

Discovery Elementary School



2014-15 School Improvement Plan

Discovery Elementary School

975 ABAGAIL DR, Deltona, FL 32725

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	82%

Alternative/ESE Center	Charter School	Minority
No	No	56%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is: Everyone, Everyday, In Some Way is a Winner at Discovery Elementary. We believe all students will learn and develop academically, behaviorally, and socially to achieve success in school.

Provide the school's vision statement

The quest of Discovery Elementary is to create a cooperative learning atmosphere that stimulates the awakening of each student's potential while encouraging an environment of mutual respect and community pride.

School Environment

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

Yearly school induction, mentoring, and student leadership programs are all critical components in establishing and maintaining positive relationships between teachers and students on campus. ESE, ESOL, and general education teachers collaborate on the specific needs of students in the classroom. Annually Discovery Elementary hosts Meet the Teacher, to acquaint students with the campus, faculty, and schedule of a typical day. Parents complete information sheets including cultural background, student interest, school enrollment history, and family information regarding the student. Interactive Open House is hosted annually, providing opportunities for parents and students to interact with the teacher, the classroom environment, and the school.

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

The Leadership Team develops procedures for all students and staff campus wide. Students are taught and expected to participate in Discovery Drill throughout the campus. The Guidelines for Success are taught to all students by administration and teachers, including posting of expectations in the classroom.

Students and classes are rewarded with Discovery Dollars when observed by staff throughout the campus following school expectations.

School counselor conducts classroom guidance lessons based on school needs and teacher requests. Additionally, counselor provides individual and small group counseling on a daily basis. Alpha counselor identifies students in need of additional services and meets in small groups on a regular schedule. Counselor has identified role model students to mentor other students scheduled in the Alpha program.

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

Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding students and parent accountability for absences, tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to

instruction. Any school wide assemblies will take place after the plus one and 90 minute reading block. Announcements that disrupt instructional time are kept to a minimum. To improve school wide attendance/tardies, a school wide mentoring program will be established to support students exhibiting excessive absences and tardies.

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

To ensure that the social-emotional needs of all students are being met, the school offers the following non-violence and anti-drug programs:

- * Student Mentoring Program
- * Conflict Resolution
- * Bullying Program
- * NED Program
- * Suicide Prevention Program
- * Red Ribbon Week

CATALYST MENTORING - students are identified to receive mentoring by community members. Safety Patrols, a student leadership group, has students owning the climate and culture of their school, taking care of each other - academically and behaviorally.

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

Early Warning Systems

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

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

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated become the focus of school-wide

intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidence-based are developed to address the areas of concerns.

For indicators sensitive to behavioral issues, interventions are provided directly and indirectly by the student services team and administration.

Regular review of the Early Warning System (EWS) report enables the school team to determine if interventions are successful in addressing areas of concern. As needed, students are referred to the school's Problem Solving Team (PST) and the parent is invited to participate in developing and monitoring individual interventions.

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 available at the school site.

Description

Discovery Elementary will continue the implementation of parent involvement activities in order to be awarded the Five Star School Award.

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

The school builds and sustains partnerships with the local community by holding the following events: Math Night, Publix Math Night, Miracle of Science, Family Reading Night, Game Night, Bring Your Parent to School Week, Walk to School, Move It in the Morning, PTA, Spring Fling, Craft Night, Evening activities supported by Deltona Women's Club.

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
Kasye, Kristy	Teacher, K-12
Jones, Melinda	Teacher, K-12
Lemelin, Melissa	Instructional Coach
Kenis, Suzann	Principal
Haire, Aria	Assistant Principal

Duties

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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 Discovery Elementary include: (please customize this from your budget sheet)

- 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 before or 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 I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, 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 activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

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 monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that 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.

Violence Prevention Programs

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

- Student Mentoring Program
- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program

Nutrition Programs

Discovery Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Personal Fitness classes
- Running Club

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.

- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

Elementary Schools: N/A

Job Training

Discovery Elementary offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, 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
Emily Curtiss	Parent
Claudia Holcomb	Teacher
Melinda Jones	Teacher
Ronel Serrano	Parent
Jennifer Theodore	Education Support Employee
Lisa Valerio	Parent
Suzann Kenis	Principal
Nancy Schleicher	Business/Community
Margaret Talaga	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 results with the faculty, as well as, the School Advisory Council (SAC) to receive input.

Development of this school improvement plan

The SAC reviews and assists with monitoring school-wide data and provides input on priorities, goals, and strategies. Ms. Kenis, Principal, presented last year's SIP, FCAT data, and the school grade to the SAC committee. SAC members were asked to bring additional ideas to the September meeting. A draft of the SIP will be shared with SAC at this time.

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. Updates on the school budget, spending and progress indicators are shared at monthly SAC meetings.

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

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

SAC began the 2013-2014 school year with \$314.14. SAC supported:

- * 3rd Grade Reading Grant for ISN Folders for \$90
- * Anti Bullying Prevention for \$100
- * Awards for Student Achievement \$60

At current, SAC has \$64.14 plus \$6,644 for (\$6,708.14) for 2014 allocations.

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
Kenis, Suzann	Principal
Lemelin, Melissa	Instructional Coach
Falk, Paul	Instructional Coach
Gerbes, Louise	Teacher, K-12
Haire, Aria	Assistant Principal
Holcomb, Claudia	Teacher, K-12
Jones, Melinda	SAC Member
Kasye, Kristy	Teacher, K-12
McGahan, Lynn	Teacher, ESE
Rice, Toni	Teacher, K-12
Scott, Amy	Teacher, K-12
Sitching, Mandy	Teacher, K-12
Wotton, Deborah	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Grade Level chairs facilitate PLC meetings on a weekly basis, analyzing data, problem solve, and collaborate on best practices. The LLT committee meets on a monthly basis to collaborate on best practices to promote higher learning and achievement for school wide plans.

The school based LLT identifies school based resources(both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets monthly on Mondays after school. LLT members responsibilities include: attend all meetings to review data, share literacy strategies presented with their PLC, assist with development of classroom implementation strategies, and supervise and support the school wide writing initiative and

implementation of Florida Standards.

The School-wide Literacy initiative's main focus is to support reading and writing in every classroom. This year's focus will be support for teachers as we continue to our school-wide literacy initiative. Each academic coach is responsible for providing PD. All other Literacy Council members will be responsible for introducing strategies to their grade levels through work in PLC's.

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. This year we will sponsor two Scholastic book fairs, one in October and one in the Spring. The LLT will also support the District Literacy Fair through student projects and contests.

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 (PLC's), 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 recommendations 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.

Additionally grade level meetings are held bi-weekly to allow interdisciplinary collaboration in addressing specific academics and behavioral concerns across the content areas. 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 purpose of videotaping or allowing class visit with 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

1. Mentoring and Coaching (Administration and Academic Coaches)
2. Professional Development (Administration, School-Based Leadership Team, and District TOAs)
3. Recognition/Celebrations (School Recognition Committee, Sunshine Committee, PTO, Business Partners, Administration, District)
4. Classroom Visitation (Colleagues, Academic Coaches, Administration)
5. PLC Meetings, Data Meetings, Grade Level Meetings (Administration, PLC, and Grade Level Meeting)
6. New Teacher Programs: Individualized PD, mentors, peer classroom visits, other site visits, District E3 (Administration)
7. Leadership Opportunities (Administration, Leadership Team, and District)
8. Participation in District Job Fair and Recruitment Activities (Administration)

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

All new/beginning teachers are paired with a district PAR teachers for formal mentoring/coaching support. In addition, school based experienced teaches within each PLC provide mentoring as needed for any new/begining teachers in that PLC. The planned mentoring activities include coaching, observation, collaborative lesson planning, Empowering Education Excellence Program (E3).

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

All Volusia County public high schools programs meet or exceed state requirements. At the secondary level, the district leads teachers 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 in high-incidence courses. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

All Volusia County programs lead teacher teams in the development of curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. During PLC meetings, teacher teams create formative and summative assessments to monitor achievement. School leaders and teachers are given professional development on the implementation of the curriculum maps, resources, and assessment. INSPIRE team created model lessons that align with the Florida Standards to share with the grade levels.

Professional Learning Communities (PLC's), Lesson Study, Collaborative Planning, 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 PLCs to regularly review formative and summative assement data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside academic coaches, created 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, teachers 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 proffesional devleopment plays a significant part in designing instruction to meet student needs. Instruction Reviews, combined with administrative walkthroughs, 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 oportunites to identify exemplary teachers for the purposes of videotaping or allowing class visits. Instructional 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 commom 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: Extended School Day

Minutes added to school year: 10,800

All students are actively engaged in intervention/enrichment during the first hour of each school day. Students are targeted for instruction based on instructional needs. Students receive either intervention or enrichment based on data in flexible groupings by grade level.

Strategy Rationale

Intensive reading intervention will help students to make achievement gains in the five areas of reading and writing.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kenis, Suzann, skenis@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 mastery tests, district and classroom assessments) are used to determine the success of individual students.

Strategy: After School Program

Minutes added to school year:

Professional Learning Communities (PLCs) meet for the purpose of data analysis and response, intervention planning, and collaborative planning.

Strategy Rationale

PLCs encourage teacher teams to engage in data analysis and problem-solving in order to meet students' academic needs as a grade level.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Kenis, Suzann, skenis@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 computer generated student reports, district and classroom assessments) will be used to determine the success of students.

Strategy: After School Program

Minutes added to school year: 1,800

STAR Tutoring -- Targeted students receive math or reading tutoring twice each week for 1 hour each time. Tutoring continues for 30 sessions per student. The students are serviced in small group including the use of the IReady computer program in conjunction with certified teachers providing instruction.

Strategy Rationale

Tutoring can assist our lowest performing students as target from our state FCAT testing. Tutoring can help students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Holcomb, Claudia, ckholcom@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 IReady achievement reports and classroom assessments) is used to determine the success of students.

Strategy: Weekend Program

Minutes added to school year: 1,080

The teachers review reading and math skills with students. The students are taught test taking strategies to prepare them for state assessments. The students attend 360 minutes on a Saturday for three Saturdays.

Strategy Rationale

Small group instruction will help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Falk, Paul, pcfalk@volusia.k12.fl.us

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

The state assessment scores of the students that attend are monitored to determine the effectiveness of the program.

Strategy: Summer Program

Minutes added to school year: 5,760

Students are selected by teacher recommendations. Teachers review student data prior to selecting students. Students attend 16 days of Summer School with a certified teacher. The teacher integrates science while teaching reading and math strategies.

Strategy Rationale

Additional teaching by a certified teacher across curriculum areas will help students increase their academic achievement during the month of summer. Without this program, students in our school may not have access to curriculum and resources provided by the summer program.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kenis, Suzann, skenis@volusia.k12.fl.us

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

At the end of summer school, teachers collect data and prepare it for the next school year's teachers.

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in their classrooms.

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 collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in their classrooms. 1a

G040856

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	25.0
FSA - Mathematics - Proficiency Rate	25.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Write From the Beginning
- Response to Literature
- Bi-weekly PLC Meetings
- Informational Parent Night
- Parent to Kid
- Young Authors
- Shutterbug Club
- District Instructional Support Teacher in Writing
- Tutoring in ELA
- Thinking Maps
- INSPIRE Teachers
- Title 1 Program Success Maker
- Waterford Program
- Istation Program
- Reading and Math Coach
- Interactive Student Notebook Training

Targeted Barriers to Achieving the Goal 3

- Rigor of Florida State Standards

Plan to Monitor Progress Toward G1. 8

Data will be collected through teacher observation and feedback during Professional Learning Communities. Data from the District Writing/Reading Assessments will be addressed.

Person Responsible

Melissa Lemelin

Schedule

On 6/5/2015

Evidence of Completion


Eduphoria Data Warehouse Formative Assessments Professional Learning Communities
Professional Development activities

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 collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in their classrooms. **1**

 G040856

G1.B1 Rigor of Florida State Standards **2**

 B099016

G1.B1.S1 Provide professional development and coaching for high quality writing instruction across the content areas. **4**

 S140055

Strategy Rationale

Teachers will improve their ability to teach students to write across the content areas with additional professional development and feedback from the academic coaches.

Action Step 1 **5**

Teachers will be trained in Response to Literature and receive feedback from academic coaches and administrators.

Person Responsible

Melissa Lemelin

Schedule

Quarterly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Student samples of writing based on training.

Action Step 2 5

The administrators will monitor the implementation of Response to Literature and its resources.

Person Responsible

Suzann Kenis

Schedule

Monthly, from 10/13/2014 to 6/3/2015

Evidence of Completion

Walk-throughs, observation data, student writing scores

Action Step 3 5

Consult with district liaison for feedback on instruction.

Person Responsible

Suzann Kenis

Schedule

Monthly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Evidence from classroom walk-throughs.

Action Step 4 5

Conduct professional development training for use of writing rubrics.

Person Responsible

Melissa Lemelin

Schedule

Quarterly, from 11/3/2014 to 6/3/2015

Evidence of Completion

Student writing assessments (scored)

Action Step 5 5

Provide Professional Development for Literature Circles including feedback to teachers.

Person Responsible

Melissa Lemelin

Schedule

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

Evidence of Completion

Lesson plans including Literature Circle activities.

Action Step 6 5

Conduct PLC meetings for collaboration and consistency in planning and assessing across grade levels.

Person Responsible

Suzann Kenis

Schedule

Quarterly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Common lesson plans and assessments

Action Step 7 5

Provide before and after school tutoring, including Saturday school.

Person Responsible

Paul Falk

Schedule

Weekly, from 11/3/2014 to 6/3/2015

Evidence of Completion

Student portfolios.

Action Step 8 5

Provide technology for student use on a daily basis.

Person Responsible

Amy Scott

Schedule

Daily, from 9/29/2014 to 6/3/2015

Evidence of Completion

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

Through classroom walk-throughs in all content areas, administrators will monitor the effectiveness of professional development in writing.

Person Responsible

Suzann Kenis

Schedule

Quarterly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Student assessment data uploaded to Eduphoria and gradebook

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

Data will be collected through Classroom walk-throughs with specific feedback will be provided to teachers.

Person Responsible

Suzann Kenis

Schedule

Quarterly, from 9/29/2014 to 6/3/2015

Evidence of Completion

VSET evidence, PLC minutes, Volusia Literacy Test

G1.B1.S2 Improve student attendance and tardies. 4

S140056

Strategy Rationale

With improved student attendance and reduce the number of tardies, students will have increase student achievement.

Action Step 1 5

Students with 15 or more absences will be targeted for mentoring.

Person Responsible

Aria Haire

Schedule

Weekly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Student attendance data.

Action Step 2 5

Daily attendance will be monitored on a calendar, and office specialist will make daily contact to families.

Person Responsible

Suzann Kenis

Schedule

Daily, from 9/2/2014 to 6/3/2015

Evidence of Completion

Student attendance data.

Action Step 3 5

Students will be recognized during Pride Award Ceremonies.

Person Responsible

Suzann Kenis

Schedule

Quarterly, from 11/3/2014 to 6/3/2015

Evidence of Completion

Number of students receiving perfect punctuality and perfect attendance awards.

Action Step 4 5

School administrator will monitor parent pickup and the cafeteria to encourage students to arrive to class on time.

Person Responsible

Suzann Kenis

Schedule

Daily, from 8/25/2014 to 6/3/2015

Evidence of Completion

Daily logbook.

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

The administrators and mentors will review attendance data and student contracts with homeroom teachers during PLC meetings.

Person Responsible

Melissa Lemelin

Schedule

Monthly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Improved attendance and reduced number of tardies.

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

Mentoring logs will be kept by the mentor teachers and reviewed by the guidance counselor.

Person Responsible

Aria Haire

Schedule

Quarterly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Mentoring logs/visitations/incentives

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

Data will be reviewed by the guidance counselor in coordination with administration.

Person Responsible

Aria Haire

Schedule

Monthly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Review of the mentoring logs and attendance calendar.

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	Teachers will be trained in Response to Literature and receive feedback from academic coaches and administrators.	Lemelin, Melissa	8/25/2014	Student samples of writing based on training.	6/3/2015 quarterly
G1.B1.S2.A1	Students with 15 or more absences will be targeted for mentoring.	Haire, Aria	9/29/2014	Student attendance data.	6/3/2015 weekly
G1.B1.S1.A2	The administrators will monitor the implementation of Response to Literature and its resources.	Kenis, Suzann	10/13/2014	Walk-throughs, observation data, student writing scores	6/3/2015 monthly
G1.B1.S2.A2	Daily attendance will be monitored on a calendar, and office specialist will make daily contact to families.	Kenis, Suzann	9/2/2014	Student attendance data.	6/3/2015 daily
G1.B1.S1.A3	Consult with district liaison for feedback on instruction.	Kenis, Suzann	9/2/2014	Evidence from classroom walk-throughs.	6/3/2015 monthly
G1.B1.S2.A3	Students will be recognized during Pride Award Ceremonies.	Kenis, Suzann	11/3/2014	Number of students receiving perfect punctuality and perfect attendance awards.	6/3/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A4	Conduct professional development training for use of writing rubrics.	Lemelin, Melissa	11/3/2014	Student writing assessments (scored)	6/3/2015 quarterly
G1.B1.S2.A4	School administrator will monitor parent pickup and the cafeteria to encourage students to arrive to class on time.	Kenis, Suzann	8/25/2014	Daily logbook.	6/3/2015 daily
G1.B1.S1.A5	Provide Professional Development for Literature Circles including feedback to teachers.	Lemelin, Melissa	10/6/2014	Lesson plans including Literature Circle activities.	6/3/2015 quarterly
G1.B1.S1.A6	Conduct PLC meetings for collaboration and consistency in planning and assessing across grade levels.	Kenis, Suzann	9/1/2014	Common lesson plans and assessments	6/3/2015 quarterly
G1.B1.S1.A7	Provide before and after school tutoring, including Saturday school.	Falk, Paul	11/3/2014	Student portfolios.	6/3/2015 weekly
G1.B1.S1.A8	Provide technology for student use on a daily basis.	Scott, Amy	9/29/2014		6/3/2015 daily
G1.MA1	Data will be collected through teacher observation and feedback during Professional Learning Communities. Data from the District Writing/Reading Assessments will be addressed.	Lemelin, Melissa	9/1/2014	Eduphoria Data Warehouse Formative Assessments Professional Learning Communities Professional Development activities	6/5/2015 one-time
G1.B1.S1.MA1	Data will be collected through Classroom walk-throughs with specific feedback will be provided to teachers.	Kenis, Suzann	9/29/2014	VSET evidence, PLC minutes, Volusia Literacy Test	6/3/2015 quarterly
G1.B1.S1.MA1	Through classroom walk-throughs in all content areas, administrators will monitor the effectiveness of professional development in writing.	Kenis, Suzann	9/29/2014	Student assessment data uploaded to Eduphoria and gradebook	6/3/2015 quarterly
G1.B1.S2.MA1	Data will be reviewed by the guidance counselor in coordination with administration.	Haire, Aria	9/2/2014	Review of the mentoring logs and attendance calendar.	6/3/2015 monthly
G1.B1.S2.MA1	The administrators and mentors will review attendance data and student contracts with homeroom teachers during PLC meetings.	Lemelin, Melissa	10/1/2014	Improved attendance and reduced number of tardies.	6/3/2015 monthly
G1.B1.S2.MA2	Mentoring logs will be kept by the mentor teachers and reviewed by the guidance counselor.	Haire, Aria	10/1/2014	Mentoring logs/visitations/incentives	6/3/2015 quarterly

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 collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in their classrooms.

G1.B1 Rigor of Florida State Standards

G1.B1.S1 Provide professional development and coaching for high quality writing instruction across the content areas.

PD Opportunity 1

Teachers will be trained in Response to Literature and receive feedback from academic coaches and administrators.

Facilitator

Melissa Lemelin

Participants

Teachers K-5

Schedule

Quarterly, from 8/25/2014 to 6/3/2015

PD Opportunity 2

Conduct professional development training for use of writing rubrics.

Facilitator

Melissa Lemelin

Participants

Teachers K-5

Schedule

Quarterly, from 11/3/2014 to 6/3/2015

PD Opportunity 3

Provide Professional Development for Literature Circles including feedback to teachers.

Facilitator

Michelle Myles/Melissa Lemelin

Participants

3-5 Teachers

Schedule

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

Technical Assistance Items

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

G1. All teachers collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in their classrooms.

G1.B1 Rigor of Florida State Standards

G1.B1.S1 Provide professional development and coaching for high quality writing instruction across the content areas.

PD Opportunity 1

Conduct PLC meetings for collaboration and consistency in planning and assessing across grade levels.

Facilitator

Discovery Lead Teachers

Participants

Discovery Teachers

Schedule

Quarterly, from 9/1/2014 to 6/3/2015

Budget Rollup

Summary

Description	Total
Goal 1: All teachers collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in their classrooms.	192,000
Grand Total	192,000

Goal 1: All teachers collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in their classrooms.

Description	Source	Total
B1.S1.A1 - Provide substitute teachers and purchase materials.	Title I Part A	25,000
B1.S1.A4 - Professional Development/Substitute Teachers	Title I Part A	25,000
B1.S1.A5 - Professional Development/Substitute Teachers	Title I Part A	15,000
B1.S1.A6 - Professional Learning Communities, provide substitute teachers and teacher salary after hours.	Title I Part A	20,000
B1.S1.A7 - Tutoring	Title I Part A	30,000
B1.S1.A8 - iPads, Cases with Keyboards, Otterboxes, Power Strips Brain Pop/ Brain Pop Jr. I Station More Starfall	Title I Part A	75,000
B1.S2.A1 - Incentives for students with improved attendance.	General Fund	500
B1.S2.A3 - Awards and certificates	Other	500
B3.S1.A1 - Rewards for increased attendance	School Improvement Funds	1,000
Total Goal 1		192,000