

Volusia County Schools

Ormond Beach Elementary School



2018-19 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	79%
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	2017-18	2016-17	2015-16	2014-15
Grade	A	A	B	A*

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	38
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	32
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	36

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.

2018-19 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 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.

Before the start of the school year, students and their families have an opportunity to meet their teachers and school staff at Meet the Teacher and Kindergarten Orientation. At these events, teachers plan "getting to know you" activities and lessons. During the first nine weeks of school, all teachers meet with parents on an individual basis to build personal relationships; in addition, the school hosts Parent and Family Engagement events and the Annual Title I Parent Meeting in concordance with the Title I PFEP. Throughout the year, teachers nominate students for Terrific Kid Core Values certificates each week based on their demonstration of behaviors. Weekly notes, the school's weekly newsletter, and recognition on the morning news are used to showcase 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 morning supervision in all reporting locations (cafeteria and auditorium) by the administration; teachers, guidance, office staff, and safety patrol also greet students and parents as they arrive on campus. In the afternoons, classes are each dismissed by the teacher, who is responsible for their supervision until they are picked up; students who report to either Parent or After Care Pick Up are supervised by administration and other school staff until they are picked up. Students participating in clubs are monitored/supervised by the club sponsor for the duration of the club time, at which point they are dismissed to Extended Day Educational Program or are supervised until they are picked up.

The school is gated, offers single-point entry, and employs a full-time School Guardian who is on campus during regular school hours and during evening and weekend school events/functions. All common areas are secured and supervised. During the school day all rooms are secured and gates are locked. All volunteers and vendors are "cleared" by the Raptor System; every person who enters campus is required to sign in.

Our school educates students in anti-bullying strategies, and anonymous reporting boxes are placed around campus. This year the school is implementing Social-Emotional Learning lessons to students K-5, and individual or small group counseling is available upon referral. The school site-based safety

committee holds annual drills in accordance with Florida Statute, and meets quarterly to review accident reports, monitor issues, and address concerns.

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 and administration are trained in the CHAMPS Management System and implement the strategies in all common areas and classroom daily. Ormond Beach Elementary has established school wide rules, including common area and transitional procedures to establish behavior expectations, and encourage good choices and acceptable behavior. The same 4 school wide rules have been established for all grades K-5, and students' behavior is monitored through a color code system, which allows teachers to preemptively address unwanted behaviors and keep interruptions to a minimum. The color system also lends itself to provide visual cues to students of all age levels.

During pre-planning, CHAMPS reminders were provided and all teachers received a grade/age-appropriate CHAMPS PowerPoint to review with students to remind them of the school rules and expectations. CHAMPS procedures are reviewed on an annual basis to allow for adjustments based on student, staff, and teacher need; teachers receive a weekly CHAMPS Tip of the Week from the district office, along with PD opportunities.

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 in a variety of ways. Ormond Beach Elementary implements Social-Emotional Learning lessons in each classroom and grade level on a regular basis. Small group and individual counseling is also provided through staff and parent referrals.

OBE also implements the following student support systems:

Full-time school counselor; part-time school psychologist and part-time school social worker
Problem Solving Team (PST) to address academic and behavioral concerns; members include: teachers, school psychologist, administration, counselor and behavior specialist.

Anti-bullying program with 2 Anonymous Reporting box locations

DARE program

Terrific Kids

Food Brings Hope and Provision Packs

"Adopt and Student" (business sponsors adopt a student for Christmas)

Peer Mediation

Crisis Training

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/648860>.

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 by building and maintaining our volunteer and business partnerships. OBE utilized the district Volunteers-in-Schools program, and currently has business partnerships with: the Ormond Beach Police Athletic League (PAL); Adams Cameron Realty; Rotary Club of Ormond Beach; FRAPPS; Frame Of Mind; Downtown Mainstreet; Don Peppers; Chick-Fil-A; Skate and Shake; Hershey's Ice Cream; Project Read; Science on Patrol; Florida Future Educators Association (FFEA); and Kiwanis (Terrific Kids).

OBE also hosts Family Science Night with the assistance of the Museum of Arts and Sciences; School Advisory Council (SAC); Parent-Teacher-Association; FUTURES Grants; Practical Academic Cultural Education(PACE); and an education intern program in conjunction with 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
Callahan, Sarah	Administrative Support
Neat, Jeanne	Teacher, K-12
Hammonds, Robbin	Teacher, K-12
Lohmann, Lauren	Teacher, K-12
McMahon, Megan	Teacher, K-12
Tomlinson, Michelle	Teacher, K-12
Every, Tammy	Teacher, K-12
Hay, Shannon	Principal
Reheiser, Julie	Instructional Coach

b. Duties

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

The school-based leadership team identifies school-based needs and resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (PST, EWS, PLCs, etc.). As the school's primary leader, the principal communicates a vision for student achievement and guides the team's work. Each member of the School-based Leadership Team (SBLT) is a representative of other teams, and serves as a liaison between the SBLT and other respective teams. Team members meet regularly to collaborate,

make decisions and problem-solve concerns received from the respective teams, and also review and address issues arising in the school's climate surveys and from other parent input/feedback.

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 on a whole group, small group, individualized basis via faculty meetings, grade level meetings, PLCs, and individual teacher consultations in order to address the needs of the staff, students and school goals.

Trainings on CHAMPS, the Problem Solving/Rtl process, curriculum changes, and instructional materials will be provided by school-based and district staff, where applicable. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements, and support for these systems are provided through weekly PLCs. In addition, school staff have access to a multitude of web-based trainings on the CANVAS platform and address topics such as: PST/Rtl, Safety and Security, Health Services, etc.. Job-embedded learning through the analysis of academic and behavioral data is ongoing, and progress monitoring is used to enhance the acquisition and application of learning, interventions, remediation, and achievement of students

Under Title I Part A our school partners with outside agencies to provide services to students, parents, and staff, including all special needs groups within these subgroups. These partnerships help the school to provide both academic and personalized support (food, counseling, clothing, school supplies, etc.) to identified children and their families. It is the expectation of those involved in these various partnerships that the activities and services provided will benefit the students served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. These programs, including ones seeking to increase learning, family engagement, and enhance teaching knowledge and practices are supported by Title I at Ormond Beach Elementary:

- Supplemental tutoring before, 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 FSA and SSS Science data
- Parents To Kids workshops, Parent Technology Night, Family Science Night, Bingo for Books, Fair Night (including Social Studies and Science) etc. to enhance literacy and communication skills and increase parents' understanding of curriculum/FL Standards expectations so they can help their children to become academically successful.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Shannon Hay	Principal
H. Yarbrough	Business/Community
F. Knutson	Teacher
B. Martino	Education Support Employee
E. Gonshorowski	Parent
S. Callahan	Teacher
A. Christgau	Parent
A. Goerke	Parent
S. Hedges	Parent
L. Hicks	Parent
L. Holley	Parent
C. Jenkins	Parent
K. Krallinger	Parent
A. Lay	Parent
M. Mavaronas	Parent
K. McArdle	Parent
A. Noelien	Parent
S. Pratt	Parent
W. VanPatten	Parent
A. Airgood	Teacher
L. Kangas	Education Support Employee
J. Fries	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

In order to evaluate the effectiveness of our previous year's School Improvement Plan (SIP), our SBLT met during the summer and began the process of evaluation and engagement at Step Zero. Our SBLT then shared our SIP Goals with both the school faculty during preplanning meetings and the SAC members during one of our regularly scheduled SAC meetings. During both meetings, input and feedback were requested; the plan was then updated and made available for stakeholder review and public input in the main office.

b. Development of this school improvement plan

In order to determine our goals for this year's School Improvement Plan (SIP), our SBLT met during the summer and began the process of evaluation and engagement at Step Zero. Our SBLT then shared our SIP Goals with the school faculty during preplanning meetings; the SIP will be shared with SAC members during the SAC meeting on September 24, 2018. During both meetings, input and feedback were requested; the plan was then updated and made available for stakeholder review and public input in the main office.

There will be an opportunity for a review of the SIP goals, strategies to attain those goals, and the implementation and effectiveness of the strategies during our SIP Mid and End of Year Reviews. Input and feedback will be obtained from the SAC committee.

During the 201-2019 school year the School Advisory Council will participate in the following activities:

Shared Decision-Making and Collaboration training; Parent and Family Engagement Training; assist with determining areas for improvement based off the AdvancEd Climate Surveys; oversee the SAC and Title I budgets where they will provide input and approve the expenditure of funds.

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.

\$2670.80 Substitutes for Teacher Professional Development opportunities (hourly rate + Social Security)

\$270.00 Out of County Travel (travel, etc. for professional development conferences)

4,505.26 Supplies and Materials (supplemental instruction)

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
Reheiser, Julie	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 (SBLT) 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 and provide Professional Development (on a whole group, small group, or

individual basis depending on results) and monitoring student progress.

The SBLT meets once per month after school. Administration will provide a meeting agenda and facilitate the meeting. SBLT 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 main focus of the SBLT's initiative is to support reading and writing in every classroom through the implementation of the ELA standards and instructional shifts. This year's focus will be to continue to support teachers as we focus on effective instruction in the classroom. The Academic Coach will provide PD as needed. All members of the SBLT are responsible for introducing strategies to their departments through PLC's.

The SBLT is dedicated to providing a variety of literacy-building events throughout the school year and will obtain support through the media center and other staff. Literacy strategies and competencies will be built through classroom and media special area instruction, as well as after school during literacy events (Bingo for Books, Spring and Fall Book Fairs, FSA Parent Night, etc.).

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 and Vertical Planning

PLC

Professional Development (whole group, small group, and individualized)

Academic Coaching Support

CANVAS, Office 365, SharePoint

On-line lesson planning (Eduphoria!)

Digital Learning Technology Leaders (school and district-based)

Common Planning allows teachers to participate in weekly PLC's to collaborate, review various types of assessment data, plan for and adjust their instruction accordingly, determine remedial and intervention needs of students, and share best practices. When necessary, PLC teams may 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 targeted, specific, and 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 DLTl assists teachers collaboration, professional development, and communication. This strategy 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 SBLT meets monthly 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 DLTl 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.

This year, our school obtained two teachers from other schools. Although we do not have any new teachers to OBE, we provide the following opportunities to our current teaching staff:

1. Leadership Development (Educational Leadership students and graduates)
2. Professional Development (designed and facilitated by SBLT members)
3. Ongoing CHAMPS PD weekly updates (district staff)
4. School-based book studies (facilitated by Administration; SBLT members)
5. Teacher Recognition programs (Administration)
6. District Job Fair and Recruitment Activities (Administration and Educational Leadership students/ graduates)

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

New teachers are mentored by highly effective teachers and district appointed PARs for mentoring and coaching support; support also includes observation feedback and collaborative lesson planning. 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 ensure that core instruction is aligned by the standards by following the curriculum maps in conjunction with instructional materials that are provided by the district's curriculum offices. Instructional materials, including supplemental programs and assessments (both hard copy and technology-based), are aligned to the FL Standards and approved by the district's curriculum offices.

Teachers teams create formative and summative assessments using standards aligned materials to monitor student achievement. Administration monitors the effectiveness of instructional delivery. School leaders and teachers are provided Professional Development on the implementation of the curriculum maps, instructional shifts, resources (most especially instructional materials and technology), and assessments. Professional Learning Communities (PLCs) and instructional coaching help ensure that instruction is aligned to Florida Standards, is well-paced, engaging, rigorous, and centers around best practices.

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 PLCs 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 PLCs. Students requiring intensive remediation receive additional support from the academic coach, teachers and

tutors. When necessary, PLCs make recommendations for students to be reviewed by the school's 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 doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of instructional reviews, Learning Walks, data reviews, and an academic coach to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Administrative walk throughs provide the academic coach with data to identify areas in which additional follow-up coaching is needed. The SBLT meets monthly to discuss current trends, concerns/issues, and to share in the overall decision-making process of the school.

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: 3,600

Targeted students receive reading and/or math tutoring twice a week for 60 minutes each time. Tutoring runs 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

Hay, Shannon, sehay@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: Before School Program

Minutes added to school year: 2,700

Targeted students receive math or reading tutoring twice a week for 45 minutes each session. This program runs for 30 weeks. Targeted students can access the computer tutoring program 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

Hay, Shannon, sehay@volusia.k12.fl.us

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

Hay, Shannon, sehay@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.

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.

To support our incoming Kindergarteners and their families, parents are invited to Kindergarten Parent Orientation, where teacher discuss the curriculum and behavior and academic expectations of students. Our outgoing 5th Graders are invited to the feeder middle school to take a tour and receive information from guidance counselors and administration.

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.

5th Grade science (decreasing scores each SY) and ELA Lowest 25th% (decrease from 83% proficiency in 2017 to 63%)

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 Ormond Beach Elementary continues to implement schoolwide positive, proactive classroom management and behavior support strategies, then positive behaviors will increase.
- 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 Ormond Beach Elementary continues to implement schoolwide positive, proactive classroom management and behavior support strategies, then positive behaviors will increase. 1a

G100570

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	95.0

Targeted Barriers to Achieving the Goal 3

- All teachers not implementing CHAMPS procedures consistently

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLC discussion dedicated to CHAMPS strategies and behavior management
- CHAMPS Tip of the Week
- District support staff to provide individualized support, as needed
- School counselor creates a schedule for SEL lessons in collaboration with classroom teachers
- School counselor creates schedule that allows for individual and small group counseling

Plan to Monitor Progress Toward G1. 8

Faculty discussions/data sharing

Person Responsible

Sarah Callahan

Schedule

Semiannually, from 9/25/2018 to 5/28/2019

Evidence of Completion

data will be used to show staff members the decreases in student referrals;

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

 G100571

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	80.0
ELA/Reading Lowest 25% Gains	70.0
Statewide Science Assessment Achievement	70.0

Targeted Barriers to Achieving the Goal **3**

- Understanding the science instructional shifts and standards progression
- Lack of support for technology program usage
- Professional Development not specific to teacher needs
- New curriculum materials for science

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Academic Coach Title 1 funding and supports 2 Support Facilitation Teachers Common and Vertical Planning Professional Learning Communities Professional Development (district and school-based staff) Tutoring opportunities(before, during and after school) Technology Academic Intervention (Time to Grow) Professional Learning Leader Digital Learning Technology Leader (school and district) District curriculum staff
- Teacher/school input on PD choices (would also like to choose on an individual or small group basis)
- District materials (iReady/Ready reading, etc.); FSA assessment coach books; using PLCs to create common assessment

Plan to Monitor Progress Toward G2. **8**

Teachers implementing technology on a consistent basis

Person Responsible

Julie Reheiser

Schedule

Monthly, from 9/5/2018 to 5/31/2019

Evidence of Completion

Data usage will show progress towards mastery of 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 Ormond Beach Elementary continues to implement schoolwide positive, proactive classroom management and behavior support strategies, then positive behaviors will increase. **1**

 G100570

G1.B1 All teachers not implementing CHAMPS procedures consistently **2**

 B271305

G1.B1.S1 PLC time (monthly) dedicated to CHAMPS management strategies and behavior concerns/needs **4**

 S287178

Strategy Rationale

Sharing grade-level and schoolwide behavior concerns; sharing best practices

Action Step 1 **5**

PLC time (monthly) dedicated to CHAMPS management strategies and behavior concerns/needs

Person Responsible

Julie Reheiser

Schedule

Monthly, from 9/25/2018 to 5/28/2019

Evidence of Completion

meeting agenda and minutes

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

Review of PLC Agendas

Person Responsible

Shannon Hay

Schedule

Every 2 Months, from 9/25/2018 to 5/28/2019

Evidence of Completion

PLC agendas; communication with staff

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

Monitoring of Student Behavior Data (CrossPointe)

Person Responsible

Sarah Callahan

Schedule

Monthly, from 9/25/2018 to 5/28/2019

Evidence of Completion

CrossPointe and Student Data Reports

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

Champion (Behavior) Celebration Attendance

Person Responsible

Sarah Callahan

Schedule

Monthly, from 9/28/2018 to 5/28/2019

Evidence of Completion

Student attendance lists

G1.B1.S2 Feedback for classroom observations 4

 S287179

Strategy Rationale

Specific and timely feedback to identify and assist teachers in reducing unwanted behaviors

Action Step 1 5

Classroom Walk throughs

Person Responsible

Shannon Hay

Schedule

Monthly, from 9/4/2018 to 5/6/2019

Evidence of Completion

anecdotal notes, staff communication

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

Provide individualized feedback regarding CHAMPS practices and behavior management

Person Responsible

Shannon Hay

Schedule

Semiannually, from 9/25/2018 to 5/28/2019

Evidence of Completion

Anecdotal notes and staff communication

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

Collect student discipline data (referral by teacher/area)

Person Responsible

Sarah Callahan


Schedule

Monthly, from 9/25/2018 to 5/28/2019

Evidence of Completion

Discipline data

G1.B1.S3 CHAMPS district staff and school-based staff support individual teacher needs/concerns 4

 S287180

Strategy Rationale

Use district staff who specialize in behavior management to support teachers; reduce perceived administrative/VEST judgement

Action Step 1 5

Provide opportunities for teachers to receive individual behavior management support, when needed

Person Responsible

Shannon Hay

Schedule

Monthly, from 9/4/2018 to 5/13/2019

Evidence of Completion

staff communication, PLC minutes, coaching cycle notes


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

 G100571

G2.B1 Understanding the science instructional shifts and standards progression 2

 B271309

G2.B1.S1 Develop knowledge and skills of the Instructional Shifts in Science to improve student understanding and achievement 4

 S287181

Strategy Rationale

When we increase the knowledge and understanding of the standards progression and instructional shifts, student understanding and achievement will increase

Action Step 1 5

Professional development on science standards, their progression and the instructional shifts will be presented to the staff during ERPDs.

Person Responsible

Julie Reheiser

Schedule

Monthly, from 8/29/2018 to 5/1/2019

Evidence of Completion

faculty, PD, and PLC minutes

Action Step 2 5

Provide instructional feedback

Person Responsible

Julie Reheiser

Schedule

Every 2 Months, from 9/25/2017 to 5/1/2018

Evidence of Completion

coaching cycle; anecdotal notes

Action Step 3 5

Vertical Planning

Person Responsible

Julie Reheiser

Schedule

Semiannually, from 9/26/2016 to 5/1/2017

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

Shannon Hay

Schedule

Monthly, from 9/28/2018 to 5/1/2019

Evidence of Completion

A check sheet (IPG) will be used to monitor classroom instructional strategies both for classroom visits through coaching or learning walks; anecdotal notes; staff communication

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

Monitor the development of Professional Learning on Instructional Shifts

Person Responsible

Shannon Hay

Schedule

On 10/1/2018

Evidence of Completion

mails between staff; administration will observe lessons in the classroom with instructional shifts implemented in ELA .

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

Classroom summatives as well as the District assessments will be used to monitor the effectiveness of implementation.

Person Responsible

Julie Reheiser

Schedule

Quarterly, from 9/24/2018 to 5/21/2019

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

Julie Reheiser

Schedule

Every 3 Weeks, from 9/24/2018 to 9/24/2018

Evidence of Completion

VSET and coaching classroom observations, lesson plans, and coaching cycle log

G2.B2 Lack of support for technology program usage **2**

 B271310

G2.B2.S1 Provide technology support to teachers, as needed **4**

 S287182

Strategy Rationale

If we provide support to teachers regarding the understanding, application, and use of technology and instructional apps

Action Step 1 **5**

Employ the use of a PLL to support teachers on an individual, small, or whole group basis

Person Responsible

Julie Reheiser

Schedule

On 10/9/2018

Evidence of Completion

communicate the district's PLL information to teachers

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

Check for communication between school staff and district PLL

Person Responsible

Julie Reheiser

Schedule

On 10/2/2018

Evidence of Completion

emails

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

Determine need of technology PD

Person Responsible

Julie Reheiser

Schedule

On 10/2/2018

Evidence of Completion

needs survey

G2.B3 Professional Development not specific to teacher needs 2

 B271311

G2.B3.S1 Survey teachers to determine teacher need 4

 S287183

Strategy Rationale

If we determine what support teachers need to be successful, we can plan our school-based PD to support them

Action Step 1 5

Teacher needs survey

Person Responsible

Julie Reheiser

Schedule

On 8/17/2018

Evidence of Completion

survey results

Action Step 2 5

Create targeted and specific PD

Person Responsible

Julie Reheiser

Schedule

Semiannually, from 9/4/2018 to 5/6/2019

Evidence of Completion

ERPL schedule, agenda and sign in

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

PD Schedule Created and on school calendar

Person Responsible

Shannon Hay

Schedule

On 10/1/2018

Evidence of Completion

ERPL schedule with dates and topics will be created and placed on the school calendar

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Analysis of student data

Person Responsible

Julie Reheiser

Schedule

Monthly, from 9/25/2018 to 5/6/2019

Evidence of Completion

ongoing collection of student data; analysis of learning during PLCs

V. Professional Development Opportunities

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

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

G2.B1 Understanding the science instructional shifts and standards progression

G2.B1.S1 Develop knowledge and skills of the Instructional Shifts in Science to improve student understanding and achievement

PD Opportunity 1

Professional development on science standards, their progression and the instructional shifts will be presented to the staff during ERPDs.

Facilitator

district staff; academic coach

Participants

all teachers Gr 3-5; K-2 as relevant to standards progression

Schedule

Monthly, from 8/29/2018 to 5/1/2019

PD Opportunity 2

Vertical Planning

Facilitator

academic coach

Participants

teachers

Schedule

Semiannually, from 9/26/2016 to 5/1/2017

G2.B3 Professional Development not specific to teacher needs

G2.B3.S1 Survey teachers to determine teacher need

PD Opportunity 1

Create targeted and specific PD

Facilitator

academic coach; district staff, SBLT

Participants

teachers

Schedule

Semiannually, from 9/4/2018 to 5/6/2019

VI. Technical Assistance Items

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

G1. If Ormond Beach Elementary continues to implement schoolwide positive, proactive classroom management and behavior support strategies, then positive behaviors will increase.

G1.B1 All teachers not implementing CHAMPS procedures consistently

G1.B1.S1 PLC time (monthly) dedicated to CHAMPS management strategies and behavior concerns/needs

TA Opportunity 1

PLC time (monthly) dedicated to CHAMPS management strategies and behavior concerns/needs

Facilitator

Academic Coach

Participants

All staff and faculty at Ormond Beach Elementary

Schedule

Monthly, from 9/25/2018 to 5/28/2019

G1.B1.S2 Feedback for classroom observations

TA Opportunity 1

Classroom Walk throughs

Facilitator

district and school-based staff

Participants

individual teachers, as needed

Schedule

Monthly, from 9/4/2018 to 5/6/2019

G1.B1.S3 CHAMPS district staff and school-based staff support individual teacher needs/concerns

TA Opportunity 1

Provide opportunities for teachers to receive individual behavior management support, when needed

Facilitator

administration, district staff, academic coach

Participants

teaching staff

Schedule

Monthly, from 9/4/2018 to 5/13/2019

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

G2.B1 Understanding the science instructional shifts and standards progression

G2.B1.S1 Develop knowledge and skills of the Instructional Shifts in Science to improve student understanding and achievement

TA Opportunity 1

Provide instructional feedback

Facilitator

academic coach

Participants

individual teachers

Schedule

Every 2 Months, from 9/25/2017 to 5/1/2018

G2.B2 Lack of support for technology program usage

G2.B2.S1 Provide technology support to teachers, as needed

TA Opportunity 1

Employ the use of a PLL to support teachers on an individual, small, or whole group basis

Facilitator

academic coach

Participants

teachers

Schedule

On 10/9/2018

G2.B3 Professional Development not specific to teacher needs

G2.B3.S1 Survey teachers to determine teacher need

TA Opportunity 1

Teacher needs survey

Facilitator

academic coach

Participants

teachers

Schedule

On 8/17/2018

VII. Budget

1	G1.B1.S1.A1	PLC time (monthly) dedicated to CHAMPS management strategies and behavior concerns/needs				\$0.00
2	G1.B1.S2.A1	Classroom Walk throughs				\$0.00
3	G1.B1.S3.A1	Provide opportunities for teachers to receive individual behavior management support, when needed				\$0.00
4	G2.B1.S1.A1	Professional development on science standards, their progression and the instructional shifts will be presented to the staff during ERPDs.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19







Volusia - 1114 - Ormond Beach Elementary School - 2018-19 SIP
Ormond Beach Elementary School

			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
5	G2.B1.S1.A2	Provide instructional feedback				\$0.00
6	G2.B1.S1.A3	Vertical Planning				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			1114 - Ormond Beach Elementary School			\$1,000.00
7	G2.B2.S1.A1	Employ the use of a PLL to support teachers on an individual, small, or whole group basis				\$0.00
8	G2.B3.S1.A1	Teacher needs survey				\$0.00
9	G2.B3.S1.A2	Create targeted and specific PD				\$0.00
Total:						\$1,000.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G2.B1.S1.A3 A389445	Vertical Planning	Reheiser, Julie	9/26/2016	Follow up activities will be monitored by administration, math intervention teacher, and academic coach.	5/1/2017 semiannually
G2.B1.S1.A2 A389444	Provide instructional feedback	Reheiser, Julie	9/25/2017	coaching cycle; anecdotal notes	5/1/2018 every-2-months
G2.B3.S1.A1 A389447	Teacher needs survey	Reheiser, Julie	8/1/2018	survey results	8/17/2018 one-time
G2.B1.S1.MA2 M425421	Classroom follow-up and support provided .	Reheiser, Julie	9/24/2018	VSET and coaching classroom observations, lesson plans, and coaching cycle log	9/24/2018 every-3-weeks
G2.B1.S1.MA2 M425423	Monitor the development of Professional Learning on Instructional Shifts	Hay, Shannon	8/1/2018	mails between staff; administration will observe lessons in the classroom with instructional shifts implemented in ELA .	10/1/2018 one-time
G2.B3.S1.MA1 M425427	PD Schedule Created and on school calendar	Hay, Shannon	8/28/2018	ERPL schedule with dates and topics will be created and placed on the school calendar	10/1/2018 one-time
G2.B2.S1.MA1 M425424	Determine need of technology PD	Reheiser, Julie	8/7/2018	needs survey	10/2/2018 one-time
G2.B2.S1.MA1 M425425	Check for communication between school staff and district PLL	Reheiser, Julie	9/4/2018	emails	10/2/2018 one-time
G2.B2.S1.A1 A389446	Employ the use of a PLL to support teachers on an individual, small, or whole group basis	Reheiser, Julie	9/4/2018	communicate the district's PLL information to teachers	10/9/2018 one-time
G2.B1.S1.MA1 M425422	Learning walks and classroom observation will support the fidelity of implementation.	Hay, Shannon	9/28/2018	A check sheet (IPG) will be used to monitor classroom instructional strategies both for classroom visits through coaching or learning walks; anecdotal notes; staff communication	5/1/2019 monthly
G2.B1.S1.A1 A389443	Professional development on science standards, their progression and the instructional shifts will...	Reheiser, Julie	8/29/2018	faculty, PD, and PLC minutes	5/1/2019 monthly
G2.B3.S1.MA1 M425426	Analysis of student data	Reheiser, Julie	9/25/2018	ongoing collection of student data; analysis of learning during PLCs	5/6/2019 monthly
G2.B3.S1.A2 A389448	Create targeted and specific PD	Reheiser, Julie	9/4/2018	ERPL schedule, agenda and sign in	5/6/2019 semiannually
G1.B1.S2.A1 A389441	Classroom Walk throughs	Hay, Shannon	9/4/2018	anecdotal notes, staff communication	5/6/2019 monthly
G1.B1.S3.A1 A389442	Provide opportunities for teachers to receive individual behavior management support, when needed	Hay, Shannon	9/4/2018	staff communication, PLC minutes, coaching cycle notes	5/13/2019 monthly
G2.B1.S1.MA1 M425420	Classroom summatives as well as the District assessments will be used to monitor the effectiveness...	Reheiser, Julie	9/24/2018	Data reports with standards tested will be collected to demonstrate effectiveness of the instructional shifts and classroom instruction.	5/21/2019 quarterly
G1.MA1 M425419	Faculty discussions/data sharing	Callahan, Sarah	9/25/2018	data will be used to show staff members the decreases in student referrals;	5/28/2019 semiannually
G1.B1.S1.MA1 M425414	Monitoring of Student Behavior Data (CrossPointe)	Callahan, Sarah	9/25/2018	CrossPointe and Student Data Reports	5/28/2019 monthly

Volusia - 1114 - Ormond Beach Elementary School - 2018-19 SIP
Ormond Beach Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA3  M425415	Champion (Behavior) Celebration Attendance	Callahan, Sarah	9/28/2018	Student attendance lists	5/28/2019 monthly
G1.B1.S1.MA1  M425416	Review of PLC Agendas	Hay, Shannon	9/25/2018	PLC agendas; communication with staff	5/28/2019 every-2-months
G1.B1.S1.A1  A389440	PLC time (monthly) dedicated to CHAMPS management strategies and behavior concerns/needs	Reheiser, Julie	9/25/2018	meeting agenda and minutes	5/28/2019 monthly
G1.B1.S2.MA1  M425417	Collect student discipline data (referral by teacher/area)	Callahan, Sarah	9/25/2018	Discipline data	5/28/2019 monthly
G1.B1.S2.MA1  M425418	Provide individualized feedback regarding CHAMPS practices and behavior management	Hay, Shannon	9/25/2018	Anecdotal notes and staff communication	5/28/2019 semiannually
G2.MA1  M425428	Teachers implementing technology on a consistent basis	Reheiser, Julie	9/5/2018	Data usage will show progress towards mastery of goals	5/31/2019 monthly