



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

R. V. Daniels Elementary School

1951 W 15TH ST

Jacksonville, FL 32209

904-630-6872

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

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

R. V. Daniels Elementary Schl

Principal

Robert Gresham

School Advisory Council chair

Tavarus Parker

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

Name	Title
Robert Gresham	Principal
Sanaa Hamilton-McBride	Assistant Principal
Regina Morris	ESE Liasion
Davina Parker	Reading Coach
Debby Wingo	Gudiance Counselor

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

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

Robert Gresham, Principal
 Sanaa Hamilton-McBride, Assistant Principal
 Tavarus Parker, SAC Chair
 Peter Bishop, Parent
 Wilamina Brown, Community Partner
 Kim Allen, Parent
 Regina Morris, Teacher
 Davina Parker, Parent

Involvement of the SAC in the development of the SIP

To assist in implementation and evaluation of school improvement plan.

Activities of the SAC for the upcoming school year

Some activities that SAC will facilitate/participate in but not limited to are:

- * assist in development of educational goals and objectives
- * participate in planning and monitoring of school buildings and grounds
- * initiate activities or programs that generate greater cooperation between the community and the school
- * recommend various support services in the school
- * review the budget to be sure it is aligned with the school improvement plan
- * provide input regarding the district strategic plan
- * perform other functions as requested by the principal

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

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

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:

Robert Gresham		
Principal	Years as Administrator:	Years at Current School:
Credentials	B.A. Florida A & M University MS Educational Leadership Nova Southeastern University	
Performance Record	19yrs Mayport Middle School 1995-96 School Grade C to B Woodland Acres Elementary School 1996-2001 School Grade D to C Highlands Elementary School School Grade D to C 2002-2007 School grade C to B 2007-2008 Northwestern Middle School 2008-2011 School grade D, significant increase to proficiency in content areas. West Jacksonville Elementary School School grade F to D 2011-2012 significant increase to proficiency in content areas, learning gains and lowest 25% 2012-2013 school grade drop to an F 0yr	

Sanaa Hamilton-McBride		
Asst Principal	Years as Administrator:	Years at Current School:
Credentials	B.A. Political Science University of Florida M.ED. Educational Leadership Phoenix University	
Performance Record	4yrs 0yr	

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Davina Parker		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	M.Ed. Educational Leadership University of Phoenix B.A. Linguistics University of Florida Ed Leadership all levels	
Performance Record	Tiger Academy	

Classroom Teachers

# of classroom teachers	20
# receiving effective rating or higher	0%
# Highly Qualified Teachers	65%
# certified in-field	19, 95%
# ESOL endorsed	4, 20%
# reading endorsed	, 0%
# with advanced degrees	, 0%
# National Board Certified	, 0%
# first-year teachers	6, 30%
# with 1-5 years of experience	9, 45%
# with 6-14 years of experience	10, 50%
# with 15 or more years of experience	1, 5%

Education Paraprofessionals

# of paraprofessionals	5
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Highly Qualified

, 0%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

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

Principal and Assistant Principal will recruit teachers from district qualified candidates completion date August 2013. Ongoing professional development will take place at the school level and district level. R.V.Daniel Leadership team in conjunction with district specialist will be responsible for facilitating and monitoring recruitment and retention strategies. Early release meetings, PLC's at school level and district level, content area training, planning day trainings, MINT participation, leadership development are various strategies that will be utilize to recruit and retain faculty.

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

R.V .Daniels participate in school district MINT program. Mentors are paired with new teachers according to impact on student achievement, credentials and expertise. Mentors are CET trained and have a least 3 years of successful teaching experience and effective or highly effective ratings.

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 RTI team meets bi-weekly to discuss the expectations of what students should learn. Based upon the data, the meetings will discuss:

- How to monitor the data.
- Review universal screening data and link to instructional decisions
- Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding CGA, at moderate risk or at high risk for not meeting standards
- Communicates with parents and the community regarding school-based Rtl plans and activities
- Collaborates with colleagues to constantly evaluate and review students' performances
- Recommends instructional strategies to teachers that include reflective practices, analyzing student data, and differentiating instruction
- Implement intense interventions for Tier 1, Tier 2, and Tier 3 students
- Serves as liaison between teachers, students, and parents
- Encourages students to take an active role in their learning

Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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

R.V. Daniels leadership team and RTI team monitor the creation and implementation of the School Improvement Plan. R. V. Daniels leadership team lead the faculty and other stakeholders in reviewing the data and drafting the SIP. The SIP is a guiding tool utilize by R.V. Daniels leadership team throughout the year to monitor our way of work. The plan will regularly reviewed and updated by the leadership team and RTI team.

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

The Rtl team will present student data such as FAIR (kindergarten), CGA assessments with teachers. Based upon the data, each faculty will select an organizational team to work on such as Math and Technology, Reading, Foundations/Safety. Each organizational team will provide input on objectives and instructional strategies to focus on for the school year. Once the input has been provided to create the School Improvement Plan, the team will present the document to the School Advisory Council for input. As the school year progress, the team will review the School Improvement Plan throughout the year to ensure that it continues to meet the needs of the students

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

Baseline Data:

- Florida Assessments for Instruction in Reading (FAIR),IOWA, Diagnostic Reading Assessment-2 (DAR-2),
- i- Ready Diagnostic (Math), District CG Assessments.

Mid-Year:

- DAR-2, District CG Assessments

End of the Year:

- CGA

Ongoing Progress Monitoring:

- Weekly Mini-Assessments
- Exit Tickets
- Quarterly CGA

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

The Rtl Leadership Team utilizes training materials provided by the District Rtl Team to train teachers. Training will occur through Early Release trainings, faculty meetings, weekly grade level meetings, and professional learning communities. This provides whole group, small group, and content specific trainings to establish continuous analysis of student needs throughout the school year. Teachers will also discuss the Rtl process as a means of differentiating instruction and providing rigorous instruction.

Literacy Leadership Team (LLT)

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

Name	Title
Davina Parker	Reading Caoach
Robert Gresham	Principal
Sanaa Hamilton-McBride	Assistant Principal
Debby Wingo	Guidance Counselor
Regina Morris	Teacher
Kim Flowers	Teacher

How the school-based LLT functions

The district's reading/language arts philosophy is clear in suggesting that a successful reading teacher not only teaches a child how to read, but also incorporated strategies that foster a love of reading and prepares the student to enjoy a lifetime of reading. In support of the district's reading goals and our school based reading goals, we have established a literacy team to assist with aligning the DCPS Comprehensive K-12 Reading Plan with the School Improvement Plan. Team members review current and longitudinal data to ensure the successful implementation of the proven research based strategies to support reading instruction.

The Literacy Team assesses faculty professional development needs and formulates plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across all content and grade levels. Next steps are established to improve reading achievement for all students.

Major initiatives of the LLT

The major initiative is to raise the proficiency numbers in Reading. CGA, DAR, and TMA's from the core curriculum will be targeted for improvement throughout the school year.

Specific professional development for the staff will include: Gradual Release, Instructional Rigor and High Order Questioning, Differentiated Instruction, Using Data to Drive Instruction, understanding common core. These activities will be part of Early Release Days, planning days, common planning/grade level meetings, coaching/modeling support, lesson study groups, and faculty meetings.

Every Teacher Contributes to Reading Instruction

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

All teachers at RVD participate in weekly Professional Learning Communities facilitated by reading coach. Teachers use data from various literacy sources to provide specific reading instruction to students based on skill set and mastery of standard. Teachers participate in various literacy professional development to enhance their skills in order to provide every student with the reading instruction possible. In addition home learning is sent home every day in reading to support classroom instruction.

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

RVD has three Pre-Kindergarten classes for the preschool students. The program has stringent guidelines and procedures to equip students with the necessary skills for Kindergarten. Parents and students must adhere to the Pre-K policies to stay active in the program. Students who attend are

expected to master the Pre-K objectives of academic and social growth.

Within the first 45 days of enrollment, Kindergarten students are given 2 assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide screening of each child's readiness for kindergarten. The FLKRS includes subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills to gather information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention if needed. RVD will schedule a series of workshops and informal meetings for preschool teachers and parents whose students traditionally enter our school. The purpose of these sessions is to give those individuals the opportunity to discuss expectations, curriculum, and simple solutions to common classroom occurrences. In addition each of their preschool classes will be invited to our school during May to tour, meet the staff, and eat lunch in the cafeteria.

Within the first 45 days of enrollment, kindergarten students are given two assessments. The Florida Kindergarten Reading Awareness Assessment (FLKRS) is designed to provide for screening of each child's readiness for kindergarten. The FLKRS includes a subset of Early Childhood Observation System (ECHOS) and the Phonemic Awareness, Letter Naming, Listening Comprehension, and Vocabulary portions of FAIR (Florida Assessment for Instruction in Reading) to gather information on a child's development in emergent literacy. The results from the assessments are used to group students for differentiated instruction and to provide immediate intensive intervention.

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	12	5%	2%
Students who are not proficient in reading by third grade	12	5%	2%
Students who receive two or more behavior referrals	95	24%	12%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	63	16%	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

RVD parental involvement will increase by 5% in the school year 2013-2014. RVD will increase parental involvement through parent workshops, parent celebration nights, and parent involvement incentives.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
RVD will increase parental involvement through parent workshops, parent celebration nights, and parent involvement incentives.	7	10%	15%

Area 10: Additional Targets

Additional targets for the school

R.V. Daniels administration and staff will ensure the safety of all students by following guidelines set in safety plan. Safety plan was submitted to district. Safety plan is available upon request at the school.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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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 funds are used for additional teachers and support staff to meet the needs of our students. Educational resources and materials are available through these funds. Title I funds will also be utilized for extended learning opportunities for students. Title I Parent Involvement will be used to provide parents and community members with meaningful training and workshops on standards-based instruction throughout the year. Funds are utilized to purchase supplies and materials for the Parents, to pay for catering of parent events, and to provide materials for parent take-home activities. RVD offers Character Education in all grades, focusing on being responsible for self. Foundations program provides a framework for an overall safe and civil school. Champs implementation in the classroom provides the necessary tools for positive classroom management. RVD participates in the Breakfast in the Classroom program. Our large percentage of free and reduced lunch students allows us to provide a nutritional breakfast to all students each day.