Debary Elementary School

2017-18 Schoolwide Improvement Plan

Debary Elementary School

88 W HIGHBANKS RD, Debary, FL 32713

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

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	52%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Volusia County School Board on 10/24/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Debary Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mission Statement
Our school community will provide a solid foundation for academic and social growth, promoting life-long learners and positive contributors to society.

b. Provide the school's vision statement.

Vision Statement
By working together as a team of parents, faculty, staff, community members, and students, we will ensure the continued success of our children.

2. School Environment

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

Through our student leadership groups such as Safety Patrols and Student Council, continued parent and volunteer involvement, a current social media communication to parents/guardians, and a close relationship with our PTO we are able to learn about our students and their cultures and are able to build relationships in the classroom between teachers and students. We also provide opportunities such as our Kindergarten Sneak-A-Peek for our upcoming kindergarten students each year. We have Open House and Meet the Teacher events for each grade level. We also offer several parent night events throughout the year.

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

Through our school leadership team and our guidance office, we have developed procedures and guidelines for all students and staff in all settings including before and after school, during transition time and during lunch time that promotes positive behavior and builds a school based on responsibility and respect. Administration and teachers serve on supervision duty and provide our students with access to an adult if an issue arises. These adults are available before and after school and are visible during the school day. They help to promote a safe campus and provide reminders and support to our students. Our school guidance counselor also conducts small group sessions based on data collected through teachers, administration, student, and parent input. She meets with targeted students before, during and after school to help aid in their feeling that school is a safe place to share and be cared for.

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.

Instructional time at DeBary Elementary is a priority and each classroom teacher has the ability to maintain behavioral issues in the classroom, only resorting to discipline referrals to the office if the need arises. Clear expectations for behavior are taught to the students and reminders of expectations are presented regularly. Student discipline assemblies are held at the start of the Fall and Spring semesters to clearly describe expectations for work and student behavior while on campus. Faculty

members are provided training on the school's behavioral systems at the start of each school year. Review of behavior data is reviewed with faculty each quarter to determine trends and the needed response to new data. Behavioral systems are in place at grade levels and school wide to respond to student misbehavior if the child's behavior warrants him/her to be removed from the classroom. Student misconduct is handled immediately and with minimal disruption to the instruction in the classroom. There is student and parent accountability for absences and tardies and for work completion. Announcements that disrupt the flow of the classroom are kept to a minimum and only used in cases of emergency.

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
peer mediation
bullying prevention
anti-drug
Character Education

The bullying program is provided daily on the morning news. The guidance office holds weekly sessions with students based on data collected by teachers, students, and families.

All students are screened quarterly for behavioral and social-emotional issues through the electronic report card. Through this 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 to address specific behavioral and social-emotional areas. Student services personnel (i.e. school psychologists, school counselors and school social workers) provide direct and indirect evidenced-based supports to students identified through the screening measure.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school regularly accesses the early warning system online. This is a specialized report available to all schools. This list is pulled at least quarterly if not more often.
The indicators include:
* Unweighted GPA (at risk if below 2.0)
* Over age for grade level
* Discipline referrals (at risk if 2 or more)
* Attendance below 90%, regardless of whether absence is excused or due to out-of-school suspensions
* Year to date suspensions (at risk if 1 or more)
* Number of prior retentions (at risk if 1 or more)
* Level 1 score on the statewide, standardized assessments in English Language Arts and Mathematics.

Students with 3 or more of the indicators listed above are identified in the Early Warning System report which is shared with school and student services personnel.

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	2	5	2	4	1	2	0	0	0	0	0	0	0	16
One or more suspensions	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	15	55	22	46	0	0	0	0	0	0	0	138
Level 1 on statewide assessment	0	0	0	14	37	11	0	0	0	0	0	0	0	62

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	2	0	0	0	0	0	0	0	2

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

The Early Warning System report is used to determine school wide trends which impact the academic performance of students. As a result, the indicators that are elevated become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidenced-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues, interventions are provided directly and indirectly by Student Services team members and are aligned with the positive behavioral supports.

Regular review of the Early Warning System reports enables the school team to determine if interventions are successful in addressing areas of concern. For students exhibiting difficulties beyond larger systematic issues being addressed by the school through the EWS, the student is referred to the school's Problem-Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

The school works to build positive relationships with families by open communication with families through the use of: the school website, weekly connect-ed communication, Twitter, Instagram, Edmodo, parent conferences, teacher websites, Parent Teacher Organizations, School Advisory Council, Connect Ed. text messaging and student planners. School personnel work to continue

consistent parent involvement at all school functions and parent/teacher conferences through the use of effective communication, volunteer training, monthly family events, and a variety of family events and times events are offered to meet the needs of our families. Our school mission and vision are posted in every classroom and reviewed at each School Advisory Council Meeting. Our School focus is also shared weekly through the school's connect ed parent message. The school communicates student progress frequently through email, phone, text messages, parent conferences, informational nights, interim reports, online programs, electronic report cards, Gradebook, and problem-solving team meetings.

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.

The school builds and maintains partnerships with the local community by holding events at the school sponsored by local businesses and organizations. The school and PTO partner with local businesses to promote student achievement through on and off campus events that provide support to the community and school. School partnerships with local law enforcement contribute to a community presence, promotes parent involvement, and assists with traffic congestion. School participation in city council meetings, parades, contests, arts exhibits, vehicle days, parks and recreation events and programs, city projects, and initiatives maintain a positive working relationship between the school and community.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Fedigan, Alisa	Principal
Schnell, Sara	Assistant Principal
Edmands, Leah	Teacher, K-12
Ritter, Marian	Teacher, K-12
O'Quinn, Amy	Instructional Coach
Nicole, Strocchia	Teacher, K-12
Grenon, Trudy	Teacher, ESE

b. Duties

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

The school-based leadership team identifies school based needs and resources (both materials and personnel) to determine how to best serve students and teachers. Teacher feedback, classroom observations, and student performance academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Professional Learning Communities, and Literacy Leadership Team). As the School's primary instructional leaders, the Principal communicates a vision for student achievement and guides the team's work. Each member of the school-based leadership team has involvement with other teams (PLCs, PST, LLT) and serves as a liaison between the school based leadership team and their respective team.

The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention

Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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 school leadership team consists of the principal, assistant principal, and teacher leaders. The school leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers to ensure student learning.

Instructional resources include staff development developed and provided by our school district and our school's leadership team. Grade levels meet with administration weekly through PLC meetings to collaborate on curriculum planning and share instructional strategies. Our classroom teachers will be supported both by our district and out instructional teachers on assignment. All teachers have the support of our instructional leadership team. Our district and our school are both committed to meeting the needs of our students and maximizing our students' achievement.

District and school leadership teams work together to coordinate and integrate federal, state, and local funds, services, and programs for the benefit of students. School improvement funds are awarded to schools on a per pupil funding formula and distributed via the School Advisory Council through a voting process.

School leadership meets weekly, and SAC meets monthly.

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. The plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The school improvement plan is based on a strategic analysis of data, and identified resources.

School Improvement funds will be used for providing teachers extended before/after school time to meet in PLCs for planning and data analysis, as well as professional development opportunities, and procuring technology for classroom use.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Nicole O'Quinn	Teacher
Alisa Fedigan	Principal
Joanna Brown	Parent
Nicole Strocchia	Teacher
Debbie Antonio	Education Support Employee
Marlena St. John	Business/Community
Ken Dietzel	Business/Community
Amanda Alderman	Parent
Theresa Moore	Parent
Peggy Kosman	Parent
Shannon Mandese	Student
Stephanie Fasking	Parent
Stephanie Plunkett	Parent
Alfredo Ruiz	Parent
Pam Howard	Teacher
Nancy Hatch	Teacher
	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership team then shared results with the faculty, as well as the School Advisory Council, to receive input.

b. Development of this school improvement plan

The SAC reviews and assists with monitoring school-wide data and provides input on priorities, goals, and strategies.

c. Preparation of the school's annual budget and plan

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

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

School improvement funds are allocated based on requests submitted by faculty for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval.

*FPS Conference Registration: $100

Due to the late distribution of SAC funds from the district, there was a roll-over of funds to the 2017-2018 School year.

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
Fedigan, Alisa	Principal
Schnell, Sara	Assistant Principal
Ray, Jen	Teacher, K-12
Woods, Heather	Teacher, K-12
Hecht, Barry	Teacher, K-12
Hobbs, Cheryl	Teacher, K-12
Donlevy, Kelli	Teacher, K-12
LaCorte, Brittany	Teacher, K-12
Ruckert, Jennifer	Teacher, K-12
Miller, Leah	Teacher, K-12
Alderman, Amanda	Teacher, K-12
Bouchard, Holly	Teacher, K-12

b. Duties

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

The school based Literacy Leadership Team (LLT) identifies school based resources to determine the continuum of literacy support available to students at our school. The LLT meets twice a month after school. The LLT co-chairs provide an agenda and facilitate the meeting. LLT members responsibilities include: attend all meetings to review data, share literacy strategies presented with their PLC, assist with development of classroom strategies, and supervise and support the school-wide writing initiative and implementation of Florida Standards.

The school wide literacy initiative's main focus is to support reading and writing in every classroom. This year's focus will be support for teachers as we continue on our school wide writing initiative. The LLT will be dedicated to providing a variety of literacy-building events throughout the school year for students, as well as developing professional development for teachers to support instruction in writing and the development of a cohesive K-5 continuum of writing curriculum that meets student need.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Common planning and Professional Learning Communities (PLCs) take place at each grade level. This allows them to regularly review instruction, review and formulate formative assessment data, and plan instruction accordingly. During planning once weekly and again after school once a month, the grade levels meet as a Professional Learning Community (PLC) and review student data which will allow them to make adjustments to instruction based on need. When necessary, the PLC will recommend a student for review with the Problem Solving Team (PST). During this collaborative time, teachers are able to encourage and support each other while working toward common goals with a clear focus. This time together also allows teacher to regularly engage in reflective dialogue to deepen shared language and understanding of instructional practices. This time together also allows for time for feedback on lessons and assessments allowing change where necessary.
The school has created a data room in which the grade level teams and PLCs will take place. Student data (from formative and summative assessments, standardized state assessments, etc) are clearly displayed on the walls. Administration and curriculum leaders attend PLC meetings in order to foster a collaborative relationship with the teachers as well as a supportive relationship with regard to the student data. Instructional Review, administrator walk-throughs, and student data help leadership to identify areas that could benefit from follow up coaching from leadership or district personnel. This process also allows for positive interactions to identify classroom activities and behaviors that exemplify the school goals and expectations. These teachers are featured in professional development activities and through positive recognition shared with the staff.
Several grade level meetings have been planned with specific district personnel (writing coach, math coach, etc) in order to assist the teachers in making the most of their curriculum and materials.

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

1. New Teacher Programs : District E3, Individualized PD, mentors, peer classroom visits (Administration)
1. Leadership Opportunities (Administration)
2. Professional Development (School-based Leadership Team and Administration)
3. PLC Activities (PLCs)
4. Participation in District Job Fair and Recruitment Activities (Administration)
5. Teacher recognition programs (Administration)
6. Academic Coach Support (Instructional Coach)

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

All new/beginning academic core teachers are paired with a district PAR teacher for formal mentoring/ coaching support. In addition, school-based veteran teachers within each PLC provide mentoring as needed for any new/beginning teachers in that PLC. The Academic Coach will meet with the new teachers and provide support.

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.

The Volusia County School's elementary programs meet or exceed state requirements. At the elementary level, teacher leader teams at each school review district developed curriculum maps and resources grades K-5 for alignment to the Florida Standards. Teacher teams create formative and summative assessments to monitor student achievement. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLCs) and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

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.

Common planning allows teachers to participate weekly in PLCs to regularly review formative and summative assessment data and continuously adjust instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction. Teacher teams create targeted instruction lessons during team planning sessions. Students requiring intensive remediation receive additional support from the classroom teacher. Teachers make recommendations for students to be reviewed by the Problem Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns. In doing so, teachers are able to meet the needs of all students in a process that promotes shared responsibility.

The use of instructional reviews to assist with teacher professional development plays a significant part in designing instruction to meet students needs. Instructional reviews, combined with administrative walkthroughs, provide leadership with data to identify areas in which additional follow up coaching is needed. The leadership team meets weekly to discuss the trends observed in the classrooms. This process also provides opportunities to identify exemplary teachers for the purpose of allowing for class visits. Administration and mentor teachers work to complete the coaching cycle to provide maximum support, including the use of specific feedback instruments.

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: Summer Program

Minutes added to school year: 5,280

Identified students will attend district sponsored summer programs in grade 3 reading camp and ESOL to enrich and extend learning in the core academic area of reading.

Strategy Rationale

Additional instruction can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Fedigan, Alisa, amfedig1@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 by summer school staff and provided to school administration for review. The preponderance of evidence is analyzed alongside grade level benchmarks.

Strategy: Extended School Day

Minutes added to school year: 2,400

Identified students will participate in after school writing tutoring.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to recieve remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
O'Quinn, Amy, anoquinn@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 pre and post tests to determine the effectiveness of the writing tutoring program.

Strategy: Extended School Day

Minutes added to school year: 0

Professional Learning Communities (PLCs) meet for the purpose of data analysis and response, intervention planning, and professional development bi-weekly.

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
O'Quinn, Amy, anoquinn@volusia.k12.fl.us

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

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

Strategy: After School Program

Minutes added to school year: 1,320

Targeted students receive math and reading tutoring once a week, for 60 minutes each session. Tutoring continues for 11 weeks.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
O'Quinn, Amy, anoquinn@volusia.k12.fl.us

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

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

Strategy: After School Program

Minutes added to school year: 1,320

Identified students will participate in after school ELL tutoring.

Strategy Rationale

Tutoring can help struggling ELL students to make achievement gains when they are able to receive remediation on core concepts with ELL strategies and accommodations.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Schnell, Sara, saschnel@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 pre and post tests to determine the effectiveness of the ELL tutoring instruction.

Strategy: Extended School Day

Minutes added to school year: 660

Identified students will participate in after school science tutoring.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
O'Quinn, Amy, anoquinn@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 pre and post tests to determine the effectiveness of the science tutoring program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(iii)(V).

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 Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families.

These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.
• Providing 5th grade children and families local public school policies, 6th grade registration, 6th grade orientation and other relevant information to ease the transition of children and families.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

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"Â? 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.

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 DeBary Elementary builds a culture for learning where instruction is equitable, engaging, and fully standards-aligned then student achievement and teacher efficacy will increase.

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 DeBary Elementary builds a culture for learning where instruction is equitable, engaging, and fully standards-aligned then student achievement and teacher efficacy will increase. `1a`

🔑 G099218

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	80.0
FCAT 2.0 Science Proficiency	80.0
ELA/Reading Lowest 25% Gains	60.0
ELA/Reading Gains	70.0
Math Gains	80.0

Targeted Barriers to Achieving the Goal `3`

- Lack of knowledge and teacher collective efficacy

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

- Curriculum maps/Modules

- Availability of instructional resources

- Instructional support teachers/ coach

- Teacher Leaders/ DLTL

- Professional Learning days

- Achieve the Core Advocates/Website

- Professional Learning Communities

- District alignment of resources and support

- Cadre members

- Learning walks

- Peer coaching

- SAC funds

- PTA funding

- CPalms

- Business partnerships

Plan to Monitor Progress Toward G1. `8`

Results on the Volusia Literacy Test, Volusia Math Test, Volusia Science Test, End of Course Checklists, Student/Teacher Feedback Checklists and surveys.

Person Responsible

Alisa Fedigan

Schedule

Quarterly, from 10/24/2017 to 5/29/2018

Evidence of Completion

PLC minutes and results on the Volusia Literacy Test Results, Volusia Math Test Results, Volusia Science Test Results, Practice Assessments, End of Course Checklists Results, Student/Teacher Qualitative Data, FCAT 2.0 Science Results and ELA and Math FSA Results.

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 DeBary Elementary builds a culture for learning where instruction is equitable, engaging, and fully standards-aligned then student achievement and teacher efficacy will increase. `1`

🔑 G099218

G1.B1 Lack of knowledge and teacher collective efficacy `2`

🔑 B267189

G1.B1.S1 Develop and/or increase knowledge and collective teacher efficacy `4`

🔑 S283033

Strategy Rationale

The perceptions of teachers that the efforts of the faculty has a positive impact on student achievement is backed by research.

Action Step 1 `5`

Teachers will meet weekly in PLCs to review data, problem solve, share strengths and successes

Person Responsible

Amy O'Quinn

Schedule

Weekly, from 8/15/2017 to 5/22/2018

Evidence of Completion

PLC agenda and minutes

Action Step 2 `5`

Teachers will meet in vertical team planning to discuss coherence of standards

Person Responsible

Alisa Fedigan

Schedule

Quarterly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Vertical Team planning agenda and minutes

Action Step 3 `5`

Book Study: Collective Efficacy: How Educators' Beliefs Impact Student Learning

Person Responsible

Alisa Fedigan

Schedule

Weekly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Professional development teacher reflection and Twitter Chat discussion

Action Step 4 `5`

Person Responsible

Schedule

Weekly, from 1/10/2017 to 5/31/2017

Evidence of Completion

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

Monitor and facilitate the discussion in the PLC

Person Responsible

Amy O'Quinn

Schedule

Semiannually, from 8/15/2017 to 5/22/2018

Evidence of Completion

Coaches notes/PLC minutes

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

Leadership team observation of vertical team discussion

Person Responsible

Alisa Fedigan

Schedule

Quarterly, from 10/24/2017 to 5/22/2018

Evidence of Completion

Meeting minutes detailing discussion notes

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

Monitoring key elements through the reflections and Twitter Chats

Person Responsible

Amy O'Quinn

Schedule

Weekly, from 9/4/2017 to 5/22/2018

Evidence of Completion

Professional Development Reflection

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

Pre and Post self-assessment that measures teacher perception of faculty effort that positively impacts student achievement

Person Responsible

Alisa Fedigan

Schedule

Semiannually, from 10/24/2017 to 5/22/2018

Evidence of Completion

Collective Teacher Efficacy Survey results

G1.B1.S2 Through a focus on equity in the standards we will work to develop standards-aligned instruction rather than standards-like instruction. 4

🔑 S283034

Strategy Rationale

Educational equity helps to build the collective effort of teachers belief that all students can master grade level benchmarks.

Action Step 1 5

Continued Implemention of Foundational Skills: Increase time in phonics and fluency instruction

Person Responsible

Amy O'Quinn

Schedule

Daily, from 8/22/2016 to 5/28/2018

Evidence of Completion

Program fidelity walk-through notes

Action Step 2 5

Provide professional learning on Learning Targets and Success Criteria

Person Responsible

Amy O'Quinn

Schedule

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

Evidence of Completion

Walk through data on posted learning targets and success criteria

Action Step 3 `5`

Professional Development on how to provide equitable strategies

Person Responsible

Amy O'Quinn

Schedule

Semiannually, from 8/23/2016 to 2/28/2018

Evidence of Completion

PD Summary Reflection

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

Fidelity Checks and Administrative Observations

Person Responsible

Alisa Fedigan

Schedule

Daily, from 8/28/2017 to 5/25/2018

Evidence of Completion

Administrative observation and walkthrough evidence using such tools as: SIPPS Checklists, ESE Checklists, IPG Tool, and VSET Tool.

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

Conduct peer coaching learning walks.

Person Responsible

Amy O'Quinn

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Graphs and data collected on the school developed learning walk tool.

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

PLC discussions, planning meetings, coaching sessions, VSET post-conferences, Learning walk discussions.

Person Responsible

Alisa Fedigan

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

The data and feedback collected from the fidelity checks, administrative observations, and learning walks.

G1.B1.S3 To further develop the school's positive culture for learning through student incentive programs and increased school/home communication. 4

🔑 S283035

Strategy Rationale

Focusing on the development of a school's culture is fundamental to improve collective efficacy and student achievement.

Action Step 1 5

Enhance home/school communication through the use of social media platforms.

Person Responsible

Alisa Fedigan

Schedule

Weekly, from 8/8/2017 to 5/31/2018

Evidence of Completion

Action Step 2 5

Building Relationships, Classroom culture teacher plan.

Person Responsible

Sara Schnell

Schedule

Quarterly, from 8/18/2017 to 5/25/2018

Evidence of Completion

Individual teacher classroom culture and home communication plan.

Action Step 3 `5`

Soaring Eagles Program- student reward for meeting grade level goals.

Person Responsible

Alisa Fedigan

Schedule

Weekly, from 10/20/2017 to 5/25/2018

Evidence of Completion

Names of students provided weekly by classroom teachers that have met the identified grade level goals.

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

Share hastags and social media connections with faculty, staff, and parents to increase participation.

Person Responsible

Alisa Fedigan

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Social media achrived files showing posts over a period of time.

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

Administrative classroom observations, classroom communication, and parent conferences.

Person Responsible

Alisa Fedigan

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Written classroom plans and administrative observation notes.

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

Review of grade level goals each monthly.

Person Responsible

Alisa Fedigan

Schedule

Weekly, from 10/27/2017 to 5/25/2018

Evidence of Completion

Minutes from PLC meetings, lists of students that have met the grade level goals.

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

School climate survey and likes on social media.

Person Responsible

Alisa Fedigan

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

List of Storify tweets and posts. Feedback from school climate survey.

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

Reverse report card for students.

Person Responsible

Amy O'Quinn

Schedule

Quarterly, from 10/27/2017 to 5/25/2018

Evidence of Completion

Student reverse report card data for teacher review and reflection.

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

Horizontal and vertical articulations to discuss the alignment of the soaring eagle goals. PLC discussions.

Person Responsible

Amy O'Quinn

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

Evidence of Completion

PLC minutes of grade level discussions, articulation meeting minutes.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A4 A381973	[no content entered]		1/10/2017		5/31/2017 weekly
G1.B1.S2.A2 A381975	Provide professional learning on Learning Targets and Success Criteria	O'Quinn, Amy	11/7/2017	Walk through data on posted learning targets and success criteria	11/7/2017 annually
G1.B1.S2.A3 A381976	Professional Development on how to provide equitable strategies	O'Quinn, Amy	8/23/2016	PD Summary Reflection	2/28/2018 semiannually
G1.B1.S1.MA1 M415289	Pre and Post self-assessment that measures teacher perception of faculty effort that positively...	Fedigan, Alisa	10/24/2017	Collective Teacher Efficacy Survey results	5/22/2018 semiannually
G1.B1.S1.MA1 M415290	Monitor and facilitate the discussion in the PLC	O'Quinn, Amy	8/15/2017	Coaches notes/PLC minutes	5/22/2018 semiannually
G1.B1.S1.MA2 M415291	Leadership team observation of vertical team discussion	Fedigan, Alisa	10/24/2017	Meeting minutes detailing discussion notes	5/22/2018 quarterly
G1.B1.S1.MA3 M415292	Monitoring key elements through the reflections and Twitter Chats	O'Quinn, Amy	9/4/2017	Professional Development Reflection	5/22/2018 weekly
G1.B1.S1.A1 A381970	Teachers will meet weekly in PLCs to review data, problem solve, share strengths and successes	O'Quinn, Amy	8/15/2017	PLC agenda and minutes	5/22/2018 weekly
G1.B1.S2.MA1 M415293	PLC discussions, planning meetings, coaching sessions, VSET post-conferences, Learning walk...	Fedigan, Alisa	8/28/2017	The data and feedback collected from the fidelity checks, administrative observations, and learning walks.	5/25/2018 weekly
G1.B1.S2.MA1 M415294	Fidelity Checks and Administrative Observations	Fedigan, Alisa	8/28/2017	Administrative observation and walkthrough evidence using such tools as: SIPPS Checklists, ESE Checklists, IPG Tool, and VSET Tool.	5/25/2018 daily
G1.B1.S2.MA2 M415295	Conduct peer coaching learning walks.	O'Quinn, Amy	8/28/2017	Graphs and data collected on the school developed learning walk tool.	5/25/2018 monthly
G1.B1.S3.MA4 M415297	Reverse report card for students.	O'Quinn, Amy	10/27/2017	Student reverse report card data for teacher review and reflection.	5/25/2018 quarterly
G1.B1.S3.MA5 M415298	Horizontal and vertical articulations to discuss the alignment of the soaring eagle goals. PLC...	O'Quinn, Amy	9/5/2017	PLC minutes of grade level discussions, articulation meeting minutes.	5/25/2018 quarterly
G1.B1.S3.MA2 M415300	Administrative classroom observations, classroom communication, and parent conferences.	Fedigan, Alisa	8/21/2017	Written classroom plans and administrative observation notes.	5/25/2018 weekly
G1.B1.S3.MA6 M415301	Review of grade level goals each monthly.	Fedigan, Alisa	10/27/2017	Minutes from PLC meetings, lists of students that have met the grade level goals.	5/25/2018 weekly
G1.B1.S3.A2 A381978	Building Relationships, Classroom culture teacher plan.	Schnell, Sara	8/18/2017	Individual teacher classroom culture and home communication plan.	5/25/2018 quarterly
G1.B1.S3.A3 A381979	Soaring Eagles Program- student reward for meeting grade level goals.	Fedigan, Alisa	10/20/2017	Names of students provided weekly by classroom teachers that have met the identified grade level goals.	5/25/2018 weekly
G1.B1.S1.A2 A381971	Teachers will meet in vertical team planning to discuss coherence of standards	Fedigan, Alisa	8/28/2017	Vertical Team planning agenda and minutes	5/28/2018 quarterly
G1.B1.S1.A3 A381972	Book Study: Collective Efficacy: How Educators' Beliefs Impact Student Learning	Fedigan, Alisa	8/28/2017	Professional development teacher reflection and Twitter Chat discussion	5/28/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1 🔍 A381974	Continued Implemention of Foundational Skills: Increase time in phonics and fluency instruction	O'Quinn, Amy	8/22/2016	Program fidelity walk-through notes	5/28/2018 daily
G1.MA1 🔍 M415310	Results on the Volusia Literacy Test, Volusia Math Test, Volusia Science Test, End of Course...	Fedigan, Alisa	10/24/2017	PLC minutes and results on the Volusia Literacy Test Results, Volusia Math Test Results, Volusia Science Test Results, Practice Assessments, End of Course Checklists Results, Student/ Teacher Qualitative Data, FCAT 2.0 Science Results and ELA and Math FSA Results.	5/29/2018 quarterly
G1.B1.S3.MA1 🔍 M415296	School climate survey and likes on social media.	Fedigan, Alisa	8/7/2017	List of Storify tweets and posts. Feedback from school climate survey.	5/31/2018 weekly
G1.B1.S3.MA1 🔍 M415299	Share hastags and social media connections with faculty, staff, and parents to increase...	Fedigan, Alisa	8/7/2017	Social media achrived files showing posts over a period of time.	5/31/2018 weekly
G1.B1.S3.A1 🔍 A381977	Enhance home/school communication through the use of social media platforms.	Fedigan, Alisa	8/8/2017		5/31/2018 weekly

V. Professional Development Opportunities

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

G1. If DeBary Elementary builds a culture for learning where instruction is equitable, engaging, and fully standards-aligned then student achievement and teacher efficacy will increase.

G1.B1 Lack of knowledge and teacher collective efficacy

G1.B1.S1 Develop and/or increase knowledge and collective teacher efficacy

PD Opportunity 1

Book Study: Collective Efficacy: How Educators' Beliefs Impact Student Learning

Facilitator

Stephanie Sanders

Participants

DeBary Elementary Classroom Teachers

Schedule

Weekly, from 8/28/2017 to 5/28/2018

PD Opportunity 2

Facilitator

Participants

Schedule

Weekly, from 1/10/2017 to 5/31/2017

G1.B1.S2 Through a focus on equity in the standards we will work to develop standards-aligned instruction rather than standards-like instruction.

PD Opportunity 1

Provide professional learning on Learning Targets and Success Criteria

Facilitator

Nicole O'Quinn

Participants

K-5 Teachers

Schedule

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

PD Opportunity 2

Professional Development on how to provide equitable strategies

Facilitator

Sara Schnell and Nicole O'Quinn

Participants

K-5 Teachers, Special Area teachers, and ESE teachers

Schedule

Semiannually, from 8/23/2016 to 2/28/2018

VI. Technical Assistance Items

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

G1. If DeBary Elementary builds a culture for learning where instruction is equitable, engaging, and fully standards-aligned then student achievement and teacher efficacy will increase.

G1.B1 Lack of knowledge and teacher collective efficacy

G1.B1.S2 Through a focus on equity in the standards we will work to develop standards-aligned instruction rather than standards-like instruction.

TA Opportunity 1

Continued Implemention of Foundational Skills: Increase time in phonics and fluency instruction

Facilitator

Nicole O'Quinn

Participants

K-3 Teachers

Schedule

Daily, from 8/22/2016 to 5/28/2018

VII. Budget

1	G1.B1.S1.A1	**Teachers will meet weekly in PLCs to review data, problem solve, share strengths and successes**				**$0.00**
2	G1.B1.S1.A2	**Teachers will meet in vertical team planning to discuss coherence of standards**				**$0.00**
3	G1.B1.S1.A3	**Book Study: Collective Efficacy: How Educators' Beliefs Impact Student Learning**				**$688.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	500-Materials and Supplies	7761 - Debary Elementary School	General Fund		$688.00
4	G1.B1.S1.A4					**$0.00**
5	G1.B1.S2.A1	**Continued Implemention of Foundational Skills: Increase time in phonics and fluency instruction**				**$0.00**
6	G1.B1.S2.A2	**Provide professional learning on Learning Targets and Success Criteria**				**$0.00**
7	G1.B1.S2.A3	**Professional Development on how to provide equitable strategies**				**$0.00**
8	G1.B1.S3.A1	**Enhance home/school communication through the use of social media platforms.**				**$0.00**

9	G1.B1.S3.A2	Building Relationships, Classroom culture teacher plan.	$0.00
10	G1.B1.S3.A3	Soaring Eagles Program- student reward for meeting grade level goals.	$0.00
		Total:	$688.00