Orange City Elementary School

2016-17 Schoolwide Improvement Plan

Orange City Elementary School

555 E UNIVERSITY AVE, Orange City, FL 32763

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

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

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

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Orange City 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Every student is encouraged to articulate a future goal for a career path. Teachers discuss with students on a regular basis and ask questions (i.e.): what do you want to be when you grow up? Classrooms include bulletin boards, student pictures, and career information.

Teachers also assist students with creating goals to improve on their academic and behavioral performance. Students and teachers consistently review and discuss student goals to see if they are being met. Goals are discussed at parent teacher conferences.

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

Teachers have supplemented duties before and after school to ensure that the campus is monitored. During school hours administrators are highly visible on campus and in classrooms to ensure that students have access to adults to express any concerns. All exits are monitored by administrators at dismissals and all students are walked by a teacher to their designated dismissal location. Safety patrols are stationed across campus before school and at dismissal. Parents are required to sign in at the front office and be properly identified before having access to the campus or any students. All visitors are registered through the RAPTOR Sign In System upon entering the campus.

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.

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

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 school offers the following non-violence and anti-drug programs:
• Student Mentoring Program
• D.A.R.E. Program
• Bullying Program
• Devereux Mentoring Program
• Suicide Prevention Program

All students are screened quarterly for behavioral and social-emotional issues through the electronic report card. Through the screening, the school is able to dis-aggregate data to determine if individual students, classrooms, teachers, grade levels or the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel (i.e., school psychologist, counselors, school social workers, and behavior specialist) provide direct and indirect evidenced-based support to students identified through the screening measure.

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

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	5	2	6	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	9	8	11	0	0	0	0	0	0	0	28

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.

Title I staff as well as ESE and ESOL teachers work to support EWS students to improve academic achievement. Lois Ellis and Amy Beard are intervention teachers that are focusing on ELA providing services in the area of reading and writing. Students in the lowest quartile are also supported.

Guidance and administration monitor the EWS. Individual students needs are discussed during team planning and PLC meetings.

B. Family and Community Engagement
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).

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. § 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 available at the school site.

2. Description

The school staff, the SAC, and the PTA work together to inform and involve parents and families in their child's education. It is a goal of all stakeholders to make special efforts to engage families in the academic course expectations. The staff strives to provide training to parents to assist their child at home in the learning process.

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.

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

C. 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).

1. School Leadership Team

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

Name	Title
Bynum, Charles	Principal
Akins, Tonya	Teacher, K-12
Cinkosky, Chelsea	Instructional Coach
Hall, Andrea	Assistant Principal
Sheehan, Phil	Teacher, K-12
Bowen, Erin	School Counselor

b. Duties

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

The Principal, Assistant Principal, Academic Coaches, PST Chair, School Psychologist, Curriculum Chairs, Guidance Counselor, Social Worker, Speech Pathologist work together and share responsibilities as a team to implement the MTSS and the SIP. The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/ resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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 based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.
Programs supported by Title I at Orange City Elementary include:
*Academic Coach for the purpose of comprehensive staff development *Academic Coaches facilitate our parent involvement program *Reading/Math Intervention Teacher to provide interventions for students in need via a push-in model. *Supplemental Tutoring before and after school*Supplemental materials and supplies needed to close the achievement gap *Supplemental funds for ongoing staff development as determined by the results of FCAT data *Parents to Kids workshops to teach literacy skills to parents so they can help their children become better readers. *Instructional technology to assist with closing the achievement gap.

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following: • Academic Assistance through credit accrual/recovery, tutoring, and summer school • Translation Services for parent/teacher conferences • Parental support through parent/kid activity nights and workshops on school success • Migrant Parent Advisory Council

(MPAC) • Medical Assistance through referrals to outside community agencies • Food Assistance through referrals to food assistance programs

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

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

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

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

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

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

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
	Parent
Jereme Brown	Parent
Kellie Haas	Education Support Employee
Deanna Matzinger	Parent
Brandon McCarthy	Parent
Phillipa Sheehan	Teacher
Andrea Hall	Principal
Charles Bynum	Principal
Christina Bader	Parent
Theresa Morrison	Teacher
Tiffany Dunn	Parent
Matthew Law	Parent
Paul Barbour	Parent
Sarah Barbour	Parent

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

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

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

The total of all funds for 2015-2016 school year were $7,942.59.

* Mrs. Sheehan requesting $65.00 to purchase the book "Highly Engaged Classroom" written by Marzano to share with Mrs. Weiner.

* Mrs. Tatum requesting $715.00 for art supplies. Also requesting $100.00 for art club, which will make the total request $815.00.

* Mr. Bynum requesting $500.00 for the Portable Planetarium for Science Night.

* Ms. Goble and Ms. Desmond requested $143.15 to complete a novel study with their students.

* Mrs. Moyer requested $1,200.00 on behalf of the teachers at Orange City Elementary. Money will be put into the copy center account.

* Mr. Bynum requested $100.00 for banners to put out at parent pick up for "Put it in Park" campaign he plans on starting.

*Mrs. Larsh and Mrs. Cinkosky are requesting $450.00 to attend a conference, "Get Your Teach On."

*Mr. Bynum is requesting $416.00 to go towards a tutoring work text. It is a rigorous assessment tool aligned with Florida State Standards.

* Ms. Harrison requested $500.00 to attend a student engagement conference in Orlando focusing on reading, writing, and math.

* Mrs. Hancock requested $535.00 to pay for a 3 day workshop in Orlando. The workshop is the National Conference for Reading/Writing/Math.

* SGA is requesting $155.40 to bring students to the Volusia County Courthouse to be a part of a mock trial and see how the court system works. The money will go towards bus costs.

* Mr. Bynum is requesting $975.00 to send all kindergarten students to the YMCA in May to get swimming lessons.

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
Sanders, Steven	Instructional Media
Hall, Andrea	Assistant Principal
Bynum, Charles	Principal
Cinkosky, Chelsea	Instructional Coach

b. Duties

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

Increase the classroom teacher's understanding of the Florida Standards and implementation of effective instructional strategies.
Book Swap, Celebrate Literacy Week, Celebrity Readers, Book House

D. 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).

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

Professional Learning Community schedule is determined for the year where grade levels meet every other week to discuss current data trends. Team leaders coordinate weekly team planning and teachers are encouraged to work cooperatively on data analysis and lesson planning.

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

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

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

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

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.

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

of Education's item specification and assessment documents. PLC teams meet to carefully plan core instruction based on standards.

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.

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

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: After School Program

Minutes added to school year: 1,980

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

Strategy Rationale

Targeted to specific student needs within mathematics and reading.

Strategy Purpose(s)

- Core Academic Instruction

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

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

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

Strategy: After School Program

Minutes added to school year: 4,200

Title I Tutoring

Strategy Rationale

Targeted to specific student needs within mathematics and reading.

Strategy Purpose(s)

- Enrichment

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

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

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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

| **Strategy:** After School Program |
| **Minutes added to school year:** 840 |

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

Strategy Rationale

Opportunity for additional student support on grade level standards.

Strategy Purpose(s)
""

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

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

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

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. § 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.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.
• Orange City Elementary has added a VPK unit to support kindergarten readiness.

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. § 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"Â? 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

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If Orange City Elementary implements differentiated, standards-align instruction, 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 Orange City Elementary implements differentiated, standards-align instruction, then student achievement will increase. 1a

🔍 G083542

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	52.0
ELA/Reading Gains	60.0
FSA Mathematics Achievement	58.0
Math Gains	58.0
Statewide Science Assessment Achievement	66.0

Targeted Barriers to Achieving the Goal 3

- There is need to align instruction and activities to the standards.

- Professional Learning is needed for all teachers to implement differentiated instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personnel

- Professional Learning Opportunities (school based)

- Materials

- Curriculum

- Professional Learning Opportunities (district based)

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring

Person Responsible
Charles Bynum

Schedule
Quarterly, from 8/8/2016 to 5/22/2017

Evidence of Completion
SLT Meeting minutes, SAC minutes

Plan to Monitor Progress Toward G1. 8

Mid-year SIP Monitoring Meeting

Person Responsible
Charles Bynum

Schedule

Evidence of Completion
Meeting Notes

Plan to Monitor Progress Toward G1. 8

Analyze FSA data

Person Responsible
Charles Bynum

Schedule
On 5/31/2017

Evidence of Completion
FSA data reports

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 Orange City Elementary implements differentiated, standards-align instruction, then student achievement will increase. 1

🔑 G083542

G1.B1 There is need to align instruction and activities to the standards. 2

🔑 B221626

G1.B1.S1 Professional learning with Curriculum Modules provided by the district 4

🔑 S233877

Strategy Rationale

Action Step 1 5

Teachers will attend a district provided training on how to implement the curriculum modules effectively.

Person Responsible

Chelsea Cinkosky

Schedule

Quarterly, from 8/23/2016 to 5/23/2017

Evidence of Completion

Classroom walk-through with "look-fors"

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

Walk-through to check for curriculum module usage

Person Responsible

Chelsea Cinkosky

Schedule

Quarterly, from 8/23/2016 to 5/26/2017

Evidence of Completion

Walk-throughs using "look-fors" list

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

Administration will complete VSET observations and walk-throughs.

Person Responsible

Charles Bynum

Schedule

Quarterly, from 9/13/2016 to 5/1/2017

Evidence of Completion

VSET, Lesson plans, training records, sign-in sheets

G1.B2 Professional Learning is needed for all teachers to implement differentiated instruction 2

🔑 B221627

G1.B2.S1 Professional learning school based and district based on differentiated instruction 4

🔑 S233878

Strategy Rationale

Action Step 1 5

Teachers will attend school based and district based professional development to implement differentiated instruction.

Person Responsible

Charles Bynum

Schedule

Monthly, from 9/13/2016 to 5/1/2017

Evidence of Completion

Training records, sign-in sheets and observations.

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

Observations and professional developments school and district based

Person Responsible

Charles Bynum

Schedule

Monthly, from 9/20/2016 to 5/1/2017

Evidence of Completion

Sign in sheets, training logs, observations

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

Student VXT assessments/administrative walk through

Person Responsible

Andrea Hall

Schedule

Quarterly, from 9/13/2016 to 5/1/2017

Evidence of Completion

Student learning gains, walk through sign off sheets, evidence collected during walk through

G1.B2.S2 Common team planning [4]

🔑 S233879

Strategy Rationale

Action Step 1 [5]

Teachers collaborate during common team planning.

Person Responsible

Chelsea Cinkosky

Schedule

Weekly, from 8/15/2016 to 5/22/2017

Evidence of Completion

Lesson plans, observations, norms, structure

Plan to Monitor Fidelity of Implementation of G1.B2.S2 [6]

Master calendar

Person Responsible

Chelsea Cinkosky

Schedule

Weekly, from 8/15/2016 to 5/22/2017

Evidence of Completion

walk through, observations

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

Walk through and coaching observations

Person Responsible

Chelsea Cinkosky

Schedule

Weekly, from 8/15/2016 to 5/22/2017

Evidence of Completion

Observation notes, student learning gains on VXTs

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.MA2 M304755	Mid-year SIP Monitoring Meeting	Bynum, Charles	2/10/2017	Meeting Notes	No End Date one-time
G1.B1.S1.MA1 M304748	Administration will complete VSET observations and walk-throughs.	Bynum, Charles	9/13/2016	VSET, Lesson plans, training records, sign-in sheets	5/1/2017 quarterly
G1.B2.S1.MA1 M304750	Student VXT assessments/ administrative walk through	Hall, Andrea	9/13/2016	Student learning gains, walk through sign off sheets, evidence collected during walk through	5/1/2017 quarterly
G1.B2.S1.MA1 M304751	Observations and professional developments school and district based	Bynum, Charles	9/20/2016	Sign in sheets, training logs, observations	5/1/2017 monthly
G1.B2.S1.A1 A300302	Teachers will attend school based and district based professional development to implement...	Bynum, Charles	9/13/2016	Training records, sign-in sheets and observations.	5/1/2017 monthly
G1.MA1 M304754	SIP Progress Monitoring	Bynum, Charles	8/8/2016	SLT Meeting minutes, SAC minutes	5/22/2017 quarterly
G1.B2.S2.MA1 M304752	Walk through and coaching observations	Cinkosky, Chelsea	8/15/2016	Observation notes, student learning gains on VXTs	5/22/2017 weekly
G1.B2.S2.MA1 M304753	Master calendar	Cinkosky, Chelsea	8/15/2016	walk through, observations	5/22/2017 weekly
G1.B2.S2.A1 A300303	Teachers collaborate during common team planning.	Cinkosky, Chelsea	8/15/2016	Lesson plans, observations, norms, structure	5/22/2017 weekly
G1.B1.S1.A1 A300301	Teachers will attend a district provided training on how to implement the curriculum modules...	Cinkosky, Chelsea	8/23/2016	Classroom walk-through with "look-fors"	5/23/2017 quarterly
G1.B1.S1.MA1 M304749	Walk-through to check for curriculum module usage	Cinkosky, Chelsea	8/23/2016	Walk-throughs using "look-fors" list	5/26/2017 quarterly
G1.MA3 M304756	Analyze FSA data	Bynum, Charles	4/3/2017	FSA data reports	5/31/2017 one-time

V. Professional Development Opportunities

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

G1. If Orange City Elementary implements differentiated, standards-align instruction, then student achievement will increase.

G1.B1 There is need to align instruction and activities to the standards.

G1.B1.S1 Professional learning with Curriculum Modules provided by the district

PD Opportunity 1

Teachers will attend a district provided training on how to implement the curriculum modules effectively.

Facilitator

Celeste Ackerman

Participants

Teachers K-5

Schedule

Quarterly, from 8/23/2016 to 5/23/2017

G1.B2 Professional Learning is needed for all teachers to implement differentiated instruction

G1.B2.S1 Professional learning school based and district based on differentiated instruction

PD Opportunity 1

Teachers will attend school based and district based professional development to implement differentiated instruction.

Facilitator

Charles Bynum

Participants

Teachers K-5

Schedule

Monthly, from 9/13/2016 to 5/1/2017

VI. Technical Assistance Items

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

G1. If Orange City Elementary implements differentiated, standards-align instruction, then student achievement will increase.

G1.B2 Professional Learning is needed for all teachers to implement differentiated instruction

G1.B2.S2 Common team planning

TA Opportunity 1

Teachers collaborate during common team planning.

Facilitator

Team leaders, academic coach, administration

Participants

Teachers K-5

Schedule

Weekly, from 8/15/2016 to 5/22/2017

VII. Budget

1	G1.B1.S1.A1	**Teachers will attend a district provided training on how to implement the curriculum modules effectively.**					$155,873.72
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			4131 - Orange City Elementary School	Title I, Part A		$18,000.00	
			Notes: Professional Learning				
			4131 - Orange City Elementary School	Title I, Part A		$67,789.30	
			Notes: Academic Coach				
			4131 - Orange City Elementary School	Title I, Part A		$70,084.42	
			Notes: Reading Intervention Teachers				
2	G1.B2.S1.A1	**Teachers will attend school based and district based professional development to implement differentiated instruction.**					$18,479.35
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			4131 - Orange City Elementary School	Title I, Part A		$17,079.35	

			Notes: Materials			
			4131 - Orange City Elementary School	Title I, Part A		$1,400.00
			Notes: Thinking Maps training for new staff			
3	**G1.B2.S2.A1**	**Teachers collaborate during common team planning.**				**$18,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4131 - Orange City Elementary School	Title I, Part A		$18,000.00
			Notes: Professional Learning			
					Total:	**$192,353.07**