

Volusia County Schools

Port Orange Elementary School



2016-17 Schoolwide Improvement Plan

Port Orange Elementary School

402 DUNLAWTON AVE, Port Orange, FL 32127

<http://myvolusiaschools.org/school/portorange/pages/default.aspx>

School Demographics

School Type 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	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

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

**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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	32
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	34

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 Port Orange 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.

We, the Port Orange Tigers, inspire each other to learn, grow, and strive for excellence each day!

b. Provide the school's vision statement.

Volusia County School Vision Statement
Ensuring all students receive a
superior 21st century education.

2. School Environment

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

The process by which the school learns about students' cultures and builds relationships between teachers and students begins with Meet the Teacher. We further the interaction by inviting parents and families to multiple events hosted by the school such as family involvement nights. The students and parents are encouraged to attend Open House that includes the Title 1 informational video. Teacher/parent conferences are ongoing throughout the year to strengthen the relationship between students/parents/teachers.

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

The school creates an environment conducive to student safety by using the Bucket-Filling program implemented throughout the school campus. The school counselor design specialized lessons to address both groups of bucket fillers and dippers.

The students understand the importance that doors remain closed and locked as well as the practiced safety drills for campus safety and security. The students understand that adults on campus will be wearing an identification badge or visitor sticker. The students have learned the Crime Stoppers phone number using the poster and through practice in the classroom. Also, located in the lunchroom there is a "Tiger Box" for students to place a concern they are having during their day that they would like to speak with the guidance counselor about. Each year, faculty and staff review student Bully-Proofing, safety and security, and behavioral expectations for students. The annual school climate survey helps SAC and the SLT review procedures and make changes as necessary.

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.

Teachers review the Code-of-Conduct with students. During the first several weeks of school, teachers teach, model, and implement procedures both in the classroom and around the school with their students. School-wide procedures including Tiger Talk and Tiger Walk have been implemented to ensure consistent expectations and consistent language for those expectations in each classroom and throughout the campus. School personnel review the expectations during pre-planning in order to establish the guidelines their students will follow from the first day of school. The school counselor is available to assist students who may be having difficulty adjusting to the classroom environment and

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

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

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.

NA

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	0	0
One or more suspensions	0	0	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	0	0
Level 1 on statewide assessment	0	0	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	0	0

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

NA

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 available at the school site.

2. Description

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

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.

Port Orange Elementary/ PTA/ and SAC have reached out to local community partners to support our school with fundraising and parent involvement activities. By using these resources and funds we are able to provide more academic and social-emotional wellness programs, clubs, and parent involvement activities to encourage and support student achievement. We have planned several "Business Partner Expos" throughout the year support and encourage our business partner relationships.

Our business partners and school sponsors include:

Advanced Medical Center
Contact: Nancy Smith
386-299-8771
nancy@amrcus.com

Barnes & McDonnell Pediatric Dentistry
Contact: Keri Herrina
386-760-0550
records@barnesandmcdonnel.com

Bully Me Now
Contact: Victor Ezeir
386-299-7493
bullymenowmma@gmail.com

Chick-Fil-A Port Orange
Contact: Kevin Boone
386-767-3377
Cfaportorange1214@gmail.com

Daytona Beach Sports Club
Contact: Rachel Trurall
407-383-9954
Lvalle7@yahoo.com

Five Guys
Contact: Erica LaRocca
386-675-6594
elarocca@floridaburgers.com

iSmart Technologies
Contact: Mina Habib

386-333-9135
info@ismarttec.com

Jersey Mike's
Contact: Amanda Freese
386-310-4820
Amanda.jerseymikes@gmail.com

Kid City USA Port Orange
Contact: Lisa Maddison
lisa@kidcityusa.com
386-763-2002

KSR Ultimate Marital Arts
Contact: Anthony Caltabiano
386-295-0800
ksrfirstway@gmail.com

Kona Ice
Contact: Judy Carell
386-872-8582
thoffman@kona-ice.com

Marine Discovery Center
Contact: Rachel Truxall
386-428-4828
chad@marinediscoverycenter.org

Nature Works LLC
Contact: Michelle Cazella
503-809-1465
mrscz@gmail.com

New Life Church
Timothy Johnson
386-756-5557
tnjohnson@newlifeportorange.org

Paul David Schulz CPA EA
Contact: David Schulz
386-788-8043
Ds_cpa@yahoo.com

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
Wallace, Tennille	Principal
Williams, Margaret	Teacher, Career/Technical
Myers, Judith	Teacher, K-12
Disher, Debbie	Teacher, K-12
Alfonso, Kathy	Teacher, K-12
Kendall, Sean	Teacher, K-12
Rossi, Charlene	Teacher, ESE
Otto, Amy	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.

Although there is a team of regular members that steer the leadership team, the school leadership meetings are open to all faculty members interested in perusing or supporting a leadership role in at Port Orange Elementary. The function and responsibility of each school leadership team member is to identify, implement, and monitor school-wide needs through the problem solving process according to our identified targets in our School Improvement Plan.

The SLT develops professional development opportunities for teachers that aligns to the SIP as well as needs identified by the district and/ or VSET teacher evaluation program, and school interest.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tennille Wallace	Principal
Robert Miller	Business/Community
Deb Disher	Teacher
Judy Myers	Teacher
Ariel Bianco	Parent
Steve Lampkin	Business/Community
Kristin Brock	Parent
Stephanie Kiernan	Parent
Bill Sherrier	Business/Community
Margaret Williams	Teacher
Brittany Chard	Parent
Stacy Strnad	Teacher
Michelle Duguay	Teacher
Caroline DeLannoy	Parent
Stephanie Dahl	Parent
Nicole Latta	Parent
Ray Sanders	Parent
Yvette Pandelos	Parent
Laura Miller	Parent
Heidi Horvath	Parent
Stephanie Harris	Parent
Michelle Duguay	Teacher
Leroy Gattis	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

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

b. Development of this school improvement plan

The School Advisory Council will assist in collaboration, discussion, and input along with the School Leadership Team for the creation of the School Improvement Plan and Parent Involvement Plan creating and monitoring the implementation of targets and goals.

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

When budget allocations are received, our school-based budget committee meets to equitably allocate the funds. Once the budget clears this committee, it is presented to SAC. School Advisory

Council provides input and then votes to accept as presented or accept as amended. Our SAC will have public input on how to allocate school improvement funds to put them to the best use in the interest of the school, such as, teacher professional development to train teachers in the area of our target goals. The SAC will also help determine how the budget will be spent in the areas of technology and tutoring services.

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

School improvement funds for the 2015-2016 school year were received in May of 2016. SAC determined how to spend the funds based on our SIP Goal and teacher/student needs. Money was allocated for the salary of an academic intervention coach, substitutes required for school improvement monitoring, and teacher professional development.

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
Wallace, Tennille	Principal
Fagerstrom, Emily	Teacher, K-12
Myers, Judith	Teacher, K-12
Sallese, Niki	Teacher, K-12

b. Duties

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

The school based LLT identifies resources and needs to strengthen literacy support available to students at the school. LLT members are responsible for attending all meetings to get all information that needs to be given back to their grade level teams. The team researches and discusses literacy strategies, data, classroom interventions, the implementation of Florida Standards, and develops and facilitates research based professional development to support school improvement strategies.

Our media specialist has two annual book fairs in the media center to encourage children to read, and how to make it fun.

Scholastic Reading Counts Program
Book It Program
Racing to Read

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.

To encourage a positive working relationship between teachers our principal has created team building opportunities for teams to strengthen relationships

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

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

All faculty members are invited and encouraged to take part in School Leadership Team meetings.

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

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

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

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

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

Port Orange Elementary has an academic coach to support new teachers as well as veteran teachers who are new to a grade level or job role.

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.

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

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

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: 2,520

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Williams, Margaret, mhwillia@volusia.k12.fl.us

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

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

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 the coordination of programs and shared expectations for children's learning and development as the children transition to elementary school. Also collaborating and participating in joint professional development including, transition-related training for school staff and pre-school staff when feasible. Provide to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

In collaboration with the middle schools, we provide an evening awareness night for outgoing fifth

grade students. Outgoing 5th graders are also given support with course development and registration. In addition, students take a field trip to their zoned middle school for a two hour orientation to familiarize them with the facilities and programs offered.

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.
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
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.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If Port Orange Elementary implements our 5 Core Strategies, 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 Port Orange Elementary implements our 5 Core Strategies, then student achievement will increase.

1a

G083546

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of Knowledge and Implementation
- Limited Time
- Minimal Resources

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading A-Z
- Instructional Coach/Intervention Teacher
- BrainPOP
- TIM
- Lakeshore
- Ready Reading/Writing
- CPALMS
- Learnzillion
- FCRR
- Goformative
- Waterford
- Achieve the Core
- Curriculum Maps/District Specialists
- Title 1 funding

Plan to Monitor Progress Toward G1. 8

Formative assessments and NWEA

Person Responsible

Tennille Wallace

Schedule

Quarterly, from 9/22/2015 to 5/27/2016

Evidence of Completion

Formative assessments will be the initial results to show evidence of increased student achievement. However, NWEA results will also be used as received.

Action Plan for Improvement

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

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Port Orange Elementary implements our 5 Core Strategies, then student achievement will increase. 1

G083546

G1.B1 Lack of Knowledge and Implementation 2

B221648

G1.B1.S1 Growth Mindset 4

S233894

Strategy Rationale

Moving teachers and students from a fixed mindset to a growth mindset will increase student achievement.

Action Step 1 5

100% of classroom teachers will have a visual representation of growth mindset.

Person Responsible

Margaret Williams

Schedule

On 9/22/2016

Evidence of Completion

sign off sheet of visual implementation

Action Step 2 5

Partner with Spruce Creek Elem. to investigate how they implemented strategies in Growth Mindset from their "Ron Clark" professional development.

Person Responsible

Margaret Williams

Schedule

On 5/26/2017

Evidence of Completion

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

Core Strategy Minutes

Person Responsible

Tennille Wallace

Schedule

Monthly, from 8/18/2015 to 5/26/2016

Evidence of Completion

Core Strategy Minutes

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

Student achievement on FSA

Person Responsible

Tennille Wallace

Schedule

On 5/26/2016

Evidence of Completion

Student achievement on FSA

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

Pre/Post Survey to determine Growth Mindset

Person Responsible

Tennille Wallace

Schedule

On 5/26/2017

Evidence of Completion

Survey data will be collected before and after implementation to determine growth

G1.B1.S2 Personalized Learning 4

S233895

Strategy Rationale

Personalizing learning for all students will increase student achievement.

Action Step 1 5

Implementation of differentiation and intervention strategies

Person Responsible

Sean Kendall

Schedule

On 5/26/2016

Evidence of Completion

ERPD, sign-in sheets, student data, surveys, instructional videos

Action Step 2 5

Provide training and incentives for parents to attend informational sessions on personalized learning resources such as RAZ kids, Scholastic Reading Counts, IXL

Person Responsible

Sean Kendall

Schedule

On 5/26/2017

Evidence of Completion

Sign in sheets, agendas, and feedback forms from parents

Action Step 3 5

Provide additional time and resources for students who are struggling

Person Responsible

Debbie Disher

Schedule

On 5/26/2017

Evidence of Completion

Monitoring of achievement through Waterford and NWEA where K-2 students are on grade level and prepared for Intermediate grades

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

School data

Person Responsible

Tennille Wallace

Schedule

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

Evidence of Completion

Data from PST, OPM, NWEA, SIPPS, formative and summative assessments, PLC notes

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

PLC's will monitor and review data and make instructional decisions for increasing student achievement.

Person Responsible

Tennille Wallace

Schedule

Weekly, from 9/5/2016 to 5/26/2017

Evidence of Completion

PLC minutes, data reports, training sign-in sheets

G1.B2 Limited Time 2

B221649

G1.B2.S1 Mission Driven 4

S233897

Strategy Rationale

Development an understanding of and integrating our mission statement into our school culture will increase student achievement.

Action Step 1 5

Communicate a shared mission statement and related expectations to all stakeholders.

Person Responsible

Kathy Alfonso

Schedule

On 5/26/2017

Evidence of Completion

Faculty meeting sign-in sheets, morning announcements/news, SAC/PTA agendas

Action Step 2 5

Integrate the mission statement into the school culture

Person Responsible

Kathy Alfonso

Schedule

Monthly, from 9/22/2016 to 5/26/2017

Evidence of Completion

Websites, Connect Ed messages, SAC brochures, homework sheets, newsletters, morning news, social media, etc.

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

The Mission Driven Committee will monitor implementation through faculty meeting agendas, morning announcements/news, and SAC/PTA agendas.

Person Responsible

Tennille Wallace

Schedule

Biweekly, from 9/22/2016 to 5/26/2017

Evidence of Completion

Faculty meeting agendas, morning announcements, and SAC/PTA agendas.

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

Effectiveness will be monitored through faculty meeting agendas, morning announcement contents/news, SAC/PTA agendas.

Person Responsible

Schedule

Monthly, from 9/22/2016 to 5/26/2017

Evidence of Completion

Faculty meeting agendas, morning announcement contents/news, SAC/PTA agendas.

G1.B2.S2 High Rigor 4

S233898

Strategy Rationale

Implementing and communicating expectations for a highly rigorous learning environment will increase student achievement.

Action Step 1 5

Communicate elements of a highly rigorous learning environment with all stakeholders.

Person Responsible

Emily Fagerstrom

Schedule

Biweekly, from 9/22/2016 to 5/26/2017

Evidence of Completion

Agendas, sign-in sheets, schedules

Action Step 2 5

Train/Implement the instructional shifts to create a rigorous learning environment.

Person Responsible

Emily Fagerstrom

Schedule

Weekly, from 9/22/2016 to 5/26/2017

Evidence of Completion

Action Step 3 5

Implement NWEA assessment tool to evaluate and monitor academic growth of all students to ensure instruction is provided with High Rigor

Person Responsible

Tennille Wallace

Schedule

On 5/26/2017

Evidence of Completion

Reports to monitor gains and determine effect size of academic gains

Action Step 4 5

Provide Literacy and Math Nights for parents to communicate high rigor expectations for students

Person Responsible

Niki Sallese

Schedule

On 5/26/2017

Evidence of Completion

Sign in sheets, agendas and parent feedback

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

PLC agendas and minutes, sign-in sheets from training on the shifts, and data collection will all be used to monitor the fidelity of implementation.

Person Responsible

Tennille Wallace

Schedule

Weekly, from 9/22/2016 to 5/26/2017

Evidence of Completion

The above will be used to track the the implementation of a highly rigorous learning environment by all stakeholders.

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

PLC agendas and minutes and testing data will be used to monitor the effectiveness of the implementation of a highly rigorous environment.

Person Responsible

Tennille Wallace

Schedule

Weekly, from 9/22/2016 to 5/26/2017

Evidence of Completion

PLC agendas and minutes and testing data

G1.B3 Minimal Resources 2

 B221650

G1.B3.S1 Supportive Learning Environment 4

 S233899

Strategy Rationale

If we implement a supportive learning environment then student achievement will increase.

Action Step 1 5

Training community members and business partners to support new mentoring program

Person Responsible

Amy Otto

Schedule

On 9/22/2016

Evidence of Completion

Action Step 2 5

Establish parent center and provide resources to families

Person Responsible

Niki Sallese

Schedule

On 9/15/2016

Evidence of Completion

Observation and documentation of families serviced

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

Sign-in sheets

Person Responsible

Amy Otto

Schedule

On 9/22/2016

Evidence of Completion

Sign-in sheets, artifacts and evidence from mentoring program

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

Sign-in sheets, mentor meeting minutes, and artifacts will be collected and reviewed.

Person Responsible

Tennille Wallace

Schedule

On 5/26/2017

Evidence of Completion

Sign-in sheets, mentor meeting minutes, artifacts from mentoring program

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.B1.S1.MA1 M304798	Student achievement on FSA	Wallace, Tennille	8/18/2015	Student achievement on FSA	5/26/2016 one-time
G1.B1.S1.MA1 M304800	Core Strategy Minutes	Wallace, Tennille	8/18/2015	Core Strategy Minutes	5/26/2016 monthly
G1.B1.S2.A1 A300357	Implementation of differentiation and intervention strategies	Kendall, Sean	9/22/2015	ERPD, sign-in sheets, student data, surveys, instructional videos	5/26/2016 one-time
G1.MA1 M304812	Formative assessments and NWEA	Wallace, Tennille	9/22/2015	Formative assessments will be the initial results to show evidence of increased student achievement. However, NWEA results will also be used as received.	5/27/2016 quarterly
G1.B1.S2.MA1 M304802	School data	Wallace, Tennille	9/18/2015	Data from PST, OPM, NWEA, SIPPS, formative and summative assessments, PLC notes	5/27/2016 biweekly
G1.B3.S1.A2 A300368	Establish parent center and provide resources to families	Sallese, Niki	9/15/2016	Observation and documentation of families serviced	9/15/2016 one-time
G1.B1.S1.A1 A300355	100% of classroom teachers will have a visual representation of growth mindset.	Williams, Margaret	9/22/2016	sign off sheet of visual implementation	9/22/2016 one-time
G1.B3.S1.MA1 M304811	Sign-in sheets	Otto, Amy	9/15/2016	Sign-in sheets, artifacts and evidence from mentoring program	9/22/2016 one-time
G1.B3.S1.A1 A300367	Training community members and business partners to support new mentoring program	Otto, Amy	9/22/2016		9/22/2016 one-time
G1.B1.S1.MA3 M304799	Pre/Post Survey to determine Growth Mindset	Wallace, Tennille	8/18/2016	Survey data will be collected before and after implementation to determine growth	5/26/2017 one-time
G1.B1.S1.A2 A300356	Partner with Spruce Creek Elem. to investigate how they implemented strategies in Growth Mindset...	Williams, Margaret	9/7/2016		5/26/2017 one-time
G1.B2.S1.MA1 M304806	Effectiveness will be monitored through faculty meeting agendas, morning announcement...		9/22/2016	Faculty meeting agendas, morning announcement contents/news, SAC/PTA agendas.	5/26/2017 monthly
G1.B2.S1.MA1 M304807	The Mission Driven Committee will monitor implementation through faculty meeting agendas, morning...	Wallace, Tennille	9/22/2016	Faculty meeting agendas, morning announcements, and SAC/PTA agendas.	5/26/2017 biweekly
G1.B2.S1.A1 A300361	Communicate a shared mission statement and related expectations to all stakeholders.	Alfonso, Kathy	9/22/2016	Faculty meeting sign-in sheets, morning announcements/news, SAC/PTA agendas	5/26/2017 one-time
G1.B2.S1.A2 A300362	Integrate the mission statement into the school culture	Alfonso, Kathy	9/22/2016	Websites, Connect Ed messages, SAC brochures, homework sheets, newsletters, morning news, social media, etc.	5/26/2017 monthly
G1.B3.S1.MA1 M304810	Sign-in sheets, mentor meeting minutes, and artifacts will be collected and reviewed.	Wallace, Tennille	9/15/2016	Sign-in sheets, mentor meeting minutes, artifacts from mentoring program	5/26/2017 one-time
G1.B1.S2.MA1 M304801	PLC's will monitor and review data and make instructional decisions for increasing student...	Wallace, Tennille	9/5/2016	PLC minutes, data reports, training sign-in sheets	5/26/2017 weekly
G1.B1.S2.A2 A300358	Provide training and incentives for parents to attend informational sessions on personalized...	Kendall, Sean	9/19/2016	Sign in sheets, agendas, and feedback forms from parents	5/26/2017 one-time
G1.B1.S2.A3 A300359	Provide additional time and resources for students who are struggling	Disher, Debbie	9/19/2016	Monitoring of achievement through Waterford and NWEA where K-2	5/26/2017 one-time

Volusia - 4934 - Port Orange Elementary School - 2016-17 SIP
Port Orange Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				students are on grade level and prepared for Intermediate grades	
G1.B2.S2.MA1 M304808	PLC agendas and minutes and testing data will be used to monitor the effectiveness of the...	Wallace, Tennille	9/22/2016	PLC agendas and minutes and testing data	5/26/2017 weekly
G1.B2.S2.MA1 M304809	PLC agendas and minutes, sign-in sheets from training on the shifts, and data collection will all...	Wallace, Tennille	9/22/2016	The above will be used to track the the implementation of a highly rigorous learning environment by all stakeholders.	5/26/2017 weekly
G1.B2.S2.A1 A300363	Communicate elements of a highly rigorous learning environment with all stakeholders.	Fagerstrom, Emily	9/22/2016	Agendas, sign-in sheets, schedules	5/26/2017 biweekly
G1.B2.S2.A2 A300364	Train/Implement the instructional shifts to create a rigorous learning environment.	Fagerstrom, Emily	9/22/2016		5/26/2017 weekly
G1.B2.S2.A3 A300365	Implement NWEA assessment tool to evaluate and monitor academic growth of all students to ensure...	Wallace, Tennille	9/19/2016	Reports to monitor gains and determine effect size of academic gains	5/26/2017 one-time
G1.B2.S2.A4 A300366	Provide Literacy and Math Nights for parents to communicate high rigor expectations for students	Sallese, Niki	9/19/2016	Sign in sheets, agendas and parent feedback	5/26/2017 one-time

V. Professional Development Opportunities

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

G1. If Port Orange Elementary implements our 5 Core Strategies, then student achievement will increase.

G1.B1 Lack of Knowledge and Implementation

G1.B1.S1 Growth Mindset

PD Opportunity 1

Partner with Spruce Creek Elem. to investigate how they implemented strategies in Growth Mindset from their "Ron Clark" professional development.

Facilitator

Debbie Bastian and Committee

Participants

faculty

Schedule

On 5/26/2017

G1.B1.S2 Personalized Learning

PD Opportunity 1

Implementation of differentiation and intervention strategies

Facilitator

Administration and academic coaches

Participants

Faculty

Schedule

On 5/26/2016

G1.B2 Limited Time

G1.B2.S2 High Rigor

PD Opportunity 1

Train/Implement the instructional shifts to create a rigorous learning environment.

Facilitator

Stephanie Radford

Participants

Faculty not already trained

Schedule

Weekly, from 9/22/2016 to 5/26/2017

G1.B3 Minimal Resources

G1.B3.S1 Supportive Learning Environment

PD Opportunity 1

Training community members and business partners to support new mentoring program

Facilitator

Annette Hood

Participants

Amy Otto, Andy Bigelow, Julie Kirton, Tina Gordon, Niki Sallese

Schedule

On 9/22/2016

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	100% of classroom teachers will have a visual representation of growth mindset.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4934 - Port Orange Elementary School	Title I, Part A		\$500.00
			<i>Notes: Posters and literacy materials to support growth mindset in the classroom</i>			
2	G1.B1.S1.A2	Partner with Spruce Creek Elem. to investigate how they implemented strategies in Growth Mindset from their "Ron Clark" professional development.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4934 - Port Orange Elementary School			\$500.00
			<i>Notes: Subs and materials to investigate "Ron Clark"</i>			
3	G1.B1.S2.A1	Implementation of differentiation and intervention strategies				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4934 - Port Orange Elementary School	Title I, Part A		\$2,000.00
			<i>Notes: FETC registration / subs</i>			
4	G1.B1.S2.A2	Provide training and incentives for parents to attend informational sessions on personalized learning resources such as RAZ kids, Scholastic Reading Counts, IXL				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4934 - Port Orange Elementary School	Title I, Part A		\$500.00
			<i>Notes: Parent training and incentives for RAZ kids, SRC, IXL</i>			
5	G1.B1.S2.A3	Provide additional time and resources for students who are struggling				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4934 - Port Orange Elementary School	Title I, Part A		\$4,500.00
			<i>Notes: Extended Learning and Tutoring for K-2</i>			
6	G1.B2.S1.A1	Communicate a shared mission statement and related expectations to all stakeholders.				\$0.00

7	G1.B2.S1.A2	Integrate the mission statement into the school culture				\$0.00
8	G1.B2.S2.A1	Communicate elements of a highly rigorous learning environment with all stakeholders.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4934 - Port Orange Elementary School	Title I, Part A		\$1,000.00
<i>Notes: Subs for Learning Walks</i>						
9	G1.B2.S2.A2	Train/Implement the instructional shifts to create a rigorous learning environment.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4934 - Port Orange Elementary School	Title I, Part A		\$2,000.00
<i>Notes: Implementation of Learning Walks</i>						
10	G1.B2.S2.A3	Implement NWEA assessment tool to evaluate and monitor academic growth of all students to ensure instruction is provided with High Rigor				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4934 - Port Orange Elementary School	Title I, Part A		\$9,000.00
<i>Notes: Implement NWEA</i>						
11	G1.B2.S2.A4	Provide Literacy and Math Nights for parents to communicate high rigor expectations for students				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4934 - Port Orange Elementary School	Title I, Part A		\$1,500.00
<i>Notes: Literacy and Math Nights</i>						
12	G1.B3.S1.A1	Training community members and business partners to support new mentoring program				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4934 - Port Orange Elementary School			\$500.00
<i>Notes: Mentoring program and Homeless student resources</i>						
13	G1.B3.S1.A2	Establish parent center and provide resources to families				\$833.81
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4934 - Port Orange Elementary School	Title I, Part A		\$833.81
<i>Notes: Develop parent center</i>						

Volusia - 4934 - Port Orange Elementary School - 2016-17 SIP
Port Orange Elementary School

	Total: \$22,833.81
--	---------------------------