

Debary Elementary School



2014-15 School Improvement Plan

Debary Elementary School

88 W Highbanks Rd, Debary, FL 32713

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

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

42%

Alternative/ESE Center

No

Charter School

No

Minority

19%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

B

A

A

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-----------------------------|
| Not In DA | 2 | Wayne Green |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission Statement

Our school community will provide a solid foundation for academic and social growth, promoting life-long learners and positive contributors to society.

Provide the school's vision statement

Vision Statement

By working together as a team of parents, faculty, staff, community members, and students, we will ensure the continued success of our children.

School Environment

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

Through our student leadership groups such as Safety Patrols and Student Government, continued parent and volunteer involvement, a monthly newsletter to parents/guardians, and a close relationship with our PTA we are able to learn about our students and their cultures and are able to build relationships in the classroom between teachers and students. We also provide opportunities such as our Kindergarten Sneak-A-Peek for our upcoming kindergarten students each year. We have Open House and Meet the Teacher events for each grade level. We also offer several parent night events throughout the year.

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

Through our school leadership team and our guidance office, we have developed procedures and guidelines for all students and staff in all settings including before and after school, during transition time and during lunch time that promotes positive behavior and builds a school based on responsibility and respect. Administration and teachers serve on supervision duty and provide our students with access to an adult if an issue arises. These adults are available before and after school and are visible during the school day. They help to promote a safe campus and provide reminders and support to our students. Our school guidance counselor also conducts small group sessions based on data collected through teachers, administration, student, and parent input. She meets with targeted students before, during and after school to help aid in their feeling that school is a safe place to share and be cared for.

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

Instructional time at DeBary Elementary is a priority and each classroom teacher has the ability to maintain behavioral issues in the classroom, only resorting to discipline referrals to the office if the need arises. Clear expectations for behavior are taught to the students and reminders of expectations are presented regularly. Student discipline assemblies are held at the start of the Fall and Spring semesters to clearly describe expectations for work and student behavior while on campus. Faculty

members are provided training on the school's behavioral systems at the start of each school year. Review of behavior data is reviewed with faculty each quarter to determine trends and the needed response to new data. Behavioral systems are in place at grade levels and school wide to respond to student misbehavior if the child's behavior warrants him/her to be removed from the classroom. Student misconduct is handled immediately and with minimal disruption to the instruction in the classroom. There is student and parent accountability for absences and tardies and for work completion. Announcements that disrupt the flow of the classroom are kept to a minimum and only used in cases of emergency.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school offers the following non-violence and anti-drug programs:

student mentoring
peer mediation
bullying prevention
anti-drug.

The bullying program is provided daily on the morning news. The guidance office holds weekly sessions with students based on data collected by teachers, students, and families.

All students are screened quarterly for behavioral and social-emotional issues through the electronic report card. Through this screening, the school is able to disaggregate data to determine if individual students, classrooms, teachers, grade levels, or the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel (i.e. school psychologists, school counselors and school social workers) provide direct and indirect evidenced-based supports to students identified through the screening measure.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school regularly accesses the early warning system online. This is a specialized report available to all schools. This list is pulled at least quarterly if not more often.

The indicators include:

- * Unweighted GPA (at risk if below 2.0)
- * Over age for grade level
- * Discipline referrals (at risk if 2 or more)
- * Attendance below 90%, regardless of whether absence is excused or due to out-of-school suspensions
- * Year to date suspensions (at risk if 1 or more)
- * Number of prior retentions (at risk if 1 or more)
- * Level 1 score on the statewide, standardized assessments in English Language Arts and Mathematics.

Students with 3 or more of the indicators listed above are identified in the Early Warning System report which is shared with school and student services personnel.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | Total |
|---------------------------------|-------------|-------|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

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

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

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

The Early Warning System report is used to determine school wide trends which impact the academic performance of students. As a result, the indicators that are elevated become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidenced-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues, interventions are provided directly and indirectly by Student Services team members and are aligned with the positive behavioral supports.

Regular review of the Early Warning System reports enables the school team to determine if interventions are successful in addressing areas of concern. For students exhibiting difficulties beyond larger systematic issues being addressed by the school through the EWS, the student is referred to the school's Problem-Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The school works to build positive relationships with families by open communication with families through the use of: the school website, weekly connect-ed communication, monthly newsletters, parent conferences, teacher websites, Parent Teacher Organizations, School Advisory Council, Remind 101 text messaging and student planners. School personnel work to continue consistent parent involvement at all school functions and parent/teacher conferences through the use of effective communication, volunteer training, monthly family events, and a variety of family events and times events are offered to meet the needs of our families. Our school mission and vision are posted in every classroom and reviewed at each School Advisory Council Meeting. Our School focus is also shared weekly through the school's connect parent ed message. The school communicates student

progress frequently through email, phone, text messages, parent conferences, informational nights, interim reports, online programs, electronic report cards, Pinnacle Grade book, and problem-solving team meetings.

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

The school builds and maintains partnerships with the local community by holding events at the school sponsored by local businesses and organizations. The school and PTA partner with local businesses to promote student achievement through on and off campus events that provide support to the community and school. School partnerships with local law enforcement contribute to a community presence, promotes parent involvement, and assists with traffic congestion. School participation in city council meetings, parades, contests, arts exhibits, vehicle days, parks and recreation events and programs, city projects, and initiatives maintain a positive working relationship between the school and community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|------------------|---------------------|
| Fedigan, Alisa | Principal |
| Schnell, Sara | Assistant Principal |
| Litwiniec, Sarah | Teacher, K-12 |
| Parker, Melissa | Teacher, K-12 |
| Wilson, Karen | Teacher, K-12 |
| Knapp, Lori | Teacher, K-12 |
| St. John, Lisa | Teacher, K-12 |
| Cohen, Sonia | Teacher, K-12 |

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based leadership team identifies school based needs and resources (both materials and personnel) to determine how to best serve students and teachers. Teacher feedback, classroom observations, and student performance academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Professional Learning Communities, and Literacy Leadership Team). As the School's primary instructional leaders, the Principal communicates a vision for student achievement and guides the team's work. Each member of the school-based leadership team has involvement with other teams (PLCs, PST, LLT) and serves as a liaison between the school based leadership team and their respective team. The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school leadership team consists of the principal, assistant principal, and grade level teacher leaders. The school leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers to ensure student learning. Instructional resources include staff development developed and provided by our school district and our school's leadership team. Grade levels meet with the leadership team weekly through PLC meetings to collaborate on curriculum planning and share instructional strategies. Our classroom teachers will be implementing the new Florida Standards this year. They will be supported both by our district and out instructional teachers on assignment. All teachers have the support of our instructional leadership team. Our district and our school are both committed to meeting the needs of our students and maximizing our students' achievement.

District and school leadership teams work together to coordinate and integrate federal, state, and local funds, services, and programs for the benefit of students. School improvement funds are awarded to schools on a per pupil funding formula and distributed via the School Advisory Council through a voting process.

School leadership meets weekly, and SAC meets monthly.

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. The plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The school improvement plan is based on a strategic analysis of data, and identified resources.

School Improvement funds will be used for providing teachers extended before/after school time to meet in PLCs for planning and data analysis, as well as professional development opportunities, and procuring technology for classroom use.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Lisa St. John | Teacher |
| Alisa Fedigan | Principal |
| Valri Ford | Teacher |
| Joy Leader | Teacher |
| Cathy Engilis | Business/Community |
| Ken Dietzel | Business/Community |
| Deb Antonio | Education Support Employee |
| Dwyron Gillard | Teacher |
| Rebecca Raysin | Teacher |
| Johanna Brown | Parent |
| Lisa Elders | Parent |
| Jennifer Baylor | Parent |
| Cindy Clevenger | Parent |
| Camille Manfredonia | Business/Community |
| Jason Schaitz | Business/Community |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership team then shared results with the faculty, as well as the School Advisory Council, to receive input.

Development of this school improvement plan

The SAC reviews and assists with monitoring school-wide data and provides input on priorities, goals, and strategies.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school budget, spending, and progress indicators are shared at monthly SAC meetings.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds are allocated based on requests submitted by faculty for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval.

*Substitute funding for LLT teacher planning and professional development \$800.00

*Writing workshops for LLT teachers \$1995.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|-------------------|---------------------|
| Fedigan, Alisa | Principal |
| Schnell, Sara | Assistant Principal |
| Ruckert, Jennifer | Teacher, K-12 |
| Ray, Jen | Teacher, K-12 |
| Womack, Elissa | Teacher, K-12 |
| Zayas, Nadelia | Teacher, K-12 |
| Nicole, Strocchia | Teacher, K-12 |
| O'Quinn, Nicole | Teacher, K-12 |
| Wilson, Karen | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

The school based Literacy Leadership Team (LLT) identifies school based resources to determine the continuum of literacy support available to students at our school. The LLT meets twice a month after school. The LLT co-chairs provide an agenda and facilitate the meeting. LLT members responsibilities include: attend all meetings to review data, share literacy strategies presented with their PLC, assist with development of classroom strategies, and supervise and support the school-wide writing initiative and implementation of Florida Standards.

The school wide literacy initiative's main focus is to support reading and writing in every classroom. This year's focus will be support for teachers as we continue on our school wide writing initiative. The LLT will be dedicated to providing a variety of literacy-building events throughout the school year for students, as well as developing professional development for teachers to support instruction in writing and the development of a cohesive K-5 continuum of writing curriculum that meets student need.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Common planning and Professional Learning Communities (PLCs) take place at each grade level. This allows them to regularly review instruction, review and formulate formative assessment data, and plan instruction accordingly. During planning once weekly and again after school once a month, the grade levels meet as a Professional Learning Community (PLC) and review student data which will allow them to make adjustments to instruction based on need. When necessary, the PLC will recommend a student for review with the Problem Solving Team (PST). During this collaborative time, teachers are able to encourage and support each other while working toward common goals with a clear focus. This time together also allows teacher to regularly engage in reflective dialogue to deepen shared language and understanding of instructional practices. This time together also allows for time for feedback on lessons and assessments allowing change where necessary.

The school has created a data room in which the grade level teams and PLCs will take place. Student

data (from formative and summative assessments, standardized state assessments, etc) are clearly displayed on the walls. Administration and curriculum leaders attend PLC meetings in order to foster a collaborative relationship with the teachers as well as a supportive relationship with regard to the student data. Instructional Review, administrator walk-throughs, and student data help leadership to identify areas that could benefit from follow up coaching from leadership or district personnel. This process also allows for positive interactions to identify classroom activities and behaviors that exemplify the school goals and expectations. These teachers are featured in professional development activities and through weekly newsletters to the staff.

Several grade level meetings have been planned with specific district personnel (writing coach, math coach, etc) in order to assist the teachers in making the most of their curriculum and materials.

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

1. New Teacher Programs : District E3, Individualized PD, mentors, peer classroom visits (Administration)
1. Leadership Opportunities (Administration)
2. Professional Development (School-based Leadership Team and Administration)
3. PLC Activities (PLCs)
4. Participation in District Job Fair and Recruitment Activities (Administration)
5. Teacher recognition programs (Administration)

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

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, school-based veteran teachers within each PLC provide mentoring as needed for any new/beginning teachers in that PLC.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The Volusia County School's elementary programs meet or exceed state requirements. At the elementary level, teacher leader teams at each school review district developed curriculum maps and resources grades K-5 for alignment to the Florida Standards. Teacher teams create formative and summative assessments to monitor student achievement. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLCs) and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Common planning allows teachers to participate weekly in PLCs to regularly review formative and summative assessment data and continuously adjust instruction accordingly. Assessment data is

used to identify groups of students to receive targeted instruction. Teacher teams create targeted instruction lessons during team planning sessions. Students requiring intensive remediation receive additional support from the classroom teacher. Teachers make recommendations for students to be reviewed by the Problem Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns. In doing so, teachers are able to meet the needs of all students in a process that promotes shared responsibility.

The use of instructional reviews to assist with teacher professional development plays a significant part in designing instruction to meet students needs. Instructional reviews, combined with administrative walkthroughs, provide leadership with data to identify areas in which additional follow up coaching is needed. The leadership team meets weekly to discuss the trends observed in the classrooms. This process also provides opportunities to identify exemplary teachers for the purpose of allowing for class visits. Administration and mentor teachers work to complete the coaching cycle to provide maximum support, including the use of specific feedback instruments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 5,280

Identified students will attend district sponsored summer programs in grade 3 reading camp and ESOL to enrich and extend learning in the core academic area of reading.

Strategy Rationale

Additional instruction can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fedigan, Alisa, amfedig1@volusia.k12.fl.us

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

Data is collected by summer school staff and provided to school administration for review. The preponderance of evidence is analyzed alongside grade level benchmarks.

Strategy: Extended School Day

Minutes added to school year: 0

Professional Learning Communities (PLCs) meet for the purpose of data analysis and response, intervention planning, and professional development bi-weekly.

Strategy Rationale

PLCs encourage teacher teams to engage in data analysis and problem solving for the purpose of meeting students' academic needs as a team.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

Strategy: After School Program

Minutes added to school year: 2,160

Targeted students receive math and reading tutoring twice a week, for 30 minutes each session. Tutoring continues for 6-8 weeks.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Schnell, Sara, saschnel@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) are used to determine the success of individual students as well as the effectiveness of the strategy as a whole.

Strategy: After School Program

Minutes added to school year: 1,200

Identified students will participate in after school ELL tutoring.

Strategy Rationale

Tutoring can help struggling ELL students to make achievement gains when they are able to receive remediation on core concepts with ELL strategies and accommodations.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Schnell, Sara, saschnel@volusia.k12.fl.us

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

Data is collected through pre and post tests to determine the effectiveness of the ELL tutoring instruction.

Strategy: Extended School Day

Minutes added to school year: 600

Identified students will participate in after school science tutoring.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Schnell, Sara, saschnel@volusia.k12.fl.us

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

Data is collected through pre and post tests to determine the effectiveness of the science tutoring program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective

transitions for children and their families.

These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.
- Providing 5th grade children and families local public school policies, 6th grade registration, 6th grade orientation and other relevant information to ease the transition of children and families.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** DeBary Elementary's focus will be to increase student achievement by collaboratively and consistently providing high quality instruction and student feedback across the content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. DeBary Elementary's focus will be to increase student achievement by collaboratively and consistently providing high quality instruction and student feedback across the content areas. 1a

G041645

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA - English Language Arts - Proficiency Rate | 54.0 |
| FSA - Mathematics - Proficiency Rate | 70.0 |
| FCAT 2.0 Science Proficiency | 82.0 |

Resources Available to Support the Goal 2

- Curriculum Maps
- Availability of Instructional Resources
- Instructional Support Teachers
- Increased Use of Technology
- Professional Development Days
- Early Release Professional Development Days
- Professional Learning Communities

Targeted Barriers to Achieving the Goal 3

- Teachers Utilization of High Effect Size Strategies

Plan to Monitor Progress Toward G1. 8

Volusia Literacy Test, Volusia Math Test, Volusia Science Test, End of Course Checklists, Student/Teacher Feedback Checklists.

Person Responsible

Alisa Fedigan

Schedule

Quarterly, from 10/3/2014 to 6/3/2015

Evidence of Completion

Volusia Literacy Test Results, Volusia Math Test Results, Volusia Science Test Results, End of Course Checklists Results, Student/Teacher Qualitative Data.

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  **S123456** = Quick Key


G1. DeBary Elementary's focus will be to increase student achievement by collaboratively and consistently providing high quality instruction and student feedback across the content areas. **1**

 **G041645**

G1.B2 Teachers Utilization of High Effect Size Strategies **2**

 **B101034**

G1.B2.S1 Provide professional development and coaching on use of high effect size strategies and the impact on student achievement. **4**

 **S112267**

Strategy Rationale

Research shows that evidence based teaching strategies are likely to have the largest impact on student achievement. Feedback and quality instruction have among the highest effect size on student achievement.

Action Step 1 **5**

Needs Assessment Review. Curriculum, Resources, and Professional Development Needs Identified.

Person Responsible

Alisa Fedigan

Schedule

Quarterly, from 8/12/2014 to 3/24/2015

Evidence of Completion

PLC minutes, needs assessment worksheets, list of curriculum needs, resources, and professional development requested.

Action Step 2 5

Curriculum Review, Planning and Support

Person Responsible

Alisa Fedigan

Schedule

Quarterly, from 9/18/2014 to 4/1/2015

Evidence of Completion

Meeting Agendas and minutes, planning sheets developed by grade levels, and lesson plans.

Action Step 3 5

District and School Based Professional Development- High Effect Size Instructional Strategies

Person Responsible

Sara Schnell

Schedule

Monthly, from 9/3/2014 to 4/1/2015

Evidence of Completion

Presentation Materials, MyPGS Professional Development Documentation of Participation, PD Surveys.

Action Step 4 5

Instructional Strategies Professional Development for Literacy Leadership Team

Person Responsible

Alisa Fedigan

Schedule

On 10/8/2014

Evidence of Completion

Presentation Materials, Registration Documentation.

Action Step 5 5

Development of Supportive Environment of High Effect Size Instructional Strategies

Person Responsible

Alisa Fedigan

Schedule

Monthly, from 10/14/2014 to 5/20/2015

Evidence of Completion

Literacy Leadership Team Agendas and Implementation Plan

Action Step 6 5

Professional Development- Planning Quality Instruction Across Content Areas

Person Responsible

Sara Schnell

Schedule

Biweekly, from 10/21/2014 to 4/30/2015

Evidence of Completion

Presentation Agenda, Materials and Attendance Documentation

Action Step 7 5

Development and Use of High Effect Size Strategy Checklists-Coaching

Person Responsible

Alisa Fedigan

Schedule

Monthly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Student, Teacher, Administrative Checklists, Monthly Feedback

Action Step 8 5

Lesson Plan Review

Person Responsible

Alisa Fedigan

Schedule

Biweekly, from 9/8/2014 to 5/25/2015

Evidence of Completion

Emailed Lesson Plans, Signature on Reviewed Instructional Plans, Lesson Plan Review Checklist

Action Step 9 5

Utilization of Online Curriculum Resources, Lessons, Practice Assessments.

Person Responsible

Alisa Fedigan

Schedule

Weekly, from 10/20/2014 to 5/22/2015

Evidence of Completion

Lesson Plans, Practice Assessments Results and Reports, Student Work Samples, LLT Meeting Minutes

Action Step 10 5

Data Analysis of Volusia Assessments, School-Based Assessments, and Purchased Practice Assessments

Person Responsible

Alisa Fedigan

Schedule

Quarterly, from 10/14/2014 to 5/29/2015

Evidence of Completion

Assessment Data Reports, Data Room, Meeting Minutes, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrative and district instructional support classroom walk-throughs and observations, review of lesson plans, and Professional Learning Communities will take place to document use of quality instruction and feedback across the content areas.

Person Responsible

Alisa Fedigan

Schedule

Daily, from 9/8/2014 to 6/3/2015

Evidence of Completion

Walk through, observation data, lesson plans, PLC minutes.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administrative walk-throughs and observations, lesson planning, student work samples.

Person Responsible

Alisa Fedigan

Schedule

Quarterly, from 10/17/2014 to 6/3/2015

Evidence of Completion

lesson plans, teacher observation data, student work samples.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|--|----------------|-------------------------------|--|---------------------|
| G1.B2.S1.A1 | Needs Assessment Review. Curriculum, Resources, and Professional Development Needs Identified. | Fedigan, Alisa | 8/12/2014 | PLC minutes, needs assessment worksheets, list of curriculum needs, resources, and professional development requested. | 3/24/2015 quarterly |
| G1.B2.S1.A2 | Curriculum Review, Planning and Support | Fedigan, Alisa | 9/18/2014 | Meeting Agendas and minutes, planning sheets developed by grade levels, and lesson plans. | 4/1/2015 quarterly |
| G1.B2.S1.A3 | District and School Based Professional Development- High Effect Size Instructional Strategies | Schnell, Sara | 9/3/2014 | Presentation Materials, MyPGS Professional Development Documentation of Participation, PD Surveys. | 4/1/2015 monthly |
| G1.B2.S1.A4 | Instructional Strategies Professional Development for Literacy Leadership Team | Fedigan, Alisa | 9/29/2014 | Presentation Materials, Registration Documentation. | 10/8/2014 one-time |

Volusia - 7761 - Debary Elementary School - 2014-15 SIP
Debary Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|----------------|-------------------------------|---|---------------------|
| G1.B2.S1.A5 | Development of Supportive Environment of High Effect Size Instructional Strategies | Fedigan, Alisa | 10/14/2014 | Literacy Leadership Team Agendas and Implementation Plan | 5/20/2015 monthly |
| G1.B2.S1.A6 | Professional Development- Planning Quality Instruction Across Content Areas | Schnell, Sara | 10/21/2014 | Presentation Agenda, Materials and Attendance Documentation | 4/30/2015 biweekly |
| G1.B2.S1.A7 | Development and Use of High Effect Size Strategy Checklists-Coaching | Fedigan, Alisa | 11/3/2014 | Student, Teacher, Administrative Checklists, Monthly Feedback | 5/29/2015 monthly |
| G1.B2.S1.A8 | Lesson Plan Review | Fedigan, Alisa | 9/8/2014 | Emailed Lesson Plans, Signature on Reviewed Instructional Plans, Lesson Plan Review Checklist | 5/25/2015 biweekly |
| G1.B2.S1.A9 | Utilization of Online Curriculum Resources, Lessons, Practice Assessments. | Fedigan, Alisa | 10/20/2014 | Lesson Plans, Practice Assessments Results and Reports, Student Work Samples, LLT Meeting Minutes | 5/22/2015 weekly |
| G1.B2.S1.A10 | Data Analysis of Volusia Assessments, School-Based Assessments, and Purchased Practice Assessments | Fedigan, Alisa | 10/14/2014 | Assessment Data Reports, Data Room, Meeting Minutes, Lesson Plans | 5/29/2015 quarterly |
| G1.MA1 | Volusia Literacy Test, Volusia Math Test, Volusia Science Test, End of Course Checklists, Student/Teacher Feedback Checklists. | Fedigan, Alisa | 10/3/2014 | Volusia Literacy Test Results, Volusia Math Test Results, Volusia Science Test Results, End of Course Checklists Results, Student/Teacher Qualitative Data. | 6/3/2015 quarterly |
| G1.B2.S1.MA1 | Administrative walk-throughs and observations, lesson planning, student work samples. | Fedigan, Alisa | 10/17/2014 | lesson plans, teacher observation data, student work samples. | 6/3/2015 quarterly |
| G1.B2.S1.MA1 | Administrative and district instructional support classroom walk-throughs and observations, review of lesson plans, and Professional Learning Communities will take place to document use of quality instruction and feedback across the content areas. | Fedigan, Alisa | 9/8/2014 | Walk through, observation data, lesson plans, PLC minutes. | 6/3/2015 daily |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. DeBary Elementary's focus will be to increase student achievement by collaboratively and consistently providing high quality instruction and student feedback across the content areas.

G1.B2 Teachers Utilization of High Effect Size Strategies

G1.B2.S1 Provide professional development and coaching on use of high effect size strategies and the impact on student achievement.

PD Opportunity 1

Curriculum Review, Planning and Support

Facilitator

District Curriculum Support Staff/School Leadership Team

Participants

Instructional Staff

Schedule

Quarterly, from 9/18/2014 to 4/1/2015

PD Opportunity 2

District and School Based Professional Development- High Effect Size Instructional Strategies

Facilitator

Curriculum Chairs/ Literacy Leadership Team/School Leadership Team

Participants

Instructional Staff

Schedule

Monthly, from 9/3/2014 to 4/1/2015

PD Opportunity 3

Instructional Strategies Professional Development for Literacy Leadership Team

Facilitator

School Leadership team/ Literacy Leadership Team

Participants

Literacy Leadership Team Members

Schedule

On 10/8/2014

PD Opportunity 4

Professional Development- Planning Quality Instruction Across Content Areas

Facilitator

Literacy Leadership Team/ School Leadership Team

Participants

Instructional Staff

Schedule

Biweekly, from 10/21/2014 to 4/30/2015

PD Opportunity 5

Utilization of Online Curriculum Resources, Lessons, Practice Assessments.

Facilitator

Grade Level Curriculum Chairs/ School Leadership Team/ Literacy Leadership Team

Participants

Instructional Staff

Schedule

Weekly, from 10/20/2014 to 5/22/2015

PD Opportunity 6

Data Analysis of Volusia Assessments, School-Based Assessments, and Purchased Practice Assessments

Facilitator

Grade Level Curriculum Chairs/School Leadership Team

Participants

Instructional Staff

Schedule

Quarterly, from 10/14/2014 to 5/29/2015

Technical Assistance Items

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

G1. DeBary Elementary's focus will be to increase student achievement by collaboratively and consistently providing high quality instruction and student feedback across the content areas.

G1.B2 Teachers Utilization of High Effect Size Strategies

G1.B2.S1 Provide professional development and coaching on use of high effect size strategies and the impact on student achievement.

PD Opportunity 1

Needs Assessment Review. Curriculum, Resources, and Professional Development Needs Identified.

Facilitator

Grade Level Curriculum Chairs/School Leadership Team

Participants

Instructional Staff

Schedule

Quarterly, from 8/12/2014 to 3/24/2015

PD Opportunity 2

Development of Supportive Environment of High Effect Size Instructional Strategies

Facilitator

Literacy Leadership Team/School Leadership Team

Participants

Instructional Staff

Schedule

Monthly, from 10/14/2014 to 5/20/2015

PD Opportunity 3

Development and Use of High Effect Size Strategy Checklists-Coaching

Facilitator

School Leadership Team

Participants

Instructional Staff, Students

Schedule

Monthly, from 11/3/2014 to 5/29/2015

PD Opportunity 4

Lesson Plan Review

Facilitator

School Leadership Team

Participants

Instructional Staff

Schedule

Biweekly, from 9/8/2014 to 5/25/2015

Budget Rollup

Summary

| Description | Total |
|--|---------------|
| Goal 1: DeBary Elementary's focus will be to increase student achievement by collaboratively and consistently providing high quality instruction and student feedback across the content areas. | 18,298 |
| Grand Total | 18,298 |

Goal 1: DeBary Elementary's focus will be to increase student achievement by collaboratively and consistently providing high quality instruction and student feedback across the content areas.

| Description | Source | Total |
|---|--------------------------|---------------|
| B2.S1.A2 - Teacher planning and curriculum support with district staff. | General Fund | 4,200 |
| B2.S1.A4 - Teacher leaders professional development in the area of planning high quality instruction feedback. | School Improvement Funds | 2,798 |
| B2.S1.A6 - Professional Development for Teachers during the school day. | School Improvement Funds | 3,900 |
| B2.S1.A9 - FUTURE's State Matching Grant funding the purchase of online curriculum resources, lessons, and practice assessments. | Other | 3,200 |
| B2.S1.A10 - Review of assessment data and planning for instructional response. | Other | 4,200 |
| Total Goal 1 | | 18,298 |