Turie T. Small Elementary School

2017-18 Schoolwide Improvement Plan

Turie T. Small Elementary School

800 SOUTH ST, Daytona Beach, FL 32114

http://myvolusiaschools.org/school/turietsmall/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	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	D	D*	C

Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

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

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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 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 Turie T. Small 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.

The Turie T. Small Elementary family will create an academic, safe, and respectful environment to ensure our children will learn and reach their full potential to compete in our global society.

b. Provide the school's vision statement.

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

2. School Environment

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

Turie T. Small is a Positive Behavior Interventions and Supports (PBIS) school which is a proactive approach to establishing the behavioral supports and needed for all students in a school to achieve social, emotional and academic success. We have incorporated PBIS strategies school-wide to assist with understanding students' cultures and building relationships. Teachers are receiving training through Early Release Professional Learning and are using several strategies obtained, from these professional learning experiences, in their classroom. Morning meetings are established in our master schedule to allow for culture building to be taught daily and a school Mantra has been created to encourage positive relationships. Our School Counselor is also available to provide all students access to character education lessons.

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

Before school we provide breakfast to make sure our students are prepared for the school day. Teachers take turns doing morning duties around the school to make sure our students get to their destination safely and efficiently. During the school day, teachers integrate technology allowing all students to have a voice in the classroom (Classroom Response systems, computer based learning). By implementing small group instruction in all areas of the curriculum our students are given the opportunity to feel safe, respected, and valued. After school, Turie T. Small offers extended day programs to help our high-risk students succeed academically. We offer several programs: Kids Zone (within the 21st Century Grant), Star Tutoring, Y-Reads from our YMCA, and Leisure Services. Each program is dedicated to the whole child experience (homework, building background knowledge through a variety of experiences, both on and off campus) and the general well-being of our student body. In addition, we offer afternoon supervision, provided on a rotational basis by our teachers, in all areas of our campus.

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

The processes and procedures of the PBIS are based upon the school behavioral data and are implicitly taught and reinforced throughout the year. Membership of the PBIS are inclusive of all areas (core instruction, school-way cafe, special area, and administration). Student Services personnel help

to design targeted supports when need as indicated by school data. Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and within the school day student misconduct being handled immediately with minimal interruption to instruction. CHAMPS has been implemented school-wide and all common areas have been CHAMPed. Teachers and administration worked throughout the summer to plan the implementation and create professional learning experiences for all faculty members.

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.

Classroom teachers work to create an emotionally and physically safe environment for students within their classrooms. Communication strategies are modeled and practiced in order for all students' voices to be heard. Morning meetings, team building activities, and the frequent review of rules and procedures help students to feel like valuable and informed members of the class. Student services personnel (school psychologists, school counselors, and school social workers) provide direct and indirect evidenced-based supports and targeted interventions to students identified through screening measures as determined by the Problem Solving Team. Additionally, students who are on a Functional Behavioral Assessment are provided the interventions set up in the plan by all teachers who come in contact with that student.

The school offers the following non-violence and anti-drug programs:
Student Mentoring Program
Crisis Training Program
Suicide Prevention Program
Anti-Bullying Program
Small Group Guidance lessons

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

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	26	23	11	11	8	8	0	0	0	0	0	0	0	87
One or more suspensions	12	18	12	8	20	12	0	0	0	0	0	0	0	82
Course failure in ELA or Math	6	4	4	1	4	9	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	33	30	31	0	0	0	0	0	0	0	94
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	7	11	4	1	11	13	0	0	0	0	0	0	0	47

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

Turie T. Small has developed a school-wide intervention system that provides an hour a day of additonal instruction in reading. Students also recieve extra support within classroom by intervention teachers. We have community stakeholders providing resources to encourage positive behaviors and attendance. Mentors also provide extra support.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/443763.

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Community members are recruited to participate in the School Advisory Council. The SAC members will participate in a data review of the 2017 - 2018 test scores as well as have input on the goals and strategies for the upcoming school year. SAC will be briefed on a monthly basis as to the effectiveness of the strategies that are being implemented. SAC will also be informed as to the status of the technology and professional development plan at the school, as well as the SAC budget. Partnerships with non profit organizations, civic organizations, faith based organizations, colleges and local businesses support programs and activities aligned with the school's vision. Some of these activities include after school tutoring, student recognition, student mentoring, and student leadership programs. The student leadership program includes safety patrol and Early Act Rotary Club.

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
Robinson, Cameron	Principal
Fordham, Monica	Teacher, ESE
Green, Randall	Teacher, K-12
Maddox-Barrs, Francenia	Teacher, K-12
Breter, Brenda	Teacher, K-12
Dietz, Jennifer	Assistant Principal
Coates, Jennifer	Teacher, K-12
Joseph, Jennifer	Instructional Coach
Clark, Camilya	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.

The School Leadership Team are individuals with diverse skills and perspectives that will contribute to achieving school improvement goal. These individuals exhibit commitment to school-wide change, effective interpersonal skills, and grade-level and content-area expertise. The SLT meets at least once a month at the school-site and function as a PLC. The main purpose of the team is to develop and monitor the School Improvement Plan to ensure all efforts are aligned to the goal and focused on learning. The roles and responsibilities include:
• Assisting the principal in making decisions to govern the school (shared decision making)
• Emulating the school's mission, vision, core values
• Ensuring communication to all stakeholders (e.g. SAC, PTA, SGA)
• Planning, delivering, supporting, and evaluating school's professional development
• Reviewing and aligning school-based resources based on interim assessment data
• Monitoring student achievement and climate data
• Determining progress monitoring towards goal such as classroom look-fors
• Identifying gaps in performance or processes and planning for their improvement

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.

Personnel: The school has a leadership team consisting of the principal, assistant principal, academic coach, and intervention teachers. This 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 created and provided by our district and our school's leadership team. Departments meet with teachers on a weekly basis in PLC meetings to collaborate on curriculum planning and share instructional strategies. Our district and our school are both committed to meeting the needs of our students and maximizing our students' achievements.

Curricular: Our classroom teachers will continue implementing the Florida Standards this year. They will be supported both by our district and our coaches. All teachers have the support of our

instructional leadership team.

Methodology for coordinating and supplementing funds: Federal and state funds (Title I, Title II, SAI, and FEFP) are allocated to schools by the district according to student need as demonstrated by poverty level and student achievement performance. District and school leadership teams works together to coordinate and integrate federal, state, and local funds, services and programs for the benefits of students. School Improvement funds are awarded to the school based on per pupil funding formula and distributed via the School Advisory Council through a voting process.

School leadership meets weekly and SAC meets monthly.

Problem solving activities:
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 strategic analysis of data and identified resources . These resources are identified by the leadership team and matched to the needs of the students and school.

School Improvement funds will be used for providing teachers additional and collaborative time during the school day to meet in PLCs for planning and data analysis, as well as professional development opportunities: procuring technology for classroom use and implementing Lesson Study (providing substitute teachers for PLC members who come out of the classroom to participate).

Title I, Part A
Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations partner with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.
Programs supported by Title I at Turie T. Small Elementary include:
• Academic Coach for the purpose of comprehensive staff development
• Family Center Para-professional who facilitates our extensive parent involvement program
• Reading Intervention Teacher to provide interventions for students in need via a push-in model
• Math Intervention Teacher to provide interventions for students in need via a push-in model
• Supplemental Tutoring after school
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for ongoing staff development as determined by the results of FSA data
• Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title II
The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title X- Homeless
The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.
Supplemental Academic Instruction (SAI)
The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs
The school offers the following non-violence and anti-drug programs:
• Student Mentoring Program
• Peer Mediation Program
• Crisis Training Program (for staff)
• Suicide Prevention Program (for staff)
• Bullying Program
Turie T. Small Elementary offers a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Wellness Policy School Plan
• Nutrition and Wellness classes
• Health classes (through Physical Education class)
• Physical Education

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Cameron Robinson	Principal
Brian Jackson	Business/Community
Keith Brooks	Parent
Jennifer Coates	Teacher
Erika Nichols	Parent
Camilya Clark	Teacher
Francenia Barrs	Teacher
Mr. Shefield	Student
Joseph Chirillo	Parent
Ajaya Terrell	Parent
Akeelah Brown	Parent
Tabatha Powell	Parent
Katherine McCladdie	Parent
Destinee Davis	Parent
Sherri Simmons	Education Support Employee

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 the results with the faculty, as well as the School Advisory Council, to receive input.

b. Development of this school improvement plan

The SAC will participate in a data review of the 2016-2017 test scores as well as have input on the goals and strategies for the upcoming school year. SAC will be briefed on a monthly basis as to the effectiveness of the strategies that are being implemented. SAC will also be informed as to the status of the technology and professional development plan at the school. The SAC budget for the year will be reviewed as well.

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's 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 the faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval. Include a bulleted list of how your school used last year's SIP funds.

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
Robinson, Cameron	Principal
Fordham, Monica	Teacher, ESE
Green, Randall	Teacher, K-12
Maddox-Barrs, Francenia	Teacher, K-12
Breter, Brenda	Teacher, K-12
Dietz, Jennifer	Assistant Principal
Joseph, Jennifer	Instructional Coach
Coates, Jennifer	Teacher, K-12

b. Duties

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

We have combined the Literacy Leadership Team with the School Leadership Team. Duties will include supporting all ELA initiatives as well as facilitating grade level teams in gathering and analyzing school literacy data, establishing literacy goals based on data, developing strategies to achieve goals, and determining evidence-based strategies to implement. This Team will also plan for and provide school wide celebrations of literacy.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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, Professional Learning Communities (PLCs),Data Walks, Learning Walks, and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

Common planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendation for students to be reviewed and assisted by the school's Problem Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on SMART goals with clear actions. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Minutes are created in PLC meetings and submitted weekly to administration for monitoring purposes. The common planning and regular PLC infrastructure also ensure that teachers have the structure and time to provide feedback lessons and student progress.

The use of the academic coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and model the collaborative process. Instructional Reviews, combined with Data Walks, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which include the coach) meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of allowing class visits from peers. The coach works side by side with teachers to enhance instruction.

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

The instructional coach will visit classrooms and provide coaching to teachers in research based instructional design. Intervention teachers will provide support to struggling students. The Leadership Team will meet regularly to discuss data from progress monitoring and provide support to teachers during each grade level PLC time. The principal will develop a professional development plan that supports the schools goals and strategies for the school year. The administration will participate in the District Job Fair and any other recruitment activities.

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

Turie T. Small has formed a new teacher group that meets monthly. All new/beginning teachers are paired with an intervention teacher as their mentor teacher. All are receiving formal mentoring/coaching support. In addition, school based veteran teachers and academic coach within provide mentoring as needed for any new/beginning teachers within each PLC.

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.

All teachers utilize the district recommended core instructional programs and materials. In addition, the district curriculum department provides professional learning on the implementation of curriculum maps, resources, and assessments. Professional Learning Communities (PLC), and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging and rigorous. Data walks are conducted monthly to monitor implementation and collect school-wide and grade-level trends.

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 in weekly PLC's to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction and intervention. Teachers, alongside academic coach, and intervention teachers create targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support from intervention teachers, mentors, and student tutors. When necessary, PLCs 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 across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of Data Walks and academic coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes the academic coach) meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of allowing class visits from peers. The coach work side by side with teachers to enhance instruction. The Academic Coach diligently completes the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on campus.

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: 8,640

Turie T. Small Elementary has developed an on-site tutoring/enrichment program for all students. The enrichment program is called "Kid Zone" and funded by 21st Century Grant. It targets grades 2-5. The students will be involved in remedial and challenging learning activities to become proficient or master the targeted learning benchmarks. The students will receive instructional assistance for 2.5 hours per day four days per week. The use of technology will be integrated in the lessons. Students who qualify for busing will be bused home after extended day enrichment. The students will be served a hot meal one day a week. The busing and food are paid for by "Food Brings Hope." Students K-2 will have instructional assistance in reading from YMCA's Y-Reads Program. Some students will receive tutoring from S. T. A.R. Tutoring.

Strategy Rationale

The tutoring/enrichment program will specifically target our low performing students in the areas of writing, science, and mathematics and all integrating reading. Students who are not proficient in one or more of the curricular areas will have an opportunity to receive intensive instruction after the school day.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Dietz, Jennifer, jmdietz@volusia.k12.fl.us

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

To ensure that specific and systematic intervention strategies are utilized, staff development training will be provided to make certain providers have the necessary skills and strategies to deliver research based intensive intervention. Students will be assessed using formative assessments during the program; classroom teachers will also collect evidence of student progress through regular progress monitoring procedures during the school day. Teachers and leadership team members will use professional learning communities to analyze student data to differentiate instruction and move children towards proficiency and/or mastery of grade level benchmarks.

Strategy: Extended School Day
Minutes added to school year: 0

Professional Learning Communities meet for the purpose of data analysis and response, intervention planning, as wella s professional development for one hour each week.

Strategy Rationale

PLC's 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

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.

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.

For the fifth grade students who are transitioning to middle school, the fifth grade teachers collaborate with the receiving schools' counselors. The counselors of the receiving schools will meet with the students and help register the incoming sixth graders.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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 Turie T. Small works collaboratively to implement standards aligned instruction based on the instructional shifts and core actions then student achievement 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 Turie T. Small works collaboratively to implement standards aligned instruction based on the instructional shifts and core actions then student achievement will increase. 1a

🔍 G099247

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	65.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge on the instructional shifts

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum Maps

- Instructional Coach

- Intervention Teachers

- Professional Learning (Admin. Institute, Coaches' Trainings, etc.)

- Digital Learning Teacher Leaders

- Cadre Members

- Curriculum/District Specialist

- SAC funds

- Achieve the Core

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meetings

Person Responsible
Cameron Robinson

Schedule
On 10/31/2017

Evidence of Completion
SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. `8`

SIP Midyear Review

> **Person Responsible**
> Cameron Robinson
>
> **Schedule**
> On 2/1/2018
>
> *Evidence of Completion*
> Midyear Review in CIMS

Plan to Monitor Progress Toward G1. `8`

State Assessment Results

> **Person Responsible**
> Cameron Robinson
>
> **Schedule**
> Annually, from 5/1/2018 to 6/30/2018
>
> *Evidence of Completion*
> Step Zero for 2017-2018 SIP

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If Turie T. Small works collaboratively to implement standards aligned instruction based on the instructional shifts and core actions then student achievement will increase. [1]

🔑 G099247

G1.B1 Lack of knowledge on the instructional shifts [2]

🔑 B267294

G1.B1.S1 Provide training to teachers on ELA/Math standards, Core Actions and technology. [4]

🔑 S283117

Strategy Rationale

Increase the percent of teachers effectively implementing the standards.

Action Step 1 [5]

Provide Curriculum Math Planning for Teachers

Person Responsible

Jennifer Dietz

Schedule

Quarterly, from 8/21/2017 to 8/28/2017

Evidence of Completion

Professional Learning Calendar

Action Step 2 [5]

Provide Curriculum ELA Planning for Teachers

Person Responsible

Jennifer Dietz

Schedule

Quarterly, from 8/21/2017 to 8/28/2017

Evidence of Completion

Professional Learning Calendar

Action Step 3 5

Schedule Technology Professional Learning for Teachers

Person Responsible

Jennifer Dietz

Schedule

Annually, from 10/1/2017 to 10/31/2017

Evidence of Completion

PL Sign-In Sheet

Action Step 4 5

Monitor implementation of each Professional Learning and provide feedback and coaching as needed.

Person Responsible

Jennifer Dietz

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observation, classroom visitation tracking sheet, student work samples, lesson plans, coaching calendar

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

Review PL Attendance

Person Responsible

Jennifer Dietz

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

MY PGS Report

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

Coach provides follow up support to ensure implementation of the standards.

Person Responsible

Jennifer Dietz

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Coaching Plan, notes and calendar

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

Administration conducts Data Walks and Classroom VIsits

Person Responsible

Cameron Robinson

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

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

Discuss the effectiveness of the Professional Learnings and analyze collected data at monthly SLT meetings.

Person Responsible

Cameron Robinson

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

SLT Minutes, monthly data walks, observational notes, district common assessment data

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.A1 A382194	Provide Curriculum Math Planning for Teachers	Dietz, Jennifer	8/21/2017	Professional Learning Calendar	8/28/2017 quarterly
G1.B1.S1.A2 A382195	Provide Curriculum ELA Planning for Teachers	Dietz, Jennifer	8/21/2017	Professional Learning Calendar	8/28/2017 quarterly
G1.MA1 M415555	SIP Progress Monitoring Meetings	Robinson, Cameron	10/31/2017	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/31/2017 one-time
G1.B1.S1.A3 A382196	Schedule Technology Professional Learning for Teachers	Dietz, Jennifer	10/1/2017	PL Sign-In Sheet	10/31/2017 annually
G1.MA2 M415556	SIP Midyear Review	Robinson, Cameron	2/1/2018	Midyear Review in CIMS	2/1/2018 one-time
G1.B1.S1.MA1 M415549	Discuss the effectiveness of the Professional Learnings and analyze collected data at monthly SLT...	Robinson, Cameron	9/1/2017	SLT Minutes, monthly data walks, observational notes, district common assessment data	6/1/2018 monthly
G1.B1.S1.MA1 M415550	Review PL Attendance	Dietz, Jennifer	8/14/2017	MY PGS Report	6/1/2018 monthly
G1.B1.S1.MA2 M415551	Coach provides follow up support to ensure implementation of the standards.	Dietz, Jennifer	8/14/2017	Coaching Plan, notes and calendar	6/1/2018 daily
G1.B1.S1.MA3 M415552	Administration conducts Data Walks and Classroom VIsits	Robinson, Cameron	9/1/2017		6/1/2018 biweekly
G1.B1.S1.A4 A382197	Monitor implementation of each Professional Learning and provide feedback and coaching as needed.	Dietz, Jennifer	8/14/2017	Observation, classroom visitation tracking sheet, student work samples, lesson plans, coaching calendar	6/1/2018 daily
G1.MA3 M415557	State Assessment Results	Robinson, Cameron	5/1/2018	Step Zero for 2017-2018 SIP	6/30/2018 annually

V. Professional Development Opportunities

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

G1. If Turie T. Small works collaboratively to implement standards aligned instruction based on the instructional shifts and core actions then student achievement will increase.

G1.B1 Lack of knowledge on the instructional shifts

G1.B1.S1 Provide training to teachers on ELA/Math standards, Core Actions and technology.

PD Opportunity 1

Provide Curriculum Math Planning for Teachers

Facilitator

Jennifer Joseph and Math District Liaison

Participants

All Faculty K-5

Schedule

Quarterly, from 8/21/2017 to 8/28/2017

PD Opportunity 2

Provide Curriculum ELA Planning for Teachers

Facilitator

Jennifer Joseph and ELA District Liaison

Participants

All Faculty K-5

Schedule

Quarterly, from 8/21/2017 to 8/28/2017

PD Opportunity 3

Schedule Technology Professional Learning for Teachers

Facilitator

SLT Memebers

Participants

All Faculty

Schedule

Annually, from 10/1/2017 to 10/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide Curriculum Math Planning for Teachers	$0.00
2	G1.B1.S1.A2	Provide Curriculum ELA Planning for Teachers	$0.00
3	G1.B1.S1.A3	Schedule Technology Professional Learning for Teachers	$0.00
4	G1.B1.S1.A4	Monitor implementation of each Professional Learning and provide feedback and coaching as needed.	$0.00
		Total:	$0.00