



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

South Daytona Elementary School

600 ELIZABETH PL

South Daytona, FL 32119

386-756-7180

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 78%
Alternative/ESE Center No	Charter School No	Minority Rate 43%

School Grades History

2013-14 B	2012-13 D	2011-12 C	2010-11 B
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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

South Daytona Elementary School

Principal

Hollie Newnam

School Advisory Council chair

Leslie Wiggins

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

Name	Title
Greg Schwartz	Assistant Principal
Dr. Hollie Newnam	Principal
Leslie Wiggins	SAC Chair
Lianne Fernandez	Math Coach
Diane Casella	Reading Coach
Terri Lubas	Intermediate Teacher
Heather Conyers	Primary 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

Susan Boulton - Teacher
 Sherry Clifton - Parent
 Sandi Kalwite - Parent
 Charlene Kayea - Teacher
 Tasha Merrell - **Support Staff SAC Secretary
 Amber Pesarchick - Parent
 Negar Pflueger - Parent
 Guy Remsburg - Parent
 Trisha Scheuerman - Parent SAC Secretary
 Erin Strauss - Parent

Karen Beard - Community Member
Meredith Gasowski - Parent
Dr. Hollie Newnam - Principal
Patricia Edwards - Community Member
Anthony LaBombard - Community Member
Raymond Sanders - Parent
Gregory Schwartz - Assistant Principal
Leslie Wiggins - *SAC Chair

Involvement of the SAC in the development of the SIP

The SAC committee reviews the data from the previous school year and helps to determine what barriers exist to prevent us from reaching targets. Strategies to implement that can help the school make progress. Public input is collected and shared before the School Improvement Plan is finalized

Activities of the SAC for the upcoming school year

SAC conducts meetings monthly. At our meetings, the committee will identify strengths and weaknesses of our school, discuss the Title I budget, facilities, safety, and minutes from the DAC meeting. SAC will have a district representative visit to discuss district initiatives. In the Spring, SAC will review the climate surveys to brainstorm needs of the school. In April/May, SAC will hold elections for the upcoming committee.

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

Deescalating Potentially Violent Situations Guidance Conference - \$155

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:

Hollie Newnam

Principal

Years as Administrator: 9

Years at Current School: 1

Credentials

Doctor of Philosophy, Florida State University, 2001
 Masters of Science in Educational Leadership, 1993
 Bachelor of Arts in Physical Education, 1982
 School Principal, Certificate, AI Levels

Performance Record

2012 A School, AYP (79%R 77%M: 68%R 75%M: 63%R 72%M
 2011 A School, AYP 95% (89% R 85%M: 72%R 53%M: 60%R
 50%M)
 2010 A School, AYP 100% (88% R 94%M: 70%R 74%M: 68%R
 65%M)
 2009 A School, AYP 97% (92%R 95% M: 76%R 71%M: 64%R
 65%M)
 2008 A School, AYP 97% (91%R 93%M: 70%R 78%M: 57%R
 62%M)
 2007 A School, AYP 100% (90%R 88% M: 81%R 69%M: 80%R
 71%M)
 2006 A School, AYP 95% (87%R 85%M: 69%R 70%M: 69%R)
 2005 A School AYP 100% (89%R 83%M, 71%R 73% M: 81%R)

Greg Schwartz

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

BA - Havover College
 MS - Nova Southern University

Performance Record**Instructional Coaches****# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lianne Fernandez		
Full-time / School-based	Years as Coach: 14	Years at Current School: 8
Areas	Mathematics	
Credentials	Elementary Education 1-6 Bachelor's of Science Reading Endorsement K-12	
Performance Record	2011-2012 C School, (52%R,43%M) (LG62% R, 60%M) (LQ-58%R,60%-M) (AMO:2011-2012-56%R,) (AMO: 20122013- 60%R) 2010-2011 B School, AYP-79%(70%R, 72% M, 60%R, 66%M, 56%R, 69%MK) 2009-2010 A School, AYP-82% (76%R, 73%M, 63%R, 65%M, 54%R, 66%M) 2008-2009 A School AYP-92% (79%R, 75% M, 70%R, 61%M,53%R, 59%M) 2007-2008 B School, AYP-97% (84%R, 77%M, 69%R, 64%M, 63%R, 52%M)	

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	Reading/Literacy, Other	
Credentials		
Performance Record		

Anita Watson		
Part-time / District-based	Years as Coach:	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Elementary Education 1-6 Reading Endorsement K-12	
Performance Record		

Diane Casella		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

of classroom teachers
58

receiving effective rating or higher
0, 0%

Highly Qualified Teachers

100%

certified in-field

0, 0%

ESOL endorsed

30, 52%

reading endorsed

11, 19%

with advanced degrees

16, 28%

National Board Certified

3, 5%

first-year teachers

3, 5%

with 1-5 years of experience

8, 14%

with 6-14 years of experience

16, 28%

with 15 or more years of experience

31, 53%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 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

- New Teacher Mentoring - Administration
- Leadership Opportunities - Administration
- Professional Development - Administration & Coaches
- PLC Activities - Grade level mentor & peers
- Peer Observation - ISTOAs, Coaches

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

New teachers are assigned a mentor for their first year. The mentor teacher, usually the department/grade level chair and hall neighbor is there to assist the new teacher and help them familiarize themselves with the school procedures and curriculum. A full time reading coach provides additional support, models lessons in the classroom, provides professional development activities and uses the coaching cycle to help improve the instructional practices of the teachers in the school. A full time math coach provides additional support, models lessons in the classroom, provides professional development activities and uses the coaching cycle to help improve the instructional practices of the teachers in the school. An IS-TOA, or instructional support teacher on assignment visits the school several days a week and assists classroom teachers in delivering quality instruction.

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

Principal: Provides a common vision for the use of data-based decision making by promoting the Volusia Instructional Management System. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving /Rti model(i.e., Problem Identification, Analysis of problem, Intervention Implementation and Response to Intervention)for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty.

School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/Rti. Support the schools's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/Rti.

Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/Rti website (under Psychological Services) in order to address the purpose of PS/Rti in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/Rti at PST meetings.

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

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. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/Rti.

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 to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier2/3 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 teacher. Encompasses Problem Solving/Rti practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Intervention Teacher: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working 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.

Academic Coaches: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working 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 and monitoring.

In-school Teachers on Assignment: In-school teachers on assignment provide classroom lesson support in intermediate and primary grades

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

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

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

VIMS 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 students performance in the areas of mathematics, science, and writing. 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

Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and parent consultations in order to scale up understanding of PS/RtI. School-wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving/RtI as well as an overview of PST/RtI is accessible through the PS/RtI link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web-based state training on PS/RtI. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PS/RtI. 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 databased decision making, supports will be implemented and monitored. School-specific reports, such as those available in VIMS, 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 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: 1,800

Utilizing the research based I-diagnose software, targeted students will receive tutoring through the STAR program. Students are selected based on need and receive direct support from a tutor (certified teacher) in a 2 to 1 ratio. Students spend 30 minutes on the computer program, completing prescribed activities and they also spend 30 minutes in an individualized tutoring session with the teacher tutor.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected through the computer program that students use during the tutoring session. They are able to use the program 30 minutes per tutoring session. The prescribed program on the computer allows students to work on individualized areas needing support and receive direct instruction from the tutor for 30 minutes during each session. Classroom data can also be analyzed for growth as well as district assessments on achievement series

Who is responsible for monitoring implementation of this strategy?

Mrs. Susan Boulton, 4th Grade teacher is the chair of the STAR tutoring program

Strategy: Before or After School Program

Minutes added to school year: 1,200

Students will be targeted for academic tutoring in reading and math. Students are selected based on need and receive direct support from a tutor (certified teacher) in a small group setting. Students spend the time in small groups working on specific skills in areas where they show a deficit.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teacher tutors will collect data on student progress. Classroom assessment data will be reviewed through grade level PLCs to determine if the tutoring is effective or if tutoring sessions need to be adjusted

Who is responsible for monitoring implementation of this strategy?

Mrs. Merrell, a 5th grade teacher is the chair of this tutoring program. Teacher/tutors will also be responsible

Literacy Leadership Team (LLT)

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

Name	Title
Heather Conyers	Teacher
Beverly Drexler	Teacher
Jody Leone	Teacher
Amy Wadsworth	Teacher
Teresa Lubas	Teacher
Sunnie Merrell	Teacher
Lianne Fernandez	Math Coach
Leslie Wiggins	Math Intervention Teacher
Hollie Newnam	Principal
Jan Pivec	Teacher

How the school-based LLT functions

The LLT meets monthly to discuss and communicate strategies and information necessary to promote student learning at higher levels. This team functions as a liaison between the administration and grade level teams. Leaders will disseminate information from administration to their various teams at weekly meetings.

Major initiatives of the LLT

To focus grade level teams on the school's SIP goal of: All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for Economically Disadvantaged Students.

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.
- * Providing to the pre-school agencies 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	60%	53%	No	64%
American Indian				
Asian				
Black/African American	44%	39%	No	50%
Hispanic	64%	52%	No	68%
White	65%	57%	No	69%
English language learners				
Students with disabilities	36%	18%	No	42%
Economically disadvantaged	53%	50%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	31%	36%
Students scoring at or above Achievement Level 4	66	21%	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>		15%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		85%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	112	56%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	30	59%	62%

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)	13	48%	53%
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]		24%
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]		23%

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	30	25%	30%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	30%	35%
Students scoring at or above Achievement Level 4	50	16%	21%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	125	63%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	29	55%	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	31	33%	36%
Students scoring at or above Achievement Level 4	25	27%	30%

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)	2		2
Participation in STEM-related experiences provided for students	16	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			
Students retained, pursuant to s. 1008.25, F.S.	35	6%	4%
Students who are not proficient in reading by third grade	60	55%	50%
Students who receive two or more behavior referrals	76	8%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	57	6%	5%

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

The School Advisory Council is comprised of parents, faculty, administration and members of the community. The members are appointed or approved by the committee. This group meets monthly to help plan, review, and improve the Title 1 program and budget, the Parent Involvement Plan and the School Improvement Plan. Minutes of each meeting are kept by the SAC Chairman. The Title 1 program overview is presented in conjunction with the general PTA meeting on the night of Open House. Parent input and feedback is encouraged. Sign in sheets are used to document attendance at all events Refer to Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Refer to PIP			

Goals Summary

- G1.** Teachers will implement effective teaching instruction aligned to standards through the Gradual Release of Responsibility Model.

Goals Detail

G1. Teachers will implement effective teaching instruction aligned to standards through the Gradual Release of Responsibility Model.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- • Coaches – Reading, Math • ISTOA – All Academic areas • District Writing Coach • Math intervention/built in intervention time • Title I in school math tutoring • After school tutoring • Parent liaison • Parent Involvement Education • Title I funds • STAR tutoring funds • Thinking Maps school wide • Write from the Beginning school wide • Professional Development – Gradual

Release of Responsibility Model • Vertical Teaming • Data Chats • PLC • 2 Thinking Math Trainers on site & 36 Teachers Thinking Math Trained • Robotics Club

Targeted Barriers to Achieving the Goal

- Fifty percent of the faculty is either new to grade level or new to the faculty.
- Academic learning time
- Classroom management

Plan to Monitor Progress Toward the Goal

Individual quarterly data chats, grade level/team data chats monthly

Person or Persons Responsible

Administration, Coaches, Psychologist, Teachers, PST Chair, Math Intervention Teachers

Target Dates or Schedule:

October 2, 2013; November 6, 2013; December 4, 2013; January 8, 2014; February 8, 2014; March 5, 2014

Evidence of Completion:

Individual teacher data, PST notebooks, data collection flow chart, Administration and PST calendars

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers will implement effective teaching instruction aligned to standards through the Gradual Release of Responsibility Model.

G1.B1 Fifty percent of the faculty is either new to grade level or new to the faculty.

G1.B1.S1 Through Early Release Professional Development, provide directions, examples and instruction in the components of the Gradual Release of Responsibility Model.

Action Step 1

Professional Development

Person or Persons Responsible

Administration, Coaches

Target Dates or Schedule

October 2, 2013; November 6, 2013; December 4, 2013; January 8, 2014; February 8, 2014;
March 5, 2014

Evidence of Completion

Artifacts, agenda for PD, sign in sheets, classroom visits

Facilitator:

School Based Leadership Team

Participants:

All Faculty

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

Design and deliver Professional Development in quality instruction, quarterly data chats and Gradual Release model.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC and grade level agendas and minutes, walk-throughs, VSET conferences, posted objectives

Plan to Monitor Effectiveness of G1.B1.S1

Design and deliver Professional Development in quality instruction, quarterly data chats and Gradual Release model.

Person or Persons Responsible

Administration, coaches, ISTOAs

Target Dates or Schedule

Ongoing

Evidence of Completion

Exit slips, students artifacts, thinking maps, Interactive Student Notebook,

G1.B1.S2 Provide collaborative learning time for teachers within their grade levels to create a lesson plan with the components of the Gradual Release of Responsibility along with sharing of best practices in the four components of the model.

Action Step 1

Coaching support through modeling and classroom visits

Person or Persons Responsible

Reading, Math Coaches, ISTOA, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher reflections, Coaches log, Outlook Calendar, Teacher lesson plans, script takes,

Facilitator:

Coaches

Participants:

All Faculty

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

Coaching support through modeling and classroom visits

Person or Persons Responsible

Administration, Reading, Math Coaches, ISTOA

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk throughs, observations, lesson plans, PLC/grade level agenda/minutes, fidelity tool checkoff

Plan to Monitor Effectiveness of G1.B1.S2

Coaching support through modeling and classroom visits

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk through, PLC/grade level agenda and minutes, artifacts

G1.B2 Academic learning time

G1.B2.S1 Communication during PLC, faculty meeting, professional development time, weekly Dragon Notes, weekly grade level meeting, monitor curriculum map & progress monitoring calendar

Action Step 1

Communicate during PLC, faculty meeting, professional development time, weekly Dragon Notes, weekly grade level meeting, monitor curriculum map and progress monitoring calendar to remind teachers to adhere to the academic learning time.

Person or Persons Responsible

Leadership Team, Administration, Coaches, District Staff

Target Dates or Schedule

Ongoing weekly

Evidence of Completion

Agendas, sign in sheets, minutes, observations, walk-throughs, lesson plans, daily objectives posted

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

Communicate during PLC, faculty meeting, professional development time, weekly Dragon Notes, weekly grade level meeting, monitor curriculum map and progress monitoring calendar to remind teachers to adhere to the academic learning time.

Person or Persons Responsible

Administrators, District Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Dragon notes, PLC/grade level agendas and minutes, lesson plans

Plan to Monitor Effectiveness of G1.B2.S1

Communicate during PLC, faculty meeting, professional development time, weekly Dragon Notes, weekly grade level meeting, monitor curriculum map and progress monitoring calendar to remind teachers to adhere to the academic learning time.

Person or Persons Responsible

Administration, District Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Debriefing/reflections from district staff, PLC minutes, Walk-throughs, lesson plans

G1.B3 Classroom management

G1.B3.S1 Positive Behavior Strategy team (PBS) that identifies school needs in order to develop an effective school plan.

Action Step 1

Establish a Positive Behavior Strategy team (PBS) that will identify needs, develop a school wide plan and train all stakeholders.

Person or Persons Responsible

Primary teacher, intermediate teacher, Administration, ESE teacher, Guidance Counselor, Psychologist, Special Area teacher, and Behavior Specialist

Target Dates or Schedule

Begin 10/21/13, ongoing

Evidence of Completion

Agendas, minutes

Facilitator:

School Psychologist

Participants:

PBS Team

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

Establish a Positive Behavior Strategy team (PBS) that will identify needs, develop a school wide plan and train all stakeholders.

Person or Persons Responsible

PBS Team members

Target Dates or Schedule

ongoing

Evidence of Completion

Written communication, grade level minutes, calendar of meeting times

Plan to Monitor Effectiveness of G1.B3.S1

A list of school needs, action steps for implementation.

Person or Persons Responsible

PBS Team

Target Dates or Schedule

ongoing

Evidence of Completion

Meeting agendas, list of needs, action steps

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

- *Math Intervention Teacher to provide interventions for students in need via a push-in model
- *Math Coach for the purpose of comprehensive staff development
- *Reading Coach for the purpose of comprehensive staff development
- *Supplemental Tutoring after school
- *Supplemental Materials and supplies needed to close the achievement gap
- *Supplemental funds for on-going staff development as determined by the results of FCAT data
- *Supplemental Funds for comprehensive staff development
- *No Migrant Students
- *Title 1, 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
- *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 progress monitor the ELL students to identify specific needs, target interventions/enrichments to 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. South Daytona Elementary utilizes these resources through the following:
 - After School Tutoring in Math
 - After School Tutoring in Reading
- *Violence Prevention Programs
 - Student Mentoring Program
 - Peer Mediation Program
 - Crisis Training Program
 - Suicide Prevention Program
 - Bully Prevention Program
 - SHINES
- *Nutrition Programs
 - Free and Reduced Meal Plan
 - Wellness Policy School Plan
 - Nutritional Choice Plan
 - Health Classes through physical education
 - Girls on the Run
- *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 - Annual Junior Achievement Program.
- *Job Training - Student career awareness opportunities through Jr. Achievement programs, 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. Teachers will implement effective teaching instruction aligned to standards through the Gradual Release of Responsibility Model.

G1.B1 Fifty percent of the faculty is either new to grade level or new to the faculty.

G1.B1.S1 Through Early Release Professional Development, provide directions, examples and instruction in the components of the Gradual Release of Responsibility Model.

PD Opportunity 1

Professional Development

Facilitator

School Based Leadership Team

Participants

All Faculty

Target Dates or Schedule

October 2, 2013; November 6, 2013; December 4, 2013; January 8, 2014; February 8, 2014; March 5, 2014

Evidence of Completion

Artifacts, agenda for PD, sign in sheets, classroom visits

G1.B1.S2 Provide collaborative learning time for teachers within their grade levels to create a lesson plan with the components of the Gradual Release of Responsibility along with sharing of best practices in the four components of the model.

PD Opportunity 1

Coaching support through modeling and classroom visits

Facilitator

Coaches

Participants

All Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher reflections, Coaches log, Outlook Calendar, Teacher lesson plans, script takes,

G1.B3 Classroom management

G1.B3.S1 Positive Behavior Strategy team (PBS) that identifies school needs in order to develop an effective school plan.

PD Opportunity 1

Establish a Positive Behavior Strategy team (PBS) that will identify needs, develop a school wide plan and train all stakeholders.

Facilitator

School Psychologist

Participants

PBS Team

Target Dates or Schedule

Begin 10/21/13, ongoing

Evidence of Completion

Agendas, minutes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

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

G1. Teachers will implement effective teaching instruction aligned to standards through the Gradual Release of Responsibility Model.

G1.B1 Fifty percent of the faculty is either new to grade level or new to the faculty.

G1.B1.S1 Through Early Release Professional Development, provide directions, examples and instruction in the components of the Gradual Release of Responsibility Model.

Action Step 1

Professional Development

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B1.S2 Provide collaborative learning time for teachers within their grade levels to create a lesson plan with the components of the Gradual Release of Responsibility along with sharing of best practices in the four components of the model.

Action Step 1

Coaching support through modeling and classroom visits

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B3 Classroom management

G1.B3.S1 Positive Behavior Strategy team (PBS) that identifies school needs in order to develop an effective school plan.

Action Step 1

Establish a Positive Behavior Strategy team (PBS) that will identify needs, develop a school wide plan and train all stakeholders.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed