



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Turie T. Small Elementary School

800 SOUTH ST

Daytona Beach, FL 32114

386-239-6340

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 96%
Alternative/ESE Center No	Charter School No	Minority Rate 85%

School Grades History

2013-14 C	2012-13 B	2011-12 B	2010-11 B	2009-10 D
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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
Prevent	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Turie T. Small Elementary Schl

Principal

Dr. Earl Johnson

School Advisory Council chair

Ms. Lisa Dubrule

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

Name	Title
Dr. Earl Johnson	Principal
Melani Rolle	Reading Coach
Lisa DuBrule	Teacher on Assignment
Nancy Gossett	Academic Coach
Leslie Sparks	District Instructional Support
Monica Fordham	Math Intervention/ESE
Nikki Metakes	Kindergarten data leader
Vivian Smith	Grade 1 data leader
Adrienne Donald	Grade 2 data leader
Jeanine Langford	Grade 3 data leader
Virginia Mazza	Grade 4 data leader
Jennifer Joseph	Grade 5 data leader

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

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents,

community members and a business partner. These members are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC will participate in a data review of the 2013-2014 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.

Activities of the SAC for the upcoming school year

The SAC will meet monthly and review the progress of the strategies that support the goals for the school year. The SAC chair will also present continuous data from the progress monitoring that occurs during the school year. A continuous update on the SAC budget will be reviewed monthly as well as any requests for funding for educational materials and supplies that support the School Improvement Plan.

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

Professional Development in Reading, Math, Science and/or Writing: \$400.00

Educational Resources to support academic areas: \$200.00

Technology: \$200.00

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Earl Johnson

Principal

Years as Administrator: 10

Years at Current School: 5

Credentials

Bachelor's Degree in Business Administration
 Master's Degree in Educational Leadership
 Doctorate in Education

Performance Record

School Year
 2012- 2013 School Grade: B
 Meeting High Standards in Reading 47%
 Meeting High Standards in Math 54%
 Meeting High Standards in Writing 38%
 Meeting High Standards in Science 61%
 Making Learning Gains in Reading 71%
 Making Learning Gains in Math 87%
 of Lowest 25% Making Learning Gains in Reading 72%
 of Lowest 25% Making Learning Gains in Math 81%. School Year
 2011- 2012 School Grade: B
 Meeting High Standards in Reading 55%
 Meeting High Standards in Math 45%
 Meeting High Standards in Writing 61%
 Meeting High Standards in Science 60%
 Making Learning Gains in Reading 75%
 Making Learning Gains in Math 69%
 of Lowest 25% Making Learning Gains in Reading 65%
 of Lowest 25% Making Learning Gains in Math 68%. School Year
 2010- 2011 School Grade: B
 Meeting High Standards in Reading 67
 % Meeting High Standards in Math 64
 % Meeting High Standards in Writing
 61% Meeting High Standards in Science 40%
 Making Learning Gains in Reading 65%
 Making Learning Gains in Math 64%
 of Lowest 25% Making Learning Gains in Reading 70%
 of Lowest 25% Making Learning Gains in Math 77%.
 AYP was not made.
 School Year 2009- 2010 School Grade: D
 Meeting High Standards in Reading 60%
 Meeting High Standards in Math 53%
 Meeting High Standards in Writing 79%
 Meeting High Standards in Science 15%
 Making Learning Gains in Reading 59%
 Making Learning Gains in Math 50 %
 of Lowest 25% Making Learning Gains in Reading 57%
 of Lowest 25% Making Learning Gains in Math 57
 AYP was not made.
 School Year 2008-2009
 School Grade: A
 Osceola Elementary
 % Meeting High Standards in Reading 85 %
 Meeting High Standards in Math 78 %

Meeting High Standards in Writing 92 %
Meeting High Standards in Science 63 %
Making Learning Gains in Reading 71 %
Making Learning Gains in Math 49%
of Lowest 25% Making Learning Gains in Reading 77 %
of Lowest 25% Making Learning Gains in Math 55%.
AYP was not made.

School Year: 2007- 2008

School Grade: C Osceola Elementary

% Meeting High Standards in Reading 77%
Meeting High Standards in Math 73%
Meeting High Standards in Writing 90%
Meeting High Standards in Science 34%
Making Learning Gains in Reading 57%
Making Learning Gains in Math 56%
of Lowest 25% Making Learning Gains in Reading 44%
of Lowest 25% Making Learning Gains in Math 53%
AYP was not made

School Year: 2006- 2007 School

Grade: B

Osceola Elementary

% Meeting High Standards in Reading 80%
Meeting High Standards in Math 68%
Meeting High Standards in Writing 62 %
Meeting High Standards in Science 51%
Making Learning Gains in Reading 72%
Making Learning Gains in Math 52%
of Lowest 25% Making Learning Gains in Reading 67%
of Lowest 25% Making Learning Gains in Math 56%.
AYP was made.

2006-2006 School Grade: C

Osceola Elementary

% Meeting High Standards in Reading 75%
Meeting High Standards in Math 68%
Meeting High Standards in Writing 67%
Meeting High Standards in Science N/A
% Making Learning Gains in Reading 47 %
Making Learning Gains in Math 57 %
of Lowest 25% Making Learning Gains in Reading 36%
of Lowest 25% Making Learning Gains in Math N/A.
AYP was not made.

School Year: 2004-2005 School

Grade: A

Osceola Elementary

Meeting High Standards in Reading 88%
Meeting High Standards in Math 78%
Meeting High Standards in Writing 62 %
Meeting High Standards in Science N/A %
Making Learning Gains in Reading 47%
Making Learning Gains in Math 70 %
of Lowest 25% Making Learning Gains in Reading 47%

of Lowest 25% Making Learning Gains in Math N/A.
AYP was provisional.

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Nancy Gossett

Full-time / School-based

Years as Coach: 18

Years at Current School: 8

Areas

Reading/Literacy, Mathematics, Science, Data

CredentialsBachelor's Degree in Elementary Education
Master's Degree in Reading**Performance Record**

School Year

2012- 2013 School Grade: B

Meeting High Standards in Reading 47%

Meeting High Standards in Math 54%

Meeting High Standards in Writing 38%

Meeting High Standards in Science 61%

Making Learning Gains in Reading 71%

Making Learning Gains in Math 87%

of Lowest 25% Making Learning Gains in Reading 72%

of Lowest 25% Making Learning Gains in Math 81%. School Year

2011- 2012 School Grade: B

Meeting High Standards in Reading 55%

Meeting High Standards in Math 45%

Meeting High Standards in Writing 61%

Meeting High Standards in Science 60%

Making Learning Gains in Reading 75%

Making Learning Gains in Math 69%

of Lowest 25% Making Learning Gains in Reading 65%

of Lowest 25% Making Learning Gains in Math 68%

School Year 2010-2011 School Grade: B

Meeting High Standards in Reading 67%

Meeting High Standards in Math 64%

Meeting High Standards in Writing 61%

Meeting High Standards in Science 40%

Making Learning Gains in Reading 65%

Making Learning Gains in Math 64%

of Lowest 25% Making Learning Gains in Reading 70%

of Lowest 25% Making Learning Gains in Math 77%.

AYP was not made.

School: Turie T. Small Elementary

School Grade: D

School Year: 2009-2010

60% Meeting High Standards in Reading 53%

Meeting High Standards in Math 79%

Meeting High Standards in Writing 15%

Meeting High Standards in Science 59%

Making Learning Gains in Reading 50%

Making Learning Gains in Math 57%

of Lowest 25% Making Learning Gains in Reading 57%

of Lowest 25% Making Learning Gains in Math.

Did not make AYP.

School: Turie T. Small Elementary

School Grade: A

School Year: 2008-2009

69% Meeting High Standards in Reading
62% Meeting High Standards in Math 87%
Meeting High Standards in Writing 37%
Meeting High

Standards in Science 69% Making
Learning Gains in Reading 75%
Making Learning Gains in Math 59%
of Lowest
25% Making Learning Gains
in Reading 87% of Lowest 25%
Making Learning Gains in Math. Did
not make AYP.

School: Turie T. Small Elementary
School Grade: B
School Year: 2007

-

2008

66% Meeting High Standards in
Reading 65% Meeting High Standards
in Math 7
7% Meeting High Standards
in Writing 46% Meeting High
Standards in Science 66% Making Learning Gains in Reading
71%

Making Learning Gains in Math 58%
of Lowest 25% Making Learning Gains
in Reading 65% of Lowest 25%
Making Learning Gains in Math. Did
not ma

ke AYP.
School: Turie T. Small Elementary
School Grade: A
School Year: 2006

-

2007

63% Meeting High Standards in
Reading 66% Meeting High Standards
in Math 87% Meeting High Standards
in Writing 22% Meeting High
Standards in Science 76% Making
Learning Ga
ins in Reading 75%
Making Learning Gains in Math 75%
of Lowest 25% Making Learning Gains
in Reading 77% of Lowest 25%
Making Learning Gains in Math. Did
not make AYP.

School: Turie T. Small Elementary
School Grade: A
School Year: 2005

-

2006

68% Meeting

High Standards in

Reading 64% Meeting High Standards

in Math 79% Meeting High Standards

in Writing N/A% Meeting High

Standards in Science 62% Making

Learning Gains in Reading 77%

Making Learning Gains in Math 65%

of Lowest 25% Making Learning Gains

in Read

ing N/A% of Lowest 25%

Making Learning Gains in Math. Did

make AYP

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Melani Rolle		
Full-time / School-based	Years as Coach: 11	Years at Current School: 8
Areas	Reading/Literacy	
Credentials	Bachelor's Degree in Elementary Education Master's Degree in Reading	
Performance Record	School Year 2012- 2013 School Grade: B Meeting High Standards in Reading 47% Meeting High Standards in Math 54% Meeting High Standards in Writing 38% Meeting High Standards in Science 61% Making Learning Gains in Reading 71% Making Learning Gains in Math 87% of Lowest 25% Making Learning Gains in Reading 72% of Lowest 25% Making Learning Gains in Math 81%. School Year 2011- 2012 School Grade: B Meeting High Standards in Reading 55% Meeting High Standards in Math 45% Meeting High Standards in Writing 61% Meeting High Standards in Science 60% Making Learning Gains in Reading 75% Making Learning Gains in Math 69% of Lowest 25% Making Learning Gains in Reading 65% of Lowest 25% Making Learning Gains in Math 68% School Year 2010-2011 School Grade: B Meeting High Standards in Reading 67% Meeting High Standards in Math 64% Meeting High Standards in Writing 61% Meeting High Standards in Science 40% Making Learning Gains in Reading 65% Making Learning Gains in Math 64% of Lowest 25% Making Learning Gains in Reading 70% of Lowest 25% Making Learning Gains in Math 77%. AYP was not made. School: Turie T. Small Elementary School Grade: D School Year: 2009-2010 60% Meeting High Standards in Reading 53% Meeting High Standards in Math 79% Meeting High Standards in Writing 15% Meeting High Standards in Science 59% Making Learning Gains in Reading 50% Making Learning Gains in Math 57% of Lowest 25% Making Learning Gains in Reading 57% of Lowest 25% Making Learning Gains in Math. Did not make AYP. School Grade: A School Year: 2008-2009	

69% Meeting High Standards in Reading
62% Meeting High Standards in Math
87% Meeting High Standards in Writing
37% Meeting High Standards in Science
69% Making Learning Gains in Reading
75% Making Learning Gains in Math
59% of Lowest 25% Making Learning Gains in Reading
87% of Lowest 25% Making Learning Gains in Math.
Did not make AYP.

School: Turie T. Small Elementary
School Grade: B
School Year: 2007-2008

66% Meeting High Standards in Reading
65% Meeting High Standards in Math
77% Meeting High Standards in Writing
46% Meeting High Standards in Science
66% Making Learning Gains in Reading
71% Making Learning Gains in Math
58% of Lowest 25% Making Learning Gains in Reading
65% of Lowest 25% Making Learning Gains in Math.
Did not make AYP.

School: Turie T. Small Elementary
School Grade: A
School Year: 2006-2007

63% Meeting High Standards in Reading
66% Meeting High Standards in Math 87%
Meeting High Standards in Writing 22%
Meeting High Standards in Science 76%
Making Learning Gains in Reading 75%
Making Learning Gains in Math 75% of Lowest 25%
Making Learning Gains in Reading 77%
of Lowest 25% Making Learning Gains in Math.
Did not make AYP.

School: Turie T. Small Elementary
School Grade: A
School Year: 2005-2006

68% Meeting High Standards in
Reading 64% Meeting High Standards
in Math 79% Meeting High Standards
in Writing N/A% Meeting High
Standards in Science 62% Making
Learning Gains in Reading 77%
Making Learning Gains in Math 65%
of Lowest 25% Making Learning Gains in Reading
N/A% of Lowest 25% Making Learning Gains in Math.
Did make AYP.

Classroom Teachers

of classroom teachers

38

receiving effective rating or higher

38, 100%

Highly Qualified Teachers

100%

certified in-field

38, 100%

ESOL endorsed

11, 29%

reading endorsed

11, 29%

with advanced degrees

20, 53%

National Board Certified

0, 0%

first-year teachers

2, 5%

with 1-5 years of experience

5, 13%

with 6-14 years of experience

16, 42%

with 15 or more years of experience

15, 39%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

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

The instructional coaches will visit classrooms and provide coaching to teachers in research based instructional design. The Leadership Team will meet regularly to discuss data from progress

monitoring and provide support to teachers during each grade levels PLC time. The principal will develop a professional development plan that supports the schools goals and strategies for the school year. The Leadership Team will develop a schedule for professional learning community times for each quarter. The principal will initiate the "Spirit Award" to recognize teachers for exceptional service to the school. The administration will participate in the District Job Fair and any other recruitment activities.

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

William Whalen and Faith Scrivano are first year teachers being mentored by instructional coaches, highly effective peer teachers, a district-assigned Peer Assistance and Review (PAR) Teacher and an Instructional Support Teacher on Assignment (IST/TOA). The PAR and IST/TOA will utilize coaching, observations, collaborative lesson planning, and Empowering Educator Excellence Program (E3) as the planned mentoring activities.

Vicky Monday is new to the second grade team and is being mentored by a highly effective peer second grade teacher. The highly effective teacher will utilize coaching, observations, and collaborative planning as possible mentoring activities.

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

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 eight step problem solving, with Rtl as an integral part of the process. AS a result, the school improvement plan is based on a strategic analysis of data, and identified resources 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

Principal: Provides a common vision for the use of data-based decision making and ensures that educators are implementing the district's Progress Monitoring Plan and the VCS Problem Solving/Rtl model for those students who do not respond positively to core instruction. For those students who do not respond to to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development activities are scheduled for the faculty. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/Rtl website in order to address frequently asked parental questions. In addition, parents are provided information about PST/Rtl as PST meeting.

School Psychologist: Assists schools in interpreting individual, class-wide, grade level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem.

Select General Education Teachers (primary and intermediate): provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff implement Tier 2 interventions, and Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/Rtl practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data. Academic Coaches: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based on curriculum/behavior assessment and intervention approaches. Works with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRA's, 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. Progress monitoring will provide further information regarding performance by both individual and groups of students 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

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

District staff will provide schools with relevant training materials on MTSS. In addition to training materials, the foundational principles of MTSS and resources will be embedded within other resources and training (e.g. Deliberate Practice and Common Core Standards Training). 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 Scantron, 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: 90

Turie T. Small Elementary has developed an on-site extended school day tutorial opportunity for our low performing students. The program is called Kids Zone and students are tutored 1.5 hours per day two days per week. Students who qualify for busing will be bused home after tutoring. On Tuesdays and Thursdays students in grades 3-5 are tutored in math, and reading. Additionally, students in 4th grade are tutored in writing, and 5th graders are tutored in science, on Tuesdays and Thursdays. On Thursdays students will be fed a hot meal. The busing and food are paid for by "Food Brings Hope." The tutorial program will specifically target our low performing students in the areas of reading, writing, science, and mathematics. Students who are not proficient in one or more of the curricular areas will have an opportunity to receive intervention during the extended school day program.

Strategy Purpose(s)

- Instruction in core academic subjects

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

To ensure that specific and systematic intervention strategies are utilized, staff development training will be provided to make certain tutors have the necessary skills and strategies to deliver research based intensive intervention. Students will be formatively assessed during tutoring; 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 closer to grade level benchmarks.

Who is responsible for monitoring implementation of this strategy?

The school reading coach is the facilitator of the Kids Zone Extended Day Program. Along with the tutoring teachers, the reading coach will manage participation, attendance, and curriculum focus for instruction. To ensure that specific and systematic intervention strategies are utilized, staff development training will be provided to make tutors have the necessary skills and strategies to deliver research based intensive intervention.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Earl Johnson	Principal
Ms. Lisa DuBrule	Teacher on Assignment
Mrs. Nicole Metakes	Teacher
Mrs. Vivian Smith	Teacher
Ms. Adrian Donald	Teacher
Mrs. Jeanine Langford	Teacher
Ms. Virginia Mazza	Teacher

Name	Title
Ms. Jennifer Joseph	Teacher
Ms. Nancy Gossett	Academic Coach
Mrs. Melani Rolle	Reading Coach
Ms. Brenda Breter	Media Specialist

How the school-based LLT functions

Our LLT will meet bi-monthly and the principal as educational leader will articulate a vision for literacy learning, engage in strategic action for literacy improvement and foster a cohesive professional learning community. This is done by: supporting the school's literacy leaders, promoting the continuity of literacy policy and innovative practices within the school, sponsoring the design, development and delivery of equitable and excellent literacy curriculum. Literacy leaders in collaboration with their teacher teams enable substantive improvements in literacy teaching and student literacy.

Major initiatives of the LLT

The major initiatives of the LLT this year will be: gather and analyze school literacy data, establish literacy goals for the school based on current data, develop strategies to achieve goals, support teachers in interpreting literacy strategies, facilitate professional learning opportunities to improve literacy achievement, plan for and provide school wide celebrations of literacy.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The Leadership Team, Literacy Leadership Team, and grade level teams will meet during professional learning community time to review data (test scores, formative assessments, diagnostics, etc.) that will be used to quantify and describe the achievement of students in reading. The principal will visit classrooms (walk-throughs) and look for evidence that reading instruction is meaningful by observing student and teacher behavior. The school will implement a school-wide reading incentive program to support Reading Counts. The school will provide support through professional development in the area reading as well.

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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	53%	47%	No	58%
American Indian				
Asian				
Black/African American	47%	41%	No	52%
Hispanic				
White	81%	70%	No	83%
English language learners				
Students with disabilities	28%	11%	No	35%
Economically disadvantaged	52%	48%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	24%	34%
Students scoring at or above Achievement Level 4	40	23%	33%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	75	66%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	21	72%	82%

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]		65%
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]		25%
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]		25%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	[data excluded for privacy reasons]		0%

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	18	38%	48%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

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	50%	54%	Yes	55%
American Indian				
Asian				
Black/African American	47%	50%	Yes	52%
Hispanic				
White	74%	75%	Yes	77%
English language learners				
Students with disabilities	31%	19%	No	38%
Economically disadvantaged	49%	55%	Yes	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	54%	64%
Students scoring at or above Achievement Level 4	37	22%	32%

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>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	79	71%	81%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	25	81%	91%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	0%

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	41	61%	71%
Students scoring at or above Achievement Level 4	22	33%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

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)	4		6
Participation in STEM-related experiences provided for students	25	100%	100%

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	20	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	20	6%	5%
Students who are not proficient in reading by third grade	35	56%	46%
Students who receive two or more behavior referrals	90	12%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	69	9%	8%

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

Turie T. Small Elementary will continue to provide opportunities for parental involvement in the 2013-2014 school year. The school will increase its target by 5% for all parental involvement activities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	75	21%	26%
International Walk to School Day	35	10%	15%
PTA Meetings	20	6%	11%
Family Nights	140	40%	45%
All Pro Dad's Breakfast	30	9%	14%
Parent Teacher Conferences	362	100%	100%
Parent to Kid	25	7%	12%

Goals Summary

- G1.** All teachers will implement effective instruction that is aligned to standards and will include strategies and accommodations for ESE students.
- G2.** To improve teachers' knowledge and implement effective mathematics instruction in all grades.

Goals Detail

G1. All teachers will implement effective instruction that is aligned to standards and will include strategies and accommodations for ESE students.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Reading coach, academic coach

Targeted Barriers to Achieving the Goal

- Challenges of working with students who come from low SES backgrounds.
- Time for professional learning communities
- Meeting the needs of varying levels of students
- Additional time for students to receive targeted instruction
- Parental involvement in educational activities
- Implementing the Common Core Standards in the classroom and ensuring that students are mastering the standards.

Plan to Monitor Progress Toward the Goal

District Assessments FCAT Results

Person or Persons Responsible

Leadership Team Administration

Target Dates or Schedule:

six week interims Summer 2014

Evidence of Completion:

Ongoing monitoring of formative and summative assessments by Leadership Team and teacher observation by principal.

G2. To improve teachers' knowledge and implement effective mathematics instruction in all grades.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Parental Involvement

Resources Available to Support the Goal

- Academic Coach Administration

Targeted Barriers to Achieving the Goal

- Challenges of students who have not mastered number sense and do not have a solid foundation for more complex math concepts.

Plan to Monitor Progress Toward the Goal

Monitor formative and summative data

Person or Persons Responsible

Classroom teachers Instructional coaches Leadership Team

Target Dates or Schedule:

Leadership Team meetings (monthly)

Evidence of Completion:

Leadership team agenda and minutes

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement effective instruction that is aligned to standards and will include strategies and accommodations for ESE students.

G1.B1 Challenges of working with students who come from low SES backgrounds.

G1.B1.S1 Ensure that all teachers receive professional development related to effective instructional reading strategies.

Action Step 1

Provide professional development in effective instructional strategies.

Person or Persons Responsible

Instructional Coaches Classroom Teachers Intervention Teachers Administration

Target Dates or Schedule

bi-monthly

Evidence of Completion

On going monitoring of formative and summative assessments PLC meeting agenda and minutes
Professional Development sign in sheets Professional Development Reflection and Evaluation form

Facilitator:

Instructional coaches Classroom teachers District personnel

Participants:

Classroom teachers ESE teachers Intervention teachers Coaches Administration

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

District Assessments FCAT Results

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Professional Development agenda Professional Development reflection and evaluation sheet

Plan to Monitor Effectiveness of G1.B1.S1

District Assessments FCAT Results

Person or Persons Responsible

Administration Leadership Team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Professional Development Reflection and Evaluation sheets.

G1.B1.S2 Provide an additional hour of school for students to receive additional time and instruction in all subject areas.

Action Step 1

Volusia County Schools will provide funds for teachers to have an additional hour of instruction daily for increased time in school.

Person or Persons Responsible

Volusia County Schools

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Turie T. Small Master schedule

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

Administrative Walk-Throughs to monitor for correct utilization of master schedule for increased instructional time.

Person or Persons Responsible

Principal

Target Dates or Schedule

weekly

Evidence of Completion

Administrative notes

Plan to Monitor Effectiveness of G1.B1.S2

The principal will monitor for effectiveness by utilizing administrative walk throughs to determine if effective instruction is occurring during throughout the school day.

Person or Persons Responsible

Principal

Target Dates or Schedule

various times throughout the school year

Evidence of Completion

Administrative walk through notes

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 Meeting the needs of varying levels of students

G1.B3.S1 Classroom teachers, Intervention and ESE teachers will meet with small groups of students to remediate academic deficiencies during a walk to intervention time.

Action Step 1

The Literacy Team will create a walk to intervention schedule that will provide all students with an extra thirty minutes of reading instruction to provide remediation or enrichment for all students.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013

Evidence of Completion

Master schedule

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Instructional Coaches and administrators will monitor the walk to intervention schedule and instructional planning.

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

monthly Leadership Team meetings

Evidence of Completion

Leadership Team agenda and minutes

Plan to Monitor Effectiveness of G1.B3.S1

Administrators and Instructional Coaches will monitor the effectiveness of the walk to intervention through formative and summative test data.

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

bimonthly Leadership Team meetings

Evidence of Completion

Leadership Team agenda and minutes

G1.B4 Additional time for students to receive targeted instruction

G1.B4.S1 Provide after school tutoring for students who are not achieving grade level standards based on formative and summative data.

Action Step 1

Formative and summative test data will be reviewed to determine which students are in need of additional instruction after school.

Person or Persons Responsible

Instructional coaches Administration

Target Dates or Schedule

September 2013

Evidence of Completion

List of students

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Instructional Coaches will provide focus for after school tutoring, lesson planning and monitoring of instruction.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

September 2013 - March 2014

Evidence of Completion

Formative and Summative data Lesson plans

Plan to Monitor Effectiveness of G1.B4.S1

Instructional Coaches will monitor for effectiveness of instruction during after school tutoring.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

September 2013 - March 2014

Evidence of Completion

Formative and Summative assessment data Lesson plans

G1.B5 Parental involvement in educational activities

G1.B5.S1 Educational parent/student nights will be conducted in which students and parents participate in hands on activities.

Action Step 1

Plan for monthly parent/student nights that will provide parents with ideas for supporting the home/school connection.

Person or Persons Responsible

Family Center/Parenting Liason Reading Coach

Target Dates or Schedule

August 2013

Evidence of Completion

Parent night dates and times will be provided.

Plan to Monitor Fidelity of Implementation of G1.B5.S1

The Reading Coach and Title 1 Parenting Liason will help ensure that parent nights will provide parents with ideas to bridge home to school

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

August 2013

Evidence of Completion

Family night planning notes

Plan to Monitor Effectiveness of G1.B5.S1

The Reading Coach and Parent Liason will ensure that parent nights are effective in bridging school to home

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

October 2013 December 2013 January 2014 February 2014 March 2014

Evidence of Completion

Parent evaluation forms

G1.B6 Implementing the Common Core Standards in the classroom and ensuring that students are mastering the standards.

G1.B6.S1 Provide professional development and after school support for teachers in the implementation of CCS.

Action Step 1

Teachers will receive professional development in the implementation of Common Core Standards

Person or Persons Responsible

All teachers

Target Dates or Schedule

September 4 September 23 October 2 November 6 December 4 January 8 February 5 March 5 April 2

Evidence of Completion

PD Reflection Evaluation Sheets Sign In Sheets

Facilitator:

District Personnel Instructional Coaches

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Teachers will receive support from instructional coaches with follow up and reflection during PLC times.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Selected PLC times

Evidence of Completion

PLC agenda and minutes

Plan to Monitor Effectiveness of G1.B6.S1

Monitor formative and summative test scores

Person or Persons Responsible

Instructional Coaches Leadership Team

Target Dates or Schedule

Leadership Team meetings PLC meetings

Evidence of Completion

Leadership agenda and minutes PLC agenda and minutes

G2. To improve teachers' knowledge and implement effective mathematics instruction in all grades.

G2.B1 Challenges of students who have not mastered number sense and do not have a solid foundation for more complex math concepts.

G2.B1.S1 Provide professional development and after school support for teachers in Thinking Math concepts.

Action Step 1

Teachers will receive professional development in Thinking Math to support teachers in developing math foundational skills.

Person or Persons Responsible

Identified teachers

Target Dates or Schedule

August 7, 8 September 10, 12, 17, 19, 24, 26

Evidence of Completion

PD Reflection and Evaluation Sheet Sign in sheets Thinking Math activities and homework

Facilitator:

District Personnel Instructional Coaches

Participants:

Identified teachers

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

Teachers will receive support from instructional coaches with follow up and reflection during PLC times.

Person or Persons Responsible

Classroom teachers Instructional coaches

Target Dates or Schedule

bi-monthly PLC meetings

Evidence of Completion

PLC agenda and minutes

Plan to Monitor Effectiveness of G2.B1.S1

Monitor formative and summative scores for effectiveness of instruction

Person or Persons Responsible

Leadership team

Target Dates or Schedule

bi-monthly PLC meetings

Evidence of Completion

PLC agenda and minutes

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 team 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 FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

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

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichment lessons that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

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

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education:

N/A

Career and Technical Education:

N/A

Job Training:

Turie T. Small Elementary offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

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. All teachers will implement effective instruction that is aligned to standards and will include strategies and accommodations for ESE students.

G1.B1 Challenges of working with students who come from low SES backgrounds.

G1.B1.S1 Ensure that all teachers receive professional development related to effective instructional reading strategies.

PD Opportunity 1

Provide professional development in effective instructional strategies.

Facilitator

Instructional coaches Classroom teachers District personnel

Participants

Classroom teachers ESE teachers Intervention teachers Coaches Administration

Target Dates or Schedule

bi-monthly

Evidence of Completion

On going monitoring of formative and summative assessments PLC meeting agenda and minutes
Professional Development sign in sheets Professional Development Reflection and Evaluation form

G1.B6 Implementing the Common Core Standards in the classroom and ensuring that students are mastering the standards.

G1.B6.S1 Provide professional development and after school support for teachers in the implementation of CCS.

PD Opportunity 1

Teachers will receive professional development in the implementation of Common Core Standards

Facilitator

District Personnel Instructional Coaches

Participants

All teachers

Target Dates or Schedule

September 4 September 23 October 2 November 6 December 4 January 8 February 5 March 5
April 2

Evidence of Completion

PD Reflection Evaluation Sheets Sign In Sheets

G2. To improve teachers' knowledge and implement effective mathematics instruction in all grades.

G2.B1 Challenges of students who have not mastered number sense and do not have a solid foundation for more complex math concepts.

G2.B1.S1 Provide professional development and after school support for teachers in Thinking Math concepts.

PD Opportunity 1

Teachers will receive professional development in Thinking Math to support teachers in developing math foundational skills.

Facilitator

District Personnel Instructional Coaches

Participants

Identified teachers

Target Dates or Schedule

August 7, 8 September 10, 12, 17, 19, 24, 26

Evidence of Completion

PD Reflection and Evaluation Sheet Sign in sheets Thinking Math activities and homework