

Duval County Public Schools

R. V. Daniels Elementary School



2016-17 Schoolwide Improvement Plan

R. V. Daniels Elementary School

1951 W 15TH ST, Jacksonville, FL 32209

<http://www.duvalschools.org/rvdaniels>

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 KG-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

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 R. V. Daniels Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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 implement gifted strategies to provide creative, analytical, and verbal learning experiences for students to explore their unique talents.

b. Provide the school's vision statement.

Every R.V. Daniels student will be inspired to unlock their unique potential in pursuit of life-long learning.

2. School Environment

a. 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.

b. 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 school 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 canvases 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.

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.

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. 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.

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.

R.V.Daniels Elementary ensures the social-emotional needs of all students are being met through several mediums. Our school counselor teaches character education. She pulls students for small support groups to support individual calming coping strategies. She also pushes into classrooms for guidance lessons and responsive services to help maximize student success. Other outside resources are used such as Full Service Schools and Child Guidance.

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.

R.V. Daniels early warning system includes students with 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. The Positive Behavior Interventions and Supports (PBIS) Plan and Foundations Team review discipline data. It is 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.

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	4	3	5	3	3	7	0	0	0	0	0	0	0	25
One or more suspensions	0	2	2	1	0	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	2	11	19	0	0	0	0	0	0	0	32

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	3	3	1	2	8	0	0	0	0	0	0	0	17

c. 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 and V.E. Resource will use the Barton Reading System and DAR testing to help determine the support needed in reading. The Reading Coach will provide support with whole group and small group instruction and tier 3 intervention for a small group of students. Also teacher will

implement I-Ready in math and reading and will use manipulatives and other hands on activities aligned with student data to provide data driven small group support.

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 available at the school site.

2. Description

RVD parental involvement will increase by 10% in the school year 2014-2015. RVD will increase parental involvement through parent workshops, parent celebration nights, and parent involvement incentives.

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.

R.V. Daniels Elementary works to sustain our partnership within the community. 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.

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
Caldwell, La Shawn	Principal
Poss, Kimberly	Assistant Principal
Parker-Freeman, Valencia	Instructional Coach
Polkey, Cynthia	Instructional Media
McCray, Yolanda	Teacher, ESE
Worth, Heather	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.

Lashawn Caldwell: 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.

Kimberly Poss: 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.

Heather Worth: Edge plus resource teacher and TOT sponsor supports classroom teachers with providing gifted instruction. She pushes in to classrooms and conducts a lesson based on gifted curriculum to every class across all grade levels once a week.

Yolanda McCray: 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.

Cynthia Polkey: Media Specialist and STC supports the schools technology program. She helps teachers with material distribution, training and maintenance.

Valencia Parker-Freeman: 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. Training are planned and facilitated by the reading coach. Classroom support including: modeling, collaborative teaching, data analysis, recording lessons, and center implementation are provided.

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.

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 Module Assessments, 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Peter Bishop	Parent
DeVonne Lampkin	Teacher
Yolanda McCray	Education Support Employee
Mary Catherine Wright	Teacher
LaShawn Caldwell	Principal
Rolline Sullivan	Parent
Wytana Patrick	Parent
Archie Grover	Parent

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

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 2015-2016 school year. Updated goals for 2016-2017 school year. Strategies identified as working were selected to be continued and enhanced for 2016-2017.

b. 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.

c. 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.

2. 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 technology and instructional resources for classroom teachers.

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
Caldwell, La Shawn	Principal
Jermier, Tazmin	Teacher, K-12
Parker-Freeman, Valencia	Instructional Coach
Poss, Kimberly	Assistant Principal

b. Duties

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

The major initiative is to raise the proficiency numbers in Reading. I-Ready, Module Assessments, Achieve 300 and DAR 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.

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.

RVD will conduct school-wide reading and math data chat as well as PLC's with grade levels weekly. Common planning meetings are conducted once weekly per grade level. Early release professional development is organized once a month for vertical articulation per subject for grades (K-2) & (3-5). Grade levels and staff are represented on the school's Shared Decision Making once each month.

2. 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 2016. 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. The following programs are implemented and monitored throughout the entire faculty:

Early release meetings

PLC's at school level and district level

content area training

planning day training

Teacher Induction Program/Mentor Program/MINT

Providing University college Interns and pre-interns to Identified classrooms with teachers with Clinical Educator's Training (CET).

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

R.V. Daniels participate in the 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, as well as 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. New teachers and mentors attend bi-weekly meetings, observations, district MINT meetings, and meet to help develop IPDPs.

1. Mentor: Tara Schaffer; Mentee: Dana Lynch
2. Mentor: Valencia Parker-Freeman; Mentees: Brad Verneau and Michelle Malalang
3. Mentor: Tazmin Jermier; Mentees: Amy Pritchard and James Hunter
4. Mentor: Cynthia Polkey; Mentees: Lana Holt and Brandon Baughman
5. Mentor: DeVonne Lampkin; Mentees: Arielle Character and Ashley January
6. Mentor: Mary Wright; Mentees: Alan Brown and Steve Stumpff

7. Mentor: Janis Wood; Mentees: Lisa Watson
8. Mentor: Yolanda McCray; Mentee: Anisha Dixon
9. Mentor: Pamela Hastings; Mentee: Shelly Kelly
10. Mentor: Kori Johnson; Mentee: Aiesha Brown

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.

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.

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 and gifted curriculum 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.

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.

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.

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: 16,800

Paid Extended Day Program
Robotics club
National Elementary Honors Society
Orffestra-after school music club
Students are provided tutoring assistance based on teacher recommendation.
Book Club
Perennial Math

Strategy Rationale

The goal is to enrich student reading comprehension skills, math concepts and gifted/t academically talented opportunities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Caldwell, La Shawn, blacksheal2@duvalschools.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
Mid and End of Module Assessments
Achieve 3000
Baseline Assessments
Mid-year Scrimmage
Weekly students Progress Reports
Nine Week Report Cards
Students' Work

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.

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, Phonemic Awareness, Vocabulary, High Frequency 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.

Every fifth grade student participates in the Marine Science Center field trip where they are exposed to higher level science curriculum.

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.

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

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

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.

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.

Based on the 2015-2016 FSA data for 4-5 grade students and current District Baseline Assessment for 3rd grade students, our third graders demonstrate significant deficiency in Reading.

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.

Due to foundational skill level deficiencies with our Primary students (K-2), our school-wide efforts have been to remediate skills and strategies. Third grade students who may have demonstrated growth, but not achieved proficiency.

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 instructional personnel apply LAFS and the Florida State Framework for Gifted Learners in daily instruction, and develop performance tasks aligned with grade level expectations, then 65% of Kg-2nd graders (94/145) will show a year or more growth in iReady and 65% of 3rd - 5th graders (134/207) will demonstrate proficiency on the FSA Reading Assessment in Spring 2017.
- G2.** If the administration, teachers, and school stakeholders collaborate to reinforce high expectations and parental involvement, then the culture of R.V. Daniels will be one of self-motivated learners and academic ownership among students.

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 instructional personnel apply LAFS and the Florida State Framework for Gifted Learners in daily instruction, and develop performance tasks aligned with grade level expectations, then 65% of Kg-2nd graders (94/145) will show a year or more growth in iReady and 65% of 3rd - 5th graders (134/207) will demonstrate proficiency on the FSA Reading Assessment in Spring 2017. **1a**

G086601

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	65.0
ELA/Reading Gains District Assessment	65.0

Targeted Barriers to Achieving the Goal **3**

- Lack of knowledge/use of the Florida State Framework for Gifted Learners (school is new dedicated gifted magnet).

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Grade Level Curriculum Leads to provide instructional support in their assigned subject areas.
- Common planning with admin and reading coach.
- Virtual professional development through district.
- Guidance/observations/feedback from district Gifted specialist.

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

Through data chats, feedback, student data, and professional formal and informal conversations.

Person Responsible

Kimberly Poss

Schedule

Monthly, from 8/15/2016 to 6/2/2017

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 reinforce high expectations and parental involvement, then the culture of R.V. Daniels will be one of self-motivated learners and academic ownership among students. 1a

G086602

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	65.0

Targeted Barriers to Achieving the Goal 3

- Current level of parental involvement is low.

Resources Available to Help Reduce or Eliminate the Barriers 2

- High level of support from Magnet Office.
- Monetary resources through Parental Involvement/Title I.

Plan to Monitor Progress Toward G2. 8

Attendance of Parent Nights, Parent Academy, PTA and SAC.

Person Responsible

Debby Wingo

Schedule

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

Evidence of Completion

Sign-in sheets, PTA and SAC membership, PIP Compacts

Plan to Monitor Progress Toward G2. 8

Level of student ownership of academics.

Person Responsible

Kimberly Poss

Schedule

On 6/2/2017

Evidence of Completion

Student School Climate Surveys

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 instructional personnel apply LAFS and the Florida State Framework for Gifted Learners in daily instruction, and develop performance tasks aligned with grade level expectations, then 65% of Kg-2nd graders (94/145) will show a year or more growth in iReady and 65% of 3rd - 5th graders (134/207) will demonstrate proficiency on the FSA Reading Assessment in Spring 2017. **1**

 G086601

G1.B1 Lack of knowledge/use of the Florida State Framework for Gifted Learners (school is new dedicated gifted magnet). **2**

 B230153

G1.B1.S1 Professional development in gifted strategies and educating the gifted student, and providing teachers with opportunity for gifted endorsement. **4**

 S242799

Strategy Rationale

To make way for a new instructional model in which all teachers provide gifted services and strategies to students rather than pull out for gifted services. This will allow all students to benefit from such strategies.

Action Step 1 **5**

Professional Development Opportunities, including schoolwide participation in Nature and Needs of the Gifted (60 hour course, counting toward gifted endorsement)

Person Responsible

Valencia Parker-Freeman

Schedule

Weekly, from 10/17/2016 to 12/9/2016

Evidence of Completion

Faculty attendance/participation in Nature and Needs of the Gifted course.

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

Classroom formal and informal observations and Walk-Throughs

Person Responsible

Kimberly Poss

Schedule

Weekly, from 1/4/2016 to 6/2/2017

Evidence of Completion

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

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

I-Ready and District created assessments

Person Responsible

Valencia Parker-Freeman

Schedule

Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Data analysis conducted from collecting student results of I-Ready and District created assessments

G2. If the administration, teachers, and school stakeholders collaborate to reinforce high expectations and parental involvement, then the culture of R.V. Daniels will be one of self-motivated learners and academic ownership among students. 1

G086602

G2.B1 Current level of parental involvement is low. 2

B230156

G2.B1.S1 Use of parental involvement funds to purchase food for evening meetings. 4

S242801

Strategy Rationale

Families/parents often run into time constraints for evening meetings, so offering dinner may help alleviate that.

Action Step 1 5

Monthly parent nights with interactive parent/teacher/student activities (and food).

Person Responsible

Debby Wingo

Schedule

On 4/27/2017

Evidence of Completion

Parental Involvement Plan, Parent surveys/compacts

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

Participation in planning and implementation of parent nights, review of parent responses.

Person Responsible

Kimberly Poss

Schedule

On 4/27/2017

Evidence of Completion

Leadership meeting minutes including planning of events, parental involvement plan, parent surveys/compacts

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

Monitoring parent/student turnout to events

Person Responsible

Kimberly Poss

Schedule

On 4/27/2017

Evidence of Completion

Sign in sheets for events

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					
G2.MA1 M324880	Attendance of Parent Nights, Parent Academy, PTA and SAC.	Wingo, Debby	8/24/2015	Sign-in sheets, PTA and SAC membership, PIP Compacts	6/7/2016 monthly
G1.B1.S1.A1 A314193	Professional Development Opportunities, including schoolwide participation in Nature and Needs of...	Parker-Freeman, Valencia	10/17/2016	Faculty attendance/participation in Nature and Needs of the Gifted course.	12/9/2016 weekly
G2.B1.S1.MA1 M324876	Monitoring parent/student turnout to events	Poss, Kimberly	9/29/2016	Sign in sheets for events	4/27/2017 one-time
G2.B1.S1.MA1 M324877	Participation in planning and implementation of parent nights, review of parent responses.	Poss, Kimberly	9/29/2016	Leadership meeting minutes including planning of events, parental involvement plan, parent surveys/ compacts	4/27/2017 one-time
G2.B1.S1.A1 A314195	Monthly parent nights with interactive parent/teacher/student activities (and food).	Wingo, Debby	9/29/2016	Parental Involvement Plan, Parent surveys/compacts	4/27/2017 one-time
G1.MA1 M324875	Through data chats, feedback, student data, and professional formal and informal conversations.	Poss, Kimberly	8/15/2016	Cast evaluations, student data, and documentation from weekly PLC's/Data Chats	6/2/2017 monthly
G2.MA2 M324881	Level of student ownership of academics.	Poss, Kimberly	8/15/2016	Student School Climate Surveys	6/2/2017 one-time
G1.B1.S1.MA1 M324871	I-Ready and District created assessments	Parker-Freeman, Valencia	9/5/2016	Data analysis conducted from collecting student results of I-Ready and District created assessments	6/2/2017 monthly
G1.B1.S1.MA1 M324872	Classroom formal and informal observations and Walk-Throughs	Poss, Kimberly	1/4/2016	Collecting documentation of professional development participation via staff sign-in sheets, sharing learned best practices, and monitoring implementation/usage of gifted instructional strategies.	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. If instructional personnel apply LAFS and the Florida State Framework for Gifted Learners in daily instruction, and develop performance tasks aligned with grade level expectations, then 65% of Kg-2nd graders (94/145) will show a year or more growth in iReady and 65% of 3rd - 5th graders (134/207) will demonstrate proficiency on the FSA Reading Assessment in Spring 2017.

G1.B1 Lack of knowledge/use of the Florida State Framework for Gifted Learners (school is new dedicated gifted magnet).

G1.B1.S1 Professional development in gifted strategies and educating the gifted student, and providing teachers with opportunity for gifted endorsement.

PD Opportunity 1

Professional Development Opportunities, including schoolwide participation in Nature and Needs of the Gifted (60 hour course, counting toward gifted endorsement)

Facilitator

District level facilitators

Participants

All Instructional Staff

Schedule

Weekly, from 10/17/2016 to 12/9/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional Development Opportunities, including schoolwide participation in Nature and Needs of the Gifted (60 hour course, counting toward gifted endorsement)	\$0.00
2	G2.B1.S1.A1	Monthly parent nights with interactive parent/teacher/student activities (and food).	\$0.00
Total:			\$0.00