

Volusia County Schools

Ortona Elementary School



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	B*	B	A

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Ortona Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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.

b. 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.

2. School Environment

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

Through collaboration between classroom teachers, the guidance counselor, 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.

PTA-sponsored events provide additional opportunities for students and staff to build positive relationships.

b. 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.

Additionally, our 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. The guidance counselor also provides peer mediation and connects students with mentors.

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

All students attend the "Positive Expectations" assembly. Ortona Elementary also follows the "Dolphin Expectations". These are four expectations that are posted throughout the campus.

Teachers participate in professional development geared towards a successful classroom management system.

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

The guidance counselor has incorporated approved volunteers to serve as mentors to identified at-risk students. The guidance counselor sees all classes through the special area rotation or individual guidance classes. The guidance counselor facilitates specific groups that have an impact on family dynamics. These groups may include, but are not limited to, topics such as social skills, divorce, and anger management.

3. Early Warning Systems

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

a. 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 10, 2016, there are no students listed on the Ortona Elementary EWS report.

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

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

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

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

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

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

One of the first steps is to initiate parent contact. It would then be determined what academic/behavioral interventions or plan of action would need to be implemented. To increase academic

achievement, some of the strategies would include increased and 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 demonstrate low performance on the Volusia Literacy Test (VLT) and Volusia Mathematics Test (VMT), and STAR tutoring will target students that demonstrate very low scores on these assessments. Data from the VLTs and VMTs is reviewed by school personnel 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.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/312602>.

2. Description

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

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

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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Kuftic, Jennifer	Teacher, K-12
Murphy, Tiffani	Teacher, K-12
Adkins, Shantell	Principal
Horne, Eva	Teacher, K-12
Lyons, Debbie	Instructional Coach
Speidel, Teresa	Teacher, K-12

b. Duties

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

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.

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

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Teresa Speidel	Teacher
Kathy Yunik	Parent
Angela Higgins	Parent
Amanda Higgins	Parent
Chrissy Saucier	Parent
Michelle Angelo	Business/Community
Shantell Adkins	Principal

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC reviewed the 2015-2016 School Improvement Plan goals as well as state assessment data from 2015-2016 at the September 2016 meeting.

b. Development of this school improvement plan

During the September 2015 SAC meeting, the committee discussed state assessment data and school performance from the 2015-2016 school year. The committee discussed where we met our goals and where we did not. The SAC committee also reviewed and discussed the goal and action plan for 2016-2017 developed during the summer leadership institute. SAC committee members gave input about the goals, targets, and action plan for the 2016-2017 school year.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Adkins, Shantell	Principal
Murphy, Tiffani	Teacher, K-12
Speidel, Teresa	Assistant Principal
Horne, Eva	Teacher, K-12
Goldstein, Yvonne	Instructional Media
Kuftic, Jennifer	Teacher, K-12

b. Duties

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

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, particularly in regard to professional development on the instructional shifts. This will be done through teacher professional development and in-classroom coaching sessions and observations.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The school utilizes designated PLC time for the grade level teams to plan instruction and intervention, 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 sites professional learning opportunities.

2. 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)
2. Leadership Opportunities
3. Professional Development
4. Participation in District Job Fair and Recruitment Activities

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

New teachers participate in the district teacher induction program, E3 (Empowering Educators for Excellence). New teachers are supported at the school level by a mentor teacher and administrator, and core teachers are provided with a district PAR teacher for support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Through the use of district-adopted materials and close adherence to content area curriculum maps and modules, the school will ensure that the instructional programs are aligned to Florida's standards.

b. Instructional Strategies

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

The school uses individual student and grade-level data to drive classroom instruction. PLCs meet weekly to review student data and plan instruction accordingly. Instructional delivery is modified to meet the needs of ESE or ELL students and ensure students receive their accommodations. Remediation and enrichment activities are provided in reading and math through an additional 40 minutes daily of classroom-based intervention, as well as by a Title 1 funded part-time Intervention teacher. Students also receive an additional hour of differentiated reading instruction four days a week.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: 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)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Adkins, Shantell, sgadkins@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.

Strategy: Extended School Day

Minutes added to school year: 10,800

Students in K-5 receive an additional reading instruction during the Plus One hour. Students in K-2 receive instruction using SIPPS, and students in grades 3-5 receive instruction with the Making Meaning program.

Strategy Rationale

The Plus One hour is designated to increase student achievement in reading.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Adkins, Shantell, sgadkins@volusia.k12.fl.us

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

District and state assessments

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- 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.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Ortona Elementary implements standards-aligned instruction based on the instructional shifts, then student achievement will increase.

Strategic Goals Detail

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

G1. If Ortona Elementary implements standards-aligned instruction based on the instructional shifts, then student achievement will increase. 1a

G083532

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0
Math Gains	68.0
Math Lowest 25% Gains	57.0
FSA ELA Achievement	61.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	66.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Ineffective use of PLC time
- Lack of knowledge of instructional shifts
- Lack of differentiation and follow up for professional learning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum and district specialists Curriculum maps and modules Technology and Digital Teacher Leaders Time - PLC time built into master schedule, Plus One hour Academic Coach Intervention Teacher Parent Liaison Title I and Title II funding Teacher experience; cadre members/SLT

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Shantell Adkins

Schedule

On 10/3/2016

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. 8

SIP Mid-Year Review

Person Responsible

Shantell Adkins

Schedule

On 2/14/2017

Evidence of Completion

Mid-year review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Shantell Adkins

Schedule

On 7/11/2017

Evidence of Completion

STEP Zero for 2017-2018 SIP

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. If Ortona Elementary implements standards-aligned instruction based on the instructional shifts, then student achievement will increase. 1

 G083532

G1.B1 Ineffective use of PLC time 2

 B221591

G1.B1.S1 Training for effective use of PLC time 4

 S233838

Strategy Rationale

Data analysis and planning of instruction to meet needs of all students

Action Step 1 5

Provide professional learning on effective PLCs

Person Responsible

Shantell Adkins

Schedule

On 9/21/2016

Evidence of Completion

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

Action Step 2 5

Observe PLC teams in action and provide immediate feedback using the district PLC rubric.

Person Responsible

Debbie Lyons

Schedule

Weekly, from 10/5/2016 to 5/26/2017

Evidence of Completion

Minutes, Coaching notes

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

Determine status towards completing action steps during monthly SLT meeting

Person Responsible

Shantell Adkins

Schedule

Daily, from 9/12/2016 to 5/26/2017

Evidence of Completion

SLT meeting minutes

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

Discuss the effectiveness of PLCs and analyze collected data during School Leadership meetings.

Person Responsible

Shantell Adkins


Schedule

Monthly, from 10/3/2016 to 5/26/2017


Evidence of Completion

Coaching sessions, observation data collection, VxT data

G1.B2 Lack of knowledge of instructional shifts **2**

 B221592

G1.B2.S1 Differentiated training on instructional shifts. **4**

 S233839

Strategy Rationale

Increase the percentage of teachers effectively implementing instructional shifts.

Action Step 1 **5**

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

Person Responsible

Shantell Adkins

Schedule

Monthly, from 8/15/2016 to 5/1/2017

Evidence of Completion

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

Action Step 2 **5**

Faculty will be provided differentiated professional learning on instructional shifts during Faculty Meetings, ERPL, and Grade-level meetings.

Person Responsible

Shantell Adkins

Schedule

Monthly, from 9/7/2016 to 4/26/2017

Evidence of Completion

Sign-in sheets

Action Step 3 5

The School Leadership Team will monitor and provide feedback and coaching as needed for Professional Learning.

Person Responsible

Shantell Adkins

Schedule

Biweekly, from 9/14/2016 to 5/26/2017

Evidence of Completion

Data collection results

Action Step 4 5

The School Leadership Team will evaluate and reflect on the effectiveness of the Professional Learning Plan.

Person Responsible

Shantell Adkins

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Meeting minutes, sign-in sheet

Action Step 5 5

Teachers will attend district professional learning days for pacing and planning for ELA and Math with emphasis on the instructional shifts and best practices.

Person Responsible

Shantell Adkins

Schedule

Quarterly, from 10/4/2016 to 4/28/2017

Evidence of Completion

Attendance in MyPGS

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

Meet with professional learning facilitators to determine status of the professional learning plans and determine success criteria

Person Responsible

Shantell Adkins

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Outlook calendar meeting invitation, meeting notes

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

The academic Coach will provide follow-up support to ensure implementation of professional learning.

Person Responsible

Debbie Lyons

Schedule

Evidence of Completion

Coaching plan and notes

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

School Leadership Team will conduct data walks

Person Responsible

Shantell Adkins

Schedule

Monthly, from 9/16/2016 to 5/26/2017

Evidence of Completion

Data walk collection tools

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

Determine status towards completion of action steps during monthly SLT meetings

Person Responsible

Shantell Adkins

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

SLT Minutes

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

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

Person Responsible

Shantell Adkins

Schedule

Monthly, from 9/12/2016 to 5/26/2017


Evidence of Completion

Monthly data walks, observational notes, teacher feedback, lesson plans, VxT data, SLT minutes

G1.B3 Lack of differentiation and follow up for professional learning 2

 B221593

G1.B3.S1 Conduct Learning Walks to Monitor Implementation and Provide Feedback 4

 S233840

Strategy Rationale

Follow up and feedback to increase the percentage of teachers effectively implementing instructional shifts.

Action Step 1 5

Schedule and hold training for school on learning walks

Person Responsible

Teresa Speidel

Schedule

On 11/2/2016

Evidence of Completion

Sign-in sheet, faculty meeting minutes

Action Step 2 5

Develop teams and conduct learning walks

Person Responsible

Teresa Speidel

Schedule

Quarterly, from 11/2/2016 to 5/26/2017

Evidence of Completion

sign-in sheets, learning walk schedule, posters

Action Step 3 5

Provide time for teams to share findings with faculty

Person Responsible

Teresa Speidel

Schedule

Quarterly, from 11/2/2016 to 5/26/2017

Evidence of Completion

Faculty meeting minutes

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

Determine status towards completing action steps 1-3 during monthly SLT

Person Responsible

Shantell Adkins

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

SLT Meeting Minutes

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

Discuss the effectiveness of implementing professional learning and analyze collected data at SLT meetings

Person Responsible

Shantell Adkins

Schedule

Monthly, from 9/12/2016 to 5/26/2017




Evidence of Completion

SLT minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.MA3 M304587	The academic Coach will provide follow-up support to ensure implementation of professional...	Lyons, Debbie	9/12/2016	Coaching plan and notes	No End Date weekly
G1.B1.S1.A1 A300119	Provide professional learning on effective PLCs	Adkins, Shantell	9/21/2016	Agendas, sign in sheets, and meeting notes or handouts.	9/21/2016 one-time
G1.MA1 M304592	SIP Progress Monitoring Meeting	Adkins, Shantell	10/3/2016	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/3/2016 one-time
G1.B3.S1.A1 A300126	Schedule and hold training for school on learning walks	Speidel, Teresa	11/2/2016	Sign-in sheet, faculty meeting minutes	11/2/2016 one-time
G1.MA2 M304593	SIP Mid-Year Review	Adkins, Shantell	2/14/2017	Mid-year review in CIMS	2/14/2017 one-time
G1.B2.S1.A2 A300122	Faculty will be provided differentiated professional learning on instructional shifts during...	Adkins, Shantell	9/7/2016	Sign-in sheets	4/26/2017 monthly
G1.B2.S1.A5 A300125	Teachers will attend district professional learning days for pacing and planning for ELA and Math...	Adkins, Shantell	10/4/2016	Attendance in MyPGS	4/28/2017 quarterly
G1.B2.S1.A1 A300121	The School leadership team will meet to discuss plans for ERPD.	Adkins, Shantell	8/15/2016	Agenda, Sign-In Sheet, Completed meetings with ERPD presentation to follow	5/1/2017 monthly
G1.B1.S1.MA1 M304583	Discuss the effectiveness of PLCs and analyze collected data during School Leadership meetings.	Adkins, Shantell	10/3/2016	Coaching sessions, observation data collection, VxT data	5/26/2017 monthly
G1.B1.S1.MA1 M304584	Determine status towards completing action steps during monthly SLT meeting	Adkins, Shantell	9/12/2016	SLT meeting minutes	5/26/2017 daily
G1.B1.S1.A2 A300120	Observe PLC teams in action and provide immediate feedback using the district PLC rubric.	Lyons, Debbie	10/5/2016	Minutes, Coaching notes	5/26/2017 weekly
G1.B2.S1.MA1 M304585	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Adkins, Shantell	9/12/2016	Monthly data walks, observational notes, teacher feedback, lesson plans, VxT data, SLT minutes	5/26/2017 monthly
G1.B2.S1.MA1 M304586	Meet with professional learning facilitators to determine status of the professional learning plans...	Adkins, Shantell	8/22/2016	Outlook calendar meeting invitation, meeting notes	5/26/2017 monthly
G1.B2.S1.MA4 M304588	School Leadership Team will conduct data walks	Adkins, Shantell	9/16/2016	Data walk collection tools	5/26/2017 monthly
G1.B2.S1.MA5 M304589	Determine status towards completion of action steps during monthly SLT meetings	Adkins, Shantell	9/12/2016	SLT Minutes	5/26/2017 monthly
G1.B2.S1.A3 A300123	The School Leadership Team will monitor and provide feedback and coaching as needed for...	Adkins, Shantell	9/14/2016	Data collection results	5/26/2017 biweekly
G1.B2.S1.A4 A300124	The School Leadership Team will evaluate and reflect on the effectiveness of the Professional...	Adkins, Shantell	9/12/2016	Meeting minutes, sign-in sheet	5/26/2017 monthly
G1.B3.S1.MA1 M304590	Discuss the effectiveness of implementing professional learning and analyze collected data at SLT...	Adkins, Shantell	9/12/2016	SLT minutes	5/26/2017 monthly
G1.B3.S1.MA1 M304591	Determine status towards completing action steps 1-3 during monthly SLT	Adkins, Shantell	9/12/2016	SLT Meeting Minutes	5/26/2017 monthly

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Ortona Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A2  A300127	Develop teams and conduct learning walks	Speidel, Teresa	11/2/2016	sign-in sheets, learning walk schedule, posters	5/26/2017 quarterly
G1.B3.S1.A3  A300128	Provide time for teams to share findings with faculty	Speidel, Teresa	11/2/2016	Faculty meeting minutes	5/26/2017 quarterly
G1.MA3  M304594	State Assessment Results	Adkins, Shantell	5/25/2017	STEP Zero for 2017-2018 SIP	7/11/2017 one-time

V. Professional Development Opportunities

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

G1. If Ortona Elementary implements standards-aligned instruction based on the instructional shifts, then student achievement will increase.

G1.B1 Ineffective use of PLC time

G1.B1.S1 Training for effective use of PLC time

PD Opportunity 1

Provide professional learning on effective PLCs

Facilitator

Lindy Goepfert

Participants

Faculty

Schedule

On 9/21/2016

G1.B2 Lack of knowledge of instructional shifts

G1.B2.S1 Differentiated training on instructional shifts.

PD Opportunity 1

Faculty will be provided differentiated professional learning on instructional shifts during Faculty Meetings, ERPL, and Grade-level meetings.

Facilitator

Faculty and district presenters

Participants

Faculty

Schedule

Monthly, from 9/7/2016 to 4/26/2017

PD Opportunity 2

Teachers will attend district professional learning days for pacing and planning for ELA and Math with emphasis on the instructional shifts and best practices.

Facilitator

District Presenters

Participants

Teachers grades K-5

Schedule

Quarterly, from 10/4/2016 to 4/28/2017

G1.B3 Lack of differentiation and follow up for professional learning

G1.B3.S1 Conduct Learning Walks to Monitor Implementation and Provide Feedback

PD Opportunity 1

Schedule and hold training for school on learning walks

Facilitator

District presenter

Participants

Faculty

Schedule

On 11/2/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional learning on effective PLCs				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4334 - Ortona Elementary School	School Improvement Funds		\$0.00
2	G1.B1.S1.A2	Observe PLC teams in action and provide immediate feedback using the district PLC rubric.				\$0.00
3	G1.B2.S1.A1	The School leadership team will meet to discuss plans for ERPD.				\$0.00
4	G1.B2.S1.A2	Faculty will be provided differentiated professional learning on instructional shifts during Faculty Meetings, ERPL, and Grade-level meetings.				\$0.00
5	G1.B2.S1.A3	The School Leadership Team will monitor and provide feedback and coaching as needed for Professional Learning.				\$0.00
6	G1.B2.S1.A4	The School Leadership Team will evaluate and reflect on the effectiveness of the Professional Learning Plan.				\$0.00
7	G1.B2.S1.A5	Teachers will attend district professional learning days for pacing and planning for ELA and Math with emphasis on the instructional shifts and best practices.				\$2,952.30
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4334 - Ortona Elementary School	Title I, Part A		\$2,952.30
8	G1.B3.S1.A1	Schedule and hold training for school on learning walks				\$0.00
9	G1.B3.S1.A2	Develop teams and conduct learning walks				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4334 - Ortona Elementary School	Title I, Part A		\$1,500.00
10	G1.B3.S1.A3	Provide time for teams to share findings with faculty				\$0.00
Total:						\$4,452.30