

Turie T. Small Elementary School



2014-15 School Improvement Plan

Turie T. Small Elementary School

800 SOUTH ST, Daytona Beach, FL 32114

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

96%

Alternative/ESE Center

No

Charter School

No

Minority

85%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	B	B

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

We at Turie T. Small Elementary School will create a motivational and meaningful environment with respect and responsibility for all. We believe every child will learn and reach his or her full potential. Our students will take pride in themselves and develop a positive attitude that education is vital. They will always listen and apply these attributes toward setting goals for their future in order to be successful contributors in our democratic society.

Provide the school's vision statement

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

School Environment

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

Our faculty and staff have been trained on Ruby Payne's "A Framework for Understanding Poverty" and her work on the culture of poverty and its relation to education. We have used several strategies given to us through the training to integrate into our school day. The culture of our students includes building success through working in group settings. Students are seated in groups to participate in discussions (Kagan Structures) and students work together to problem solve (project-based learning).

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

Before school we provide breakfast early to make sure our students are prepared for the school day. We have support staff doing morning duties around the school to make sure our students get to their destination safely and efficiently. During school teachers integrate technology allowing all students to have a voice in the classroom (Classroom Response systems, computer based learning); and implementing small group instruction in all areas of the curriculum gives our students the opportunity to feel safe, respected, and valued. After school, TT Small offers extended day programs to help our high risk students succeed academically. We offer several programs: Kids Zone, Star Tutoring, Y Reads from our YMCA, and Leisure Services. Each is dedicated to the whole child experience (homework, building background knowledge through a variety of experiences, both on and off campus) and the general well-being of our student body.

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

The processes and procedures of the school-based Behavior Leadership Team are based upon the school behavioral data and are implicitly taught and reinforced throughout the year membership of the BLT is inclusive of all areas (core instruction, school-way cafe, special area, and administration) and is supported by Student Services personnel who help to design target supports when need is indicated by school data.

Instructional time is a priority and protected by the principal, which is evidenced by the school

infrastructureregarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to instruction.

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 Program
- Crisis Training Program
- Suicide Prevention Program
- Anti-Bullying Program
- Small Group Guidance lessons

Any students who have been determined, through the Problem Solving Team, would benefit from targeted interventions that address specific behavioral and social emotional areas are provided those interventions. Students who are on a Functional Behavioral Assessment are provided the interventions set up in the plan by all teachers who come in contact with that student. Student services personnel (school psychologists, school counselors, and school social workers) provide direct and indirect evidenced-based supports to students identified through screening measures as determined by the Problem Solving Team.

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 (at least quarterly) accesses the early warning system, which is specialized report available to all schools. The indicators are as follows:

Students with 3 or more indicators are identified in the Early Warning System.

The indicators are:

- GPA below 2.0, over age for grade
- Office Discipline referrals (2 or more)
- Attendance below 90%
- Year to date suspensions (at risk 1 or more)
- Number of prior retentions (at risk if 1 or more)
- Level 1 score on state's standardized assessment (ELA or Math)

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
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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, indicators that are elevated become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during PLC 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 the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern. For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's PST and the parent is invited so that the 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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/196697>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Community members are recruited to participate in the School Advisory Council. The SAC members will participate in a data review of the 2014-2015 test scores as well as have input on the goals and strategies for the upcoming school year. SAC will be briefed on a monthly basis as to the effectiveness of the strategies that are being implemented. SAC will also be informed as to the status of the technology and professional development plan at the school, as well as the SAC budget.

Partnerships with non profit organizations, civic organizations, faith based organizations, colleges and local businesses support programs and activities aligned with the school's vision. Some of these activities include after school tutoring, student recognition, student mentoring, and student leadership programs.

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
Johnson, Earl	Principal
Gossett, Nancy	Instructional Coach
Rolle, Melani	Instructional Coach
Sparks, Leslie	Instructional Coach
Dubrulle, Lisa	Teacher, K-12
Cook-Grant, Tiffanee	Assistant Principal
Mazza, Virginia	Teacher, K-12
Fordham, Monica	Teacher, ESE
Bouaphant, Susie	Psychologist

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 best to support students and teaches. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (Problem Solving Team, EWS, Professional Learning Communities, and Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the School Based Leadership Team is representative of other teams (EWS, PLC's, LLT) and serves as a liason between SBLT and teir respective team. For example, Instructional Coaches and Intervention Teachers work through PLC's to provide teacher instructional support, professional development, and guide responses to data, including the coordination of tiered academic interventions.

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

Personnel: The school has a leadership team consisting of the principal, assistant principal, and academic coaches. This 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 district and our school's leadership team. Departments meet with teachers weekly in PLC meetings to collaborate on curriculum planning and share instructional strategies. Our district and our school are both committed to meeting the nees of our students and maximizing our students' achievement.

Curricular: Our classroom teachers will be implementing the new Florida Standards this year. They will be supported both by our district and our coaches. All teachers have the support of our instuctional leadership team.

Methodology for coordinating and supplementing funds: Federal and state funds (Title I, Title II, SAI, and FEFP) are allocated to schools by the district according to student nees as demonstrated by

poverty level and student achievement performance. District and school leadership teams works together to coordinate and integrate federal, state, and local funds, services and programs for the benefits of students. School Improvement funds are awarded to the school based on per pupil funding formula and distributed via the School Advisory Council through a voting process.

School leadership meets weekly and SAC meets monthly.

Problem solving activities:

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 strategic analysis of data, and identified resources (as identified by the leadership team and are matched to the needs of the students/schools).

School Improvement funds are 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: procuring technology for classroom use and implementing Lesson Study (providing substitute teachers for PLC members who come out of the classroom to participate).

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Turie T. Small Elementary include:

- Academic Coach for the purpose of comprehensive staff development
- Family Center Para-professional who facilitates our extensive parent involvement program
- Reading Intervention Teacher to provide interventions for students in need via a push-in model
- Math Intervention Teacher to provide interventions for students in need via a push-in model
- Supplemental Tutoring after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title II

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

- Student Mentoring Program
- Peer Mediation Program
- Crisis Training Program (for staff)
- Suicide Prevention Program (for staff)
- Bullying Program

Turie T. Small Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan

- Nutrition and Wellness classes
- Health classes (through Physical Education class)
- Physical Education

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Earl Johnson	Principal
Ms. Lisa DuBrule	Teacher
Ms. Reba Lassiter	Business/Community
Brian Jackson	Business/Community
Dionne Jackson	Business/Community
Jennifer Macsar	Parent
Steven Macsar	Parent
Dr. Tiffanee Cook-Grant	Teacher
Jennifer Coates	Teacher
Melani Rolle	Teacher
Tasha Moseley-Mccloud	Teacher
Beth Friedl	Education Support Employee
Trista Davis	Parent
Tiffany Berryhill-Jordan	Parent
Adrian Jordan	Parent

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 the results with the faculty, as well as the School Advisory Council, to receive input.

Development of this school improvement plan

The SAC will participate in a data review of the 2014-2015 test scores as well as have input on the goals and strategies for the upcoming school year. SAC will be briefed on a monthly basis as to the effectiveness of the strategies that are being implemented. SAC will also be informed as to the status of the technology and professional development plan at the school. The SAC budget for the year will be reviewed as well.

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's 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 the faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval. Include a bulleted list of how your school used last year's SIP funds.

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
Johnson, Earl	Principal
Cook-Grant, Tiffanee	Assistant Principal
Fordham, Monica	Teacher, ESE
Gossett, Nancy	Instructional Coach
Rolle, Melani	Instructional Coach
Mazza, Virginia	Teacher, K-12
Breter, Brenda	Instructional Media
Williams-Spar, Vernell	Instructional Technology

Duties

Describe how the LLT promotes literacy within the school

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

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, Professional Learning Communities (PLCs), Lesson Study, and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers. Common planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendation for students to be reviewed and assisted by the school's Problem Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Action plans created in PLC meetings are submitted weekly to administration for monitoring purposes. The common planning and regular PLC

infrastructure also ensure that teachers have the structure and time to provide feedback on their Lesson Study experiences.

Lesson study has been implemented in the math, science, and social studies departments with two cycles completed in year one. This year, lesson study will expand to reading and language arts, with continued cycles in math, science, and social studies. Participants surveyed have ranked these series of collaborative professional learning sessions as highly engaging and having a significant impact on their professional practice resulting in increased student academic achievement.

Additionally, grade level meetings are held bi-monthly to allow interdisciplinary collaboration in addressing specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of academic coaches to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits from peers. The coaches work side by side with teachers to enhance instruction.

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

The instructional coaches will visit classrooms and provide coaching to teachers in research based instructional design. The Leadership Team will meet regularly to discuss data from progress monitoring and provide support to teachers during each grade levels PLC time. The principal will develop a professional development plan that supports the schools goals and strategies for the school year. The Leadership Team will develop a schedule for professional learning community times for each quarter. The principal will initiate the "Spirit Award" to recognize teachers for exceptional service to the school. The administration will participate in the District Job Fair and any other recruitment activities.

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

All new/beginning teachers are paired with 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 that in 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

At the elementary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement. School leaders and teachers are given significant professional development on the implementation of curriculum maps, resources, and assessments.

Professional Learning Communities (PLC), Lesson Study, 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 in weekly PLC's to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during and intervention period. Teachers, alongside academic coaches, create targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support from academic coaches, mentors, and student tutors. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teaches are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of instructional reviews and academic coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits from peers. The coaches work side by side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on campus.

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: After School Program

Minutes added to school year: 90

Turie T. Small Elementary has developed an on-site tutorial opportunity for our low performing students. The program is called Kids Zone and students are tutored 1.5 hours per day two days per week. Students who qualify for busing will be bused home after tutoring. On Tuesdays and Thursdays students in grades 3-5 are tutored in math, and reading. Additionally, students in 4th grade are tutored in writing, and 5th graders are tutored in science, on Tuesdays and Thursdays. On Thursdays students will be fed a hot meal. The busing and food are paid for by "Food Brings Hope."

Strategy Rationale

The tutorial program will specifically target our low performing students in the areas of reading, writing, science, and mathematics. Students who are not proficient in one or more of the curricular areas will have an opportunity to receive intensive instruction after the school day

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rolle, Melani, msrolle@volusia.k12.fl.us

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

To ensure that specific and systematic intervention strategies are utilized, staff development training will be provided to make certain tutors have the necessary skills and strategies to deliver research based intensive intervention. Students will be formatively assessed during tutoring; classroom teachers will also collect evidence of student progress through regular progress monitoring procedures during the school day. Teachers and leadership team members will use professional learning communities to analyze student data to differentiate instruction and move children closer to grade level benchmarks.

Strategy: Extended School Day

Minutes added to school year: 0

Professional Learning Communities meet for the purpose of data analysis and response, intervention planning, as well as professional development for one hour each week.

Strategy Rationale

PLC's 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

Johnson, Earl, eajohnso@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) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

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.

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

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will implement effective instruction that is aligned to Florida State Standards and will include strategies and accommodations for all students.

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. All teachers will implement effective instruction that is aligned to Florida State Standards and will include strategies and accommodations for all students. 1a

G044731

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	28.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	60.0
FSA - Mathematics - Proficiency Rate	25.0
Math Gains	25.0
Math Lowest 25% Gains	70.0
FCAT 2.0 Science Proficiency	65.0

Resources Available to Support the Goal 2

- Reading coach, academic coach, intervention teachers, District support staff, Community and Business Partnerships

Targeted Barriers to Achieving the Goal 3

- Acquiring the resources to implement the Florida State Standards in the classroom and having adequate planning time to maximize those resources.

Plan to Monitor Progress Toward G1. 8

District Assessments
 FSA Results
 SMT Results

Person Responsible

Nancy Gossett

Schedule

On 5/29/2015

Evidence of Completion

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

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. All teachers will implement effective instruction that is aligned to Florida State Standards and will include strategies and accommodations for all students. **1**

 G044731

G1.B5 Acquiring the resources to implement the Florida State Standards in the classroom and having adequate planning time to maximize those resources. **2**

 B110166

G1.B5.S1 Provide support for teachers in acquiring and effectively utilizing resources to support the new Florida Standards. **4**

 S121661

Strategy Rationale

These new standards do not tell teachers how to teach, rather they provide teachers and teacher teams with guidance. Teachers will still need additional resources and professional development opportunities to help with this transition.

Action Step 1 **5**

Teachers will receive professional development in differentiated instruction.

Person Responsible

Melani Rolle

Schedule

Monthly, from 9/15/2014 to 5/27/2015

Evidence of Completion

PD Reflection Evaluation Sheets Sign In Sheets

Action Step 2 5

Intervention teachers will provide support to students during the school day in ELA

Person Responsible

Nancy Gossett

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

Intervention teachers schedules Lesson plans formative/summative data

Action Step 3 5

An Intervention teacher will provide support to students during the school day in Math

Person Responsible

Nancy Gossett

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Intervention teachers schedule Lesson Plans formative/summative data

Action Step 4 5

Special area schedules will be altered to allow teachers to meet in professional learning communities.

Person Responsible

Melani Rolle

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

PLC meeting notes as well as data information will be kept to provide evidence of PLC's.

Action Step 5 5

Teachers will receive support in developing formative and summative assessments for ELA and Math.

Person Responsible

Melani Rolle

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

The formative and summative assessments can be shared on Eduphoria, the coaches can view those assessments to determine proper development.

Action Step 6 5

Teachers will be provided professional development in integrating technology in the classroom.

Person Responsible

Vernell Williams-Spar

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Waterford Reports | Ready Reports | Ipad checkouts | Classroom walkthroughs

Action Step 7 5

Teachers will be provided with professional development in school-wide writing strategies for the classroom.

Person Responsible

Virginia Mazza

Schedule

Monthly, from 9/22/2014 to 5/18/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administration will utilize classroom walk-throughs to determine if research based instructional strategies and technological resources are being utilized to support the teaching of the FSA's.

Person Responsible

Earl Johnson

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Administrative notes

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Adminstration will monitor coaches logs and intervention teachers schedules and lesson plans.

Person Responsible

Tiffanee Cook-Grant

Schedule

On 5/29/2015

Evidence of Completion

Coaches logs Intervention schedules Intervention lesson plans Targeted student lists

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administration will monitor PLC minutes to determine if effective resources are being shared and discussed during PLC meetings.

Person Responsible

Earl Johnson

Schedule

On 5/29/2015

Evidence of Completion

PLC minutes

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Monitor formative and summative test scores

Person Responsible

Earl Johnson

Schedule

On 5/29/2015

Evidence of Completion

Leadership agenda and minutes PLC agenda and minutes

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.B5.S1.A1	Teachers will receive professional development in differentiated instruction.	Rolle, Melani	9/15/2014	PD Reflection Evaluation Sheets Sign In Sheets	5/27/2015 monthly
G1.B5.S1.A2	Intervention teachers will provide support to students during the school day in ELA	Gossett, Nancy	9/2/2014	Intervention teachers schedules Lesson plans formative/summative data	5/29/2015 daily
G1.B5.S1.A3	An Intervention teacher will provide support to students during the school day in Math	Gossett, Nancy	8/18/2014	Intervention teachers schedule Lesson Plans formative/summative data	6/5/2015 weekly
G1.B5.S1.A4	Special area schedules will be altered to allow teachers to meet in professional learning communites.	Rolle, Melani	9/2/2014	PLC meeting notes as well as data information will be kept to provide evidence of PLC's.	5/29/2015 weekly
G1.B5.S1.A5	Teachers will receive support in developing formative and summative assessments for ELA and Math.	Rolle, Melani	9/2/2014	The formative and summative assessments can be shared on Eduphoria, the coaches can view those assesements to determine proper development.	5/29/2015 monthly
G1.B5.S1.A6	Teachers will be provided professional development in integrating technology in the classroom.	Williams-Spar, Vernell	9/15/2014	Waterford Reports I Ready Reports Ipad checkouts Classroom walkthroughs	5/29/2015 quarterly
G1.B5.S1.A7	Teachers will be provided with professional development in school-wide writing strategies for the classroom.	Mazza, Virginia	9/22/2014		5/18/2015 monthly
G1.MA1	District Assessments FSA Results SMT Results	Gossett, Nancy	9/2/2014	Ongoing monitoring of formative and summative assessments by Leadership Team and teacher observation by principal.	5/29/2015 one-time
G1.B5.S1.MA1	Monitor formative and summative test scores	Johnson, Earl	9/2/2014	Leadership agenda and minutes PLC agenda and minutes	5/29/2015 one-time
G1.B5.S1.MA1	Administration will utilize classroom walk-throughs to determine if research based instructional strategies and technological resources are being utilized to support the teaching of the FSA's.	Johnson, Earl	9/2/2014	Administrative notes	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.MA3	Administration will monitor coaches logs and intervention teachers schedules and lesson plans.	Cook-Grant, Tiffanee	9/2/2014	Coaches logs Intervention schedules Intervention lesson plans Targeted student lists	5/29/2015 one-time
G1.B5.S1.MA4	Administration will monitor PLC minutes to determine if effective resources are being shared and discussed during PLC meetings.	Johnson, Earl	9/2/2014	PLC minutes	5/29/2015 one-time

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. All teachers will implement effective instruction that is aligned to Florida State Standards and will include strategies and accommodations for all students.

G1.B5 Acquiring the resources to implement the Florida State Standards in the classroom and having adequate planning time to maximize those resources.

G1.B5.S1 Provide support for teachers in acquiring and effectively utilizing resources to support the new Florida Standards.

PD Opportunity 1

Teachers will receive professional development in differentiated instruction.

Facilitator

District Personnel Instructional Coaches

Participants

All teachers

Schedule

Monthly, from 9/15/2014 to 5/27/2015

PD Opportunity 2

Teachers will be provided professional development in integrating technology in the classroom.

Facilitator

Joe Interdonato, Jennifer Joseph, Leigh Shapiro, District staff, Instructional Coaches

Participants

all teachers

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: All teachers will implement effective instruction that is aligned to Florida State Standards and will include strategies and accommodations for all students.	0
Grand Total	0

Goal 1: All teachers will implement effective instruction that is aligned to Florida State Standards and will include strategies and accommodations for all students.		
Description	Source	Total
B5.S1.A1		0
Total Goal 1		0