

Volusia County Schools

Ormond Beach Elementary School



2015-16 School Improvement Plan

Ormond Beach Elementary School

100 CORBIN AVE, Ormond Beach, FL 32174

<http://myvolusiaschools.org/school/ormondbeach/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	76%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	24%

School Grades History

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

*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

We will ensure higher levels of learning for all students in a nurturing and encouraging environment .

Provide the school's vision statement

Believing that all students in Ormond Beach Elementary School can and will learn, our mission is to provide educational programs and services of distinction, which will assure that our students attain their potential. Through the cooperative commitment of family, community and school, students will acquire the knowledge, wisdom, and ethics which will enable them to be successful contributors in a democratic society.

School Environment

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

Students have an opportunity to meet their teachers before school starts. Teachers plan "getting to know you" activities and lessons. During the first nine weeks, of school all teachers meet with parents individually to build personal relationships. Teachers nominate students for terrific kid and paws-itive referrals. Weekly notes, newsletters, and recognition on the morning news are used to show-case acceptance and diversity.

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

The school creates an environment where students feel safe and respected by providing supervision by the administration, teachers and safety patrol as the students arrive on campus. All students meet before school in the auditorium. The school is gated and offers only one point of entry. All common areas are secured and supervised. During the day all rooms are secured and gates are locked. Classes are dismissed by the teacher and supervised until picked up. Our school educates students in anti-bullying strategies. The school safety committee meets quarterly to monitor issues or concerns. The results of the Spring 2015 Climate Survey indicate that our students and staff feel respected and safe at school.

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

Teachers are trained in CHAMPS and implement the strategies daily. There are school wide rules, as well as cafeteria procedures to encourage good choices and acceptable behavior. School wide rules and expectations are enforced in all common areas. Classroom interruptions are kept to a minimum. During pre-planning teachers were trained when and how to write an accurate referral.

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 all students through the following programs:
Full time school counselor

Problem Solving Team(PST) Members include: teachers, school psychologist, administration, counselor and behavior specialist.

Anti-bullying program

anonymous reporting box

DARE program

Terrific Kids

CareBear

Foster Grandparent Program

Mentoring Program

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/201332>.

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

The process by which our school builds and sustains partnerships with the local community is utilizing the district volunteers-in-schools program, creating partnerships with the Ormond Beach Police Athletic League (PAL), Project Read and Science on Patrol, Florida Future Educators Association (FFEA), Kiwanis (Terrific Kids)

Math family night through Publix, Science Night at the Museum of Arts and Science, Community Fair, School Advisory Council (SAC), FUTURES Grants, Practical Academic Culteral Education(PACE), mentoring program, intern program in conjunction with several area collages.

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
Bethea, Ruth	Instructional Coach
Campanella, Christine	Principal
Norman, Janice	Assistant Principal
Gregson, Lori	Guidance Counselor
Mikos, Tracy	Instructional Media
Gibbens, Debbie	Teacher, ESE
Neat, Jeanne	Teacher, K-12
Hammonds, Robbin	Teacher, K-12
Lohmann, Lauren	Teacher, K-12
Bronson, Jennifer	Teacher, K-12

Duties

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

Professional development will be provided to staff through faculty meetings, grade level meetings Professional Learning Communities(PLC), and individual teacher and parent consultations in order to scale up understanding of PS/Rtl. School-wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving/Rtl process as well as an overview of PS/Rtl is accessible through the PS/Rtl link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web-based state training on PS/Rtl. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PS/Rtl.

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

Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and parent consultations in order to scale up understanding of PS/Rtl. School-wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving/Rtl process as well as an overview of PS/Rtl is accessible through the PS/Rtl link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web-based state training on PS/Rtl. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PS/Rtl.

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 Ormond Beach Elementary:

- Supplemental Tutoring during or after school

- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Christine Campanella	Principal
Ruth Bethea	Teacher
Janice Norman	Principal
Lauren Lohmann	Teacher
J. Richardson	Parent
T. Scuteri	Business/Community
A. Olmstead	Parent
R. Pohl	Parent
J. Jackson	Parent
H. Yarbrough	Business/Community
F. Knutson	Teacher
W. Cirroto	Parent
L. Murraine	Parent
V. Orzel	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

Our school improvement plan was shared at a SAC meeting with input and discussion. The plan was made available for review in the main office for public input.

Development of this school improvement plan

The School Advisory Council (SAC) met to review and offer input at the September 29th, 2014 meeting. There will then be a mid year review and an end of the year reflection for the SAC committee.

During the 2014-2015 school year the School Advisory Council will participate in the following activities:

receive training, assist with Climate Surveys, oversee budget and provide input.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings.

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

\$ 1500.00 to provide substitute funds and/or fees to allow teachers to engage in Professional Development
 Teacher requests

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
Bethea, Ruth	Instructional Coach
Hammonds, Robbin	Teacher, K-12
Neat, Jeanne	Teacher, K-12
Mikos, Tracy	Instructional Media
Gregson, Lori	Guidance Counselor
Campanella, Christine	Principal
Norman, Janice	Assistant Principal
Lohmann, Lauren	Teacher, K-12
Bronson, Jennifer	Teacher, K-12
Gibbens, Debbie	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The School based Leadership Team (LT) team will facilitate the analysis of assessment data and the resulting instructional implications. The team will guide professional development through faculty, team and PLC meetings. Providing Professional Development and monitoring student progress. The LT meets once a month, on the third Monday, after school. The LT chair provides an agenda and facilitates the meeting. LT member responsibilities include: attending all meetings to review data, share literacy strategies, assist with the development of classroom implementation strategies and supervise and support the school-wide writing initiative and implementation of Florida Standards. The school-wide Literacy initiative's main focus is to support reading and writing in every classroom. This year's focus will be support for teachers as we focus on effective instruction in the classroom. The Academic Coach will provide PD as needed. All members of the LT are responsible for introducing strategies to their departments through PLC's. The LLT is dedicated to providing a variety of literacy-building events throughout the school year. These are offered both during the school day and after school to encourage parent involvement.

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

In order to encourage positive working relationships between teachers, the following strategies are in place:

common planning

PLC

Data Days

Professional Development

Academic Coach

Edmodo

On-line lesson planning

Common Planning allows teachers to collaborate and participate in bi-weekly PLC's to review formative assessment data, and plan for and adjust their instruction accordingly. When necessary PLC's make recommendations for students to be reviewed and assisted by the school's Problem-Solving Team (PST). Through the PLC structure teachers are encouraged and supported to work together on common goals with clear objectives. PLC's also allow teachers to regularly engage in a reflective dialogue to deepen shared language and the understanding of instructional practice. Minutes created in PLC meetings are submitted for monitoring purposes.

Data Days are an extension of the PLC process, enabling cross articulation and long range planning. Teams meet and discuss the needs of all students in a process that promotes a sense of shared responsibility.

The use of an academic coach assists with teacher collaboration and professional development. This plays a significant part in designing instruction to meet student needs and encourages the collaborative process, Instructional reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team meets twice a month to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping and allowing class visits from peers. The coach will work side by side with teachers to enhance instruction.

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

Our school hired two new teachers. Our new teachers participate in the Empowering Educator Excellence (E3) Program, which includes in depth professional development and on going support. We also provide teacher mentors, additional administrative support.

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

New teachers are being mentored by highly effective teachers, as well as Teacher Coaching, observations, collaborative lesson planning, and Empowering Educator Excellence Program (E3). Highly qualified teacher mentors were selected based on areas of expertise. They offer support for planning instruction and implementing rigorous and engaging curriculum. They also participate in Professional Learning Community (PLC) activities and Professional Development.

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

Teachers follow the curriculum maps that are aligned to the Instructional Standards. Teacher teams create formative and summative assessments to monitor student achievement. Administration

monitors delivery of instruction weekly. School leaders and teachers are provided professional development on the implementation of the curriculum maps, resources and assessments. Professional Learning Communities (PLC's), Lesson Studies, and coaching help ensure that instruction is aligned to Florida Standards, is well-paced, engaging, and rigorous.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Common planning allows teachers to participate in PLC's to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during Time to Grow (TTG), an intervention/ tutoring program. Teachers, alongside the academic coach, create targeted instruction lessons during PLC's. Students requiring intensive remediation receive additional support from the academic coach, teachers and tutors. When necessary, PLC's make recommendations for students to be reviewed by the Problem-Solving Team (PST).

Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of an Academic Coach to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Administrative walk throughs provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team meets monthly to talk about what trends are being seen in the classrooms.

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: 2,400

Targeted students receive reading or math tutoring twice a week for 60 minutes each time. Tutoring continues for about 30 weeks, however students who are targeted to receive this assistance vary according to progress monitoring data.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Campanella, Christine, ccampane@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

Strategy: Extended School Year

Minutes added to school year: 2,880

Targeted students receive math or reading tutoring twice a week for 60 minutes each session. This program runs for 24 weeks. Targeted students can access the computer tutoring program in their classrooms or at home for additional academic support.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they receive remediation and practice with core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Norman, Janice , jhnorman@volusia.k12.fl.us

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

Students will be tested at certain intervals with a computer generated test, charting growth and progress targeted skills.

Strategy: After School Program

Minutes added to school year: 1,860

Professional Learning Communities (PLC) meet for the purpose of data analysis and response, and intervention planning, as well as professional development for 3 hours a month.

Strategy Rationale

PLCs encourage teacher teams to engage in data analysis and problem-solving for the purpose of meeting student's academic needs as a team.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Campanella, Christine, ccampane@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

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:

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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 all teachers implement effective instructional strategies with fidelity aligned to the standards, then Academic 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 all teachers implement effective instructional strategies with fidelity aligned to the standards, then Academic achievement will increase in all content areas. 1a

G069127

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	70.0
ELA Achievement District Assessment	70.0

Resources Available to Support the Goal 2

- Full time principal • Academic Coach • Title 1 • 2 Support Facilitation Teachers • Common Planning • Professional Learning Communities • SIPPS • Professional Development • Full time School Counselor and Media Specialist • Tutoring programs • Technology • Academic Intervention (Time to Grow)

Targeted Barriers to Achieving the Goal 3

- Lack of devices in the classroom to support the use of digital content.
- Lack of follow-up to support effective instructional strategies in the classroom.
- Scheduling intensive intervention

Plan to Monitor Progress Toward G1. 8

District Assessments in Math and Reading will be use to determine progress toward goals and targets.

Person Responsible

Ruth Bethea

Schedule

Quarterly, from 9/21/2015 to 5/30/2016

Evidence of Completion

Eduphoria Reports for District Assessments will be used to monitor student gains and progress.

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 implement effective instructional strategies with fidelity aligned to the standards, then Academic achievement will increase in all content areas. **1**

 G069127

G1.B1 Lack of devices in the classroom to support the use of digital content. **2**

 B179705

G1.B1.S1 Additional i-pads with keyboards and software will be purchased so that all 4th and 5th grade students have access to an i-pad for classroom instruction and student learning. **4**

 S191004

Strategy Rationale

The use of keyboarding is a necessary skill for students who will take state assessments on-line. Having access to keyboards will allow students to become proficient with keyboarding.

Action Step 1 **5**

I-Pads and keyboards will be purchased.

Person Responsible

Christine Campanella

Schedule

Evidence of Completion

Action Step 2 5

Professional development will be provided for effective instructional strategies using the i-pads.

Person Responsible

Christine Campanella

Schedule

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

Evidence of Completion

Follow up activities will be monitored by administration and academic coach.

Action Step 3 5

Monitoring use of I-pads in the classroom.

Person Responsible

Christine Campanella

Schedule

Every 6 Weeks, from 11/2/2015 to 6/3/2016

Evidence of Completion

Lesson plans, observation during classroom visits.

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

Monitor use of I-pads in the classroom.

Person Responsible

Christine Campanella

Schedule

Quarterly, from 11/2/2015 to 5/27/2016

Evidence of Completion

Lesson plans and activity logs documenting time students are on i-pads, observation from administration as well as academic coach during classroom visits,digital student work samples.

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

Person Responsible

Schedule

Evidence of Completion

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

Compare data from district and digital formative assessments.

Person Responsible

Ruth Bethea

Schedule

Quarterly, from 12/1/2015 to 5/30/2016

Evidence of Completion

Data notebook, agenda from Data Day and PLC

G1.B2 Lack of follow-up to support effective instructional strategies in the classroom. 2

 B179706

G1.B2.S1 Provide Professional Development on Early Release Days, Data Days and Faculty Meetings using district and school personnel. 4

 S191005

Strategy Rationale

Professional development will provide teachers with the tools needed to implement and assess effective instructional strategies in the classroom.

Action Step 1 5

Secure district and school personnel to deliver Professional development.

Person Responsible

Christine Campanella

Schedule

Semiannually, from 6/17/2015 to 1/4/2016

Evidence of Completion

Tutoring logs will be collected to monitor skills and students serviced by the tutors.

Action Step 2 5

Provide Training for faculty members on implementation of effective instructional strategies.

Person Responsible

Christine Campanella

Schedule

Quarterly, from 9/1/2015 to 1/1/2016

Evidence of Completion

Action Step 3 5

Teachers will implement effective instructional strategies that are aligned to the standards.

Person Responsible

Janice Norman

Schedule

Quarterly, from 10/26/2015 to 5/30/2016

Evidence of Completion

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

Analysis of data from District and formative assessments.

Person Responsible

Ruth Bethea

Schedule

Quarterly, from 11/24/2014 to 5/30/2016

Evidence of Completion

Data Notebook

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

Classroom observations, walk throughs and lesson plans will be used to monitor effective implementation. PLC's, teacher/coach collaboration and cross grade-level articulation will be provided for support.

Person Responsible

Christine Campanella

Schedule

Quarterly, from 11/23/2015 to 4/29/2016

Evidence of Completion

Student work samples, lesson plans, classroom and district data.

G1.B3 Scheduling intensive intervention 2

 B179707

G1.B3.S1 Provide students with support through the use of tutoring. 4

 S191006

Strategy Rationale

Students need a chance for review and remediation in order to master strategies taught in the classroom. Enrichment is necessary for students who have already mastered a skill or strategy for continued academic growth.

Action Step 1 5

Tutors will be hired to provide students additional academic support.

Person Responsible

Janice Norman

Schedule

Weekly, from 10/12/2015 to 4/29/2016

Evidence of Completion

Tutoring logs will be collected to monitor skills and students serviced by the tutors.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers and academic coach will meet with tutors to monitor activities.

Person Responsible

Ruth Bethea

Schedule

Monthly, from 10/12/2015 to 4/25/2016

Evidence of Completion

Agenda and sign in sheets will be collected.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Data from classroom assessments and district assessments will be used to track student growth.

Person Responsible

Ruth Bethea

Schedule

Quarterly, from 10/26/2015 to 4/25/2016

Evidence of Completion

Data notebook

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom formative assessments and district interim assessments will be used to monitor the effectiveness of implementation.

Person Responsible

Christine Campanella

Schedule

Quarterly, from 10/26/2015 to 4/25/2016

Evidence of Completion

Data from district assessments and student work samples will be collected to monitor the effectiveness of the the action plan.

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	I-Pads and keyboards will be purchased.	Campanella, Christine	9/28/2015		one-time
G1.B2.S1.A1	Secure district and school personnel to deliver Professional development.	Campanella, Christine	6/17/2015	Tutoring logs will be collected to monitor skills and students serviced by the tutors.	1/4/2016 semiannually
G1.B3.S1.A1	Tutors will be hired to provide students additional academic support.	Norman, Janice	10/12/2015	Tutoring logs will be collected to monitor skills and students serviced by the tutors.	4/29/2016 weekly
G1.B1.S1.A2	Professional development will be provided for effective instructional strategies using the i-pads.	Campanella, Christine	9/21/2015	Follow up activities will be monitored by administration and academic coach.	6/3/2016 quarterly
G1.B2.S1.A2	Provide Training for faculty members on implementation of effective instructional strategies.	Campanella, Christine	9/1/2015		1/1/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A3	Monitoring use of I-pads in the classroom.	Campanella, Christine	11/2/2015	Lesson plans, observation during classroom visits.	6/3/2016 every-6-weeks
G1.B2.S1.A3	Teachers will implement effective instructional strategies that are aligned to the standards.	Norman, Janice	10/26/2015		5/30/2016 quarterly
G1.MA1	District Assessments in Math and Reading will be use to determine progress toward goals and targets.	Bethea, Ruth	9/21/2015	Eduphoria Reports for District Assessments will be used to monitor student gains and progress.	5/30/2016 quarterly
G1.B1.S1.MA1	Compare data from district and digital formative assessments.	Bethea, Ruth	12/1/2015	Data notebook, agenda from Data Day and PLC	5/30/2016 quarterly
G1.B1.S1.MA1	Monitor use of I-pads in the classroom.	Campanella, Christine	11/2/2015	Lesson plans and activity logs documenting time students are on i-pads, observation from administration as well as academic coach during classroom visits,digital student work samples.	5/27/2016 quarterly
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	Classroom observations, walk throughs and lesson plans will be used to monitor effective implementation. PLC's, teacher/coach collaboration and cross grade-level articulation will be provided for support.	Campanella, Christine	11/23/2015	Student work samples, lesson plans, classroom and district data.	4/29/2016 quarterly
G1.B2.S1.MA1	Analysis of data from District and formative assessments.	Bethea, Ruth	11/24/2014	Data Notebook	5/30/2016 quarterly
G1.B3.S1.MA1	Classroom formative assessments and district interim assessments will be used to monitor the effectiveness of implementation.	Campanella, Christine	10/26/2015	Data from district assessments and student work samples will be collected to monitor the effectiveness of the the action plan.	4/25/2016 quarterly
G1.B3.S1.MA1	Teachers and academic coach will meet with tutors to monitor activities.	Bethea, Ruth	10/12/2015	Agenda and sign in sheets will be collected.	4/25/2016 monthly
G1.B3.S1.MA2	Data from classroom assessments and district assessments will be used to track student growth.	Bethea, Ruth	10/26/2015	Data notebook	4/25/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If all teachers implement effective instructional strategies with fidelity aligned to the standards, then Academic achievement will increase in all content areas.

G1.B1 Lack of devices in the classroom to support the use of digital content.

G1.B1.S1 Additional i-pads with keyboards and software will be purchased so that all 4th and 5th grade students have access to an i-pad for classroom instruction and student learning.

PD Opportunity 1

Professional development will be provided for effective instructional strategies using the i-pads.

Facilitator

School Personnel

Participants

Faculty

Schedule

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

G1.B2 Lack of follow-up to support effective instructional strategies in the classroom.

G1.B2.S1 Provide Professional Development on Early Release Days, Data Days and Faculty Meetings using district and school personnel.

PD Opportunity 1

Secure district and school personnel to deliver Professional development.

Facilitator

Participants

Schedule

Semiannually, from 6/17/2015 to 1/4/2016

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	I-Pads and keyboards will be purchased.				\$19,958.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1114 - Ormond Beach Elementary School		0.0	\$3,865.00
			1114 - Ormond Beach Elementary School			\$0.00
	5100	644-Computer Hardware Non-Capitalized	1114 - Ormond Beach Elementary School	Title I Part A		\$16,093.00
2	G1.B1.S1.A2	Professional development will be provided for effective instructional strategies using the i-pads.				\$0.00
3	G1.B1.S1.A3	Monitoring use of I-pads in the classroom.				\$0.00
4	G1.B2.S1.A1	Secure district and school personnel to deliver Professional development.				\$0.00
5	G1.B2.S1.A2	Provide Training for faculty members on implementation of effective instructional strategies.				\$0.00
6	G1.B2.S1.A3	Teachers will implement effective instructional strategies that are aligned to the standards.				\$0.00
7	G1.B3.S1.A1	Tutors will be hired to provide students additional academic support.				\$21,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1114 - Ormond Beach Elementary School	Title I Part A	0.0	\$21,000.00
Total:						\$40,958.00