

Volusia County Schools

South Daytona Elementary School



2016-17 Schoolwide Improvement Plan

South Daytona Elementary School

600 ELIZABETH PL, South Daytona, FL 32119

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	B	D

**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 is pending approval by the Volusia County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for South Daytona Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To ensure higher levels of learning for all students.

b. 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.

2. School Environment

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

Meet the Teacher sets the year off with a positive tone as teachers get to display their excitement and dedication for the school year. The leadership team actively mentors and meets with identified students and works to serve as a role model for them. We implemented Kagan Engagement strategies this year and used them during the first month of school to establish classroom culture and rapport. The strategies continue throughout the year for academic purposes, but can always be called upon for team building purposes if needed. Throughout the year, we implement the Check-In/Check-Out system with students that are in need of that reinforcement in an effort to build solid relationships with them. We also have the K Kids program which encourages student leaders to take an active role in building and solidifying our school community.

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

The school-based Behavior Leadership Team/Positive Behavior Support Team develops processes and procedures intended for all students and staff, in all settings and across campus which promote positive behavior and build a school community based upon safety and responsibility.

We require active morning and afternoon supervision to facilitate the safety of all students and staff on campus. This allows students access to adults on campus if they need to express any concerns. Our school counselor pulls groups daily and weekly as time allows, regarding incidences requiring immediate intervention. School counselors also involve district student services personnel to assist with student groups and to sponsor family events.

We actively investigate and pursue any claims regarding bullying. We ensure that every student feels protected and valued, and work to mediate or handle any situation requiring adult attention.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The processes and procedures of the school-based Behavior Leadership Team/Positive Behavior Support Team are based upon school behavioral data and are implicitly taught and reinforced throughout the year. The Behavioral Leadership Team is inclusive of all areas (i.e., core instruction, electives, administration) and is supported by Student Services personnel who help to design

targeted supports when need is indicated by school data.

In our second year of PBIS implementation, we actively and knowingly focus on Positive Behaviors. We implemented a Dragon Coin economy in which students can earn coins for making positive choices and/or following school expectations. Every teacher has a dragon store of some kind, as well as a school-wide store. Students may purchase tangible items like toys, or can purchase bigger ticket items such as lunch with administrator, office helper, and shadowing a PE coach. We have provided training to all school personnel on the proper way to implement the system, and how to maintain high expectations when rewarding the students.

In regards to discipline, we have created a hierarchy of consequences that we use when students are involved in a disciplinary action. The teachers were asked for input on the consequences, and were given the opportunity to make additions/deletions/suggestions.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Peer Mediation Program
- Bullying Program

All students are screened quarterly for behavioral and social-emotional issues through the electronic report card. Through the screening, the school is able to disaggregate data to determine if individual students, classrooms, teachers, grade levels or the school would benefit from targeted interventions. We also utilize the Early Warning System to identify any students that are in need of mentoring or intervention.

Our guidance department provides ongoing mentoring and counseling for small groups and individuals. Parent resources are provided for community counseling and mental health for outside agencies.

3. Early Warning Systems

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

a. 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)

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/313376>.

2. Description

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

2. 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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Bruner, Lynn	Principal
Fernandez, Lianne	Instructional Coach
Casella, Diane	Instructional Coach
Conyers, Heather	Teacher, K-12
Whalen, Elizabeth	Teacher, K-12
Canup, Katie	Teacher, K-12
Reynolds, Michele	Teacher, K-12
Frey, Jamie	Teacher, K-12
Stevens, Kym	Assistant Principal
Roberts, Regina	Teacher, ESE
Depasquale, Jane	Teacher, K-12
Wharton, Kindle	Teacher, K-12
Wright, Tabatha	Teacher, ESE
Christensen, Wendell	
Nave, Mary	Teacher, K-12
Hales, Jenna	Teacher, K-12
Merrell, Sunnie	Teacher, K-12

b. Duties

1. 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.
- 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.

- Administrators: Organize meeting, and plan the agenda of topics to be covered. Develops, leads, and evaluates school core content standards/programs; Analyzes and identifies trends in behavior data as well as academic data. Identifies needs of the students and teachers, and facilitates the problem solving process in addressing those needs.

2. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Cheyenne Williams	Student
Sherry Clifton	Parent
Tasha Merrell	Education Support Employee
Negar Pflueger	Parent
Anthony LaBombard	Business/Community
Sandi Kalwite	Parent
Erin Strauss	Business/Community
Jenna Hales	Teacher
Katie Canup	Teacher
Lynn Bruner	Principal
Kym Stevens	Principal
Rick Pesarchick	Parent
Kailani Merrell	Student
Jessica Cargal	Parent
Kaylee Cargal	Student
Zoey Gotera	Student
Reily Kalwite	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. 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

c. 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.

2. 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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Conyers, Heather	Teacher, K-12
Stevens, Kym	Assistant Principal
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
Bruner, Lynn	Principal
Depasquale, Jane	Teacher, K-12
Frey, Jamie	Teacher, K-12
Hales, Jenna	Teacher, K-12
Wharton, Kindle	Teacher, K-12
Roberts, Regina	Teacher, ESE
Wright, Tabatha	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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, Twitter Chats, grade level meetings on a weekly basis, Faculty Meetings (Good News sharing).

2. 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

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

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

2. 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

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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

B. 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

C. Strategic Goals

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 we implement standards aligned instruction while focusing on student engagement and continue use of PBIS schoolwide, then we will improve student achievement in ELA and Math.

Strategic Goals Detail

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

G1. If we implement standards aligned instruction while focusing on student engagement and continue use of PBIS schoolwide, then we will improve student achievement in ELA and Math. **1a**

G083555

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	52.0
FSA Mathematics Achievement	53.0
Discipline incidents	15.0
ELA/Reading Lowest 25% Gains	47.0
Math Lowest 25% Gains	49.0
Statewide Science Assessment Achievement	59.0

Targeted Barriers to Achieving the Goal **3**

- Lack of Knowledge/Implementation

Resources Available to Help Reduce or Eliminate the Barriers **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

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

SIP Progress Monitoring Meeting

Person Responsible

Lynn Bruner

Schedule

On 10/31/2016

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-in sheet.

Plan to Monitor Progress Toward G1. 8

SIP Mid-year Review

Person Responsible

Lynn Bruner

Schedule

On 2/14/2017

Evidence of Completion

Mid year Review in CIMS.

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Lynn Bruner

Schedule

Annually, from 5/25/2017 to 7/11/2017

Evidence of Completion

Step Zero for 2017-2018 SIP.

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 implement standards aligned instruction while focusing on student engagement and continue use of PBIS schoolwide, then we will improve student achievement in ELA and Math. **1**

 G083555

G1.B9 Lack of Knowledge/Implementation **2**

 B221707

G1.B9.S1 Develop knowledge and skills of standard-aligned instruction in ELA/Math. **4**

 S233929

Strategy Rationale

Increase % of teachers effectively implementing standards based instruction.

Action Step 1 **5**

Data Walks

Person Responsible

Lynn Bruner

Schedule

Every 2 Months, from 10/10/2016 to 5/2/2017

Evidence of Completion

Spreadsheets at faculty meetings and survey monkey results.

Action Step 2 **5**

Learning Targets Training/Success Criteria

Person Responsible

Lianne Fernandez

Schedule

Quarterly, from 10/1/2016 to 5/1/2017

Evidence of Completion

Data from the Data Walk

Action Step 3 5

PL on quality instruction, monthly data chats, and Differentiated Instruction Model.

Person Responsible

Katie Lowrey

Schedule

On 6/5/2017

Evidence of Completion

Agendas, Sign-in sheets, and reflection activities.

Action Step 4 5

Kagan Training for all faculty.

Person Responsible

Lianne Fernandez

Schedule

On 9/19/2016

Evidence of Completion

All faculty will participate in Kagan Day 1 and 2. Sign in sheets, and classroom implementation.

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Administrators conduct data walks.

Person Responsible

Lynn Bruner

Schedule

Every 2 Months, from 10/5/2016 to 6/1/2017

Evidence of Completion

Powerpoint that is shared with Faculty/Staff depicting the data that was gathered.

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Data collection results from the data walks.

Person Responsible

Lynn Bruner

Schedule

Every 2 Months, from 10/13/2016 to 5/31/2017

Evidence of Completion

Faculty meeting minutes, and the action plans that grade level teams develop.

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Provide resources for teachers on student engagement.

Person Responsible

Lianne Fernandez

Schedule

Monthly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Handouts and Digital Attachments that were provided.

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data to be discussed at monthly SLT, PLC, and PL meetings.

Person Responsible

Lynn Bruner

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

PLC meeting agendas and minutes with evidence documenting the data analysis of VXTs and other summatives.

G1.B9.S2 Develop highly effective PLCs to improve knowledge of PBIS, which will positively impact student engagement and achievement. 4

S233930

Strategy Rationale

Focus on making the time teachers spend together more effective and meaningful.

Action Step 1 5

Implement the knowledge and skills learned during each Professional Learning Session

Person Responsible

Lianne Fernandez

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Agendas, Sign in sheets, Classroom implementation, and Data Walk results.

Action Step 2 5

Monitor and provide feedback/coaching as needed for each Professional Learning.

Person Responsible

Diane Casella

Schedule

Weekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Communication between coaches and teachers, Implementation activity completion, evidence from the data walks.

Action Step 3 5

Professional Learning on PBIS

Person Responsible

Katie Lowrey

Schedule

Monthly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Implementation of PBIS, Dragon Coin Incentive System, and Agendas and Sign-in sheets.

Action Step 4 5

Provide resources or ideas for teachers to use as reinforces for PBIS.

Person Responsible

Katie Lowrey

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Non-tangible rewards list, Dragon Store, in class incentives, large scale incentives.

Action Step 5 5

Schedule monthly PBIS committee meeting.

Person Responsible

Katie Lowrey

Schedule

Monthly, from 10/25/2016 to 5/31/2017

Evidence of Completion

Agendas and Sign-in sheets.

Plan to Monitor Fidelity of Implementation of G1.B9.S2 6

Monitoring Data Walk Data, and Quarterly Summative Data

Person Responsible

Lynn Bruner

Schedule

Every 2 Months, from 10/13/2016 to 5/31/2017

Evidence of Completion

Data Analysis Report that is shared with Faculty/Staff at Faculty Meeting. Also, the analysis of monthly behavior data.

Plan to Monitor Effectiveness of Implementation of G1.B9.S2 7

Monitoring the PLC Notes provided by each team. Ensuring that time is being spent effectively and productively.

Person Responsible

Katie Lowrey

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

PLC Notes/Agendas, Data Analysis Results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B9.S1.A4 A300450	Kagan Training for all faculty.	Fernandez, Lianne	8/8/2016	All faculty will participate in Kagan Day 1 and 2. Sign in sheets, and classroom implementation.	9/19/2016 one-time
G1.MA1 M304916	SIP Progress Monitoring Meeting	Bruner, Lynn	10/31/2015	SIP Progress Monitoring Meeting Minutes and Sign-in sheet.	10/31/2016 one-time
G1.MA2 M304917	SIP Mid-year Review	Bruner, Lynn	2/14/2017	Mid year Review in CIMS.	2/14/2017 one-time
G1.B9.S1.A2 A300448	Learning Targets Training/Success Criteria	Fernandez, Lianne	10/1/2016	Data from the Data Walk	5/1/2017 quarterly
G1.B9.S1.A1 A300447	Data Walks	Bruner, Lynn	10/10/2016	Spreadsheets at faculty meetings and survey monkey results.	5/2/2017 every-2-months
G1.B9.S1.MA1 M304910	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Bruner, Lynn	9/1/2016	PLC meeting agendas and minutes with evidence documenting the data analysis of VXTs and other summatives.	5/31/2017 monthly
G1.B9.S1.MA2 M304912	Data collection results from the data walks.	Bruner, Lynn	10/13/2016	Faculty meeting minutes, and the action plans that grade level teams develop.	5/31/2017 every-2-months
G1.B9.S1.MA3 M304913	Provide resources for teachers on student engagement.	Fernandez, Lianne	8/9/2016	Handouts and Digital Attachments that were provided.	5/31/2017 monthly
G1.B9.S2.MA1 M304914	Monitoring the PLC Notes provided by each team. Ensuring that time is being spent effectively and...	Lowrey, Katie	9/1/2016	PLC Notes/Agendas, Data Analysis Results	5/31/2017 monthly
G1.B9.S2.MA1 M304915	Monitoring Data Walk Data, and Quarterly Summative Data	Bruner, Lynn	10/13/2016	Data Analysis Report that is shared with Faculty/Staff at Faculty Meeting. Also, the analysis of monthly behavior data.	5/31/2017 every-2-months
G1.B9.S2.A1 A300451	Implement the knowledge and skills learned during each Professional Learning Session	Fernandez, Lianne	8/8/2016	Agendas, Sign in sheets, Classroom implementation, and Data Walk results.	5/31/2017 monthly
G1.B9.S2.A2 A300452	Monitor and provide feedback/coaching as needed for each Professional Learning.	Casella, Diane	8/8/2016	Communication between coaches and teachers, Implementation activity completion, evidence from the data walks.	5/31/2017 weekly
G1.B9.S2.A3 A300453	Professional Learning on PBIS	Lowrey, Katie	8/9/2016	Implementation of PBIS, Dragon Coin Incentive System, and Agendas and Sign-in sheets.	5/31/2017 monthly
G1.B9.S2.A4 A300454	Provide resources or ideas for teachers to use as reinforcers for PBIS.	Lowrey, Katie	8/8/2016	Non-tangible rewards list, Dragon Store, in class incentives, large scale incentives.	5/31/2017 monthly
G1.B9.S2.A5 A300455	Schedule monthly PBIS committee meeting.	Lowrey, Katie	10/25/2016	Agendas and Sign-in sheets.	5/31/2017 monthly
G1.B9.S1.MA1 M304911	Administrators conduct data walks.	Bruner, Lynn	10/5/2016	Powerpoint that is shared with Faculty/Staff depicting the data that was gathered.	6/1/2017 every-2-months
G1.B9.S1.A3 A300449	PL on quality instruction, monthly data chats, and Differentiated Instruction Model.	Lowrey, Katie	10/3/2016	Agendas, Sign-in sheets, and reflection activities.	6/5/2017 one-time
G1.MA3 M304918	State Assessment Results	Bruner, Lynn	5/25/2017	Step Zero for 2017-2018 SIP.	7/11/2017 annually

V. Professional Development Opportunities

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

G1. If we implement standards aligned instruction while focusing on student engagement and continue use of PBIS schoolwide, then we will improve student achievement in ELA and Math.

G1.B9 Lack of Knowledge/Implementation

G1.B9.S1 Develop knowledge and skills of standard-aligned instruction in ELA/Math.

PD Opportunity 1

Learning Targets Training/Success Criteria

Facilitator

Lianne Fernandez, All Academic Coaches, and the Administrative Team

Participants

All Faculty/Staff

Schedule

Quarterly, from 10/1/2016 to 5/1/2017

PD Opportunity 2

PL on quality instruction, monthly data chats, and Differentiated Instruction Model.

Facilitator

Lynn Bruner and District Personnel

Participants

All faculty.

Schedule

On 6/5/2017

PD Opportunity 3

Kagan Training for all faculty.

Facilitator

Kagan Inc. and Lianne Fernandez

Participants

All faculty

Schedule

On 9/19/2016

G1.B9.S2 Develop highly effective PLCs to improve knowledge of PBIS, which will positively impact student engagement and achievement.

PD Opportunity 1

Professional Learning on PBIS

Facilitator

Katie Canup and the PBIS team.

Participants

All faculty and staff.

Schedule

Monthly, from 8/9/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B9.S1.A1	Data Walks				\$0.00
2	G1.B9.S1.A2	Learning Targets Training/Success Criteria				\$0.00
3	G1.B9.S1.A3	PL on quality instruction, monthly data chats, and Differentiated Instruction Model.				\$0.00
4	G1.B9.S1.A4	Kagan Training for all faculty.				\$7,892.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			6234 - South Daytona Elementary School	Title I, Part A		\$7,892.00
5	G1.B9.S2.A1	Implement the knowledge and skills learned during each Professional Learning Session				\$0.00
6	G1.B9.S2.A2	Monitor and provide feedback/coaching as needed for each Professional Learning.				\$0.00
7	G1.B9.S2.A3	Professional Learning on PBIS				\$0.00
8	G1.B9.S2.A4	Provide resources or ideas for teachers to use as reinforces for PBIS.				\$0.00
9	G1.B9.S2.A5	Schedule monthly PBIS committee meeting.				\$0.00
					Total:	\$7,892.00