

Volusia County Schools

# Ortona Elementary School



2015-16 School Improvement Plan

## Ortona Elementary School

1265 N GRANDVIEW AVE, Daytona Beach, FL 32118

<http://myvolusiaschools.org/school/ortona/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	74%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	34%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	A	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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>26</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>27</b>
Professional Development Opportunities	28
Technical Assistance Items	29
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Through the cooperation of all, our students shall acquire the knowledge, wisdom and ethics which will enable them to be successful contributors in a democratic society.

##### **Provide the school's vision statement**

Each child will be supported to unlock or nourish their unique strengths, enabling them to acquire skills and knowledge to become successful life-long learners.

#### School Environment

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

Through the use of collaboration between guidance counselor, classroom teachers, and administration students are welcomed to Ortona Elementary. Initially the guidance counselor establishes rapport with students through a welcome program called "Newcomers Program." ELL students are paired with other individuals that are familiar or share culture in an effort to facilitate transition. Bilingual staff have been identified and are able to provide communication with parents and students. If a staff member is not available that speaks the native language of the parent, the ELL Contact makes arrangements with the district office for a translator when necessary.

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

Ortona Elementary School provides both AM and PM adult and student (safety patrols) supervision during arrival. Teachers and other staff members monitor various zones on a rotating basis to provide comfort and safety for the students. Waiting zones for students and parents have been established to ensure that students are supervised until teachers pick the students up. The volume of non personnel adults has been decreased during arrival and dismissal procedures. Additionally Guidance Counselor engages the students in a "bully proofing" program at every grade level. There is an "anti-bullying box" in the media center where students can place concerns anonymously. Guidance counselor also provides peer mediation.

##### **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**

All students attended the "Positive Expectations" assembly. Ortona Elementary also follows the "Dolphin Expectations". These are four expectations that are posted in each classroom. Teachers participate in recurring professional development geared towards a successful classroom management system.

##### **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 guidance counselor has incorporated approved volunteers to serve as mentors to identified at risk students. Guidance counselor sees all classes through the special area rotation or individual



guidance classes. Guidance Counselor facilitates specific groups geared that have an impact on family dynamics. These groups may include, but are not limited to, topics such as divorce, grief and anger management.

### 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

The Early Warning System contains indicators that can place a student at-risk of academic failure. The indicators included in the EWS report are as follows:

- The student's unweighted GPA (below 2.0)
- If the student's age is over grade level
- The student's year to date (YTD) number of discipline referrals (2 or more)
- The student's year to date (YTD) number of absences (attendance below 90%)
- The student's year to date (YTD) number of suspensions (1 or more)
- The student's number of prior school year retentions
- The student's ESE and/or ELL category of service (if applicable)
- The student's FCAT Reading and/or Math Level from prior school year (Level 1)

As of today's date, September 25, 2015, there are no students listed on the Ortona Elementary EWS report.

#### 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		
YTD Referrals		
Previous Retention		

***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

First, parent contact would be initiated. It would then be determined what interventions or plan of action would need to occur next. To increase academic achievement, some of the strategies would include increased and more targeted intervention time, before or after school tutoring and a part-time intervention teacher funded through the Title One program. A specified intervention period has been incorporated into the master schedule. Title One funded tutoring will target students that demonstrated low performance on the Volusia Literacy Test (VLT) and Volusia Mathematics Test (VMT) and STAR tutoring will target students that yielded very low scores on these assessments. District Level personnel reviewed data from the VLTs and VMTs to generate and distribute a list of

targeted candidates for tutoring. A mentoring program with local professionals is established where a mentor eats lunch at least once a week with their assigned at-risk student and discusses items such as goal setting, academic achievement and behavior management.

## 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**

Yes, the school will

**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**

Under Title 1, our school works with outside agencies that provide specific services to targeted children and their families. 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. Programs at Ortona Elementary School include:

- Family Center Paraprofessional who facilitates our extensive parent involvement program
- Supplemental Tutoring during and after school
- Supplemental materials and supplies
- On-going staff development
- Supplemental funds for ongoing staff development as determined by the results of assessment data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

## 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
Haynes, Lloyd	Principal
Whittley, Jody	Assistant Principal
Margison, Antoinette	Instructional Coach
Airgood, Amy	Teacher, K-12
Shaw, Katie	Teacher, K-12
Strang, Kristen	Teacher, K-12
Bragers, Barbara	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 school-based 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 Team and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is utilized by all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with 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.

#### Title I, Part C- Migrant

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

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

#### Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

#### Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

#### Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

#### Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

#### Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

#### Violence Prevention Programs

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

- Student Mentoring Program
- Peer Mediation Program
- Bullying Program

#### Nutrition Programs

Ortona Elementary School offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Personal Fitness classes

#### Housing Programs

N/A

#### Head Start

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

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

Ortona Elementary School offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Amy Airgood	Teacher
Lloyd Haynes	Principal
Kathy Yunik	Parent
Deborah Jenkins	Education Support Employee
Angela Higgins	Parent
Amanda Higgins	Parent
Greg Gimbert	Parent
Chrissy Saucier	Parent
Michelle Angelo	Business/Community

### 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*

SAC reviewed the 2014-2015 School Improvement Plan at the September 2015 meeting. The goals as well as the Volusia Literacy Tests and Volusia Math Tests data from the 2014-2015 school year were reviewed. The SIP goal for the 2015-2016 school year developed during the Summer Leadership Institute was discussed.

#### *Development of this school improvement plan*

During the September 2015 SAC meeting, data from the 2014-2015 VLTs and VMTs were discussed. The committee discussed where we met our goals and where we did not. With input from the school faculty, goals will be set and an action plan established within the School Improvement Plan.

#### *Preparation of the school's annual budget and plan*

The school improvement budget and expenditures are shared with SAC at each monthly meeting. SAC gives input on how school improvement funds should be utilized.

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

SAC School Improvement Funds were used to support faculty in the area of professional development in the amount of \$220.

#### ***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
Haynes, Lloyd	Principal
Whittley, Jody	Assistant Principal
Airgood, Amy	Teacher, K-12
Margison, Antoinette	Instructional Coach
Shaw, Katie	Teacher, K-12
Strang, Kristen	Teacher, K-12
Bragers, Barbara	Teacher, K-12

### Duties

#### ***Describe how the LLT promotes literacy within the school***

The major initiative of the LLT this year will be to increase student performance in all academic areas by increasing the teachers' active participation in professional development and effective implementation of learned strategies with fidelity. This will be done through teacher professional development and in classroom coaching sessions and observations.

### 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**

The school will utilize PLCs as a time for the grade level teams to plan, review student data and reflect upon best practices that will enhance student achievement. Teachers are also encouraged to seek out resources beyond the school such as collaboration with grade level colleagues through the district collaboration sites and Edmodo.

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

1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits) - Administration
2. Leadership Opportunities - Administration
3. Professional Development - Administration
4. Participation in District Job Fair and Recruitment Activities - Administration

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

New teachers participate in the district mentoring program, E3. They are supported at the school level by a mentor teacher and administrator, and are provided with a district PAR teacher for minimal support if they are a core curriculum teacher.

### 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***

Through the use of district adopted materials and close adherence to content area curriculum maps the school will ensure that the instructional components are aligned to Florida's standards. Additionally, data is collected and analyzed that allows teachers to drive their instruction based on the data that is gathered.

### 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***

Through the use of data chats and grade specific PLCs, the school uses individualized data to drive classroom instruction. Instructional delivery is modified to meet the needs of ESE or ELL students through the use of individualized requirements for assignments and activities. Remediation and enrichment activities are provided in reading and math through the use of an additional 40 minutes (5 days a week) of classroom based intervention, as well as by a Title 1 funded part-time Intervention teacher.

***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:** Summer Program

**Minutes added to school year:** 5,760

Students are provided with opportunities to attend multiple summer school programs to prevent academic regression. Students in kindergarten and first grade are encouraged to attend SeaLab. Students in second-fourth grade are encouraged to attend CSI (Comprehensive Science Investigation) where they will focus on reading, math, and science activities. Third grade students who scored a level one on FSA Reading are required to attend Third Grade Reading Camp to increase their reading proficiency. Summer programs are also offered for ESE and ESOL students depending on their IEP or LEP status.

#### **Strategy Rationale**

The district developed and funded summer programs assist with increasing knowledge base and decreasing academic regression.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

#### **Person(s) responsible for monitoring implementation of the strategy**

Haynes, Lloyd, lghaynes@volusia.k12.fl.us

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

Students take pre and post tests to determine strategy effectiveness.

### Student Transition and Readiness

#### PreK-12 Transition

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



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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

**College and Career Readiness**

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

N/A

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

N/A

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

N/A

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

N/A

**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:

.



## 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.

### Academic Data

District Assessments, District EOCs, iReady, Waterford, SuccessMaker, Graduation Rate

- What overall trends do we see?

Data shows academically strong 1st graders; performance significantly drops in 2nd grade and does not rebound enough in 3rd grade; Scores increase in 4th grade and decrease again in 5th grade; 5th grade science scores are an issue (increase hands-on lab experiences)

- Is there a disparity among grade level performances? Between subject areas?

Yes; Issue mentioned in bullet one is similar between ELA and Math as well as Science for 5th grade

- Where are our high points/low points?

High: 1st and 4th graders academic performance; Low: 2nd , 3rd and 5th graders academic performance

### Attendance

- What percentage of our students attend regularly? 93.34%

- How does this compare to district averages? 94.16%

### Report Card & Behavior Screening Data (ELEMENTARY)

- What percentage of our students are being successful with Work/Study Skills? Self-control?

### Interpersonal Relationships?

81.9% 89.4% 92.1%

- Are there differences in grade level results?

Yes, 2nd grade teachers assigned a higher amount of 3

- What percentage of our students is represented on the D & F Report? N/A

### ESE/PST Data

Compare your answers to: State average for SWD is 13%; National incidence for SLD is 5%; National incidence for EBD is 1%

- What percentage of our student population zoned for our school has been identified as SWD? 13.98%

- What percentage of our student population has been identified as SLD? 6.69%

- What percentage of our general education population was referred for special education this school year? 5.12%

- Using the PST report, do we note specific trends by specific area (e.g., reading, mathematics, behavior, attendance) and/or grade level?

PST referrals should be higher in K-1 and decrease up the grade levels. We are higher in 2nd and 3rd.

- Do the responses to questions 1-6 above in conjunction with our other academic and behavioral data suggest an issue with core (i.e., academic and behavioral instruction)?

Identifying and initiating PST earlier when appropriate

- Do the data indicate a need for school-wide or grade level wide intervention as opposed to student by student intervention?

PST process/expectation training earlier in the school year

- Do the data indicate the need for PD for our school/grade level?

Yes

### Discipline Data (3rd Quarter)

- What does our discipline gauge tell us?

Too many referrals for 3rd quarter

- What are the trends?

o Location? Classroom

o Time of day? Peak times: 8:40 AM and 11:00 AM

o Days of Week? Tuesdays and Fridays

o Offense type? School Rules Violation; D2, HS

o Student demographics? Kg (13) AND 2ND (18) highest number of referrals for 3rd quarter; More male (43) to female (8); Equal balance between black (47%) and white (53%) students

- Does this indicate a school-wide or grade level wide intervention as opposed to student by student

intervention?

Based on data reviewed, classroom management interventions for 2nd and 3rd grades.

Concern of Harm Data

- Are there gender, ethnicity, or grade level trends with our Concern of Harm data?

males black 1st (all 3 where for same student)

- How does our data compare to like schools?

Very comparable

- Does this indicate a school-wide or grade level wide intervention as opposed to student by student intervention?

Student by student

Teacher Evaluation Data

- In which domains and components did our faculty score the highest/lowest?

High: 1b, 1a, 2a/3a Low: 4e, 3d, 2d/1f

- What domain or component did our SIP goal(s) most relate to this year (14-15)?

Domain 3

Professional Development Data

- Which PD topics are most prevalent?

ESOL; Inspire Math K-2

- Which teachers earned the most PD?

Airgood-ESOL

- Considering what PD was provided at our school and what PD our teachers participated in off site, does there seem to be a connection between PD focus and student achievement?

Yes, when looking at individual teacher data

Budget Data

School Improvement and/or Title I Funds

- Considering how our funds were spent, what was the impact on student achievement?

Yes: intervention teacher, para, tutoring, materials/resources

- What process was used to determine how our funds would be spent?

Student and teacher need data

Climate Survey Data

- Pairs study specific survey groups, including Title I parent survey.

- Where are our high points?

Staff: qualified support staff, leaders monitor data

- Where are our low points?

Staff: student interest activities

- What are the trends across all voices?

Situational Awareness

- Based on what we know about our school by being there, what are the strengths? Tutoring

- Needs? Teacher attendance

Reflecting on Last Year's SIP (Again)

- What is the relationship, if any, between your school goal and the student achievement data?

Improvement in implementation of differentiated instruction and student academic performance

- Did you reduce or eliminate a barrier? reduced

- Was the right goal set for your school's needs? Too broad; issue with delineator "all"

- Was the right strategy implemented? yes

- Was the strategy implemented with fidelity? In certain classrooms, but not in all.

- Did you make significant progress toward your goal? Some progress

### 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.

Reflecting on Last Year's SIP (Again)

- What is the relationship, if any, between your school goal and the student achievement data?  
Improvement in implementation of differentiated instruction and student academic performance
  - Did you reduce or eliminate a barrier? reduced
  - Was the right goal set for your school's needs? Too broad; issue with delineator "all"
  - Was the right strategy implemented? yes
  - Was the strategy implemented with fidelity? In certain classrooms, but not in all.
  - Did you make significant progress toward your goal? Some progress
-

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If all teachers willingly and actively participate in targeted Professional Learning Opportunities (PLOs), then student achievement in all content areas 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 all teachers willingly and actively participate in targeted Professional Learning Opportunities (PLOs), then student achievement in all content areas will increase. 1a

G069118

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	48.0
Math Gains	68.0
Math Lowest 25% Gains	57.0
FSA English Language Arts - Achievement	65.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	66.0
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal** 2

- 1. District Liaison 2. Academic Coach 3. Curriculum Map 4. Faculty Experience 5. Razz Kidz / Reading A to Z / Front Row / Learning Farm 6. Lakeshore Materials / C-Palms / Waterford 7. Intervention Teacher 8. Time 9. AiMs 10. Collaboration Groups

**Targeted Barriers to Achieving the Goal** 3

- Training, Resistant Time (Planning, PLC), Technology Teachers, Funds, Fidelity/Monitoring
- Differentiation PD for teachers based on teachers skill set/abilities; VTO; Mobility/Attendance

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

Attendance at PLOs and effective implementation of learned strategies

**Person Responsible**

Lloyd Haynes

**Schedule**

Weekly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

agendas, sign-in sheets, observation notes from walk-throughs and classroom visits

## 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 all teachers willingly and actively participate in targeted Professional Learning Opportunities (PLOs), then student achievement in all content areas will increase. **1**

 G069118

**G1.B1** Training, Resistant Time (Planning, PLC), Technology Teachers, Funds, Fidelity/Monitoring **2**

 B179692

**G1.B1.S1** 1. flexible scheduling of PD (1, 4 and 5 above) 2. weekly faculty meetings (exchange for trainings) (3 above) 3. monthly leadership team meetings (3 above) **4**

 S190972

### Strategy Rationale

With the implementation of these strategies teachers will be able to more effectively participate in PLO's. This will Increase successful academic performance in ELA and Math in grades 2, 3 and 5 as well as increase successful academic performance in Science in grade 5.

### Action Step 1 **5**

A calendar will be created including specified dates and times for PD

#### Person Responsible

Antoinette Margison

#### Schedule

On 9/7/2015

#### Evidence of Completion

Agendas, sign in sheets, and meeting notes or handouts.

## Action Step 2 5

Curriculum Map Training Professional Development

**Person Responsible**

Lloyd Haynes

**Schedule**

On 9/2/2015

***Evidence of Completion***

agenda and sign-in sheet

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

Completed Action Step Chart with Dates and Times

**Person Responsible**

Lloyd Haynes

**Schedule**

Daily, from 6/17/2015 to 6/17/2015

***Evidence of Completion***

Coaching sessions, administrative observations

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

Administrative team will complete classroom visits, walk-throughs and observations.

**Person Responsible**

Lloyd Haynes


**Schedule**

Weekly, from 9/30/2015 to 5/31/2016


***Evidence of Completion***

Coaching sessions and observation data collection

**G1.B2** Differentiation PD for teachers based on teachers skill set/abilities; VTO; Mobility/Attendance **2**

 B179693

**G1.B2.S1** Using needs surveys and through information gathered during PLC individual teachers will share PD input that will show the highest level of need and interest. **4**

 S190973

**Strategy Rationale**

Differentiation of PLO's will lessen resistance and encourage teachers to participate more frequently and effectively.

**Action Step 1** **5**

The School leadership team will meet to discuss plans for ERPD.

**Person Responsible**

Lloyd Haynes

**Schedule**

Monthly, from 8/26/2015 to 6/7/2016

**Evidence of Completion**

Agenda, Sign-In Sheet, Completed meetings with ERPD presentation to follow

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

Needs surveys will be distributed through survey mon

**Person Responsible**

Antoinette Margison

**Schedule**

On 9/30/2015

**Evidence of Completion**

Data collected from survey will be stored and used to develop professional learning opportunities for upcoming trainings.




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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G1.B2.S2** Facilitate PLO to increase teacher understanding and awareness of the Problem Solving Team process and the requirements for proper utilization of accommodations provided through the Exceptional Student Education program. 4

 S190974

**Strategy Rationale**

Increasing teacher awareness and understanding of PST and ESE will increase effective differentiation during instruction. Improved implementation of targeted accommodations for students receiving ESE services will assist in meeting the varied needs of students.

**Action Step 1** 5

District personnel will provide a PD opportunity targeted for the PST process and ESE accommodations.

**Person Responsible**

Lloyd Haynes

**Schedule**

On 9/9/2015

***Evidence of Completion***

agenda, sign-in sheet

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

Classroom visitations, walk-throughs and observations

### Person Responsible

Lloyd Haynes

### Schedule

Weekly, from 9/30/2015 to 5/31/2016

### Evidence of Completion

Observation data during classroom visits and walk-throughs

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

Classroom visits and walk-throughs

### Person Responsible

Lloyd Haynes

### Schedule

On 5/31/2016

### Evidence of Completion

Assessment data, Observations form classroom visits and 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	A calendar will be created including specified dates and times for PD	Margison, Antoinette	8/31/2015	Agendas, sign in sheets, and meeting notes or handouts.	9/7/2015 one-time
G1.B2.S1.A1	The School leadership team will meet to discuss plans for ERP.	Haynes, Lloyd	8/26/2015	Agenda, Sign-In Sheet, Completed meetings with ERP presentation to follow	6/7/2016 monthly
G1.B2.S2.A1	District personnel will provide a PD opportunity targeted for the PST process and ESE accommodations.	Haynes, Lloyd	9/9/2015	agenda, sign-in sheet	9/9/2015 one-time
G1.B1.S1.A2	Curriculum Map Training Professional Development	Haynes, Lloyd	9/2/2015	agenda and sign-in sheet	9/2/2015 one-time
G1.MA1	Attendance at PLOs and effective implementation of learned strategies	Haynes, Lloyd	9/1/2015	agendas, sign-in sheets, observation notes from walk-throughs and classroom visits	5/31/2016 weekly
G1.B1.S1.MA1	Administrative team will complete classroom visits, walk-throughs and observations.	Haynes, Lloyd	9/30/2015	Coaching sessions and observation data collection	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Completed Action Step Chart with Dates and Times	Haynes, Lloyd	6/17/2015	Coaching sessions, administrative observations	6/17/2015 daily
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	Needs surveys will be distributed through survey mon	Margison, Antoinette	9/28/2015	Data collected from survey will be stored and used to develop professional learning opportunities for upcoming trainings.	9/30/2015 one-time
G1.B2.S2.MA1	Classroom visits and walk-throughs	Haynes, Lloyd	9/30/2015	Assessment data, Observations form classroom visits and walk-throughs	5/31/2016 one-time
G1.B2.S2.MA1	Classroom visitations, walk-throughs and observations	Haynes, Lloyd	9/30/2015	Observation data during classroom visits and walk-throughs	5/31/2016 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 all teachers willingly and actively participate in targeted Professional Learning Opportunities (PLOs), then student achievement in all content areas will increase.

**G1.B1** Training, Resistant Time (Planning, PLC), Technology Teachers, Funds, Fidelity/Monitoring

**G1.B1.S1** 1. flexible scheduling of PD (1, 4 and 5 above) 2. weekly faculty meetings (exchange for trainings) (3 above) 3. monthly leadership team meetings (3 above)

### PD Opportunity 1

Curriculum Map Training Professional Development

#### Facilitator

Haynes, Whittle, Airgood, Strang, Shaw and Bragers

#### Participants

All instructional personnel

#### Schedule

On 9/2/2015

**G1.B2** Differentiation PD for teachers based on teachers skill set/abilities; VTO; Mobility/Attendance

**G1.B2.S2** Facilitate PLO to increase teacher understanding and awareness of the Problem Solving Team process and the requirements for proper utilization of accommodations provided through the Exceptional Student Education program.

### PD Opportunity 1

District personnel will provide a PD opportunity targeted for the PST process and ESE accommodations.

#### Facilitator

Troy Radford and Tim Breter

#### Participants

all instructional personnel

#### Schedule

On 9/9/2015

## 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	A calendar will be created including specified dates and times for PD				\$1,114.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4334 - Ortona Elementary School	School Improvement Funds		\$1,114.00
2	G1.B1.S1.A2	Curriculum Map Training Professional Development				\$0.00
3	G1.B2.S1.A1	The School leadership team will meet to discuss plans for ERPD.				\$0.00
4	G1.B2.S2.A1	District personnel will provide a PD opportunity targeted for the PST process and ESE accommodations.				\$0.00
Total:						\$1,114.00