Orange City Elementary School

2015-16 School Improvement Plan

Orange City Elementary School

555 E UNIVERSITY AVE, Orange City, FL 32763

http://myvolusiaschools.org/school/orangecity/pages/default.aspx

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	84%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	32%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	D

Preliminary 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 was approved by the Volusia County School Board on 11/10/2015.

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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

All students learn at Orange City School, where CPR – Cooperation, Pride, and Respect – brings us to life and helps us to do our best.

Provide the school's vision statement

Orange City Elementary... where hard work opens doors to a brighter tomorrow.

School Environment

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

Every student is encouraged to articulate a future goal for a career path. Teachers discuss with students on a regular basis and ask questions (i.e.): what do you want to be when you grow up? Classrooms include bulletin boards, student pictures, and career information.
Teachers also assist students with creating goals to improve on their academic and behavioral performance. Students and teachers consistently review and discuss student goals to see if they are being met. Goals are discussed at parent teacher conferences.

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

Teacher duty schedules are created to ensure that the campus is monitored before school begins. During school hours administrators are highly visible on campus and in classrooms to ensure that students have access to adults to express any concerns. All exits are monitored by administrators at dismissals and all students are walked by a teacher to their designated dismissal location. Safety patrols are stationed across campus before school and at dismissal. Parents are required to sign in at the front office and be properly identified before having access to the campus or any students. All visitors are tagged upon entering the campus.

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

Implementation of school wide active listening visual for student self monitoring. Orange City Elementary has a school wide behavioral leadership team to brainstorm and create campus and classrooms behavioral norms. All teachers utilize Roadrunner Rules. Within the rules, the High Five signal is explained. Positive Referrals are utilized school wide to allow individual students to receive recognition for positive behavior. Student conferences and lunch/after school detention are used to redirect negative behaviors.

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
• D.A.R.E. Program

• Bullying Program
• Devereux Mentoring Program
• Suicide Prevention Program

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 inventions to address specific behavioral and social-emotional areas. Student services personnel (i.e., school psychologist, counselors, school social workers, and behavior specialist) provide direct and indirect evidenced-based support 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
	3	4	5	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	5	2	6	13
Level 1 on statewide assessment	9	8	11	28

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

Title I staff as well as ESE and ESOL teachers work to support EWS students to improve academic achievement. Lois Ellis and Amy Beard are intervention teachers that are focusing on ELA providing services in the area of reading and writing. Students in the lowest quartile are also supported. Guidance and administration monitor the EWS. Individual students needs are discussed during team planning and PLC meetings.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/48720.

Description

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

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

Orange City Elementary invites the community members and local business owners to attend school events. We intentionally encourage community members and business partners to participate on the School Advisory Council. We invite city officials to speak personally to students and parents and to participate in school celebrations. River Springs Middle School visits annually to speak to rising sixth graders concerning preparation for the middle school transition. Orange City Elementary administration and support staff effectively communicate the needs of our school community to stake holders and partners. In that way, we are able to secure needed resources to support student achievement. Monica Graham, family center paraprofessional helps to coordinate events for families and provide continuous support.

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:

Name	Title
Bynum, Charles	Principal
Akins, Tonya	Teacher, K-12
Cinkosky, Chelsea	Instructional Coach
Goble, Alexis	Teacher, K-12
Hall, Andrea	Assistant Principal
Henderson, Claudine	Instructional Coach
Hinckley, Kathy	Teacher, K-12
Larsh, Kristina	Teacher, K-12
Sheehan, Phil	Teacher, K-12
Bowen, Erin	Guidance Counselor
McCourt, Kelly	Teacher, K-12

Duties

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

The Principal, Assistant Principal, Academic Coaches, PST Chair, School Psychologist, Curriculum Chairs, Guidance Counselor, Social Worker, Speech Pathologist work together and share responsibilities as a team to implement the MTSS and the SIP. 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 RtI 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.

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 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. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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 Orange City Elementary include:

*Academic Coach for the purpose of comprehensive staff development *Academic Coaches facilitate our parent involvement program *Reading/Math Intervention Teacher to provide interventions for students in need via a push-in model. *Supplemental Tutoring before and 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 *Parents to Kids workshops to teach literacy skills to parents so they can help their children become better readers. *Instructional technology to assist with closing the achievement gap.

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

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.

SAI: The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Orange City Elementary utilizes these resources through the following: • Before/After School Tutoring in Math • Before/After School Tutoring in Reading • Science, Reading, and Math in the AM (SRMAM) Tutoring

Violence Prevention Programs: The school offers the following non-violence and anti-drug programs: • Student mentoring program • Crisis training program • Suicide prevention program • Bullying program and Do The Right Thing Program • Behavior Leadership Team (BLT)

Orange City Elementary offers a variety of nutrition programs including: • Free and Reduced Meal Plan • Wellness Policy School Plan • Health classes • Personal Fitness classes • Running Clubs

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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kelly McCourt	Teacher
Alexis Goble	Teacher
Jereme Brown	Parent
Melissa Evers	Parent
Kellie Haas	Education Support Employee
Deanna Matzinger	Parent
Brandon McCarthy	Parent
Phillipa Sheehan	Teacher
Andrea Hall	Principal
Charles Bynum	Principal
Matthew Tanner	Parent
Brian Goldsberry	Parent
Christina Bader	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

The School Advisory Council meets monthly and evaluates the needs of the students. They discuss ways to increase student achievement through the school improvement plan. The SAC committee planned dates to have the public give input on the school improvement plan. They used the input from the public to ensure that all students needs were met and they developed strategies to implement for the upcoming school year.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The SAC committee reviews the the Title I budget monthly. SAC diligently utilizes funds that can assist in academic achievement. The implementation of the SIP will be a priority as requests are sent to the committee.

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

The current budget stands at (internal) $289.89 (county) $6,276.70 .
:

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:

Name	Title
Sanders, Steven	Instructional Media
Hall, Andrea	Assistant Principal
Henderson, Claudine	Instructional Coach
Bynum, Charles	Principal
Cinkosky, Chelsea	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Increase the classroom teacher's understanding of the Florida Standards and implementation of effective instructional strategies.
Monthly schoolwide DEAR time, Book Swap ,Young Author's Conference,Celebrate Literacy Week ,Celebrity Readers,Reading T-Shirt Day, Read Across America, Book House

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

Professional Learning Community schedule is determined for the year where grade levels meet on a two week rotation. Special area teachers are utilized to cover classroom teachers to provide an extended meeting period at the end of the work day. Implementation of departmentalization in fourth and fifth grade for the purpose of utilizing the instructional strengths of grade level teachers. The school has an on campus Kagan coach that provides engagement support and professional development for all teachers. Continued implementation of lesson study cycles by grade levels provides teachers with an in-depth collaborative experience. Team leaders coordinate weekly team planning and teachers are encouraged to work cooperatively on data analysis and lesson planning.

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

New teacher "Roadrunner Rookies" meetings led by the academic coaches and the administrators meet weekly in the beginning of the year and gradually decrease to monthly during the year.
New teachers are also provided a mentor of "new teacher buddy" to assist them with questions and concerns.
Staff development opportunities (school wide and individualized) are led by the academic coaches, administrators and/or grade level chairs.
Peer observations allow teachers to witness quality teaching in another classroom. Coaches and administrators organize, schedule observations and provide classroom coverage.
PLCs or Professional Learning Communities are established to assist teachers in growing professionally and utilizing/analyzing data in an effective and non threatening manner.
Local business partners provide materials or support to classroom projects and are organized through the business partner coordinator.
Administration participates in the job fair and recruitment activities annually.

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 is there to assist the new teacher and help them familiarize themselves with the school procedures and curriculum. A full time reading coach and academic coach provide additional support, model lessons in the classroom, provide professional development activities and use the coaching cycle to help improve the instructional practices of the teachers in the school. A PAR (Peer Assistance Review) teacher is assigned to each new teacher. The PAR assists, mentors, and evaluates the new teacher, or any teacher requesting the services of the PAR, to provide support and develop areas that need growth.

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

Orange City Elementary follows the guidelines given by the county for core curriculum resources. We research options for supplemental instructional materials to ensure that all instructional materials are aligned to the Florida Standards. Teachers utilize CPALMS resources for curriculum and instructional planning. We align instruction and assessment with Florida Department of Education's item

specification and assessment documents. PLC teams meet to carefully plan core instruction based on standards. Many PLC teams are participating in lesson study cycles.

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

All intermediate VLT, SMT, VMT, VST data was disseminated to determine specific student intervention needs. Students not meeting proficiency standards were identified to meet in daily intervention groups targeting reading strands. Primary intervention students were identified using county assessment data as well as classroom assessment data. Primary intervention groups also meet on a daily basis.
Classroom assessment data is used to determine small group reading and math instruction for all students. Groups are flexible and target specific student needs.
Implementation of the SIPPS program in K-2 primary classes focus on specific phonemic awareness and phonics standards. All students were assessed and grouped according to their specific need. Groups are flexible and homogenous. The reading block includes forty minutes of targeted phonics instruction.
Early release professional development days are focused on classroom differentiation to maximize student potential.

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: 1,980

Utilizing the research based I-diagnose software, targeted students will receive tutoring through the STAR program. Students are selected based on need and receive direct support from a tutor (certified teacher) in a 4 to 1 ratio. Students spend 30 minutes on the computer program, completing prescribed activities and they also spend 30 minutes in an individualized tutoring session with the teacher tutor.

Strategy Rationale

Targeted to specific student needs within mathematics and reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Bowen, Erin, ebowen@volusia.k12.fl.us

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

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

Strategy: After School Program

Minutes added to school year: 4,200

Title I Tutoring

Strategy Rationale

Targeted to specific student needs within mathematics and reading.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Lucier, Diane, dclucier@volusia.k12.fl.us

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

District and state assessments will assist with identifying students in grades 2-5 with the greatest needs in reading and math

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: After School Program

Minutes added to school year: 840

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

Strategy Rationale

Opportunity for additional student support on grade level standards.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Lucier, Diane, dclucier@volusia.k12.fl.us

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

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.
• Orange City Elementary has added a VPK unit to support kindergarten readiness.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:
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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.

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.

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 teachers engage students in differentiated instruction and provide specific feedback that is aligned to the Florida State Standards, then student achievement will increase in all content areas.

Strategic Goals Detail

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

G1. If teachers engage students in differentiated instruction and provide specific feedback that is aligned to the Florida State Standards, then student achievement will increase in all content areas. 1a

🔍 G068833

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0
Science Achievement District Assessment	50.0
FSA Mathematics - Achievement	50.0

Resources Available to Support the Goal 2

- personnel
- professional development opportunites
- materials
- curriculum
- instruction
- volunteers

Targeted Barriers to Achieving the Goal 3

- Teachers require professional development to differentiate instruction and provide specific feedback.
- Alignment of instruction to the standards.

Plan to Monitor Progress Toward G1. 8

Student results will be analyzed. Data will be disaggregated by standard to monitor improvement or regression of skills.

Person Responsible
Charles Bynum

Schedule
Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion
Data notebook

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 teachers engage students in differentiated instruction and provide specific feedback that is aligned to the Florida State Standards, then student achievement will increase in all content areas. 1

🔑 G068833

G1.B1 Teachers require professional development to differentiate instruction and provide specific feedback. 2

🔑 B178915

G1.B1.S1 Share best practices about differentiating instruction and providing specific feedback. 4

🔑 S190267

Strategy Rationale

Teachers will be able to meet the needs of all students by utilizing various instructional techniques and assisting students with feedback and goal setting.

Action Step 1 5

Plan district early release professional development centered around differentiated instruction and specific feedback

Person Responsible

Charles Bynum

Schedule

Monthly, from 8/11/2015 to 6/3/2016

Evidence of Completion

Time sheets, planning sheets

Action Step 2 `5`

Provide Thinking Maps Training (Initial, Response to Literature, and Write From The Beginning)

Person Responsible

Claudine Henderson

Schedule

On 6/3/2016

Evidence of Completion

Lesson plans, classroom coaching, and PLC discussions

Action Step 3 `5`

Implement early release professional developments on differentiated instruction and feedback

Person Responsible

Charles Bynum

Schedule

Monthly, from 9/2/2015 to 6/3/2016

Evidence of Completion

Training Record, observations, time sheets, and PLC planning

Action Step 4 `5`

Kagan Training

Person Responsible

Crystal Crawford

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Time sheets, observations, trainer powerpoints

Action Step 5 [5]

SIPPS Training

Person Responsible

Schedule

On 6/3/2016

Evidence of Completion

district time sheets, daily implementation of SIPPS in primary grades, observations

Action Step 6 [5]

Professional learning communities

Person Responsible

Charles Bynum

Schedule

Biweekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

PLC sign-in sheets, PLC thinking maps

Action Step 7 [5]

Follow-up and coaching after all early release professional developments and trainings

Person Responsible

Claudine Henderson

Schedule

Weekly, from 10/1/2015 to 5/31/2016

Evidence of Completion

observations, student learning gains

Action Step 8 `5`

Book Study on Leader of Their Own Learning by Ron Berger

Person Responsible

Charles Bynum

Schedule

On 6/3/2016

Evidence of Completion

Team meetings, Lesson plans

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

PLC discussions

Person Responsible

Charles Bynum

Schedule

Biweekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

PLC notes, teacher lesson plans

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

Administrative Walkthroughs

Person Responsible

Charles Bynum

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Observation sign-off sheets by administrators

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

Team lesson plans that reflect learned strategies

Person Responsible

Schedule

On 6/3/2016

Evidence of Completion

lesson plans

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

Analyze State Assessment Data

Person Responsible

Charles Bynum

Schedule

On 10/30/2015

Evidence of Completion

Data sheets, faculty meeting agenda

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

Student Assessments/ Administrative Walk Throughs

Person Responsible

Andrea Hall

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Student learning gains, evidence from walk-throughs, walk-though sign-off sheet

G1.B2 Alignment of instruction to the standards. `2`

B178916

G1.B2.S1 Teachers are provided with opportunities to work with district staff to gain an understanding of the components of the curriculum map. `4`

S190269

Strategy Rationale

Teachers will correctly be able to utilize the curriculum maps to align instruction to the standards.

Action Step 1 `5`

Schedule periodic ELA Block Training

Person Responsible

Claudine Henderson

Schedule

On 6/3/2016

Evidence of Completion

Training records/lesson plans

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

Walk Throughs/Coaching Observations

Person Responsible

Claudine Henderson

Schedule

Semiannually, from 9/8/2015 to 6/3/2016

Evidence of Completion

Student learning gains/Coaching Walk Throughs

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

Administrative Walk Throughs/Observations

Person Responsible

Andrea Hall

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Student learning gains/evidence collected from walk throughs

G1.B2.S2 Grade level teams participate in lesson study cycles to analyze standards and develop a lesson that directly supports student learning. 4

🔑 S190270

Strategy Rationale

Teachers need time to unpack the standards and determine the most effective instruction to increase student achievement.

Action Step 1 5

Lesson Study

Person Responsible

Michelle Goble

Schedule

Semiannually, from 10/1/2014 to 5/29/2015

Evidence of Completion

training records, lesson study notes, PLC planning

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Walk Throughs/Coaching Observations

Person Responsible

Claudine Henderson

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Lesson Plans/Observations/Student Learning Gains

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Administrative Walk-Throughs/Observations

Person Responsible

Carrie Crkvenac

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Student Learning Gains/Evidence Collection from Walk-Throughs

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	Plan district early release professional development centered around differentiated instruction and specific feedback	Bynum, Charles	8/11/2015	Time sheets, planning sheets	6/3/2016 monthly
G1.B2.S1.A1	Schedule periodic ELA Block Training	Henderson, Claudine	9/7/2015	Training records/lesson plans	6/3/2016 one-time
G1.B2.S2.A1	Lesson Study	Goble, Michelle	10/1/2014	training records, lesson study notes, PLC planning	5/29/2015 semiannually
G1.B1.S1.A2	Provide Thinking Maps Training (Initial, Response to Literature, and Write From The Beginning)	Henderson, Claudine	8/31/2015	Lesson plans, classroom coaching, and PLC discussions	6/3/2016 one-time
G1.B1.S1.A3	Implement early release professional developments on differentiated instruction and feedback	Bynum, Charles	9/2/2015	Training Record, observations, time sheets, and PLC planning	6/3/2016 monthly
G1.B1.S1.A4	Kagan Training	Crawford, Crystal	8/31/2015	Time sheets, observations, trainer powerpoints	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A5	SIPPS Training		8/31/2015	district time sheets, daily implementation of SIPPS in primary grades, observations	6/3/2016 one-time
G1.B1.S1.A6	Professional learning communities	Bynum, Charles	9/21/2015	PLC sign-in sheets, PLC thinking maps	6/3/2016 biweekly
G1.B1.S1.A7	Follow-up and coaching after all early release professional developments and trainings	Henderson, Claudine	10/1/2015	observations, student learning gains	5/31/2016 weekly
G1.B1.S1.A8	Book Study on Leader of Their Own Learning by Ron Berger	Bynum, Charles	8/31/2015	Team meetings, Lesson plans	6/3/2016 one-time
G1.MA1	Student results will be analyzed. Data will be disaggregated by standard to monitor improvement or regression of skills.	Bynum, Charles	8/24/2015	Data notebook	6/3/2016 quarterly
G1.B1.S1.MA1	Student Assessments/ Administrative Walk Throughs	Hall, Andrea	8/31/2015	Student learning gains, evidence from walk-throughs, walk-though sign-off sheet	6/3/2016 weekly
G1.B1.S1.MA1	PLC discussions	Bynum, Charles	9/21/2015	PLC notes, teacher lesson plans	5/27/2016 biweekly
G1.B1.S1.MA3	Administrative Walkthroughs	Bynum, Charles	8/31/2015	Observation sign-off sheets by administrators	6/3/2016 weekly
G1.B1.S1.MA4	Team lesson plans that reflect learned strategies		8/31/2015	lesson plans	6/3/2016 one-time
G1.B1.S1.MA5	Analyze State Assessment Data	Bynum, Charles	10/1/2015	Data sheets, faculty meeting agenda	10/30/2015 one-time
G1.B2.S1.MA1	Administrative Walk Throughs/ Observations	Hall, Andrea	9/8/2015	Student learning gains/evidence collected from walk throughs	6/3/2016 weekly
G1.B2.S1.MA1	Walk Throughs/Coaching Observations	Henderson, Claudine	9/8/2015	Student learning gains/Coaching Walk Throughs	6/3/2016 semiannually
G1.B2.S2.MA1	Administrative Walk-Throughs/ Observations	Crkvenac, Carrie	9/1/2014	Student Learning Gains/Evidence Collection from Walk-Throughs	6/5/2015 weekly
G1.B2.S2.MA1	Walk Throughs/Coaching Observations	Henderson, Claudine	10/1/2014	Lesson Plans/Observations/Student Learning Gains	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If teachers engage students in differentiated instruction and provide specific feedback that is aligned to the Florida State Standards, then student achievement will increase in all content areas.

G1.B1 Teachers require professional development to differentiate instruction and provide specific feedback.

G1.B1.S1 Share best practices about differentiating instruction and providing specific feedback.

PD Opportunity 1

Plan district early release professional development centered around differentiated instruction and specific feedback

Facilitator

Chelsea Cinkosky and Claudine Henderson

Participants

Teachers

Schedule

Monthly, from 8/11/2015 to 6/3/2016

PD Opportunity 2

Provide Thinking Maps Training (Initial, Response to Literature, and Write From The Beginning)

Facilitator

Participants

Teachers

Schedule

On 6/3/2016

PD Opportunity 3

Implement early release professional developments on differentiated instruction and feedback

Facilitator

Claudine Henderson and Chelsea Cinkosky

Participants

Teachers

Schedule

Monthly, from 9/2/2015 to 6/3/2016

PD Opportunity 4

Kagan Training

Facilitator

Crystal Crawford

Participants

Teacher

Schedule

Monthly, from 8/31/2015 to 6/3/2016

PD Opportunity 5

SIPPS Training

Facilitator

District Facilitator

Participants

Primary teachers

Schedule

On 6/3/2016

PD Opportunity 6

Professional learning communities

Facilitator

Grade level teams

Participants

Teachers

Schedule

Biweekly, from 9/21/2015 to 6/3/2016

G1.B2 Alignment of instruction to the standards.

G1.B2.S1 Teachers are provided with opportunities to work with district staff to gain an understanding of the components of the curriculum map.

PD Opportunity 1

Schedule periodic ELA Block Training

Facilitator

Waldon, Gail

Participants

teachers

Schedule

On 6/3/2016

G1.B2.S2 Grade level teams participate in lesson study cycles to analyze standards and develop a lesson that directly supports student learning.

PD Opportunity 1

Lesson Study

Facilitator

Roa, Meg

Participants

teachers

Schedule

Semiannually, from 10/1/2014 to 5/29/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Plan district early release professional development centered around differentiated instruction and specific feedback				$245,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4131 - Orange City Elementary School	Title I Part A		$10,500.00
			Notes: Developmental Studies (Making Meaning) Materials and Training			
			4131 - Orange City Elementary School	Title I Part A		$105,000.00
			Notes: Academic Coaches			
			4131 - Orange City Elementary School	Title I Part A		$130,000.00
			Notes: Reading Intervention Teachers			
2	G1.B1.S1.A2	Provide Thinking Maps Training (Initial, Response to Literature, and Write From The Beginning)				$7,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$1,100.00
			Notes: Thinking Maps Training (Initial)			
			District-Wide	Title I Part A		$500.00
			Notes: Response to Literature			
			District-Wide	Title I Part A		$1,100.00
			Notes: Thinking Maps Conference			
			District-Wide	Title I Part A		$5,000.00
			Notes: Write From The Beginning			
3	G1.B1.S1.A3	Implement early release professional developments on differentiated instruction and feedback				$0.00
4	G1.B1.S1.A4	Kagan Training				$1,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4131 - Orange City Elementary School	Title I Part A		$400.00
			Notes: Materials			

Budget Data

			4131 - Orange City Elementary School	Title I Part A			$1,000.00
			Notes: Substitutes				
5	**G1.B1.S1.A5**	**SIPPS Training**					**$600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			4131 - Orange City Elementary School	Title I Part A			$600.00
			Notes: Substitutes				
6	**G1.B1.S1.A6**	**Professional learning communities**					**$0.00**
7	**G1.B1.S1.A7**	**Follow-up and coaching after all early release professional developments and trainings**					**$0.00**
8	**G1.B1.S1.A8**	**Book Study on Leader of Their Own Learning by Ron Berger**					**$0.00**
9	**G1.B2.S1.A1**	**Schedule periodic ELA Block Training**					**$6,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	Title I Part A			$6,000.00
			Notes: Substitute Budget/Professional Development				
10	**G1.B2.S2.A1**	**Lesson Study**					**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	Title I Part A			$2,000.00
			Notes: Substitute Budget/Professional Development				
						Total:	**$263,200.00**