

South Daytona Elementary School



2014-15 School Improvement Plan

South Daytona Elementary School

600 ELIZABETH PL, South Daytona, FL 32119

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
78%

Alternative/ESE Center
No

Charter School
No

Minority
43%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	D	C	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 will ensure higher levels of learning for all students.

Provide the school's vision statement

South Daytona Elementary will be a positive, safe Professional Learning Community through the collaborative, trusting relationships of the students, staff and parents. We value diversity, fidelity in academics, innovation, social responsibility, technology, and life long learning. Success for all is our priority and commitment.

School Environment

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

Family and community outreach BBQ, JC Penny's best foot forward program, meet the teacher, open house, ESOL contacts with parents, parent-to-kid program, through the enrollment process, mentoring programs, Spring carnival, art event.

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

Safety Team and monthly training, Positive behavior system, fill the bucket initiative, bully prevention, PBS team meets regularly to discuss bullying prevention. South Daytona police department does lessons in the classroom on safety. Dr. Bracciale (Guidance Counselor) conducts character education and stranger danger lessons, safety patrols around the campus in the morning and afternoons. After school program is bringing in a bully-proofing presenter in November.

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

New school rules are: Be respectful, Be responsible, Be cooperative, Be safe.

New Incentive program in the School Way Cafe: Earn a green Dragon every day. Each day you have a green dragon, earn a silver spoon. 10 silver spoons, spin the prize wheel.

Be a Bucket filler.

The PBS team, with help from the faculty, created a Discipline Flow Chart. The Flow Chart helps the teacher decide if the behavior is staff managed or Administratively handled.

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

Through our guidance department we provide ongoing mentoring and counseling for small groups and individuals. Parent resources are provided for community counseling and mental health for outside agencies.

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

Attendance, suspensions, retentions, assessments level 1, ESE, ELL, PST, Dr. Sorice (School Psychologist)

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
	K	1	2	3	4	5	
Attendance below 90 percent	7	2	1	1	0	2	13
One or more suspensions	4	8	3	5	7	6	33
Course failure in ELA or Math	0	0	28	46	22	36	132
Level 1 on statewide assessment	0	0	0	10	9	4	23

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

We have a Math Intervention Teacher who works with students in 3rd, 4th, and 5th grade. We utilize a Math tutor in grades Kindergarten, 1st, and 2nd. We provide STAR Tutoring for students who scored a 1 on FCAT. We also provide after school SES tutoring. We implemented a positive reward system for students who show improvement in tardies and absences and behavior.

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/183334>.

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

We have several businesses that contribute to community events providing resources, services, and financial support.

- South Daytona Police Department
- South Daytona Fire Department
- Sams Club
- Publix
- Giles Electric
- Launch Credit Union
- Grace Episcopal Church
- Target
- Entenmann's
- Ace Gymnastics
- Academy Martial Arts
- Barnes and McDonnell
- Advanced Medical
- Move Strong Fitness
- New Life Martial Arts

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
Newnam, Hollie	Principal
Schwartz, Gregory	Assistant Principal
Fernandez, Lianne	Instructional Coach
Casella, Diane	Instructional Coach
Sperber, Carol	Instructional Coach
Mongato, Deborah	Instructional Coach
Martin, Jillian	SAC Member
Steinhardt, Valerie	SAC Member
Conyers, Heather	Teacher, K-12
Whalen, Elizabeth	Teacher, K-12
Lubas, Teresa	Teacher, K-12
Reynolds, Michele	Teacher, K-12
Rodgers, Alena	Teacher, K-12
Fletcher, Chantelle	Teacher, K-12

Duties

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

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

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

General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction and collaborates with general education teacher. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Intervention Teacher: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Academic Coaches: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development, and provides support for assessment and implementation and monitoring.

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

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

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

School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

- *Math Intervention Teacher to provide interventions for students in need via a push-in model
- *Math Coach for the purpose of comprehensive staff development
- *Reading Coach for the purpose of comprehensive staff development
- *Supplemental Tutoring after school
- *Supplemental Materials and supplies needed to close the achievement gap
- *Supplemental funds for on-going staff development as determined by the results of FCAT data
- *Supplemental Funds for comprehensive staff development
- *No Migrant Students
- *Title 1, Part D - The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.
- *Title II - The district receives federal funds to provide access to Professional Development
- *Title III - The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.
- *Title X - Homeless - The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.
- *Supplemental Academic Instruction (SAI) - The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. South Daytona Elementary utilizes these resources through the following:
 - After School Tutoring in Math
 - After School Tutoring in Reading
- *Violence Prevention Programs
 - Student Mentoring Program
 - Peer Mediation Program
 - Crisis Training Program
 - Suicide Prevention Program
 - Bully Prevention Program
 - Be respectful, be responsible, be cooperative, be safe
- *Nutrition Programs
 - Free and Reduced Meal Plan
 - Wellness Policy School Plan
 - Nutritional Choice Plan
 - Health Classes through physical education
 - Girls on the Run
- *Housing Programs - N/A
- *Head Start - The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
 - Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
 - Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
 - Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
 - Coordinating the services being provided by Head Start with services in elementary schools.
 - Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.
- *Adult Education - Parent-to-kid
- *Career and Technical Education - Annual Junior Achievement Program.

*Job Training - Student career awareness opportunities through Jr. Achievement programs, guest speakers from business and industry, and field trips to business and industry locations.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Susan Boulton	Teacher
Sherry Clifton	Parent
Tasha Merrell	Education Support Employee
Negar Pflueger	Parent
Dr. Hollie Newnam	Principal
Anthony LaBombard	Business/Community
Sandi Kalwite	Parent
Erin Strauss	Business/Community
Greg Schwartz	Education Support Employee
Ray Sanders	Parent
Valerie Steinhardt	Teacher
Jillian Martin	Teacher

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

Reviewed School Improvement Plan at monthly meetings where suggestions and recommendations were made.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The budget is presented to the SAC committee at the first annual meeting and is reviewed at each meeting thereafter. Teachers make requests of the SAC budget throughout the school year for professional development and resources to enhance instruction.

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

Deescalating Potentially Violent Situations Guidance Conference - \$139
 Kindergarten Conference \$141
 Response to Literature \$450

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
Conyers, Heather	Teacher, K-12
Lubas, Teresa	Teacher, K-12
Steinhardt, Valerie	Teacher, K-12
Rodgers, Alena	Teacher, K-12
Fletcher, Chantelle	Teacher, K-12
Pivec, Jeanette	Teacher, K-12
Newnam, Hollie	Principal
Whalen, Elizabeth	Teacher, K-12
Fernandez, Lianne	Instructional Coach
Reynolds, Michele	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

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

Teachers and grade level teams collaborate through PLC, grade level team collaboration, county collaboration site, Edmodo, and grade level articulation.

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

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

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

New teachers are assigned a mentor for their first year. The mentor teacher, usually the department/ grade level chair and hall neighbor is there to assist the new teacher and help them familiarize themselves with the school procedures and curriculum. A full time reading coach provides additional support, models lessons in the classroom, provides professional development activities and uses the coaching cycle to help improve the instructional practices of the teachers in the school. A full time math coach provides additional support, models lessons in the classroom, provides professional development activities and uses the coaching cycle to help improve the instructional practices of the teachers in the school. A TOA and two writing coaches visit the school and assist classroom teachers in delivering quality instruction. Two onsite academic coaches support teachers with model lessons, curriculum planning, and analyzing assessments.

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

Teachers follow the curriculum maps that are aligned to Florida Standards. Administrators monitor delivery of instruction through weekly lesson plan checks and walk-throughs to ensure best practices.

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

Math Intervention Teacher works with low achieving 3,4,5 grade students

Math tutor works with low achieving K,1,2 students

Teachers use data to form differentiated groups in ELA and Math

ESE resource teachers provide support through push-in instruction

STEM certified teacher holds after school enrichment program

K-2 utilizes the SIPPS program to differentiate instruction

iPad technology for enrichment, advancement, and intervention

Monthly Data Days

PLC (Professional Learning Community)

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: 1,800

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

Strategy Rationale

Research based program that provides targeted intervention based on student needs. Students can use it at home as well as in the classroom.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: After School Program

Minutes added to school year: 1,200

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

Strategy Rationale

Strategy Purpose(s)

""

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

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

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.
- * Providing to the pre-school agencies kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.
- * Articulation with Middle School for incoming 6th graders

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

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

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

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.** Teachers will design and implement engaging and differentiated lessons within a gradual release framework to increase student achievement in writing.

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. Teachers will design and implement engaging and differentiated lessons within a gradual release framework to increase student achievement in writing. 1a

G040213

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	40.0
ELA/Reading Gains	70.0

Resources Available to Support the Goal 2

- Coaches – Reading, Math, Academic Coaches • TOA – Reading • District Writing Coaches • Math Intervention Teacher • Title I in school math tutoring • After school tutoring • Title I funds • STAR tutoring funds • Thinking Maps school wide • Response to Literature • Write from the Beginning school wide • Professional Development – Gradual Release of Responsibility Model with differentiation • Vertical Teaming • Data Chats • PLC • 1 Thinking Math Trainer on site & 36 Teachers Thinking Math Trained • STEM: LEGO Kits - Duplo, Simple Machines • Robotics v.1.2, NXT Mindstorms with 2.1 software, Free Design support kits, Simple and Powered Machines, and a Green City Kits. • LEGO Story Starter Kits with teacher resources and a class set of introductory LEGO kits for getting to know our students or sharing ideas. • Engineering is Elementary project books from the Boston Museum Institute of Technology • ASEE Engineering Family Night materials. • We have access to websites like: eGFI, PBS Interactive, NASA and M3 Digital Designer by LEGO.
-

Targeted Barriers to Achieving the Goal 3

- Thirty-six percent of the teachers are either new to their grade level or new to the school.
- Classroom management

Plan to Monitor Progress Toward G1. 8

Collect writing data.

Person Responsible

Hollie Newnam

Schedule

Monthly, from 8/26/2014 to 5/26/2015

Evidence of Completion

VLT (Volusia Literacy Test), Write Score data and Florida Assessment

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. Teachers will design and implement engaging and differentiated lessons within a gradual release framework to increase student achievement in writing. **1**

 G040213

G1.B1 Thirty-six percent of the teachers are either new to their grade level or new to the school. **2**

 B097211

G1.B1.S1 Through Early Release Professional Development, teachers will design engaging differentiated lessons within a Gradual Release Framework. **4**

 S108422

Strategy Rationale

To meet the varying entry levels of students, teachers need to differentiate their instruction.

Action Step 1 **5**

Professional Development

Person Responsible

Gregory Schwartz

Schedule

Monthly, from 9/3/2014 to 4/8/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Design and deliver Professional Development in quality instruction, monthly data chats and Differentiated Instruction Model

Person Responsible

Gregory Schwartz

Schedule

Monthly, from 9/3/2014 to 4/8/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Design and deliver Professional Development in quality instruction, monthly data chats and Differentiated Instruction Model.

Person Responsible

Gregory Schwartz


Schedule

Monthly, from 9/3/2014 to 4/8/2015

Evidence of Completion

Exit slips, students products, lesson plans, thinking maps, Response to Literature Artifacts, district and state assessments.

G1.B1.S2 Provide collaborative learning time for teachers within their grade levels to create engaging and differentiated lessons. **4**

 S108423

Strategy Rationale

Teachers need time to share lessons and best practices with colleagues.

Action Step 1 **5**

Coaching support through modeling and classroom visits

Person Responsible

Hollie Newnam

Schedule

Weekly, from 7/1/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Coaching support through modeling and classroom visits

Person Responsible

Hollie Newnam

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Coaching support through modeling and classroom visits

Person Responsible

Hollie Newnam


Schedule

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


Evidence of Completion

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

G1.B2 Classroom management 2

 B097213

G1.B2.S1 Positive Behavior Strategy team (PBS) identified school need and developed an effective school plan. 4

 S108428

Strategy Rationale

Students will remain in classrooms and be able to learn at higher levels.

Action Step 1 5

(PBS) established a Positive Behavior Strategy that identified needs and developed a school wide plan.

Person Responsible

Gregory Schwartz

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Agendas, minutes

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

Administration will monitor the effective use of the Be a Bucket Filler Strategy. The cafeteria will be monitored using a similar Bucket Filler Strategy.

Person Responsible

Gregory Schwartz

Schedule

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

Evidence of Completion

Buckets in classrooms and silver spoon chart in the cafeteria.

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

Observation of the daily implementation of our behavior expectations.

Person Responsible

Gregory Schwartz

Schedule

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

Evidence of Completion

Usage of the buckets, spoon chart in the cafeteria, posters in classrooms, the incentives artifacts and student and teacher participation.

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.B1.S1.A1	Professional Development	Schwartz, Gregory	9/3/2014	Artifacts, agenda for PD, sign in sheets, classroom visits	4/8/2015 monthly
G1.B1.S2.A1	Coaching support through modeling and classroom visits	Newnam, Hollie	7/1/2014	Teacher reflections, Coaches log, Outlook Calendar, Teacher lesson plans, script takes,	6/5/2015 weekly
G1.B2.S1.A1	(PBS) established a Positive Behavior Strategy that identified needs and developed a school wide plan.	Schwartz, Gregory	8/11/2014	Agendas, minutes	6/5/2015 quarterly
G1.MA1	Collect writing data.	Newnam, Hollie	8/26/2014	VLT (Volusia Literacy Test), Write Score data and Florida Assessment	5/26/2015 monthly
G1.B1.S1.MA1	Design and deliver Professional Development in quality instruction, monthly data chats and Differentiated Instruction Model.	Schwartz, Gregory	9/3/2014	Exit slips, students products, lesson plans, thinking maps, Response to Literature Artifacts, district and state assessments.	4/8/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Design and deliver Professional Development in quality instruction, monthly data chats and Differentiated Instruction Model	Schwartz, Gregory	9/3/2014	PLC and grade level agendas and minutes, walk-throughs, VSET conferences, posted objectives	4/8/2015 monthly
G1.B2.S1.MA1	Observation of the daily implementation of our behavior expectations.	Schwartz, Gregory	8/18/2014	Usage of the buckets, spoon chart in the cafeteria, posters in classrooms, the incentives artifacts and student and teacher participation.	6/5/2015 daily
G1.B2.S1.MA1	Administration will monitor the effective use of the Be a Bucket Filler Strategy. The cafeteria will be monitored using a similar Bucket Filler Strategy.	Schwartz, Gregory	8/18/2014	Buckets in classrooms and silver spoon chart in the cafeteria.	6/5/2015 daily
G1.B1.S2.MA1	Coaching support through modeling and classroom visits	Newnam, Hollie	8/18/2014	Walk through, PLC/grade level agenda and minutes, artifacts	6/5/2015 weekly
G1.B1.S2.MA1	Coaching support through modeling and classroom visits	Newnam, Hollie	8/18/2014	Walk throughs, observations, lesson plans, PLC/grade level agenda/minutes	6/5/2015 weekly

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. Teachers will design and implement engaging and differentiated lessons within a gradual release framework to increase student achievement in writing.

G1.B1 Thirty-six percent of the teachers are either new to their grade level or new to the school.

G1.B1.S1 Through Early Release Professional Development, teachers will design engaging differentiated lessons within a Gradual Release Framework.

PD Opportunity 1

Professional Development

Facilitator

School Based Leadership Team

Participants

All Faculty

Schedule

Monthly, from 9/3/2014 to 4/8/2015

G1.B1.S2 Provide collaborative learning time for teachers within their grade levels to create engaging and differentiated lessons.

PD Opportunity 1

Coaching support through modeling and classroom visits

Facilitator

Coaches

Participants

All Faculty

Schedule

Weekly, from 7/1/2014 to 6/5/2015

G1.B2 Classroom management

G1.B2.S1 Positive Behavior Strategy team (PBS) identified school need and developed an effective school plan.

PD Opportunity 1

(PBS) established a Positive Behavior Strategy that identified needs and developed a school wide plan.

Facilitator

School Psychologist

Participants

PBS Team

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0