



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Pathways Elementary School

2100 AIRPORT RD

Ormond Beach, FL 32174

386-676-5360

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

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 45%
Alternative/ESE Center No	Charter School No	Minority Rate 24%

School Grades History

2013-14 B	2012-13 B	2011-12 A	2010-11 C
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Pathways Elementary School

Principal

Joseph Ronca

School Advisory Council chair

Cynthia Cosio

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Cathy Dalton	Kindergarten Teacher
Jessica Hatten	First Grade Teacher
Michelle Walker & Shawna Moore	Second Grade Teachers
Heidi Gabriel	Third Grade Teacher
Ann Anderson & Cynthia Cosio	Fourth Grade Teachers
Megan Malloy	Fifth Grade Teacher
Kip Best & Meredith Gardner	Gifted Program Teachers
Dawn Carlock	ESE-Mild Teacher
James Taylor	ESE-Multi Teacher
Kym Nadeau-Ferguson	Art Teacher

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

PARENT REPRESENTATIVES:

Christine Becker

Stephanie Coleman

Tim Connell

Mary Dorn (Also a Business Partner)

Melissa Foster

Anna Hannon
Sean Horsley (Also District Advisory Council Member)
Tom Janes
Clay Meek
Mary Beth Nichols
Kim Nilsen (Also District Advisory Council Member)
Ann Phillips
Lynn Rossmeyer (Also a Business Partner)
Paula Taylor

TEACHER REPRESENTATIVES:

Kip Best
Dawn Carlock
Cynthia Cosio, SAC Chairperson
Cathy Dalton
Heidi Gabriel
Jessica Hatten
Megan Malloy
Kym Nadeau-Ferguson
James Taylor
Michelle Walker

SUPPORT STAFF REPRESENTATIVE:

Bambi Hudak

ADMINISTRATOR REPRESENTATIVES:

Beverly Mallory, Assistant Principal
Joseph Ronca, Principal

Involvement of the SAC in the development of the SIP

The primary purpose of a SAC is to assist in the preparation of the school improvement plan to improve student performance. The plan shall be based on an analysis of student achievement and other school performance data. The SAC shall be responsible for the final decision making at the school relating to the school improvement process and plan.

Activities of the SAC for the upcoming school year

SAC Members:

- Are actively involved in developing their school's mission.
- Approve bylaws that govern how SAC business is conducted.
- Assist in the preparation of the school's annual budget.
- Decide how to spend the SAC funds to meet the School Improvement goals.
- Examine all aspects of their school when developing the school improvement plan (SIP).
- Decide jointly with school staff how to spend Florida School Recognition (A+) funds, if awarded by the state.
- Determine and prioritize the needs of the school. Assist in recruiting and retaining other SAC members.
- Participate in efforts to encourage support for the goals and activities of the school.

Projected use of school improvement funds, including the amount allocated to each project

Currently, there are no school improvement funds available to fund projects. Alternative school funds (PTA funds, Internal Accounts, General School Budget) will be identified to support our improvement efforts.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N.A.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Joseph Ronca

Principal

Years as Administrator: 19

Years at Current School: 7

Credentials

BA Elementary Education; MA Educational Leadership
Elementary Education Certification; Educational Leadership
Certification

Performance Record

2013 - B School, (68% R/68% M; 67% R/67% M; 59% R/56% M)*
 2012 - A School, (64% R/64% M; 66% R/79% M; 63% R/69% M)*
 2011 - C School, AYP 95% (80% R/76% M; 61% R/46% M; 53% R/33% M)*
 2010 - A School, AYP 87% (78% R/76% M; 65% R/56% M; 60% R/58% M)*
 2009 - A School, AYP 90% (85% R/75% M; 73% R/57% M; 61% R/53% M)*
 2008 - B School, AYP 90% (84% R/75% M; 68% R/61% M; 62% R/47% M)*
 2007 - A School, AYP 95% (85% R/81% M; 77% R/64% M; 59% R/57% M)*
 2006 - A School, AYP 95% (93% R/90% M; 73% R/58% M; 70% R/NA% M)*
 2005 - A School, AYP 100% (92% R/93% M; 73% R/72% M; 67% R/NA% M)*
 2004 - A School, AYP 100% (89% R/83% M; 80% R/77% M; 74% R/NA% M)*
 2003 - A School, AYP NA (87% R/83% M; 77% R/78% M; 76% R/NA% M)*
 *(% Proficient Reading/Math; % Learning Gains R/M; % Lowest 25% R/M)

Beverly Mallory

Asst Principal

Years as Administrator: 9

Years at Current School: 9

CredentialsBA Special Education; MS Educational Leadership
ESE Certification; Educational Leadership Certification**Performance Record**

2013 - B School, (68% R/68% M; 67% R/67% M; 59% R/56% M)*
 2012 - A School, (64% R/64% M; 66% R/79% M; 63% R/69% M)*
 2011 - C School, AYP 95% (80% R/76% M; 61% R/46% M; 53% R/33% M)*
 2010 - A School, AYP 87% (78% R/76% M; 65% R/56% M; 60% R/58% M)*
 2009 - A School, AYP 90% (85% R/75% M; 73% R/57% M; 61% R/53% M)*
 2008 - B School, AYP 90% (84% R/75% M; 68% R/61% M; 62% R/47% M)*
 2007 - A School, AYP 95% (85% R/81% M; 77% R/64% M; 59% R/57% M)*
 2006 - A School, AYP 95% (93% R/90% M; 73% R/58% M; 70% R/NA% M)*
 2005 - A School, AYP 100% (92% R/93% M; 73% R/72% M; 67% R/NA% M)*
 2004 - A School, AYP 100% (89% R/83% M; 80% R/77% M; 74% R/NA% M)*
 2003 - A School, AYP NA (87% R/83% M; 77% R/78% M; 76% R/NA% M)*
 *(% Proficient Reading/Math; % Learning Gains R/M; % Lowest 25% R/M)

Classroom Teachers**# of classroom teachers**

57

receiving effective rating or higher

57, 100%

Highly Qualified Teachers

100%

certified in-field

54, 95%

ESOL endorsed

16, 28%

reading endorsed

9, 16%

with advanced degrees

26, 46%

National Board Certified

7, 12%

first-year teachers

1, 2%

with 1-5 years of experience

4, 7%

with 6-14 years of experience

32, 56%

with 15 or more years of experience

20, 35%

Education Paraprofessionals**# of paraprofessionals**

16

Highly Qualified

16, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Leadership opportunities: Team Leader, Committee Chair, SAC Representative

Professional Development

Professional Learning Communities

Celebrations/Teacher Recognition (Teacher of the Quarter, Teacher of the Year, High Five Certificate)

Student showcase/acknowledgement through awards assemblies

Full implementation for the Volusia's System for Empowering Teachers, based on Charlotte

Danielson's Framework for Effective Teachers

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Leah Graf has been assigned to mentor first year teacher Theresa McIntyre. Both teach in first grade and have classrooms in the same pod area. Leah has seventeen years experience as a teacher, is highly qualified and has her ESOL and Reading endorsements. Leah will mentor Theresa through coaching and collaboration.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of

academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 0

In-school intervention is provided by a substitute teacher who is hired three days per week by the PTA to work with 3rd, 4th and 5th grade students

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Classroom formative and summative assessments are used to identify students who could benefit from remedial or enrichment activities. In some cases skills are retaught and retested. Results of formative and summative assessments are monitored.

Who is responsible for monitoring implementation of this strategy?

Each classroom teacher identifies students to work with the substitute teacher in the area of remediation or enrichment.

Strategy: Summer Program

Minutes added to school year: 7,200

Summer Reading Camp and Extended School Year for ESE students.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Summer Reading Camp is provided to general education and ESE third graders who do not pass the FCAT-Reading. Reading portfolio data is collected as well as results of the alternative assessment students take at the end of Summer Reading Camp. ESE students who meet the criteria for Extended School Year services are identified from their IEPs.

Who is responsible for monitoring implementation of this strategy?

School-based administrators and district-level staff.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Cathy Dalton	Kindergarten Teacher
Jessica Hatten	First Grade Teacher
Shawna Moore & Michelle Walker	Second Grade Teachers
Heidi Gabriel	Third Grade Teacher
Ann Anderson & Cynthia Cosio	Fourth Grade Teachers
Megan Pellicer	Fifth Grade Teacher
Kip Best & Meredith Gardner	Gifted Program Teachers
James Taylor	ESE-Multi Teacher
Dawn Carlock	ESE-Mild Teacher
Kym Nadeau-Ferguson	Special Area Teacher

How the school-based LLT functions

The LLT meets on a regular basis with the school principal. Each member is responsible for leading the Professional Learning Communities meetings at their grade level or in their department. They are responsible for keeping the PLC focused and insuring its Guidelines for Success are being followed. After the PLC meeting the LLT member is responsible for turning in PLC notes to the principal.

Major initiatives of the LLT

To ensure teachers at their grade level or in their department are meeting regularly in Professional Learning Communities to address the essential questions:

- What do we want students to learn?
- How will we know that students have learned what we want them to learn?

- How will we give time and support to students who don't learn what we want them to learn?
- How will we give time and support to students who already know or learn quickly what we want them to learn?

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	68%	Yes	70%
American Indian				
Asian	86%	73%	No	87%
Black/African American	43%	57%	Yes	49%
Hispanic	74%	42%	No	77%
White	68%	71%	Yes	72%
English language learners		31%		
Students with disabilities	35%	24%	No	42%
Economically disadvantaged	55%	56%	Yes	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	227	68%	70%
Students scoring at or above Achievement Level 4	128	39%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		65%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	221	67%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	32	59%	64%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		48%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		30%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	63	53%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		50%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	68%	Yes	68%
American Indian				
Asian	93%	73%	No	94%
Black/African American	53%	70%	Yes	57%
Hispanic	68%	47%	No	72%
White	64%	70%	Yes	68%
English language learners				
Students with disabilities	40%	29%	No	46%
Economically disadvantaged	49%	59%	Yes	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	222	68%	70%
Students scoring at or above Achievement Level 4	109	33%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]	[data excluded for privacy reasons]	60%
Students scoring at or above Level 7	[data excluded for privacy reasons]	[data excluded for privacy reasons]	16%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	145	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	31	56%	60%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	69%	70%
Students scoring at or above Achievement Level 4	36	38%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]	[data excluded for privacy reasons]	50%
Students scoring at or above Level 7	[data excluded for privacy reasons]	[data excluded for privacy reasons]	50%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		2
Participation in STEM-related experiences provided for students	630	92%	93%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	44	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	22	4%	2%
Students who are not proficient in reading by third grade	51	44%	39%
Students who receive two or more behavior referrals	34	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	27	3%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Bring Your Own Technology (BYOT) Parent Information & Tech Support Meetings
 Assessment & Common Core Parent Information Meeting
 Thinking Math Parent Information Meeting
 Math Night at Publix
 Maintain high level of volunteerism

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Maintain Golden School Award and 5 Star Award Status	2	100%	100%

Goals Summary

- G1.** Increase the use of formative assessments that are integrated into instruction, the feedback from teachers and peers that is both accurate and specific, and the use of questions and prompts that diagnose evidence of learning.
- G2.** Increase the intellectual engagement of students in challenging content through well designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.

Goals Detail

G1. Increase the use of formative assessments that are integrated into instruction, the feedback from teachers and peers that is both accurate and specific, and the use of questions and prompts that diagnose evidence of learning.

Targets Supported

- Writing

Resources Available to Support the Goal

- School-based Professional Development, District Formative and Summative Assessments, District-level Professional Development Activities, Susan Sheffield (ISTOA), Professional Learning Communities, Team Meetings, Volusia's System for Empowering Teachers, Volusia's System for Empowering Leaders, Charlotte Danielson's Framework for Teaching, Bring Your Own Technology, Curriculum Maps, Problem Solving Team/Response to Interventions Model, Media Center

Targeted Barriers to Achieving the Goal

- Lack of a list of literary pieces focusing on writing traits that could be used for instruction.

Plan to Monitor Progress Toward the Goal

Writing scores will be collected from Volusia Writing Prompts throughout the year.

Person or Persons Responsible

Administrators, Teachers

Target Dates or Schedule:

During Professional Learning Community Meetings

Evidence of Completion:

Increase of achievement levels in writing on Volusia Writing Prompts and FCAT-Writing

G2. Increase the intellectual engagement of students in challenging content through well designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.

Targets Supported

- Writing
- Science - Elementary School
- EWS - Elementary School

Resources Available to Support the Goal

- Professional Development in Cooperative Learning and Collaboration, Wait Time Response, School-based Professional Development, District Formative and Summative Assessments, District-level Professional Development Activities, Susan Sheffield (ISTOA), Professional Learning Communities, Individual Reading Inventories, Phonics Programs (REWARDS, SIPPS), Quick Phonics Assessments, Team Meetings, Volusia's System for Empowering Teachers, Volusia's System for Empowering Leaders, Charlotte Danielson's Framework for Teaching, Bring Your Own Technology, Curriculum Maps, Problem Solving Team/Response to Interventions Model, Reading Pals Program; Media Center

Targeted Barriers to Achieving the Goal

- Reluctant learners

Plan to Monitor Progress Toward the Goal

Students will be intellectually engaged in challenging content during focus lessons.

Person or Persons Responsible

Administrators, Teachers

Target Dates or Schedule:

During classroom walk-throughs and formal observations

Evidence of Completion:

Increased achievement levels on district formative and summative assessments and formal standardized tests

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the use of formative assessments that are integrated into instruction, the feedback from teachers and peers that is both accurate and specific, and the use of questions and prompts that diagnose evidence of learning.

G1.B1 Lack of a list of literary pieces focusing on writing traits that could be used for instruction.

G1.B1.S1 Determine sequential order for teaching each of the writing traits; each teacher will find a picture book that exemplifies the trait being taught; this will provide each teacher on the team five books that could be used in writing lessons.

Action Step 1

Professional Development in Writing at the 4th Grade Level

Person or Persons Responsible

4th Grade Classroom Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Observation of teachers participating in the full-day Professional Development

Facilitator:

Jennifer Gill

Participants:

4th Grade General Education and Gifted Program Teachers

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

Teachers will have developed a sequential order for teaching each of the writing traits and find picture books that exemplify the trait being taught. Books will be shared with team members.

Person or Persons Responsible

Fourth grade teachers

Target Dates or Schedule

During team planning meetings

Evidence of Completion

Increase achievement levels on student writing assessments

Plan to Monitor Effectiveness of G1.B1.S1

It will be observed that students are provided with specific feedback on their writing from both the teachers and peers.

Person or Persons Responsible

Administrators

Target Dates or Schedule

During classroom walk-throughs and formal observations

Evidence of Completion

Increased achievement levels on Volusia Writing Prompts and FCAT-Writing

G2. Increase the intellectual engagement of students in challenging content through well designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.

G2.B1 Reluctant learners

G2.B1.S1 Implement high impact strategies in lessons to intellectually engage students in learning

Action Step 1

Provide Professional Development to teachers on high impact strategies

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule

During Early Release Day Professional Development

Evidence of Completion

Increased level of intellectual engagement of students in classroom activities.

Facilitator:

Joe Ronca, Beverly Mallory, Common Core in Action School Leaders

Participants:

All teachers

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

Teachers will be observed using high impact strategies in their lessons.

Person or Persons Responsible

Administrators

Target Dates or Schedule

During classroom walk-throughs and formal observations

Evidence of Completion

Students will be actively engaged in their learning

Plan to Monitor Effectiveness of G2.B1.S1

Students will increase their level of intellectual engagement in lessons and their learning

Person or Persons Responsible

Administrators, Teachers

Target Dates or Schedule

During classroom walk-throughs and formal observations

Evidence of Completion

Increased achievement levels on district formative and summative assessments and formal standardized tests

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase the use of formative assessments that are integrated into instruction, the feedback from teachers and peers that is both accurate and specific, and the use of questions and prompts that diagnose evidence of learning.

G1.B1 Lack of a list of literary pieces focusing on writing traits that could be used for instruction.

G1.B1.S1 Determine sequential order for teaching each of the writing traits; each teacher will find a picture book that exemplifies the trait being taught; this will provide each teacher on the team five books that could be used in writing lessons.

PD Opportunity 1

Professional Development in Writing at the 4th Grade Level

Facilitator

Jennifer Gill

Participants

4th Grade General Education and Gifted Program Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Observation of teachers participating in the full-day Professional Development

G2. Increase the intellectual engagement of students in challenging content through well designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.

G2.B1 Reluctant learners

G2.B1.S1 Implement high impact strategies in lessons to intellectually engage students in learning

PD Opportunity 1

Provide Professional Development to teachers on high impact strategies

Facilitator

Joe Ronca, Beverly Mallory, Common Core in Action School Leaders

Participants

All teachers

Target Dates or Schedule

During Early Release Day Professional Development

Evidence of Completion

Increased level of intellectual engagement of students in classroom activities.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the use of formative assessments that are integrated into instruction, the feedback from teachers and peers that is both accurate and specific, and the use of questions and prompts that diagnose evidence of learning.	\$630
G2.	Increase the intellectual engagement of students in challenging content through well designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.	\$2,300
Total		\$2,930

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Substitute Funds	\$630	\$630
Internal Accounts	\$2,300	\$2,300
Total	\$2,930	\$2,930

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase the use of formative assessments that are integrated into instruction, the feedback from teachers and peers that is both accurate and specific, and the use of questions and prompts that diagnose evidence of learning.

G1.B1 Lack of a list of literary pieces focusing on writing traits that could be used for instruction.

G1.B1.S1 Determine sequential order for teaching each of the writing traits; each teacher will find a picture book that exemplifies the trait being taught; this will provide each teacher on the team five books that could be used in writing lessons.

Action Step 1

Professional Development in Writing at the 4th Grade Level

Resource Type

Professional Development

Resource

District-level personnel and materials; curriculum maps

Funding Source

Substitute Funds

Amount Needed

\$630

G2. Increase the intellectual engagement of students in challenging content through well designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.

G2.B1 Reluctant learners

G2.B1.S1 Implement high impact strategies in lessons to intellectually engage students in learning

Action Step 1

Provide Professional Development to teachers on high impact strategies

Resource Type

Professional Development

Resource

School-based Professional Development Activities; Professional Development in Cooperative Learning and Collaboration

Funding Source

Internal Accounts

Amount Needed

\$2,300