

Volusia County Schools

Port Orange Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Port Orange Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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.

We believe that all students will reach high levels of learning through the commitment of our school community. We collaborate to implement and monitor a highly rigorous learning environment by assessing student learning and responding to meet the needs of every student.

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. Six weeks into the school year, we host our Open House inviting all families to attend. During this evening, we present the Title I informational video. Throughout the remaining year, we host several family involvement events such as our annual Hoe Down, Math Night, and Artist Trading Card Night. Teacher/parent conferences are ongoing throughout the year to strengthen the relationships between students/parents/teachers.

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

Our students are taught from the first day of school about Tiger Talk and Tiger Walk. These are a set of school wide rules and expectations. Every quarter we hold a Celebration of Achievement recognizing students from each classroom who represent our 5 Core Values.

In terms of safety, the students understand the importance that doors remain closed and locked at all times. The students understand that adults on campus will be wearing an identification badge or visitor sticker. Additionally, the safety drills for campus safety and security are practiced throughout the year. The students have learned the Crime Stoppers phone number using the poster and through practice in the classroom.

We have a "Tiger Box" located in the library for students to voice their concerns. The box is checked on a regular basis by our guidance counselor. Each year, faculty and staff review the district bullying policy. The annual school climate survey helps SAC and the SLT review procedures and make changes as necessary.

Our extended day staff consistently implement the same school wide expectations and procedures.

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. We have a Family Center consisting of donations which include backpacks, school supplies, clothes, socks, shoes, etc. We also have a 'Tiger Snack' program providing food every Friday for our students that are in need. Teachers and staff work closely to identify those in need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance is our main Early Warning System indicator. Last school year, we began with 14% chronic absenteeism. After implementing a number of attendance initiatives, we were able to reduce our chronic absenteeism to 12%. This school year after only <30 days, we are at 12% chronic absenteeism, representing 48/410 students. We established 3 major focus points for this school year; attitude, effort, and attendance. We have put our focus on attendance and will continue to support daily, on-time attendance for ALL students.

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	4	5	12	9	11	7	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	

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

We provide extensive support to families to ensure on-time attendance via newsletters, teacher communication, and Blackboard Connect phone calls. Regarding academic needs, we employ a full-time intervention teacher who services 6 students in reading and math for all grade levels. Also, we participate in STAR Tutoring for 3rd, 4th, and 5th grade students which provides 20 students with direct 2 on 1 tutoring. Because our greatest area of need is Reading, all STAR tutoring will support Reading this year. Also, we allocate a portion of our Title I funding to support Reading tutoring across K-2 to provide early intervention. Also, for SIPPS, we structure our SIPPS time school wide and with full support of our special area teachers so that students across K-3 are provided with the right instructional level in the smallest groups possible. Our support facilitators are scheduled to work directly with students during the small group instruction in the classroom to ensure that students aren't missing whole group instruction for the additional support. Also, we are providing professional learning to teachers regarding RTI to ensure that Tier 1, 2, and 3 services and supports are provided with fidelity. We hired a new instructional coach with an ESE background and Reading certification/degree to ensure that students needing support from the Problem Solving Team are intervening with the right intervention for the right problem.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/444270>.

2. Description

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

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

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 to 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
mrscaz@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

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
Alfonso, Kathy	Teacher, K-12
Rossi, Charlene	Teacher, ESE
Baron, Cynthia	Teacher, K-12
Bernstein, Laura	Teacher, K-12
Fagerstrom, Emily	Teacher, K-12
Powell, Crystal	Teacher, K-12
Uzal, Silvina	Teacher, K-12
Gordon, Kristina	Teacher, K-12
Woodard, Reva	Teacher, K-12
Sparks, Leslie	Teacher, K-12

b. Duties

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

Our School Leadership Team is a representation of all grade levels and departments within our school. Our team meets twice a month to facilitate communication amongst the faculty. Grade level team members lead our collaborative team meetings, serve as a first line of support for classroom teachers, and provide ongoing support to meet all students' needs. The SLT contributes to the development of professional development opportunities for teachers that align to the SIP.

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
Ariel Bianco	Parent
Steve Lampkin	Business/Community
Bill Sherrier	Business/Community
Margaret Williams	Teacher
Brittany Chard	Parent
Michelle Duguay	Teacher
Stephanie Dahl	Parent
Ray Sanders	Parent
Stephanie Harris	Parent
Leroy Gattis	Parent
Candace Adkison	Parent
Nathaly Encarnacion	Parent
Priscilla Kozloski	Parent
Samir Michael	Parent
Emily Fagerstrom	Teacher
Crystal Daffin	Teacher
Cynthia Baron	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 2016 - 2017 school year were received in May of 2017. SAC determined how to spend the funds based on our SIP Goal and teacher/student needs. Title I dollars were 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
Powell, Crystal	Teacher, K-12
Rossi, Charlene	Instructional Coach

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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.

Members of the School Leadership Team attended the Professional Learning Community conference and brought back the guiding principles to effectively implement PLCs.

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: 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 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, analyze, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Goals: If Port Orange Elementary collaborates as a Professional Learning Community and increases Collective Efficacy, then student achievement and growth will increase so that we meet 80% of the criteria for school grade.

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. Goals: If Port Orange Elementary collaborates as a Professional Learning Community and increases Collective Efficacy, then student achievement and growth will increase so that we meet 80% of the criteria for school grade. 1a

G094596

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
FSA Mathematics Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of Knowledge and Implementation

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 8/14/2017 to 5/25/2018

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

 = Problem Solving Step  S123456 = Quick Key


G1. Goals: If Port Orange Elementary collaborates as a Professional Learning Community and increases Collective Efficacy, then student achievement and growth will increase so that we meet 80% of the criteria for school grade. 1

 G094596

G1.B1 Lack of Knowledge and Implementation 2

 B254289

G1.B1.S1 We will build and sustain positive relationships to support efficacy, equity, and success throughout our Port Orange Elementary family. 4

 S268520

Strategy Rationale

Action Step 1 5

Our Tiger Team provides a wide array of resources such as Tiger Snacks, school supplies, holiday support, food baskets, and uniforms for students.

Person Responsible

Niki Sallese

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Sign in sheets, emails

Action Step 2 5

Our Tiger Team leads families to resources such as legal services, vision/dental services, counseling services, and homeless services.

Person Responsible

Amy Otto

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Guidance notes and emails

G1.B1.S2 We will collaborate to develop standards-based instruction, common assessments, small group intervention, and enrichment to ensure student growth. 4

S268521

Strategy Rationale

Action Step 1 5

Provide professional learning on NWEA assessment tool through faculty meetings, on site training, and conferences.

Person Responsible

Tennille Wallace

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

sign in sheets, agendas

Action Step 2 5

Provide professional learning on formative assessment development (PLC Summer Institute, NWEA)

Person Responsible

Tennille Wallace

Schedule

On 5/25/2018

Evidence of Completion

sign in sheets, agendas

Action Step 3 **5**

Provide intervention services from our Title I intervention teacher and after school tutoring for K-5;
PST Process

Person Responsible

Tennille Wallace

Schedule


Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

data collection, observation

G1.B1.S3 We will prioritize efforts to implement and monitor expectations for a highly rigorous learning environment using small group instruction and common formative assessments to ensure student growth

4

 S268522

Strategy Rationale

Action Step 1 5

Grade level teams will utilize team planning time during and after school to align instruction within the classroom

Person Responsible

Tennille Wallace

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Sign in sheets, agendas

Action Step 2 5

Teachers/admin will utilize learning walks to monitor highly rigorous instruction during small group

Person Responsible









Tennille Wallace

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M382369	Formative assessments and NWEA	Wallace, Tennille	8/14/2017	Formative assessments will be the initial results to show evidence of increased student achievement. However, NWEA results will also be used as received.	5/25/2018 quarterly
G1.B1.S1.A1  A357908	Our Tiger Team provides a wide array of resources such as Tiger Snacks, school supplies, holiday...	Sallese, Niki	8/14/2017	Sign in sheets, emails	5/25/2018 daily
G1.B1.S1.A2  A357909	Our Tiger Team leads families to resources such as legal services, vision/dental services,...	Otto, Amy	8/14/2017	Guidance notes and emails	5/25/2018 daily
G1.B1.S2.A1  A357910	Provide professional learning on NWEA assessment tool through faculty meetings, on site training,...	Wallace, Tennille	8/14/2017	sign in sheets, agendas	5/25/2018 biweekly
G1.B1.S2.A2  A357911	Provide professional learning on formative assessment development (PLC Summer Institute, NWEA)	Wallace, Tennille	8/14/2017	sign in sheets, agendas	5/25/2018 one-time
G1.B1.S2.A3  A357912	Provide intervention services from our Title I intervention teacher and after school tutoring for...	Wallace, Tennille	8/14/2017	data collection, observation	5/25/2018 daily
G1.B1.S3.A1  A357913	Grade level teams will utilize team planning time during and after school to align instruction...	Wallace, Tennille	8/14/2017	Sign in sheets, agendas	5/25/2018 daily
G1.B1.S3.A2  A357914	Teachers/admin will utilize learning walks to monitor highly rigorous instruction during small group	Wallace, Tennille	8/14/2017		5/25/2018 daily

V. Professional Development Opportunities

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

G1. Goals: If Port Orange Elementary collaborates as a Professional Learning Community and increases Collective Efficacy, then student achievement and growth will increase so that we meet 80% of the criteria for school grade.

G1.B1 Lack of Knowledge and Implementation

G1.B1.S2 We will collaborate to develop standards-based instruction, common assessments, small group intervention, and enrichment to ensure student growth.

PD Opportunity 1

Provide professional learning on NWEA assessment tool through faculty meetings, on site training, and conferences.

Facilitator

Tennille Wallace

Participants

Faculty

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

PD Opportunity 2

Provide professional learning on formative assessment development (PLC Summer Institute, NWEA)

Facilitator

Solution Tree, NWEA

Participants

Leadership team

Schedule

On 5/25/2018

PD Opportunity 3

Provide intervention services from our Title I intervention teacher and after school tutoring for K-5;
PST Process

Facilitator

Jamie Majors, Charlene Rossi, Kelly Miller, Ashley Hurt

Participants

Faculty

Schedule

Daily, from 8/14/2017 to 5/25/2018

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	Our Tiger Team provides a wide array of resources such as Tiger Snacks, school supplies, holiday support, food baskets, and uniforms for students.				\$0.00
2	G1.B1.S1.A2	Our Tiger Team leads families to resources such as legal services, vision/dental services, counseling services, and homeless services.				\$0.00
3	G1.B1.S2.A1	Provide professional learning on NWEA assessment tool through faculty meetings, on site training, and conferences.				\$0.00
4	G1.B1.S2.A2	Provide professional learning on formative assement development (PLC Summer Institute, NWEA)				\$10,380.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			4934 - Port Orange Elementary School	Title, I Part A		\$10,380.00
			Notes: NWEA Conference on Formative Assessment			
5	G1.B1.S2.A3	Provide intervention services from our Title I intervention teacher and after school tutoring for K-5; PST Process				\$58,581.18
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			4934 - Port Orange Elementary School	Title, I Part A		\$58,581.18
			Notes: Title I Intervention Teacher			
6	G1.B1.S3.A1	Grade level teams will utilize team planning time during and after school to align instruction within the classroom				\$0.00
7	G1.B1.S3.A2	Teachers/admin will utilize learning walks to monitor highly rigorous instruction during small group				\$0.00
Total:						\$68,961.18