

Volusia County Schools

Port Orange Elementary School



2015-16 School Improvement Plan

Port Orange Elementary School

402 DUNLAWTON AVE, Port Orange, FL 32127

<http://myvolusiaschools.org/school/portorange/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	68%

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

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

**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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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

At Port Orange Elementary, we believe that engaging our students in learning is at the forefront to success. Teachers, students, and parents we will work together to establish a positive learning community. Together we can achieve individual strength, goals, excellence, respect, responsibility, and success.

Provide the school's vision statement

Teachers, students, parents, and community are essential in each of our students academic success. Our students will leave Port Orange Elementary as responsible independent learners.

School Environment

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

The process by which the school learns about students' cultures and builds relationships between teachers and students begins with Meet the Teacher. We further the interaction by inviting parents and families to multiple events hosted by the school such as family involvement nights. The students and parents are encouraged to attend Open House that includes the Title 1 informational video and teacher/parent conferences to further the relationship between students/parents/teachers. All of the students/parents/teachers are required to agree upon the listed expectations and responsibilities that parties are to uphold for the current school year through our School Compact.

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

The school creates an environment conducive to student safety by using the Bully-Proofing program implemented throughout the school campus. The school counselor on campus will design specialized lessons to address both groups of bullies and victims. The students understand the importance that doors remain closed and locked as well as the practiced safety drills for campus. The students understand that adults on campus will be wearing an identification badge. The students have learned the Crime Stoppers phone number by the poster in their classroom and through practice in the classroom. Also, located in the lunchroom there is a "Tiger Box" for students to place a concern they are having during their day that they would like to speak with the guidance counselor about. Each year, faculty and staff review student Bully-Proofing, safety and security, and behavioral expectations for students.

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

Students review the Code-of-Conduct handbook and administration conducts the Expectations Assembly school-wide. These procedures allow the school to establish clear expectations throughout the campus. School personnel review the expectations during pre-planning in order to establish the guidelines their students will follow from the first day of school. The guidance counselor is available to assist students who may be having difficulty adjusting to the classroom environment and

expectations. Teachers use best practices to ensure that all students know the expected behaviors for optimal learning as well as the consequences for disrupting the learning process.

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 ensures the social-emotional needs of students by establishing and maintaining relationships with all school personnel. The teachers and staff work hard to identify students that require additional social-emotional support. The school engages in programs for identified students to participate in including our mentoring program which connects an adult to a child to possibly tutor as well as build a relationship that will strengthen self-confidence in the child. Parent to Kid is a program that instructs and supports parents to help their children with reading strategies and developing a positive outlook on school and home connections. In addition, our school is in the process of planning a health fair that will encompass all areas of well-being including the social and emotional welfare of students and parents.

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

NA

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

NA

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

To maintain 5 Star School status by implementing consistent parent involvement at all school functions and parent teacher conferences.

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

Our PTA has reached out to local community partners to support our school with fundraiser activities, which encourage families to come out and attend outside of school hours. By using these resources and funds we are able to provide more programs, clubs, and parent involvement activities to encourage student achievement. The Gloria Max foundation also donated school supplies at the beginning of the school year to give the children the materials they need to be successful in the classroom. BJ's Wholesale Club has adopted our school for the 2015-2016 school year. Our business partners and school sponsors include:

Daytona International Skateway Park

New Life Martial Arts

KSR Ultimate Martial Arts

Tippi Toes Dance Studio

Advanced Medical Center

Marine Discovery Center

7-11

Superwash Express

Spanos Motors, Inc.

White Magic Carpet Cleaning

ACE Gymnastics

Olive Garden Restaurant

McKenna's Place Restaurant

Texas Roadhouse Restaurant

Jersey Mike's Subs

Thrive Community Church

Halifax Paving, Inc.

Learning Rx

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
Stratton, Marie	Principal
Baird, Christine	Assistant Principal
Miller, Robert	Teacher, K-12
Williams, Margaret	Teacher, Career/Technical
Myers, Judith	Teacher, K-12
Disher, Debbie	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 function and responsibility of each school leadership team member is to identify, implement, and monitor the school-wide needs through the problem solving process according to our identified targets in our School Improvement Plan.

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/SIP structures will address the school based resources for funding and staffing based on materials and personnel. The problem solving process will determine the continuum of academic support available to students at the individual school site. The use of academic data will be considered to determine priorities and functions of the Curriculum Leadership Team (CLT). The problem solving process ensures that the individual, class-wide, and school-wide issues are addressed systematically with data and monitoring. Supportive interventions are tiered to the specified problems to monitor progress. The school based MTSS leadership team meets regularly throughout the school year in order to address academic needs that develop throughout the year as well as monitoring outcomes of those supportive interventions.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Marie Stratton	Principal
Christine Baird	Education Support Employee
Melissa Lucas	Business/Community
Lindsey McGuire	Teacher
Robert Miller	Teacher
Silvia Sarafova	Parent
Deb Disher	Teacher
Judy Myers	Teacher
Ariel Bianco	Parent
Ann Marie Frets	Parent
Steve Lampkin	Business/Community
Laura Davis	Parent
Christine Kress	Parent
Kristin Brock	Parent
Stephanie Kiernan	Parent
Bill Sherrier	Business/Community
Deb Sobien	Teacher
Margaret Williams	Teacher
Brittany Chard	Parent
Stacy Strnad	Teacher

Duties

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

Evaluation of last year's school improvement plan

At our first SAC meeting in August, we reviewed the previous years district academic testing data. We reviewed notable trends and the focus we need for the current year. At the next meeting, the School Advisory Council is then presented with the SIP draft before submission to provide public input. They were able to ask questions and make suggestions to the SIP before it was due.

Development of this school improvement plan

The School Advisory Council will assist in writing and collaborating with the School Leadership Team for the School Improvement Plan and monitoring the implementation of targets and goals. Our SAC moves through the 8-step problem solving process as we work toward our final SIP.

Preparation of the school's annual budget and plan

When budget allocations are received, our school-based budget committee meets to equitably allocate the funds. Once the budget clears this committee, it is presented to SAC. School Advisory Council provides input and then votes to accept as presented or accept as amended. Our SAC will have public input on how to allocate school improvement funds to put them to the best use in the interest of the school, such as, teacher professional development to train teachers in the area of our target goals. The SAC will also help determine how the budget will be spent in the areas of technology and tutoring services.

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

School improvement funds for the 2014-2015 school year were received in May of 2014. SAC determined how to spend the funds based on our SIP Goal and teacher/student needs. Money was allocated to childcare for parent involvement activities, substitutes required for school improvement monitoring, and teacher professional development.

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
Stratton, Marie	Principal
Baird, Christine	Assistant Principal
McGuire, Lindsey	Teacher, K-12
Myers, Judith	Teacher, K-12
Sallese, Niki	Teacher, K-12
Sobien, Deb	Instructional Media
Williams, Margaret	Teacher, K-12
Disher, Debbie	Teacher, K-12
Lassally , Katherine	
Woodard, Reva	Teacher, K-12
Bernstein, Laura	Teacher, K-12
Rossi, Charlene	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The school based LLT identifies resources and needs to strengthen literacy support available to students at the school. The LLT meets once a month on Wednesdays for an hour. The LLT chair provides an agenda, facilitates the meetings, and supports the School Improvement Plan. LLT members are responsible for attending all meetings to get all information that needs to be given back to their grade level teams. The team researches and discusses literacy strategies, data, classroom interventions, the implementation of Florida Standards, and develops and facilitates research based professional development to support school improvement strategies.

The LLT will promote the Parent to Kid Program to encourage reading strategies for both parents and children at both home and school. Our media specialist has two annual book fairs in the media center to encourage children to read, and how to make it fun.

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

To encourage a positive working relationship between teachers, our SIP is designed to improve Professional Learning Communities (PLC) that will maximize student achievement. This will include opportunities for vertical collaboration.

Each grade level is given extra time each week to meet with their grade level PLC to discuss data, instructional strategies, and lesson and assessment development. PLC time also allows for communication between other grade levels and support staff.

On campus workshops are available for support in technology, curriculum pacing, and programs such as SIPPS, Ready, Read, Write, and Waterford

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

In order to obtain highly qualified and effective teachers, administration implements the use of new teacher programs such as; E-3 for all first year teachers, individualized professional development, mentors, peer classroom visits, other site visits, and participation in the District Job Fair.

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

A PAR (Peer Assistance and Review Teacher) teacher comes to our school to assist our new teachers with questions, lessons, and challenges they might experience. She will be assist teachers with their Deliberate Practice Plan.

New teachers are paired with a veteran mentor teacher from their grade level team to assist them with their Professional Development Plan and any other professional support needed.

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

To ensure the schools core instructional programs and materials are aligned to the Florida Standard, we use the curriculum maps and resources developed by the district to provide rigorous lessons that are aligned to the Florida Standards. Teachers use PLC meetings to monitor, analyse, and determine instructional strategies for student growth and achievement. Assessment data is analyzed to determine further instructional interventions and enrichment. Professional development will be designed to strengthen PLC meetings in order to maximize student growth and achievement.

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

The grade level PLC meets weekly to analyze data to aid in determining student grouping, assessment criteria, and sharing lessons to meet the needs of varying academic abilities. Identified students will receive intensive intervention and support from teachers, the PST process, and tutoring programs. The data obtained from administrative walk-throughs will identify needs for additional coaching and professional development.

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: 2,520

The STAR program is an after-school tutoring program for 3-5 grade. This computer-based program has a 4:1 student to teacher ratio and is differentiated to meet the individual student needs.

Strategy Rationale

This program provides additional support in reading or math for students identified from the previous years' district assessment data.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Miller, Amy, ammille1@volusia.k12.fl.us

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

The computer system used in this program levels students by need, monitors growth, and provides ongoing student progress monitoring data.

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 the coordination of programs and shared expectations for children's learning and development as the children transition to elementary school. Also collaborating and participating in joint professional development including, transition-related training for school staff and pre-school staff when feasible. Provide 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.

In collaboration with the middle schools, we provide an evening awareness night for outgoing fifth grade students. Outgoing 5th graders are also given support with course development and registration. In addition, students take a field trip to their zoned middle school for a two hour orientation to familiarize them with the facilities and programs offered.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

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 we, at Port Orange Elementary, effectively implement Professional Learning Communities with fidelity, then student achievement will increase.

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 we, at Port Orange Elementary, effectively implement Professional Learning Communities with fidelity, then student achievement will increase. 1a

G068847

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	60.0
Math Achievement District Assessment	76.0
FCAT 2.0 Science Proficiency	78.0

Resources Available to Support the Goal 2

- Academic Coach
- Willing faculty
- Time built in to master schedule for PLC
- Data board/Uniformity
- Eduphoria
- Space on campus
- Researched based intervention materials
- Instant data programs
- Technology
- All things PLC website

Targeted Barriers to Achieving the Goal 3

- Teacher understanding of effective professional learning community (PLC)

Plan to Monitor Progress Toward G1. 8

Quarterly VLT Data, VMT Data, and VST data

Person Responsible

Marie Stratton

Schedule

Quarterly, from 10/16/2015 to 5/27/2016

Evidence of Completion

VLT , VMT, VST will be the initial results to show evidence of increased student achievement. However, FSA data and FCAT science data will also be used as received.

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 we, at Port Orange Elementary, effectively implement Professional Learning Communities with fidelity, then student achievement will increase. **1**

 G068847

G1.B1 Teacher understanding of effective professional learning community (PLC) **2**

 B178993

G1.B1.S1 Get all teachers on board-hook **4**

 S190333

Strategy Rationale

Encourage "buy-in" to PLC process promoting ownership

Action Step 1 **5**

SLT will facilitate a PLC "pep-rally" to promote teacher buy-in and excitement. Teachers will participate in a non-PLC skit followed by a discussion of PLC components and development of team norms.

Person Responsible

Christine Baird

Schedule

On 8/18/2015

Evidence of Completion

Sign-in sheet

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

PLC Minutes

Person Responsible

Judith Myers

Schedule

On 8/18/2015

Evidence of Completion

PLC Minutes

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

Teachers shared with grade levels how to implement

Person Responsible

Judith Myers

Schedule

On 8/18/2015

Evidence of Completion

Teacher Feedback

G1.B1.S2 Training on effective PLC 4

S190334

Strategy Rationale

Teachers need best practice/quality models to learn from

Action Step 1 5

Training on effective PLC's

Person Responsible

Christine Baird

Schedule

On 9/2/2015

Evidence of Completion

Sign-in sheet

Action Step 2 5

Resource Collection

Person Responsible

Christine Baird

Schedule

On 8/21/2015

Evidence of Completion

Distribution of resource list

Action Step 3 5

DPP Development

Person Responsible

Christine Baird

Schedule

On 9/2/2015

Evidence of Completion

sign-in sheet/reflection

Action Step 4 5

Unconferencing

Person Responsible

Christine Baird

Schedule

On 9/21/2015

Evidence of Completion

Sign-in sheet/survey

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

PLC Minutes

Person Responsible

Marie Stratton

Schedule

Weekly, from 9/18/2015 to 5/27/2016

Evidence of Completion

PLC Minutes

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

Administer PLC survey

Person Responsible

Judith Myers

Schedule

Annually, from 9/16/2015 to 5/27/2016

Evidence of Completion

SLT will review results of first survey and last survey to determine the fidelity of PLC implementation

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

Person Responsible

Schedule

Evidence of Completion

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

PLC Minutes

Person Responsible

Christine Baird


Schedule

Quarterly, from 9/18/2015 to 5/27/2016

Evidence of Completion

PLC minutes will show evidence of teacher use of data to drive instruction, use of effective strategies to increase student achievement

G1.B1.S3 Training on data collection and response - Essential Questions 4

 S190335

Strategy Rationale

Focus instruction on targeted areas based on data analysis

Action Step 1 5

Ongoing Professional Development

Person Responsible

Christine Baird

Schedule

Quarterly, from 9/2/2015 to 5/27/2016

Evidence of Completion

Sign-in sheets/Exit slips/Surveys

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Professional development binder / DPP/PLC notes /VLT/VMT/VST scores

Person Responsible

Marie Stratton

Schedule

Quarterly, from 9/2/2015 to 5/27/2016

Evidence of Completion

An increase in student achievement on VLT/VMT/VST scores.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

PLC minutes

Person Responsible

Christine Baird

Schedule

Quarterly, from 9/2/2015 to 5/27/2016

Evidence of Completion

VLT/VMT/VST will show increase of student achievement.

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	SLT will facilitate a PLC "pep-rally" to promote teacher buy-in and excitement.	Baird, Christine	8/18/2015	Sign-in sheet	8/18/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Teachers will participate in a non-PLC skit followed by a discussion of PLC components and development of team norms.				
G1.B1.S2.A1	Training on effective PLC's	Baird, Christine	9/2/2015	Sign-in sheet	9/2/2015 one-time
G1.B1.S3.A1	Ongoing Professional Development	Baird, Christine	9/2/2015	Sign-in sheets/Exit slips/Surveys	5/27/2016 quarterly
G1.B1.S2.A2	Resource Collection	Baird, Christine	7/21/2015	Distribution of resource list	8/21/2015 one-time
G1.B1.S2.A3	DPP Development	Baird, Christine	9/2/2015	sign-in sheet/reflection	9/2/2015 one-time
G1.B1.S2.A4	Unconferencing	Baird, Christine	9/21/2015	Sign-in sheet/survey	9/21/2015 one-time
G1.MA1	Quarterly VLT Data, VMT Data, and VST data	Stratton, Marie	10/16/2015	VLT , VMT, VST will be the initial results to show evidence of increased student achievement. However, FSA data and FCAT science data will also be used as received.	5/27/2016 quarterly
G1.B1.S1.MA1	Teachers shared with grade levels how to implement	Myers, Judith	8/18/2015	Teacher Feedback	8/18/2015 one-time
G1.B1.S1.MA1	PLC Minutes	Myers, Judith	8/18/2015	PLC Minutes	8/18/2015 one-time
G1.B1.S2.MA1	[no content entered]			one-time	
G1.B1.S2.MA1	PLC Minutes	Baird, Christine	9/18/2015	PLC minutes will show evidence of teacher use of data to drive instruction, use of effective strategies to increase student achievement	5/27/2016 quarterly
G1.B1.S2.MA1	PLC Minutes	Stratton, Marie	9/18/2015	PLC Minutes	5/27/2016 weekly
G1.B1.S2.MA2	Administer PLC survey	Myers, Judith	9/16/2015	SLT will review results of first survey and last survey to determine the fidelity of PLC implementation	5/27/2016 annually
G1.B1.S3.MA1	PLC minutes	Baird, Christine	9/2/2015	VLT/VMT/VST will show increase of student achievement.	5/27/2016 quarterly
G1.B1.S3.MA1	Professional development binder / DPP/ PLC notes /VLT/VMT/VST scores	Stratton, Marie	9/2/2015	An increase in student achievement on VLT/VMT/VST scores.	5/27/2016 quarterly
G1.B1.S3.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we, at Port Orange Elementary, effectively implement Professional Learning Communities with fidelity, then student achievement will increase.

G1.B1 Teacher understanding of effective professional learning community (PLC)

G1.B1.S1 Get all teachers on board-hook

PD Opportunity 1

SLT will facilitate a PLC "pep-rally" to promote teacher buy-in and excitement. Teachers will participate in a non-PLC skit followed by a discussion of PLC components and development of team norms.

Facilitator

SLT members

Participants

Faculty

Schedule

On 8/18/2015

G1.B1.S2 Training on effective PLC

PD Opportunity 1

Training on effective PLC's

Facilitator

Christine Baird/SLT

Participants

Faculty

Schedule

On 9/2/2015

PD Opportunity 2

DPP Development

Facilitator

Christine Baird and Lisa Mellinger

Participants

Faculty

Schedule

On 9/2/2015

PD Opportunity 3

Unconferencing

Facilitator

Meg Roa

Participants

Faculty

Schedule

On 9/21/2015

G1.B1.S3 Training on data collection and response - Essential Questions

PD Opportunity 1

Ongoing Professional Development

Facilitator

SLT

Participants

Faculty

Schedule

Quarterly, from 9/2/2015 to 5/27/2016

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	SLT will facilitate a PLC "pep-rally" to promote teacher buy-in and excitement. Teachers will participate in a non-PLC skit followed by a discussion of PLC components and development of team norms.	\$0.00
2	G1.B1.S2.A1	Training on effective PLC's	\$0.00
3	G1.B1.S2.A2	Resource Collection	\$0.00
4	G1.B1.S2.A3	DPP Development	\$0.00
5	G1.B1.S2.A4	Unconferencing	\$0.00
6	G1.B1.S3.A1	Ongoing Professional Development	\$0.00
			Total: \$0.00