

Volusia County Schools

South Daytona Elementary School



2018-19 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 and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	C	C*

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	30
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	32

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for South Daytona Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

To ensure higher levels of learning for all students.

b. 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.

2. School Environment

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

Meet the Teacher sets the year off with a positive tone as teachers get to display their excitement and dedication for the school year. The leadership team actively mentors and meets with identified students and works to serve as a role model for them. We are continuing the implementation of Kagan Engagement strategies this year and will be using them during the first month of school to establish classroom culture and rapport. The strategies continue throughout the year for academic purposes, but can always be called upon for team building purposes if needed. Teachers are reminded that team-building will need to reoccur throughout the course of the year in order to keep the culture centered upon respect and rapport. Throughout the year, we implement the Check-In/Check-Out system with students that are in need of that reinforcement in an effort to build solid relationships with them. We also have the K Kids program which encourages student leaders to take an active role in building and solidifying our school community.

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

The school-based Positive Behavior Support Team develops processes and procedures intended for all students and staff, in all settings and across campus which promote positive behavior and build a school community based upon safety and responsibility.

We require active morning and afternoon supervision to facilitate the safety of all students and staff on campus. This allows students access to adults on campus if they need to express any concerns. Our school counselor pulls groups daily and weekly as time allows, regarding incidences requiring immediate intervention. School counselors also involve district student services personnel to assist with student groups and to sponsor family events.

We actively investigate and pursue any claims regarding bullying. We ensure that every student feels protected and valued, and work to mediate or handle any situation requiring adult attention.

As a school we are focusing on positive communication involving all parties (Adult to Adult, Adult to student, and student to student).

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

The processes and procedures of the school-based Positive Behavior Support Team are based upon school behavioral data and are implicitly taught and reinforced throughout the year. The PBIS Team is inclusive of all areas (i.e., core instruction, electives, administration) and is supported by Student Services personnel who help to design targeted supports when need is indicated by school data. In our fourth year of PBIS implementation, we actively and knowingly focus on Positive Behaviors. We utilize a school wide Dragon Coin economy in which students earn coins for making positive choices and/or following school expectations. Each grade level has a dragon store. Students may purchase tangible items like toys, or can purchase bigger ticket items such as lunch with administrator, office helper, and shadowing a PE coach. We continue to work as a school wide team to make adjustments to our PBIS plan to meet the needs of our student population. As new teachers are hired, we work together to train teachers on about on our PBIS plan.

In regards to discipline, we have a menu of options for teachers to choose the best consequence for a behavior. With each classroom disruption, teachers can call for the school counselor, Social Emotional Learning TOA, behavior specialist or administrator. As a team we need to focus on the importance of children remaining in the classroom if at all possible, versus spending ample amounts of time in the office while waiting for discipline matters to be dealt with. We focus continues to be using Out of School Suspension as a last resort consequence.

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

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

- Student Mentoring Program
- Peer Mediation Program
- Bullying Program
- RULER program implemented in E/BD classrooms this year

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 targeted interventions. Our school has a Social Emotional Learning Teacher on Assignment whose role is to work with students and teachers to help students cope with social and emotional skills. They also work alongside of teachers to help assist with the implementation of social and emotional learning in the classroom setting.

We also utilize the Early Warning System to identify any students that are in need of mentoring or intervention. This year our administrative team will work to pull the KEEP report more frequently, and to monitor the information presented on that report.

Our guidance department provides ongoing mentoring and counseling for small groups and individuals. Parent resources are provided for community counseling and mental health for outside agencies.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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, Mrs. Sherriff (School Psychologist)

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	3	3	7	0	0	0	0	0	0	0	13
One or more suspensions	0	0	0	2	0	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	3	8	0	0	0	0	0	0	0	13

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	3	3	8	0	0	0	0	0	0	0	14

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

This year we have designated a teacher as our attendance contact. She ensures all students receive a letter based on the number of absences and tardies. Letters are continuously sent to families whose attendance is not improving. Nudge letters are sent monthly and generated through the district and are sent monthly. Students who are identified as frequently absent are brought up through the PST process in which strategies are developed with the parent in order to improve the student's attendance. For students identified as compulsory, the school social worker is sent to the home.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/647235>.

2. Description

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

2. 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
 South Daytona Kiwanis

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Flassig, Kevin	Principal
Conyers, Heather	Teacher, K-12
Whalen, Elizabeth	Teacher, K-12
Reynolds, Michele	Teacher, K-12
Depasquale, Jane	Teacher, K-12
Christensen, Wendell	Teacher, K-12
Nave, Mary	Teacher, K-12
Hales, Jenna	Teacher, K-12
Marple, Melissa	Assistant Principal
Lowrey, Katie	Assistant Principal
Spears, Shannon	Teacher, K-12
Bagby, Meg	Teacher, K-12
Colville, Rich	Teacher, K-12
Harris, Erica	Instructional Coach
Jilka, Jane	Dean
Montgomery, Leanne	Teacher, K-12

b. Duties

1. 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/Rtl.
- General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier2/3 activities.
- Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction and collaborates with general education teacher. Encompasses Problem Solving/Rtl practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.
- 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.
- Administrators: Organize meeting, and plan the agenda of topics to be covered. Develops, leads, and evaluates school core content standards/programs; Analyzes and identifies trends in behavior data as well as academic data. Identifies needs of the students and teachers, and facilitates the problem solving process in addressing those needs.

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

*Academic 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 state assessment 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Katie Lowrey	Teacher
Anthony LaBombard	Business/Community
Erin Strauss	Business/Community
Jenna Hales	Teacher
Kevin Flassig	Principal
Kassandra Hellend	Parent
Melissa Snyder	Parent
Heide Russo	Parent
Grace-Ann Parkinson	Parent
Robin C. Hill	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Reviewed School Improvement Plan at monthly meetings where suggestions and recommendations were made. Presented data from the prior school year to assess the SIP. Used the same data to adjust the SIP for this school year.

b. 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

c. 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.

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Conyers, Heather	Instructional Coach
Whalen, Elizabeth	Teacher, K-12
Reynolds, Michele	Teacher, K-12
Nave, Mary	Teacher, K-12
Depasquale, Jane	Teacher, K-12
Hales, Jenna	Teacher, K-12
Flassig, Kevin	Principal
Lowrey, Katie	Assistant Principal
Marple, Melissa	Assistant Principal
Christensen, Wendell	Teacher, K-12
Montgomery, Leanne	Teacher, K-12
Harris, Erica	Instructional Coach
Spears, Shannon	Teacher, K-12
Bagby, Meg	Teacher, K-12
Jilka, Jane	Dean

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Our Curriculum Leadership Team meets almost weekly to discuss literacy strategies as well as other core curriculum. During our meetings we discuss ways in which teachers can promote literacy within their own classroom as well as at their home.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. 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, Twitter Chats, grade level meetings on a weekly basis, Faculty Meetings.

2. 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 - Academic Coaches

3. 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 and 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. An academic 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. Teachers are also required to use the district's modules for ELA and Math. The modules consist of lesson plans to meet the rigors demands of the standards. Administrators monitor delivery of instruction through classroom walk-throughs to ensure best practices.

b. Instructional Strategies

1. 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

Teachers use data to form differentiated groups in ELA and Math, and meet weekly to analyze student data and plan lessons to meet individual students' needs.

ESE resource teachers provide support through push-in instruction

Intervention teachers service the lowest quartile students in grades 3-5

Walk to Intervention is utilized in Grades 3-5 to meet students at their instructional level

K-3 utilizes the SIPPS program to differentiate instruction

iPad technology for enrichment, advancement, and intervention

Weekly PLC (Professional Learning Community)

ESOL Support Teacher

Waterford and Success Maker Program

2. 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 Waterford and Success Maker adaptive computer program, students are selected based on need and receive direct support from a tutor (certified teacher) in a 6 to 1 ratio. Students spend 45 minutes on the computer program, completing prescribed activities. Students requiring individualized support receive direct instruction from the teacher tutor.

Strategy Rationale

Research based program that provides targeted intervention based on student needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Merrell, Sunnie, smerrell@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. The prescribed program on the computer allows students to work on individualized areas needing support and receive direct instruction from the tutor if needed. Classroom data can also be analyzed for growth as well as district assessments on achievement series.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** If South Daytona Elementary develops systems which foster collective efficacy and support effective instructional and classroom management practices, then teachers will successfully implement standards-aligned instruction and social emotional learning to meet students' individual needs and increase academic achievement.

Strategic Goals Detail

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

G1. If South Daytona Elementary develops systems which foster collective efficacy and support effective instructional and classroom management practices, then teachers will successfully implement standards-aligned instruction and social emotional learning to meet students' individual needs and increase academic achievement. **1a**

G100218

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	47.0
FSA Mathematics Achievement	58.0
Discipline incidents	450.0
ELA/Reading Lowest 25% Gains	35.0
Math Lowest 25% Gains	42.0
FSAA Science Achievement	54.0
ELA/Reading Gains	46.0
Math Gains	55.0

Targeted Barriers to Achieving the Goal **3**

- Lack of knowledge/implementation of differentiated instruction and small group instruction
- Limited knowledge of concepts surrounding SEL

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Ready Reading/Writing/Math Write Score Standards Aligned Instruction Data Analysis and Planning during the school day Feedback from Data/District/Coaches/Administration Data Walks with feedback given Hands on Science Materials/Common Experiments CHAMPS Tough Kids Toolbox Behavior Specialis School Counselor Social Emotional Learning Teacher On Assignment District Classroom Management Specialist PBIS/RULER 3 Intervention Teachers 2 Academic Coaches
-

Plan to Monitor Progress Toward G1. **8**

SIP Progress Monitoring Meeting

Person Responsible

Kevin Flassig

Schedule

On 10/31/2018

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-in sheet.

Plan to Monitor Progress Toward G1. 8

SIP Mid-year Review

Person Responsible

Kevin Flassig

Schedule

On 2/14/2019

Evidence of Completion

Mid year Review in CIMS.

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Kevin Flassig

Schedule

Annually, from 6/18/2018 to 7/19/2019

Evidence of Completion

Step Zero for 2017-2018 SIP.

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. If South Daytona Elementary develops systems which foster collective efficacy and support effective instructional and classroom management practices, then teachers will successfully implement standards-aligned instruction and social emotional learning to meet students' individual needs and increase academic achievement. 1

G100218

G1.B5 Lack of knowledge/implementation of differentiated instruction and small group instruction 2

B270014

G1.B5.S1 Refine systemic practices and provide professional learning to support implementation of standards-aligned instruction. 4

S286204

Strategy Rationale

Increase percentage of teachers effectively implementing standards-aligned instruction. Increase student achievement. Foster collective efficacy among faculty and staff.

Action Step 1 5

Develop plan of action for professional learning and systemic practices including the infrastructure for implementation.

Person Responsible

Kevin Flassig

Schedule

Biweekly, from 6/4/2018 to 8/24/2018

Evidence of Completion

Sign In Sheet

Action Step 2 5

Communicate the draft plan, collect teacher input, then revise accordingly.

Person Responsible

Kevin Flassig

Schedule

On 8/10/2018

Evidence of Completion

Faculty Meeting sign-in and input

Action Step 3 5

Teacher participation in district content sessions supporting standards-aligned instruction during pre-planning week.

Person Responsible

Kevin Flassig

Schedule

On 8/8/2018

Evidence of Completion

MyPGS sign-in sheets

Action Step 4 5

Teachers incorporate the information from Professional Learning into their lessons, with instructional coach observing implementation of the lesson and providing feedback and coaching support to teachers.

Person Responsible

Schedule

Every 3 Weeks, from 9/17/2018 to 5/31/2019

Evidence of Completion

Sign-in sheets

Action Step 5 5

Teachers participate in standards aligned instruction in both ELA and Math

Person Responsible

Melissa Marple

Schedule

Triannually, from 9/10/2018 to 2/28/2019

Evidence of Completion

Sign-in Sheets

Action Step 6 5

Teachers participate in the district Early Release Professional Learning sessions focused on standards-aligned instruction.

Person Responsible

Kevin Flassig

Schedule

Monthly, from 10/17/2018 to 2/27/2019

Evidence of Completion

Sign-In Sheets

Action Step 7 5

Person Responsible

Schedule

Evidence of Completion

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

Touch base with professional learning facilitators to determine status of the professional learning plans.

Person Responsible

Melissa Marple

Schedule

Every 3 Weeks, from 8/7/2018 to 3/1/2019

Evidence of Completion

Outlook Mail

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

Administrators conduct Data Walks

Person Responsible

Kevin Flassig

Schedule

Monthly, from 9/24/2018 to 5/31/2019

Evidence of Completion

Data walk collection tools and data presentations

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

Coach provides follow-up support to ensure implementation of standards aligned instruction.

Person Responsible

Erica Harris

Schedule

Weekly, from 8/20/2018 to 5/30/2019

Evidence of Completion

Coaches' interaction data and notes

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

Determine status towards completing action steps 1-4 during SLT meetings.

Person Responsible

Kevin Flassig

Schedule

Monthly, from 8/20/2018 to 5/31/2019

Evidence of Completion

SLT meeting notes

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly SLT meetings.

Person Responsible

Kevin Flassig

Schedule

Monthly, from 8/6/2018 to 6/7/2019

Evidence of Completion

Monthly Data Walks, Observational Notes, Lesson Plans, VXT Data, iReady Data, SLT Minutes

G1.B10 Limited knowledge of concepts surrounding SEL **2**

 B270338

G1.B10.S1 Refine systemic practice and provide professional learning to support implementation of an SEL Program. **4**

 S286206

Strategy Rationale

Increase percentage of teachers effectively implementing SEL curriculum. Decrease discipline referrals and increase attendance. Foster collective efficacy among students and teachers.

Action Step 1 **5**

Create a PBIS Leadership Team to help in the development of an implementation plan for SEL and School wide behavior supports

Person Responsible

Kevin Flassig

Schedule

On 8/24/2018

Evidence of Completion

Sign In Sheet

Action Step 2 **5**

Develop an implementation plan for Sanford Harmony

Person Responsible

Melissa Marple

Schedule

On 9/21/2018

Evidence of Completion

SEL TOA schedule including weekly SEL lessons

Action Step 3 5

Share SEL Implementation Plan and Conduct a 60-minute training with the faculty on Social Emotional Learning and Sanford Harmony.

Person Responsible

Melissa Marple

Schedule

On 8/29/2018

Evidence of Completion

MyPGS sign in sheet

Action Step 4 5

SEL TOA and School Counselor will conduct SEL lessons using Sanford Harmony curriculum.

Person Responsible

Blanca Colon

Schedule

Weekly, from 8/27/2018 to 5/31/2019

Evidence of Completion

Walk throughs, student testimony, teacher feedback, lesson plans, SEL and School counselor SEL lesson schedule.

Action Step 5 5

PLCs will review quarterly data elements, including concern of harm, discipline, attendance, and personal development section of the report cards to determine impact of SEL program implementation.

Person Responsible

Kevin Flassig

Schedule

Quarterly, from 9/4/2018 to 5/31/2019

Evidence of Completion

PLC Agenda

Action Step 6 5

Teachers will participate in professional learning on CHAMPS.

Person Responsible

Katie Lowrey

Schedule

On 8/6/2018

Evidence of Completion

MyPGS sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Verify the SEL TOA and School Counselor have created a schedule and implementation plan for Sanford Harmony.

Person Responsible

Melissa Marple

Schedule

On 9/14/2018

Evidence of Completion

SEL lesson schedule

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Touch base with SEL TOA to determine status of the SEL professional learning.

Person Responsible

Melissa Marple

Schedule

On 8/24/2018

Evidence of Completion

Copy of email

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Provide follow up support to ensure implementation of Sanford Harmony and Social Emotional Learning lessons.

Person Responsible

Kevin Flassig

Schedule

Monthly, from 8/27/2018 to 5/31/2019

Evidence of Completion

Administrations walk through notes, Coaches' documentation

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Administrators conduct Data Walks

Person Responsible

Kevin Flassig

Schedule

Monthly, from 9/24/2018 to 5/31/2019

Evidence of Completion

Data Walk collection tool

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Discuss the effectiveness of SEL implementation and analyze supporting data (KEEP Report, concerns of harm, discipline, attendance, and personal development section of the report cards.)

Person Responsible

Kevin Flassig

Schedule

On 4/5/2019

Evidence of Completion

Meeting minutes, sign-in sheet, data charts

V. Professional Development Opportunities

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

G1. If South Daytona Elementary develops systems which foster collective efficacy and support effective instructional and classroom management practices, then teachers will successfully implement standards-aligned instruction and social emotional learning to meet students' individual needs and increase academic achievement.

G1.B5 Lack of knowledge/implementation of differentiated instruction and small group instruction

G1.B5.S1 Refine systemic practices and provide professional learning to support implementation of standards-aligned instruction.

PD Opportunity 1

Teacher participation in district content sessions supporting standards-aligned instruction during pre-planning week.

Facilitator

Curriculum specialists

Participants

Teachers

Schedule

On 8/8/2018

PD Opportunity 2

Teachers participate in the district Early Release Professional Learning sessions focused on standards-aligned instruction.

Facilitator

District Specialist

Participants

Teachers

Schedule

Monthly, from 10/17/2018 to 2/27/2019

G1.B10 Limited knowledge of concepts surrounding SEL

G1.B10.S1 Refine systemic practice and provide professional learning to support implementation of an SEL Program.

PD Opportunity 1

Share SEL Implementation Plan and Conduct a 60-minute training with the faculty on Social Emotional Learning and Sanford Harmony.

Facilitator

Blanca Colon and Rebecca Wuamett

Participants

Teachers

Schedule

On 8/29/2018

PD Opportunity 2

Teachers will participate in professional learning on CHAMPS.

Facilitator

K. Milliken

Participants

Teachers

Schedule

On 8/6/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B10.S1.A1	Create a PBIS Leadership Team to help in the development of an implementation plan for SEL and School wide behavior supports				\$0.00
2	G1.B10.S1.A2	Develop an implementation plan for Sanford Harmony				\$0.00
3	G1.B10.S1.A3	Share SEL Implementation Plan and Conduct a 60-minute training with the faculty on Social Emotional Learning and Sanford Harmony.				\$0.00
4	G1.B10.S1.A4	SEL TOA and School Counselor will conduct SEL lessons using Sanford Harmony curriculum.				\$0.00
5	G1.B10.S1.A5	PLCs will review quarterly data elements, including concern of harm, discipline, attendance, and personal development section of the report cards to determine impact of SEL program implementation.				\$0.00
6	G1.B10.S1.A6	Teachers will participate in professional learning on CHAMPS.				\$6,570.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			6234 - South Daytona Elementary School	UniSIG		\$6,570.00
7	G1.B5.S1.A1	Develop plan of action for professional learning and systemic practices including the infrastructure for implementation.				\$0.00
8	G1.B5.S1.A2	Communicate the draft plan, collect teacher input, then revise accordingly.				\$0.00
9	G1.B5.S1.A3	Teacher participation in district content sessions supporting standards-aligned instruction during pre-planning week.				\$0.00
10	G1.B5.S1.A4	Teachers incorporate the information from Professional Learning into their lessons, with instructional coach observing implementation of the lesson and providing feedback and coaching support to teachers.				\$0.00
11	G1.B5.S1.A5	Teachers participate in standards aligned instruction in both ELA and Math				\$5,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			6234 - South Daytona Elementary School	UniSIG		\$5,400.00
12	G1.B5.S1.A6	Teachers participate in the district Early Release Professional Learning sessions focused on standards-aligned instruction.				\$0.00
13	G1.B5.S1.A7					\$0.00
					Total:	\$11,970.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.B5.S1.A7 A387299	[no content entered]		No Start Date		No End Date one-time
G1.B10.S1.A6 A387300	Teachers will participate in professional learning on CHAMPS.	Lowrey, Katie	8/6/2018	MyPGS sign-in sheets	8/6/2018 one-time
G1.B5.S1.A3 A387242	Teacher participation in district content sessions supporting standards-aligned instruction during...	Flassig, Kevin	8/8/2018	MyPGS sign-in sheets	8/8/2018 one-time
G1.B5.S1.A2 A387241	Communicate the draft plan, collect teacher input, then revise accordingly.	Flassig, Kevin	8/7/2018	Faculty Meeting sign-in and input	8/10/2018 one-time
G1.B5.S1.A1 A387240	Develop plan of action for professional learning and systemic practices including the...	Flassig, Kevin	6/4/2018	Sign In Sheet	8/24/2018 biweekly
G1.B10.S1.MA2 M422862	Touch base with SEL TOA to determine status of the SEL professional learning.	Marple, Melissa	8/24/2018	Copy of email	8/24/2018 one-time
G1.B10.S1.A1 A387250	Create a PBIS Leadership Team to help in the development of an implementation plan for SEL and...	Flassig, Kevin	7/30/2018	Sign In Sheet	8/24/2018 one-time
G1.B10.S1.A3 A387252	Share SEL Implementation Plan and Conduct a 60-minute training with the faculty on Social Emotional...	Marple, Melissa	8/29/2018	MyPGS sign in sheet	8/29/2018 one-time
G1.B10.S1.MA1 M422861	Verify the SEL TOA and School Counselor have created a schedule and implementation plan for Sanford...	Marple, Melissa	9/14/2018	SEL lesson schedule	9/14/2018 one-time
G1.B10.S1.A2 A387251	Develop an implementation plan for Sanford Harmony	Marple, Melissa	8/13/2018	SEL TOA schedule including weekly SEL lessons	9/21/2018 one-time
G1.MA1 M422059	SIP Progress Monitoring Meeting	Flassig, Kevin	10/31/2018	SIP Progress Monitoring Meeting Minutes and Sign-in sheet.	10/31/2018 one-time
G1.MA2 M422060	SIP Mid-year Review	Flassig, Kevin	2/14/2018	Mid year Review in CIMS.	2/14/2019 one-time
G1.B5.S1.A6 A387245	Teachers participate in the district Early Release Professional Learning sessions focused on...	Flassig, Kevin	10/17/2018	Sign-In Sheets	2/27/2019 monthly
G1.B5.S1.A5 A387244	Teachers participate in standards aligned instruction in both ELA and Math	Marple, Melissa	9/10/2018	Sign-in Sheets	2/28/2019 triannually
G1.B5.S1.MA1 M422801	Touch base with professional learning facilitators to determine status of the professional learning...	Marple, Melissa	8/7/2018	Outlook Mail	3/1/2019 every-3-weeks
G1.B10.S1.MA1 M422865	Discuss the effectiveness of SEL implementation and analyze supporting data (KEEP Report, concerns...	Flassig, Kevin	4/5/2019	Meeting minutes, sign-in sheet, data charts	4/5/2019 one-time
G1.B5.S1.MA3 M422805	Coach provides follow-up support to ensure implementation of standards aligned instruction.	Harris, Erica	8/20/2018	Coaches' interaction data and notes	5/30/2019 weekly
G1.B5.S1.MA2 M422804	Administrators conduct Data Walks	Flassig, Kevin	9/24/2018	Data walk collection tools and data presentations	5/31/2019 monthly
G1.B5.S1.MA4 M422806	Determine status towards completing action steps 1-4 during SLT meetings.	Flassig, Kevin	8/20/2018	SLT meeting notes	5/31/2019 monthly

Volusia - 6234 - South Daytona Elementary School - 2018-19 SIP
South Daytona Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.A4 A387243	Teachers incorporate the information from Professional Learning into their lessons, with...		9/17/2018	Sign-in sheets	5/31/2019 every-3-weeks
G1.B10.S1.MA3 M422863	Provide follow up support to ensure implementation of Sanford Harmony and Social Emotional Learning...	Flassig, Kevin	8/27/2018	Administrations walk through notes, Coaches' documentation	5/31/2019 monthly
G1.B10.S1.MA4 M422864	Administrators conduct Data Walks	Flassig, Kevin	9/24/2018	Data Walk collection tool	5/31/2019 monthly
G1.B10.S1.A4 A387273	SEL TOA and School Counselor will conduct SEL lessons using Sanford Harmony curriculum.	Colon, Blanca	8/27/2018	Walk throughs, student testimony, teacher feedback, lesson plans, SEL and School counselor SEL lesson schedule.	5/31/2019 weekly
G1.B10.S1.A5 A387274	PLCs will review quarterly data elements, including concern of harm, discipline, attendance, and...	Flassig, Kevin	9/4/2018	PLC Agenda	5/31/2019 quarterly
G1.B5.S1.MA1 M422807	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Flassig, Kevin	8/6/2018	Monthly Data Walks, Observational Notes, Lesson Plans, VXT Data, iReady Data, SLT Minutes	6/7/2019 monthly
G1.MA3 M422061	State Assessment Results	Flassig, Kevin	6/18/2018	Step Zero for 2017-2018 SIP.	7/19/2019 annually