **Schedule**

Monthly, from 8/10/2015 to 4/30/2016

##### **PD Opportunity 2**

PBS PD/Faculty Meeting/PLC (modeling)

##### **Facilitator**

Lynn Bruner

##### **Participants**

Teachers and staff

##### **Schedule**

On 8/17/2015

**G1.B2** Buy in from teachers and students

**G1.B2.S1** The PBS team will develop a school wide reward list for students and a monthly teacher recognition program.

**PD Opportunity 1**

(PBS) established a Positive Behavior Strategy that identified needs and developed a school wide plan.

**Facilitator**

School Psychologist

**Participants**

PBS Team

**Schedule**

Quarterly, from 8/11/2014 to 6/5/2015

**Technical Assistance Items**

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

**Budget**

<b>Budget Data</b>						
1	G1.B1.S1.A1	Schedule PBS Committee Meeting				\$0.00
2	G1.B1.S1.A2	PBS PD/Faculty Meeting/PLC (modeling)				\$5,940.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			6234 - South Daytona Elementary School	Title I Part A		\$5,940.00
3	G1.B1.S3.A1	Support to teachers to implement PBS. Additional support will be offered to teachers based on informal surveys and exit slips.				\$0.00
4	G1.B1.S3.A2	PBS Monitoring				\$0.00
5	G1.B2.S1.A1	(PBS) established a Positive Behavior Strategy that identified needs and developed a school wide plan.				\$0.00
					<b>Total:</b>	<b>\$5,940.00</b>