R. V. Daniels Elementary School

2015-16 School Improvement Plan

R. V. Daniels Elementary School

1951 W 15TH ST, Jacksonville, FL 32209

http://www.duvalschools.org/rvdaniels

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	73%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

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	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide meaningful learning experiences where every student will reach academic excellence in every class ...Everyday.

Provide the school's vision statement

Every student at R.V.Daniels will be inspired and prepared for success in college or a career, and life.

School Environment

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

R.V.Daniels Elementary use TNTP surveys, Fame Surveys, Climate Surveys, and Parent Involvement meetings to assess the culture of the school and the stakeholders at R.V.Daniels Elementary. After assessing results from surveys, parent meetings, teacher meetings, and community meetings (SAC,PTA), parent-teacher conferences are conducted to build relationship with all stakeholders.

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

R.V. Daniels Elementary creates an environment where students feel safe and respected by providing before and after care supervision for students. In addition R. V. Daniels provides a safe environment by following all facets of the school's safety plan. All doors are locked at all times and the school gates are locked. All visitors are buzzed in electronically by a staff member. Every person entering the building must sign in the front office and provide picture identification. Only district approved volunteers, mentors and vendors are permitted to classrooms. The School Resource Officer canvas the school campus everyday to ensure safety and order. Foundations team meets quarterly to discuss school's environment and any additional concerns that may need to be addressed. Safety emergency drills are conducted randomly each month to ensure all protocols are being followed.

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

R.V. Daniels Elementary is a CHAMPS school. CHAMPS is utilized throughout the building in all classrooms and all common areas. Faculty and staff receive training in CHAMPS and behavioral expectations during pre planning, and throughout the year. Every Friday our ESE Teacher pulls students and conduct PBIS with a group based on teacher recommendation. R.V. Daniels follows district policy for disciplinary incidents. Our Schools Positive Behavior Interventions and Supports (PBIS) plan has detailed strategies and is available upon request.

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

R.V.Daniels Elementary ensures the social-emotional needs of all students are being met through several mediums. Our school counselor teaches character traits lessons and pulls students for small support groups, individual, calming coping strategies, classroom guidance lessons and responsive services to help maximize student success.

In addition our business partner Holland & Knight and Big Brothers Big Sisters of North East Florida provides one on one mentoring for students identified by their teacher. Other outside resources are used such as Full Service Schools and Child Guidance.

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

R.V. Daniels early warning system includes attendance below 90 percent, excused or unexcused, as well as in and out of school suspensions. Genesis/Focus data is disaggregated to identify the students who exhibit each early warning sign. Next Positive Behavior Interventions and Supports (PBIS) Plan and Foundations Team, discipline data is reviewed, disaggregated, and analyzed monthly to determine trends. From this work, action plans are created to address identified needs.Conversations among teachers, parents and community services are conducted to analyze and make appropriate early system decisions.

All teachers are trained on Early Warning Signals (ALERT) specific to behavioral concerns, abuse, bullying and crisis or emergency regarding children. This process includes specific protocols regarding what to do in the case of an identified concern.

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	
Attendance below 90 percent	0	2	1	3
One or more suspensions	5	2	2	9
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level K	Total
Students exhibiting two or more indicators	1	1

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

Utilizing the school counselor, school social worker, and truancy officer, AIT meetings are conducted to identify any hindrances to student success. Attendance contracts are drafted for parent and family collaboration. To improve academic performance of students identified by early warning systems the Reading Interventionist will use the Barton Reading System and DAR testing to help determine the support needed in reading. Our ESE teacher will provide cooperative consultation. The Reading Coach will provide support with whole group and small group instruction and tier 3 intervention for a

small group of students. Also I-Ready Common Core lessons in Math and Reading and intense use of manipulative and other hands on activities aligned with student data to provide push in, small group support by the teacher.

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/181275.

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

R.V.Daniels Elementary has several business partners and one faith-based partner that support our mission and vision by providing financial resources, and human capital such as mentoring, tutoring, and volunteerism. To sustain our partnership we conduct monthly community/parent meetings and all stakeholders are invited. At the end of the school year we celebrate all of our partners/volunteers with a luncheon to thank them for their commitment and service to our school.
Parents are kept informed through PTA, SAC, School Messenger, e-mail, newsletters, parent/ teacher conferences, parent academy and the school's website. The school has a parent resource area where parents can borrow materials for students to use at home. Our teachers and staff serve as the primary public relations.

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
Gresham, Robert	Principal
Parker, Davina	Assistant Principal
Seiler, Cristina Seiler	Guidance Counselor
Morris, Regina	Teacher, ESE
Payanis, Ashley	Teacher, K-12
McDaniel, Tanya	Instructional Coach

Duties

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

Robert Gresham: Principal provides an instructional vision for the use of data-based decision-making; ensures that the school-based team implements RtI initiatives; monitors assessment of RtI skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support RtI implementation; and communicates with all stakeholders regarding school-based RtI plans and activities.

Davina S. Parker: Assistant Principal responsibility is to support and follow through assigned duties. Assists in progress monitoring, data collection, and data analysis. Checks planned lesson for implementation of RtI process. Assists in the design and delivery of professional development. Provides feedback from classroom walk-throughs. Encourage and share common vision for the use of data-based decision-making; ensures that the school-based team implements RtI initiatives; monitors assessment of RtI skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support RtI implementation; and communicates with all stakeholders regarding school-based RtI plans and activities. The AP is also responsible for testing, school wide management systems, paraprofessionals, scheduling, and parent communication of events, SAC and PTA.

Cristina Seiler: Guidance Counselor identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with school screening programs that provide early intervention services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis.

Regina Morris: Exceptional Student Education (ESE) Teacher participates in student data collection; integrates core instructional activities/materials into Tier 2/3 instruction; and collaborates with general education teachers through collaborative team meetings and IEP implementation and compliance.

Ashley Payanis: Reading Interventionist (RI) Teacher participates in student data collection; integrates core instructional activities/materials to Tier 3 students; and collaborates with general education teachers through collaborative team meetings.

Tanya McDaniel: Instructional Coach provides support to general education teachers in implementing core instruction; participates in student data collection and analysis; collaborate with staff to implement Tier 2/3 interventions. Trainings are planned and facilitated by the reading coach. Classroom support including: modeling, collaborative teaching, data analysis, recording lessons, and center implementation are provided.

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

The RTI team meets monthly to discuss the expectations of what students should learn. Based upon the data, the meetings will discuss:
• How to monitor the data.
• Review universal screening data and link to instructional decisions
• Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding CGA, at moderate risk or at high risk for not meeting standards
• Communicates with parents and the community regarding school-based RtI plans and activities
• Collaborates with colleagues to constantly evaluate and review students' performances
• Recommends instructional strategies to teachers that include reflective practices, analyzing student data, and differentiating instruction
• Implement intense interventions for Tier 1, Tier 2, and Tier 3 students
• Serves as liaison between teachers, students, and parents
• Encourages students to take an active role in their learning

Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

Title I funds are used for additional teachers and support staff to meet the needs of our students. Educational resources and materials are available through these funds. Title I funds will also be utilized for extended learning opportunities for students. Title I Parent Involvement will be used to provide parents and community members with meaningful training and workshops on standards-based instruction throughout the year. Funds are utilized to purchase supplies and materials for parents, to pay for catering of parent events, and to provide materials for parent take-home activities. RVD offers Character Education in all grades, focusing on being responsible for self. Foundations program provides a framework for an overall safe and civil school. Champs implementation in the classroom provides the necessary tools for positive classroom management. RVD participates in Breakfast in the Classroom (BIC)program. Our large percentage of students on free and reduced lunch allows us to provide a nutritional breakfast to all students each day.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tavares Parker	Parent
Whilemena Brown	Business/Community
Michael Willis	Business/Community
Christina Selier	Education Support Employee
Robert Gresham	Principal
Naomi Briggs	Education Support Employee
Sissy Allen	Parent
Kim Allen	Business/Community
Beth Higgins	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

SAC committee met with leadership team to evaluate SIP plan. During the meeting SAC and RVD Leadership team discussed I-Ready data and DAR results and identified effective successful strategies implemented in 2013-2014 school year. Updated goals for 2014-2015 school year. Strategies identified as working were selected to be continued and enhanced for 2014-2015.

Development of this school improvement plan

SAC and all parents have the opportunity to assist in implementation and evaluation of school improvement plan. We encourage parents to participate in all meetings to give input into the process throughout the school year through a variety of channels including; PTA meetings, School Advisory Council meetings, and the various parents training sessions offered throughout the school year. The SAC has the responsibility for developing, implementing and evaluating the various school level plans, including the SIP and PIP.

Preparation of the school's annual budget and plan

The SAC and SIP committee works in collaboration with the principal to review the budget and agree on specific items such as technology enhancements and parental engagement. The principal then meets with the Shared Decision Making (SDM) team to finalize budget priorities and development of the final draft of the SIP.

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

School Improvement (SAC) Funds were used to purchase classroom instructional materials for classrooms. In an effort to continue to utilize strategies and resources to best meet the individual needs of our students; our School Advisory Council will continue to use our funds to assist in the expansion of our technology resources in each individual classroom.

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
Gresham, Robert	Principal
Parker, Davina	Assistant Principal
Payanis, Ashley	Teacher, K-12
McDaniel, Tanya	Instructional Coach
Higgins, Beth	Teacher, K-12
Masline, Donovan	Teacher, K-12
Ovalle, Isaac	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative is to raise the proficiency numbers in Reading. I-Ready, CGA, DAR, and District made assessments from the core curriculum guide will be targeted for improvement throughout the school year.
Specific professional development for the staff will include:
Gradual Release
Instructional Rigor and Higher Order Questioning
Differentiated Instruction
Using Data to Drive Instruction
Developing planned lessons that are focused and intentional to meet student needs
Analyzing student work
Reading and Writing with a focus on text complexity
Close reading
Questioning and Response to Literature.
Provide information to students and their families through literacy nights, newsletters and school-wide activities.

These activities will be part of Early Release Days, planning days, collaborative team meetings, vertical articulation meetings,coaching/modeling support, lesson study groups, and faculty meetings.

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

RVD will conduct school-wide Reading, Math and Data chat PLC's with grade levels on Tuesdays. Common team planning meetings are conducted every Thursday with every grade level. Early release days professional development is organized once a month for vertical articulation per subject for grades (K-1) & (2-3). Grade levels and staff are represented on the school's Shared Governance Committee every 2nd Tuesday of each month.

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

Principal and Assistant Principal will recruit teachers from district qualified candidates completion date August 2015. Ongoing professional development will take place at the school level and district level. R.V. Daniels Leadership team in conjunction with district specialist will be responsible for facilitating and monitoring recruitment and retention strategies. Early release meetings, PLC's at school level and district level, content area training, planning day training, Teacher Induction Program/Mentor Program/MINT this program is implemented and monitored through our Professional Development Facilitator, Mentors, and District Support staff. Providing University college Interns and pre-interns to Identified classrooms with teachers with Clinical Educator's Training (CET)

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

R.V .Daniels participate in school district MINT program. Mentors are paired with new teachers according to impact on student achievement, credentials and expertise. Mentors are CET trained and have a least 3 years of successful teaching experience and effective or highly effective ratings Overall purpose of the teacher mentoring program is to improve teaching and learning. Specifically, the mentoring program is intended to assist classroom teachers and school administrators in the development and implementation of a mentoring program for beginning teachers. The mentoring of beginning teachers is a critical component of the induction of new teachers into the profession. It makes necessary connections between theory and practice, supports the professional and personal growth of beginning teachers and provides professional-development opportunities for the mentor teacher. Bi-weekly meetings, observations, paired with mentor, attend district MINT meetings, develop IPDP.
1. Mentee:Lindsey McKay (First Grade) Mentor: Beth Higgins (Teacher, Frist Grade Leve Chair), Ms.Higgins offers 25 years of experience to this partnership. She is a grade level chair with a wealth of knowledge and support to provide. She has served as a mentor and a directing teacher in previous years. She will provide structured support for Ms. McKay through on-going communication, observations and follow-up activities with assistance in her transition to R.V. Daniels Elementary School.
2. Mentee: Jennifer Alley (Kindergarten), Mentor: Ashley Payanais (Reading Interventionist), Ms. Payanis offers 5 years of experience to this partnership. She has served as a Grade Level Chair, member of our Collaborative Problem Solving Team (CPST) as a part of our RtI Process, and previous Teacher of the Year. Planned mentoring activities include meetings, professional collaboration, on-going communication and support, and overall assistance at R.V. Daniels Elementary School.
3. Mentee: Shemisha Gordon (Second Grade), Mentor: Tanya McDaniel (Reading Coach) offers 5 years of experience to this partnership. She serves a the Reading Coach and the Professional Development Facilitator, and a member of our Leadership Team, Intervention Team, and has mentored several teachers, interns over the years, and previous Teacher of the Year. Planned mentoring activities include

classroom visits, meetings, professional collaboration, on-going communication and continued support, and overall assistance at R.V. Daniels Elementary School.

4. Mentee: Kaley Metzler (First Grade), Mentor: Tanya McDaniel (Reading Coach) offers 5 years of experience to this partnership. She serves a the Reading Coach and the Professional Development Facilitator, and a member of our Leadership Team, Intervention Team, and has mentored several teachers, interns over the years, and previous Teacher of the Year. Planned mentoring activities include classroom visits, meetings, professional collaboration, on-going communication and continued support, and overall assistance at R.V. Daniels Elementary School.

5. Mentee: Joseph Edge (First Grade), Mentor: Donovan Masline (Teacher, Second Grade Level Chair), Mr. Masline offers 5 years of experience to this partnership. He is a grade level chair with a wealth of knowledge and support to provide. Mr. Masline serves as directing teacher. Planned mentoring activities, include professional collaboration, on-going communication and continued support, and overall assistance at R.V. Daniels Elementary School.

6. Mentee: Amanda Hollowy (Art), Mentor: Regina Morris (ESE) Ms. Morris offers 26 years of experience to this partnership. She has served as a mentoring teacher, CHAMPS trainer, PDF, directing teacher and Foundations Chair. Planned mentoring activities, include professional collaboration, on-going communication and continued support, and overall assistance at R.V. Daniels Elementary School.

In every case, mentors are chosen based upon either a common grade level (common core expectations), proximity, and professional backgrounds. All mentors are also identified based on student growth over time. Data regarding student performance is provided as a part of our MINT program to provide support for mentor status, as well as individual work towards professional goals as indicated in individual professional development plans.

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

R.V. Daniels Elementary ensures that our core instructional programs (Duval Reads & Duval Math) and materials are aligned to Florida State standards through various avenues. We utilize district approved research based resources that are aligned to Florida standards. In our Professional Learning Communities we unpack Language Arts Florida State Standards and Mathematics Florida State Standards to ensure they are aligned to curriculum guides, lesson plans, performance task, and exit tickets.

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

The school uses assessment data, common grade level assessments, anecdotal logs, exit tickets, and various other forms of data to differentiate instructional materials to meet the needs of students. Teachers use exit tickets at the end of their lessons and based on student responses teachers know which students understood the content that was presented. If students required additional support, students are provided small group instruction using additional reteaching strategies.If students have mastered a certain level of the standard the rigor of the tasks is increased within the outlined Item Specifications. Administrators, coaches, interventionists, and teachers regularly consult data to determine the current academic needs. This information is used to guide instruction to meet the needs of all students.

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: 10,800

Paid Extended Day Program
All students receive an additional hour of reading instruction through I-Ready and one hour of home-learning instruction.
In addition, we have S.T.E.A.M. Clubs to enrich students in the academic area of reading, science, mathematics, technology, engineering, and arts.
Students are provided tutoring assistance based on teacher recommendation.

Strategy Rationale

The goal is to improve student reading comprehension skills, math, and science proficiency.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Payanis, Ashley, payanisa@duvlaschools.org

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

These reports will be analyzed to determine if the extra support reflects that students are making progress toward grade level mastery of the Florida Standards.
I-Ready Reading and Math Report
Weekly students Progress Reports
Nine Week Report Cards
Students' Work

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

RVD has three Pre-Kindergarten classes for the preschool students. The program has stringent guidelines and procedures to equip students with the necessary skills for Kindergarten. Parents and students must adhere to the Pre-K policies to stay active in the program. Students who attend are expected to master the Pre-K objectives of academic and social growth.
Within the first 45 days of enrollment, Kindergarten students are given 2 assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide screening of each child's readiness for kindergarten. The IReady diagnostic assessment measures the students' skill level in the following skills based area of reading: Phonics, Phonemeic Awareness, Vocabulary, High Fequency Words and Comprehension. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention if needed.
RVD will schedule a series of workshops and informal meetings for community preschool teachers and parents whose students traditionally enter our school. The purpose of these sessions is to give those individuals the opportunity to discuss expectations, curriculum, and simple solutions to common

classroom occurrences. In addition each of their preschool classes will be invited to our school during May to tour the school, meet the staff, and eat lunch in the cafeteria.

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

R.V. Daniels Elementary is a Pre-Kindergarten – 2nd Grade School.

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

R.V. Daniels Elementary is a Pre-Kindergarten – 2nd Grade School.

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

R.V. Daniels Elementary is a Pre-Kindergarten – 2nd Grade School.

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

R.V. Daniels Elementary is a Pre-Kindergarten – 2nd Grade School.

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.

Although students are showing growth according to the I-Ready data concerning mathematics and reading, all students are not moving to proficiency in both academic areas.

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.

This past year we had a high level of focus on teaching skills and strategies in both reading and math which may have caused a slight inequity for teaching standards along with skills which will give students the opportunity to apply their knowledge.

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 Kindergarten-Second Grade teachers and staff collaborate and share expectations, then the result will show an increase in student proficiency in I-Ready Reading and Math.

G2.   If the administration, teachers, and school stakeholders collaborate to implement an effective Positive Behavioral Intervention and Supports plan school wide inclusive of proactive measures, then the results will show a decrease in referrals and suspensions and an increase in student academic progress.

G3.   If the administration, teachers and parents collaborate to develop a strategic plan to organize parent night activities, data chats, open house, STEAM nights, and parent-led meetings, then the results will show an increase parent involvement.

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 Kindergarten-Second Grade teachers and staff collaborate and share expectations, then the result will show an increase in student proficiency in I-Ready Reading and Math. 1a

🔍 G071646

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	
Math Gains	
ELA/Reading Gains	

Resources Available to Support the Goal 2

- Grade Level Curriculum Leads to provide instructional support in their assigned subject areas

- Administration to provide instructional leadership to all staff

- Reading and Math Vertical Articulation facilitated by Reading Coach and Assistant Principal

- District Content Area Workshops

Targeted Barriers to Achieving the Goal 3

- Amount of research based strategies to improve the proper integration of both skills and standards during instructional time.

Plan to Monitor Progress Toward G1. 8

Through monthly data chats, feedback, student data, and professional formal and informal conversations during grade level meetings.

Person Responsible
Robert Gresham

Schedule
Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion
Cast evaluations, student data, and documentation from weekly PLC's/Data Chats

G2. If the administration, teachers, and school stakeholders collaborate to implement an effective Positive Behavioral Intervention and Supports plan school wide inclusive of proactive measures, then the results will show a decrease in referrals and suspensions and an increase in student academic progress. `1a`

🔍 G071647

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	

Resources Available to Support the Goal `2`

- Professional Development Facilitated by members of the Foundations Team, Assistant Principal, School Counselor

- Certified CHAMPS Trainer located on campus

- Second Step Program & Calming Coping Strategies implemented by School Counselor

Targeted Barriers to Achieving the Goal `3`

- Staff lack of knowledge regarding the school wide incentive plan and proactive measures to prevent behavioral issues.

- Staff not using CHAMPS with fidelity or developing classroom management plan that is proactive verses punitive.

Plan to Monitor Progress Toward G2. `8`

Effectiveness of School Wide Discipline Plan & Positive Behavioral Intervention and Supports (PBIS) Plan

Person Responsible

Robert Gresham

Schedule

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

Evidence of Completion

School discipline data, school based surveys, CHAMPS implementation, data & surveys

G3. If the administration, teachers and parents collaborate to develop a strategic plan to organize parent night activities, data chats, open house, STEAM nights, and parent-led meetings, then the results will show an increase parent involvement. `1a`

🔍 G071648

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	
Math Gains	
Attendance rate	

Resources Available to Support the Goal `2`

- School based literacy team, math team, science team, and foundations team.
- STEAM Clubs
- Parent Academy
- District Parent Involvement Title 1
- PTA & SAC committees

Targeted Barriers to Achieving the Goal `3`

- Parent attendance and effectively communicating and scheduling parent events.

Plan to Monitor Progress Toward G3. `8`

Climate surveys and i-Ready data.

Person Responsible
Davina Parker

Schedule
On 6/10/2016

Evidence of Completion
Climate surveys and i-ready data collection.

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 Kindergarten-Second Grade teachers and staff collaborate and share expectations, then the result will show an increase in student proficiency in I-Ready Reading and Math. 1

🔍 G071646

G1.B1 Amount of research based strategies to improve the proper integration of both skills and standards during instructional time. 2

🔍 B186786

G1.B1.S1 Provide professional development to assist with the balance of teaching skills and strategey instruction for math and literacy by collaborating through weekly data chats, and Reading and Math vertical articulation facilitated by Reading Coach and Assistant Principal . 4

🔍 S198191

Strategy Rationale

To create a web of resources and support systems on each grade level

Action Step 1 5

Professional Development Opportunities

Person Responsible

Robert Gresham

Schedule

Weekly, from 8/20/2015 to 6/10/2016

Evidence of Completion

Classroom observations, walk-thru's, I-Ready and District created assessments data, and CAST evaluations to document evidence of our progress in implementing/utilizing best instructional practices.

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

Classroom formal and informal observations and Walk-Thrus

Person Responsible

Robert Gresham

Schedule

Weekly, from 8/20/2015 to 6/10/2016

Evidence of Completion

Collecting documentation of professional development participation via staff sign-in sheets, sharing learned best practices, and monitoring implementation/usage of new instructional strategies.

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

I-Ready and District created end of module data Analysis

Person Responsible

Robert Gresham

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Data analysis conducted from collecting student results of the District created end of module/topic assessments and the diagnostic/progress monitoring of I-Ready.

G1.B1.S2 Establish a school-wide student data tracking campaign for reading and math by which students track their data and have monthly data chats with their classroom teacher. 4

S198192

Strategy Rationale

Research shows that students who are highly engaged with tracking their academic progress and setting goals have improved in their academics at a greater rate than those who do not.

Action Step 1 5

Professional Development Opportunities & Providing Student Data Tracking Folder

Person Responsible

Tanya McDaniel

Schedule

On 6/10/2016

Evidence of Completion

Classroom observations, instructional roundings, walk-thru's, I-Ready and module/topic assessment data

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Staff will utilize a student data tracking folder for reading and math for each student

Person Responsible

Tanya McDaniel

Schedule

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

Evidence of Completion

Ongoing use of student data notebooks in the classroom and monthly teacher/student data chats

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

I-Ready and End of Topic/Module Assessments

Person Responsible

Davina Parker

Schedule

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

Evidence of Completion

Ongoing use of student data tracking folders during classroom informal and formal observations and feedback from PLC's

G2. If the administration, teachers, and school stakeholders collaborate to implement an effective Positive Behavioral Intervention and Supports plan school wide inclusive of proactive measures, then the results will show a decrease in referrals and suspensions and an increase in student academic progress. `1`

🔑 G071647

G2.B1 Staff lack of knowledge regarding the school wide incentive plan and proactive measures to prevent behavioral issues. `2`

🔑 B186787

G2.B1.S1 Establish an effective Foundations Team that will develop school wide guidelines for success, an incentive program that will highlight/reward positive student behavior, and implement/monitor the Postitive Behavioral Intervention and Supports (PBIS) plan. In addition, the Foundations Team will provide analyzed school discipline data to develop professional development in the area of need and provide explicit information to staff regarding the success or revisions of the Positive Behavioral Intervention and Supports plan. `4`

🔑 S198193

Strategy Rationale

To ensure that we have input from all stakeholders on the development and implementation of a school wide discipline plan and a team that will provide ongoing monitoring of the effectiveness of our PBIS plan. In addition provide staff members with support and training in classroom/behavioral management.

Action Step 1 `5`

Monthly Foundation Team Meetings & Foundations Team Informational Updates provided at Early Release trainings

Person Responsible

Davina Parker

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

School wide discipline data (referrals & suspensions) ,school based surveys & Insight Survey

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitoring of the Effectiveness of Foundations Team during Leadership Meetings

Person Responsible

Robert Gresham

Schedule

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

Evidence of Completion

Insight survey, school wide discipline data, I-Ready data, and school based surveys, School Counselor Referrals

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

School Wide Discipline Data

Person Responsible

Davina Parker

Schedule

Weekly, from 6/7/2016 to 6/7/2016

Evidence of Completion

Student Referrals, Student Suspensions, & Referral to RtI for Behavior

G2.B2 Staff not using CHAMPS with fidelity or developing classroom management plan that is proactive verses punitive. 2

B186788

G2.B2.S1 Provide CHAMPS behavioral management program training each semester with the ability of all staff members to participate in training sessions. 4

S198194

Strategy Rationale

To provide an opportunity on the school campus for both novice and seasoned staff members to receive training in the proper implementation of CHAMPS.

Action Step 1 5

CHAMPS classroom management training each semester

Person Responsible

Regina Morris

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

CHAMPS Training Exit Tickets, Surveys, and CHAMPS Behavioral Management Plan

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Evaluation of CHAMPS Implementation in Classrooms

Person Responsible

Davina Parker

Schedule

On 6/7/2016

Evidence of Completion

CAST Domain 2 Data, School Wide Discipline Data, & Insight Survey

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

CHAMPS Information & Resources Reviewed at Early Release Trainings

Person Responsible

Robert Gresham

Schedule

On 5/25/2016

Evidence of Completion

School Wide Discipline Data, Early Release Exit Tickets, & Insight Surveys

G3. If the administration, teachers and parents collaborate to develop a strategic plan to organize parent night activities, data chats, open house, STEAM nights, and parent-led meetings, then the results will show an increase parent involvement. `1`

🔑 G071648

G3.B1 Parent attendance and effectively communicating and scheduling parent events. `2`

🔑 B186789

G3.B1.S1 Invite parents and guardians to all school events using school message system, flyers and verbal communication. `4`

🔑 S198195

Strategy Rationale

Engage parents in meaningful conversations and keep them informed in order to increase attendance and overall student success.

Action Step 1 `5`

Improve communication through school messaging system, flyers and newsletters.

Person Responsible

Robert Gresham

Schedule

Weekly, from 8/20/2015 to 6/10/2016

Evidence of Completion

Surveys, attendance sheets, verbal and written communication.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Teachers and staff will communicate weekly with parents and guardians through the effective use of classroom newsletters.

Person Responsible

Davina Parker

Schedule

Weekly, from 8/20/2015 to 6/10/2016

Evidence of Completion

Collection of documentation of newsletters and parent communication logs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Monitor i-Ready data for math and reading and school climate surveys.

Person Responsible

Robert Gresham

Schedule

Weekly, from 8/20/2015 to 6/10/2016

Evidence of Completion

Survey and i-Ready data results.

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	Professional Development Opportunities	Gresham, Robert	8/20/2015	Classroom observations, walk-thru's, I-Ready and District created assessments data, and CAST evaluations to document evidence of our progress in implementing/utilizing best instructional practices.	6/10/2016 weekly
G1.B1.S2.A1	Professional Development Opportunities & Providing Student Data Tracking Folder	McDaniel, Tanya	8/17/2015	Classroom observations, instructional roundings, walk-thru's, I-Ready and module/topic assessment data	6/10/2016 one-time
G2.B1.S1.A1	Monthly Foundation Team Meetings & Foundations Team Informational Updates provided at Early Release trainings	Parker, Davina	8/24/2015	School wide discipline data (referrals & suspensions) ,school based surveys & Insight Survey	6/3/2016 monthly
G2.B2.S1.A1	CHAMPS classroom management training each semester	Morris, Regina	8/24/2015	CHAMPS Training Exit Tickets, Surveys, and CHAMPS Behavioral Management Plan	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Improve communication through school messaging system, flyers and newsletters.	Gresham, Robert	8/20/2015	Surveys, attendance sheets, verbal and written communication.	6/10/2016 weekly
G1.MA1	Through monthly data chats, feedback, student data, and professional formal and informal conversations during grade level meetings.	Gresham, Robert	8/24/2015	Cast evaluations, student data, and documentation from weekly PLC's/Data Chats	6/10/2016 monthly
G1.B1.S1.MA1	I-Ready and District created end of module data Analysis	Gresham, Robert	9/1/2015	Data analysis conducted from collecting student results of the District created end of module/topic assessments and the diagnostic/progress monitoring of I-Ready.	6/10/2016 monthly
G1.B1.S1.MA1	Classroom formal and informal observations and Walk-Thrus	Gresham, Robert	8/20/2015	Collecting documentation of professional development participation via staff sign-in sheets, sharing learned best practices, and monitoring implementation/usage of new instructional strategies.	6/10/2016 weekly
G1.B1.S2.MA1	I-Ready and End of Topic/Module Assessments	Parker, Davina	8/24/2015	Ongoing use of student data tracking folders during classroom informal and formal observations and feedback from PLC's	6/10/2016 monthly
G1.B1.S2.MA1	Staff will utilize a student data tracking folder for reading and math for each student	McDaniel, Tanya	8/24/2015	Ongoing use of student data notebooks in the classroom and monthly teacher/ student data chats	6/10/2016 monthly
G2.MA1	Effectiveness of School Wide Discipline Plan & Positive Behavioral Intervention and Supports (PBIS) Plan	Gresham, Robert	8/24/2015	School discipline data, school based surveys, CHAMPS implementation, data & surveys	6/7/2016 monthly
G2.B1.S1.MA1	School Wide Discipline Data	Parker, Davina	6/7/2016	Student Referrals, Student Suspensions, & Referral to RtI for Behavior	6/7/2016 weekly
G2.B1.S1.MA1	Monitoring of the Effectiveness of Foundations Team during Leadership Meetings	Gresham, Robert	8/24/2015	Insight survey, school wide discipline data, I-Ready data, and school based surveys, School Counselor Referrals	6/7/2016 monthly
G2.B2.S1.MA1	CHAMPS Information & Resources Reviewed at Early Release Trainings	Gresham, Robert	8/24/2015	School Wide Discipline Data, Early Release Exit Tickets, & Insight Surveys	5/25/2016 one-time
G2.B2.S1.MA1	Evaluation of CHAMPS Implementation in Classrooms	Parker, Davina	8/24/2015	CAST Domain 2 Data, School Wide Discipline Data, & Insight Survey	6/7/2016 one-time
G3.MA1	Climate surveys and i-Ready data.	Parker, Davina	8/20/2015	Climate surveys and i-ready data collection.	6/10/2016 one-time
G3.B1.S1.MA1	Monitor i-Ready data for math and reading and school climate surveys.	Gresham, Robert	8/20/2015	Survey and i-Ready data results.	6/10/2016 weekly
G3.B1.S1.MA1	Teachers and staff will communicate weekly with parents and guardians through the effective use of classroom newsletters.	Parker, Davina	8/20/2015	Collection of documentation of newsletters and parent communication logs.	6/10/2016 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 Kindergarten-Second Grade teachers and staff collaborate and share expectations, then the result will show an increase in student proficiency in I-Ready Reading and Math.

G1.B1 Amount of research based strategies to improve the proper integration of both skills and standards during instructional time.

G1.B1.S1 Provide professional development to assist with the balance of teaching skills and strategey instruction for math and literacy by collaborating through weekly data chats, and Reading and Math vertical articulation facilitated by Reading Coach and Assistant Principal .

PD Opportunity 1

Professional Development Opportunities

Facilitator

Principal Gresham, Assistant Principal Parker, Reading Coach McDaniel, District Specialists

Participants

All Instructional Staff

Schedule

Weekly, from 8/20/2015 to 6/10/2016

G1.B1.S2 Establish a school-wide student data tracking campaign for reading and math by which students track their data and have monthly data chats with their classroom teacher.

PD Opportunity 1

Professional Development Opportunities & Providing Student Data Tracking Folder

Facilitator

Assistant Principal Parker, Reading Coach McDaniel

Participants

All instructional staff

Schedule

On 6/10/2016

G2. If the administration, teachers, and school stakeholders collaborate to implement an effective Positive Behavioral Intervention and Supports plan school wide inclusive of proactive measures, then the results will show a decrease in referrals and suspensions and an increase in student academic progress.

G2.B2 Staff not using CHAMPS with fidelity or developing classroom management plan that is proactive verses punitive.

G2.B2.S1 Provide CHAMPS behavioral management program training each semester with the ability of all staff members to participate in training sessions.

PD Opportunity 1

CHAMPS classroom management training each semester

Facilitator

Regina Morris

Participants

Novice Teachers and Seasoned Teachers who need support with classroom management

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Professional Development Opportunities	$0.00
2	G1.B1.S2.A1	Professional Development Opportunities & Providing Student Data Tracking Folder	$0.00
3	G2.B1.S1.A1	Monthly Foundation Team Meetings & Foundations Team Informational Updates provided at Early Release trainings	$0.00
4	G2.B2.S1.A1	CHAMPS classroom management training each semester	$0.00
5	G3.B1.S1.A1	Improve communication through school messaging system, flyers and newsletters.	$0.00
		Total:	$0.00