

Volusia County Schools

Ormond Beach Elementary School



2017-18 Schoolwide Improvement Plan

Ormond Beach Elementary School

100 CORBIN AVE, Ormond Beach, FL 32174

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

Ormond Beach Elementary will create a warm, pleasant environment and will do whatever it takes to ensure all students achieve academically.

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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 are trained in CHAMPS and implement the strategies daily. There are school wide rules, as well as cafeteria procedures to encourage good choices and acceptable behavior. School wide rules and expectations are enforced in all common areas. Classroom interruptions are kept to a minimum. During pre-planning teachers participated in a CHAMPS back to school PD, and a follow-up PD opportunity will be provided.

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 all students through the following programs:
Full time school counselor
Problem Solving Team(PST) Members include: teachers, school psychologist, administration, counselor and behavior specialist.
Anti-bullying program
anonymous reporting box
DARE program
Terrific Kids
Foster Grandparent Program
Mentoring Program

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.

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

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

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

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

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

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

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/444258>.

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.

The process by which our school builds and sustains partnerships with the local community is utilizing the district volunteers-in-schools program, creating partnerships with the Ormond Beach Police Athletic League (PAL), Adams Cameron Reality, Downtown Rotary Club of Ormond Beach, FRAPPS, Frame Of Mind, Downtown Mainstreet, Don Peppers, Skate and Shake, Project Read and Science on Patrol, Florida Future Educators Association (FFEA), and Kiwanis (Terrific Kids) Math family night through Publix, Science Night at the Museum of Arts and Science, Community Fair, School Advisory Council (SAC) ,FUTURES Grants, Practical Academic Cultural Education(PACE) , and a mentoring program as well as an intern program in conjunction with several area colleges.

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
Bethea, Ruth	Instructional Coach
Neat, Jeanne	Teacher, K-12
Hammonds, Robbin	Teacher, K-12
Lohmann, Lauren	Teacher, K-12
Harris, Tucker	Principal
McMahon, Megan	Teacher, K-12
Tomlinson, Michelle	Teacher, K-12
Every, Tammy	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.

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

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.

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

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Ormond Beach Elementary:

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tucker Harris	Principal
Ruth Bethea	Teacher
Lauren Lohmann	Teacher
J. Jackson	Parent
H. Yarbrough	Business/Community
F. Knutson	Teacher
Tucker Harris	Principal
B. Martino	Education Support Employee
D. Anderson	Parent
	Parent
E. Gonshorowski	Parent
J. Gundlach	Parent
T. Hadley	Parent
A. Lopez	Student
S. Callahan	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

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

b. Development of this school improvement plan

The School Advisory Council (SAC) met to review and offer input at the September 25th, 2017 meeting. There will then be a mid year review and an end of the year reflection for the SAC committee.

During the 2017-2018 school year the School Advisory Council will participate in the following activities:

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

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

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

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

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

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
Bethea, Ruth	Instructional Coach
Hammonds, Robbin	Teacher, K-12
Neat, Jeanne	Teacher, K-12
Lohmann, Lauren	Teacher, K-12
Every, Tammy	Teacher, K-12
Tomlinson, Michelle	Teacher, K-12
McMahon, Megan	Teacher, K-12

b. Duties

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

The School based Leadership Team (LT) team will facilitate the analysis of assessment data and the resulting instructional implications. The team will guide professional development through faculty, team and PLC meetings. Providing Professional Development and monitoring student progress. The LT meets once a month, on the third Monday, after school. The LT chair provides an agenda and facilitates the meeting. LT member responsibilities include: attending all meetings to review data, share literacy strategies, assist with the development of classroom implementation strategies and supervise and support the school-wide writing initiative and implementation of Florida Standards.

The school-wide Literacy initiative's main focus is to support reading and writing in every classroom through the implementation of the ELA Instructional Shifts. This year's focus will be support for teachers as we focus on effective instruction in the classroom. The Academic Coach will provide PD as needed. All members of the LT are responsible for introducing strategies to their departments through PLC's.

The LLT is dedicated to providing a variety of literacy-building events throughout the school year. These are offered both during the school day and after school to encourage parent involvement.

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.

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

PLC
Professional Development
Academic Coach
Office 365
On-line lesson planning
Digital Learning Teacher leader

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

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

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

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

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

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

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.

Teachers follow the curriculum maps that are aligned to the Instructional Standards. Teacher teams create formative and summative assessments to monitor student achievement. Administration monitors delivery of instruction weekly. School leaders and teachers are provided professional development on the implementation of the curriculum maps, resources and assessments.

Professional Learning Communities (PLC's), Lesson Studies, and coaching help ensure that instruction is aligned to Florida Standards, is well-paced, engaging, and rigorous.

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.

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

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

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

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: 2,400

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Harris, Tucker, tharris@volusia.k12.fl.us

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

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

Strategy: Extended School Year

Minutes added to school year: 2,880

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

Strategy: After School Program

Minutes added to school year: 1,860

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

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

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 coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this 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.** If OBE implements a school wide, positive, proactive behavior system, then, positive behaviors will increase. (CHAMPS)
- G2.** If Ormond Beach Elementary implements effective instructional strategies, aligned to the standards, based on instructional shifts, then student achievement will increase.

Strategic Goals Detail

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

G1. If OBE implements a school wide, positive, proactive behavior system, then, positive behaviors will increase. (CHAMPS) 1a

 G099241

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	99.0

Targeted Barriers to Achieving the Goal 3

- A school wide behavior system was implement last year for all common areas, but not for classrooms.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS behavior program

Plan to Monitor Progress Toward G1. 8

Data collected through classroom observation and walk-throughs; observation of students in common areas and classrooms.

Person Responsible

Tucker Harris

Schedule

Monthly, from 9/18/2017 to 5/28/2018

Evidence of Completion

An increase in positive student behaviors as evidenced through a decrease in behavior referrals and an increase in 1's on behavior reporting categories on the report card.

G2. If Ormond Beach Elementary implements effective instructional strategies, aligned to the standards, based on instructional shifts, then student achievement will increase. 1a

G099242

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	70.0
ELA Achievement District Assessment	70.0
ELA/Reading Gains	70.0
Math Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and implementation on instructional shifts
- Scheduling intensive intervention

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

Detailed Data reports will be collected and reviewed weekly by tutors

Person Responsible

Tucker Harris

Schedule

Weekly, from 9/21/2017 to 2/22/2018

Evidence of Completion

Data collected will show progress towards mastery of goals

Plan to Monitor Progress Toward G2. 8

District Assessments in ELA, formative and summative classroom assessments as well as FSA tests, mid year and end of year SIPPS assessments.

Person Responsible

Ruth Bethea

Schedule

Quarterly, from 8/14/2017 to 8/14/2017

Evidence of Completion

Student scores and work samples

Plan to Monitor Progress Toward G2. 8

District Assessment in Math, formative and summative classroom assessments as well as FSA tests, mid year and end of year SIPPS assessments.

Person Responsible

Ruth Bethea

Schedule

Quarterly, from 2/27/2018 to 5/8/2018

Evidence of Completion

Student scores and work samples

Plan to Monitor Progress Toward G2. 8

Data from VXTs, FSA and classroom summatives will be reviewed to determine progress towards goals.

Person Responsible

Toni Chieppa

Schedule

Quarterly, from 8/21/2017 to 5/31/2018

Evidence of Completion

6 data points will be collected monitoring progress toward individual student goals.

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 OBE implements a school wide, positive, proactive behavior system, then, positive behaviors will increase. (CHAMPS) **1**

 G099241

G1.B1 A school wide behavior system was implement last year for all common areas, but not for classrooms. **2**

 B267279

G1.B1.S1 Implement a school wide behavior system, that includes classroom management and common consequences. **4**

 S283096

Strategy Rationale

If students know what is expected of them, regardless of where they are in the school, then positive behaviors will increase.

Action Step 1 **5**

Provide PL in CHAMPS classroom management for all faculty and staff.

Person Responsible

Tucker Harris

Schedule

Semiannually, from 8/14/2017 to 3/26/2018

Evidence of Completion

Observation checklist for common areas and classroom walk throughs to monitor implementaion.

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

To support the implementation of CHAMPS all common areas and classrooms have appropriate signage for behavior expectations. Each classroom uses the same behavior management system and have common consequences. Administration will monitor through observation.

Person Responsible

Tucker Harris

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

CHAMPS checklist

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

To support the effectiveness of the CHAMPS behavioral program, administration will provide feedback to all teachers based on observation and classroom walk -throughs. Report card behavior data will be tracked quarterly .

Person Responsible

Tucker Harris

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

CHAMPS checklist

G2. If Ormond Beach Elementary implements effective instructional strategies, aligned to the standards, based on instructional shifts, then student achievement will increase. 1

G099242

G2.B1 Lack of knowledge and implementation on instructional shifts 2

B267280

G2.B1.S1 . Develop knowledge and skills of the Instructional Shifts in ELA and Math to improve implementation of core actions. 4

S283097

Strategy Rationale

When we increase the knowledge and implementation of the instructional shifts, we will have to find the time and resources to make it happen.

Action Step 1 5

Professional development on instructional shifts will be presented to the staff during ERPDs as well as at faculty meetings.

Person Responsible

Toni Chieppa

Schedule

Monthly, from 8/28/2017 to 5/14/2018

Evidence of Completion

Sign in sheets and observation of classroom implementation of the math shifts will be used as evidence.

Action Step 2 5

Provide professional learning on Math core actions (1-2-3)

Person Responsible

Toni Chieppa

Schedule

On 8/28/2017

Evidence of Completion

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

Action Step 3 5

Book Chat: Becoming the Math Teacher you Wish You'd Had by Tracy Zager

Person Responsible

Toni Chieppa

Schedule

Quarterly, from 9/19/2016 to 1/1/2017

Evidence of Completion

Follow up activities will be monitored by administration, math intervention teacher, and academic coach.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Learning walks and classroom observation will support the fidelity of implementation.

Person Responsible

Tucker Harris

Schedule

Monthly, from 8/28/2017 to 5/21/2018

Evidence of Completion

A check sheet (IPG) will be used to monitor classroom instructional strategies both for classroom visits through coaching or learning walks.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Provide Professional Learning on ELA Instructional Shifts (1-2-3)

Person Responsible

Tucker Harris

Schedule

On 9/19/2016

Evidence of Completion

Administration will observe lessons in the classroom with instructional shifts implemented in ELA .

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Provide Professional Learning on Math instructional Shifts (1-2-3)

Person Responsible

Toni Chieppa

Schedule

Quarterly, from 9/19/2016 to 1/9/2017

Evidence of Completion

Administration will observe lessons in the classroom with instructional shifts implemented in Math .

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Classroom summatives as well as the District Math and ELA Assessments will be used to monitor the effectiveness of implementation.

Person Responsible

Ruth Bethea

Schedule

Quarterly, from 5/21/2018 to 5/21/2018

Evidence of Completion

Data reports with standards tested will be collected to demonstrate effectiveness of the instructional shifts and classroom instruction.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Classroom follow-up and support provided .

Person Responsible

Ruth Bethea

Schedule

Every 3 Weeks, from 9/20/2016 to 5/29/2017

Evidence of Completion

Classroom observation and coaching log VSET observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Classroom follow-up and support provided

Person Responsible

Ruth Bethea

Schedule

Every 3 Weeks, from 9/20/2016 to 5/29/2017

Evidence of Completion

Classroom observation and lesson plans

G2.B2 Scheduling intensive intervention 2

 B267281

G2.B2.S1 Provide students with support through the use of tutoring. 4

 S283098

Strategy Rationale

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

Action Step 1 5

Tutors will be hired to provide students additional academic support during the school day/grades K-5 ELA and Math

Person Responsible

Tucker Harris

Schedule

Daily, from 9/18/2017 to 5/7/2018

Evidence of Completion

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

Action Step 2 5

Star- Title 1 tutoring program-targeting lowest quartile in ELA and Math

Person Responsible

Tucker Harris

Schedule

Biweekly, from 9/19/2017 to 2/20/2018

Evidence of Completion

Attendance logs will track student participation

Action Step 3 5

Tutoring before and after school/grades K-5 ELA , Math and Science

Person Responsible

Tucker Harris

Schedule

Biweekly, from 2/6/2018 to 5/29/2018

Evidence of Completion

Tutoring logs and lesson plans

Action Step 4 5

Hire a full time intervention teacher for in school remediation

Person Responsible

Tucker Harris

Schedule

Daily, from 8/8/2017 to 6/1/2018

Evidence of Completion

Intervention teacher is a staff member

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

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

Person Responsible

Ruth Bethea

Schedule

Monthly, from 2/27/2018 to 5/7/2018

Evidence of Completion

Agenda and sign in sheets will be collected.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Tutor sign in sheets for Title 1 Star program

Person Responsible

Tucker Harris

Schedule

Biweekly, from 9/21/2017 to 2/22/2018

Evidence of Completion

tutor and student sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Tutor logs and sign in for before and after school tutoring.

Person Responsible

Tucker Harris

Schedule

Weekly, from 2/27/2018 to 5/8/2018

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Daily attendance records

Person Responsible

Toni Chieppa

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Intervention teacher will provide attendance records and work with teachers to plan instruction.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Individual student goals created based on Diagnostic test and monitored through computer testing.

Person Responsible

Ruth Bethea

Schedule

Quarterly, from 9/21/2017 to 2/22/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Classroom formative assessments and district interim assessments will be used to monitor the effectiveness of implementation of the Title 1 Star tutoring program.

Person Responsible

Ruth Bethea

Schedule

Biweekly, from 9/21/2017 to 2/22/2018

Evidence of Completion

Progress monitoring of student achievement through program generated assessments.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

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

Person Responsible

Tucker Harris

Schedule

Biweekly, from 2/27/2018 to 5/8/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

District VXTs and FSA data will be used to support the effectiveness of the intervention.

Person Responsible

Toni Chieppa




















Schedule

Quarterly, from 8/21/2017 to 5/31/2018











Evidence of Completion

Data from VXTS and Learning walks will be reviewed during PLCs

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					
G2.B1.S1.MA1  M415508	Provide Professional Learning on ELA Instructional Shifts (1-2-3)	Harris, Tucker	9/19/2016	Administration will observe lessons in the classroom with instructional shifts implemented in ELA .	9/19/2016 one-time
G2.B1.S1.A3  A382169	Book Chat: Becoming the Math Teacher you Wish You'd Had by Tracy Zager	Chieppa, Toni	9/19/2016	Follow up activities will be monitored by administration, math intervention teacher, and academic coach.	1/1/2017 quarterly
G2.B1.S1.MA4  M415509	Provide Professional Learning on Math instructional Shifts (1-2-3)	Chieppa, Toni	9/19/2016	Administration will observe lessons in the classroom with instructional shifts implemented in Math .	1/9/2017 quarterly
G2.B1.S1.MA5  M415505	Classroom follow-up and support provided .	Bethea, Ruth	9/20/2016	Classroom observation and coaching log VSET observations	5/29/2017 every-3-weeks
G2.B1.S1.MA6  M415506	Classroom follow-up and support provided	Bethea, Ruth	9/20/2016	Classroom observation and lesson plans	5/29/2017 every-3-weeks
G2.MA2  M415519	District Assessments in ELA, formative and summative classroom assessments as well as FSA tests,...	Bethea, Ruth	8/14/2017	Student scores and work samples	8/14/2017 quarterly
G2.B1.S1.A2  A382168	Provide professional learning on Math core actions (1-2-3)	Chieppa, Toni	8/28/2017	Follow up activities will be monitored by administration and academic coach.	8/28/2017 one-time
G2.B2.S1.A2  A382171	Star- Title 1 tutoring program-targeting lowest quartile in ELA and Math	Harris, Tucker	9/19/2017	Attendance logs will track student participation	2/20/2018 biweekly
G2.MA1  M415518	Detailed Data reports will be collected and reviewed weekly by tutors	Harris, Tucker	9/21/2017	Data collected will show progress towards mastery of goals	2/22/2018 weekly
G2.B2.S1.MA1  M415510	Individual student goals created based on Diagnostic test and monitored through computer testing.	Bethea, Ruth	9/21/2017	Data from district assessments and student work samples will be collected to monitor the effectiveness of the the action plan.	2/22/2018 quarterly
G2.B2.S1.MA5  M415511	Classroom formative assessments and district interim assessments will be used to monitor the...	Bethea, Ruth	9/21/2017	Progress monitoring of student achievement through program generated assessments.	2/22/2018 biweekly
G2.B2.S1.MA2  M415515	Tutor sign in sheets for Title 1 Star program	Harris, Tucker	9/21/2017	tutor and student sign in sheets	2/22/2018 biweekly
G1.B1.S1.A1  A382166	Provide PL in CHAMPS classroom management for all faculty and staff.	Harris, Tucker	8/14/2017	Observation checklist for common areas and classroom walk throughs to monitor implementaion.	3/26/2018 semiannually
G2.B2.S1.MA1  M415514	Teachers and academic coach will meet with tutors to monitor activities for in school tutors.	Bethea, Ruth	2/27/2018	Agenda and sign in sheets will be collected.	5/7/2018 monthly
G2.B2.S1.A1  A382170	Tutors will be hired to provide students additional academic support during the school day/grades...	Harris, Tucker	9/18/2017	Tutoring logs will be collected to monitor skills and students serviced by the tutors.	5/7/2018 daily
G2.MA3  M415520	District Assessment in Math, formative and summative classroom assessments as well as FSA tests,...	Bethea, Ruth	2/27/2018	Student scores and work samples	5/8/2018 quarterly
G2.B2.S1.MA6  M415512	Classroom formative assessments and district interim assessments will be used to monitor the...	Harris, Tucker	2/27/2018	Data from district assessments and student work samples will be collected to monitor the effectiveness of the the action plan.	5/8/2018 biweekly
G2.B2.S1.MA4  M415516	Tutor logs and sign in for before and after school tutoring.	Harris, Tucker	2/27/2018	lesson plans	5/8/2018 weekly
G2.B1.S1.A1  A382167	Professional development on instructional shifts will be presented to the staff during ERPDs as...	Chieppa, Toni	8/28/2017	Sign in sheets and observation of classroom implementation of the math shifts will be used as evidence.	5/14/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1  M415504	Classroom summatives as well as the District Math and ELA Assessments will be used to monitor the...	Bethea, Ruth	5/21/2018	Data reports with standards tested will be collected to demonstrate effectiveness of the instructional shifts and classroom instruction.	5/21/2018 quarterly
G2.B1.S1.MA1  M415507	Learning walks and classroom observation will support the fidelity of implementation.	Harris, Tucker	8/28/2017	A check sheet (IPG) will be used to monitor classroom instructional strategies both for classroom visits through coaching or learning walks.	5/21/2018 monthly
G1.MA1  M415503	Data collected through classroom observation and walk-throughs; observation of students in common...	Harris, Tucker	9/18/2017	An increase in positive student behaviors as evidenced through a decrease in behavior referrals and an increase in 1's on behavior reporting categories on the report card.	5/28/2018 monthly
G2.B2.S1.A3  A382172	Tutoring before and after school/ grades K-5 ELA , Math and Science	Harris, Tucker	2/6/2018	Tutoring logs and lesson plans	5/29/2018 biweekly
G1.B1.S1.MA1  M415501	To support the effectiveness of the CHAMPS behavioral program, administration will provide feedback...	Harris, Tucker	8/14/2017	CHAMPS checklist	5/30/2018 weekly
G1.B1.S1.MA1  M415502	To support the implementation of CHAMPS all common areas and classrooms have appropriate signage...	Harris, Tucker	8/14/2017	CHAMPS checklist	5/30/2018 daily
G2.MA4  M415521	Data from VXTs, FSA and classroom summatives will be reviewed to determine progress towards goals.	Chieppa, Toni	8/21/2017	6 data points will be collected monitoring progress toward individual student goals.	5/31/2018 quarterly
G2.B2.S1.MA8  M415513	District VXTs and FSA data will be used to support the effectiveness of the intervention.	Chieppa, Toni	8/21/2017	Data from VXTS and Learning walks will be reviewed during PLCs	5/31/2018 quarterly
G2.B2.S1.MA7  M415517	Daily attendance records	Chieppa, Toni	8/21/2017	Intervention teacher will provide attendance records and work with teachers to plan instruction.	5/31/2018 daily
G2.B2.S1.A4  A382173	Hire a full time intervention teacher for in school remediation	Harris, Tucker	8/8/2017	Intervention teacher is a staff member	6/1/2018 daily

V. Professional Development Opportunities

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

G1. If OBE implements a school wide, positive, proactive behavior system, then, positive behaviors will increase. (CHAMPS)

G1.B1 A school wide behavior system was implement last year for all common areas, but not for classrooms.

G1.B1.S1 Implement a school wide behavior system, that includes classroom management and common consequences.

PD Opportunity 1

Provide PL in CHAMPS classroom management for all faculty and staff.

Facilitator

Kaytlynn Milliken

Participants

All staff and faculty at Ormond Beach Elementary

Schedule

Semiannually, from 8/14/2017 to 3/26/2018

G2. If Ormond Beach Elementary implements effective instructional strategies, aligned to the standards, based on instructional shifts, then student achievement will increase.

G2.B1 Lack of knowledge and implementation on instructional shifts

G2.B1.S1 . Develop knowledge and skills of the Instructional Shifts in ELA and Math to improve implementation of core actions.

PD Opportunity 1

Provide professional learning on Math core actions (1-2-3)

Facilitator

Toni Chieppa

Participants

Faculty

Schedule

On 8/28/2017

PD Opportunity 2

Book Chat: Becoming the Math Teacher you Wish You'd Had by Tracy Zager

Facilitator

Toni Chieppa

Participants

Faculty

Schedule

Quarterly, from 9/19/2016 to 1/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide PL in CHAMPS classroom management for all faculty and staff.				\$0.00
2	G2.B1.S1.A1	Professional development on instructional shifts will be presented to the staff during ERPDS as well as at faculty meetings.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1114 - Ormond Beach Elementary School		0.0	\$0.00
			1114 - Ormond Beach Elementary School			\$0.00
	5100	644-Computer Hardware Non-Capitalized	1114 - Ormond Beach Elementary School	Title I, Part A		\$0.00
3	G2.B1.S1.A2	Provide professional learning on Math core actions (1-2-3)				\$0.00
4	G2.B1.S1.A3	Book Chat: Becoming the Math Teacher you Wish You'd Had by Tracy Zager				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1114 - Ormond Beach Elementary School			\$1,000.00
5	G2.B2.S1.A1	Tutors will be hired to provide students additional academic support during the school day/grades K-5 ELA and Math				\$16,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1114 - Ormond Beach Elementary School	Title I, Part A	0.0	\$16,000.00
6	G2.B2.S1.A2	Star- Title 1 tutoring program-targeting lowest quartile in ELA and Math				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	1114 - Ormond Beach Elementary School	Title, I Part A		\$0.00
7	G2.B2.S1.A3	Tutoring before and after school/grades K-5 ELA , Math and Science				\$6,180.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1114 - Ormond Beach Elementary School	Title I, Part A		\$6,180.00
8	G2.B2.S1.A4	Hire a full time intervention teacher for in school remediation				\$43,912.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	2110	100-Salaries	1114 - Ormond Beach Elementary School	Title, I Part A		\$43,912.00
Total:						\$67,092.00