



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ortona Elementary School

1265 N GRANDVIEW AVE

Daytona Beach, FL 32118

386-239-6380

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

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
72%

Alternative/ESE Center
No

Charter School
No

Minority Rate
39%

School Grades History

2013-14
B

2012-13
A

2011-12
A

2010-11
B

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Ortona Elementary School

Principal

Dr. Mary Ellen Speidel

School Advisory Council chair

Melissa Shaw

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Shantell G. Adkins, Sr.	Assistant Principal
Katie Shaw	First Grade Teacher
Kristen Strang	First/Second Grade Teacher
Natasha Herrera	Fourth Grade Teacher
Kelly Miller	Fifth Grade Teacher
Jody Whittley	Teacher on Assignment for Administration

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

Within the first month of school, the SAC will meet to discuss student's performance on the 2012-13 FCAT assessments and school grade. The committee discusses where we met our goals and where we did not. With input from the school faculty, goals will be set and an action plan established within the School Improvement Plan.

Activities of the SAC for the upcoming school year

Help develop goals for our School Improvement Plan and Parent Involvement Plan

Projected use of school improvement funds, including the amount allocated to each project

School Improvement Funds will be used to support faculty in the areas of professional development (\$1000.00), pay for substitute teachers (\$1000.00), and obtain materials (\$909.61).

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators**# of administrators**

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Dr. Mary Ellen Speidel**

Principal

Years as Administrator: 9

Years at Current School: 0

Credentials

Bachelor of Music Education
Master of Science Varying Exceptionalities (K-12)
Educational Specialist in Educational Leadership
Doctor of Education/Educational Leadership
Endorsement: Severe and Profound Disabilities

Performance Record

2013 - A School, (64%R/61%M; 65%R/68%M, 61%R, 60%M)
2012 - B School, (65%R/62%M; 67%R/66%M, 59%R/55%M)*
2011 - A School, AYP 82%(77%R/79%M; 64%R/79%M; 60%R/73%M)*
2010 - A School, AYP 82%(77%R/79%M; 64%R/79%M; 60%R/73%M)*
2009 - A School, AYP 92%(77%R/77%M; 68%R/74%M; 70%R/64%M)*
2008 - A School, AYP 90%(77%R/77%M; 66%R/74%M; 60%R/67%M)*
2007 - A School, AYP 95% (79%R/72%M; 66%R/71%M)*
2006 - A School, AYP 92%(75%R/70%M; 60%R/67%M; 55%R/65%M)*
2005 - A School, AYP 97% (77%R/73%M; 65%R/68%M; 72%R)*
*(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)

Shantell G. Adkins, Sr.

Asst Principal

Years as Administrator: 8

Years at Current School: 4

Credentials

Bachelor of Science (Grades K-6)
 Master of Science (K-12)
 Educational Leadership (K-12)
 School Principal (K-12)

Performance Record

Ortona Elementary
 2012-13 - A School, 65% R, 65% M
 Learning Gains 64% R, 74% M
 Lowest 86% R, 75% M
 Osceola Elementary
 2012-13 - B School, 61% R, 60% M
 Learning Gains 61% R, 73% M
 Lowest 55% R, 76% M
 Ortona Elementary
 2011-2012 - A School, 66% R, 61% M
 Learning Gains 74% R, 68% M
 Lowest 74% R, 68% M
 Osceola Elementary
 2011-12 - B School, 59% R, 50% M
 Learning Gains 66% R, 60% M
 Lowest 76% R, 52% M
 Ortona Elementary
 2010-2011 - B School, AYP 90%
 Proficiency 76% R, 79% M
 Learning Gains 66% R, 56% M
 Lowest 47% R, 60% M
 Osceola Elementary
 2010-11 - A School, AYP 79%
 Proficiency 81% R, 75% M
 Learning Gains 67% R, 58% M
 Lowest 59% R, 59% M
 Palm Terrace Elementary
 2009-2010 - C School, AYP 82%
 Proficiency 62% R, 63% M
 Learning Gains 56% R, 67% M
 Lowest 54% R, 79% M
 2008-2009 - B School, AYP 92%
 Proficiency 66% R, 61% M
 Learning Gains 57% R, 65% M
 Lowest 57% R, 72% M
 2007-2008 - C School, AYP 78%
 Proficiency 61% R, 50% M
 Learning Gains 61% R, 64% M
 Lowest 53% R, 69% M
 Prior to 2007: Based on the Volusia County District evaluation system currently in place, I have been rated either meeting or exceeding the 12 competencies required for administrators

Instructional Coaches**# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

19

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

, 0%

ESOL endorsed

11, 58%

reading endorsed

4, 21%

with advanced degrees

8, 42%

National Board Certified

2, 11%

first-year teachers

2, 11%

with 1-5 years of experience

2, 11%

with 6-14 years of experience

4, 21%

with 15 or more years of experience

11, 58%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits) Administration
2. Leadership Opportunities Administration
3. Professional Development Administration
4. PLC Activities PLC
5. Participation in District Job Fair and Recruitment Activities Administration

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Natasha Herrera and Shaun Governor First year teachers being mentored by Academic Coach, a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) Teacher and Coach. Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)

Lillian Stice is new to the first grade team and is being mentored by Katie Shaw, a highly qualified first grade teacher. Coaching, observations, collaborative planning if needed

Michelle Bowles is new to the third grade team and is being mentored by Teresa Wisneski, a highly qualified third grade teacher. Coaching, observations, collaborative planning if needed

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a

strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year: 5,760

Students are provided with opportunities to attend multiple summer school programs to prevent the summer slide. Students in kindergarten and first grade are encouraged to attend SeaLab. Students in second-fourth grade are encouraged to attend CSI (Comprehensive Science Investigation) where they will focus on reading, math, and science activities. Third grade students who scored a level one on FCAT Reading are required to attend Third Grade Reading Camp to increase their reading proficiency. Summer programs are also offered for ESE and ESOL students depending on their IEP or LEP status.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Students take pre and post tests to determine effectiveness.

Who is responsible for monitoring implementation of this strategy?

Title I Family Education Program with Volusia County Schools

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Mary Ellen Speidel	Principal
Shantell G. Adkins, Sr.	Assitant Principal
Jody Whittley	Teacher on Assignment for Administration
Katie Shaw	First Grade Teacher
Kristen Strang	First/Second Grade Teacher
Natasha Herrera	Fourth Grade Teacher
Kelly Miller	Fifth Grade Teacher

How the school-based LLT functions

The Literacy Leadership Team will meet quarterly to determine needs based on district unit reading and writing tests as well as FAIR results. The purposes of these meetings will be to analyze the data obtained and identify resources for necessary interventions to increase student learning and acquisition

of reading comprehension skills, vocabulary development, fluency, and phonics skills. A strong focus will be placed on improving our writing scores through the use of an academic and writing coach.

Major initiatives of the LLT

The major initiative of the LLT this year will be to increase student performance in the area of writing. This will be done through teacher professional development and in classroom coaching sessions.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

N/A

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	64%	Yes	68%
American Indian				
Asian				
Black/African American	42%	40%	No	48%
Hispanic	53%	57%	Yes	58%
White	73%	70%	No	75%
English language learners	58%		No	63%
Students with disabilities	24%	8%	No	32%
Economically disadvantaged	59%	56%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	28%	30%
Students scoring at or above Achievement Level 4	34	37%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	44	77%	79%
Students in lowest 25% making learning gains (FCAT 2.0)	12	86%	87%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		44%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	<i>[data excluded for privacy reasons]</i>		50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	64%	Yes	68%
American Indian				
Asian		83%		
Black/African American	42%	60%	Yes	48%
Hispanic	43%	64%	Yes	48%
White	75%	62%	No	78%
English language learners	53%		Yes	58%
Students with disabilities	39%	31%	No	45%
Economically disadvantaged	60%	56%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	38%	40%
Students scoring at or above Achievement Level 4	25	27%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	42	74%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	12	75%	76%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	28%	30%
Students scoring at or above Achievement Level 4	13	36%	37%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		7
Participation in STEM-related experiences provided for students	227	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	42	18%	16%
Students retained, pursuant to s. 1008.25, F.S.	7	4%	3%
Students who are not proficient in reading by third grade	18	43%	41%
Students who receive two or more behavior referrals	16	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	19	7%	6%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Maintain Five Star School status by continuing consistent parent involvement at all school functions and parent teacher conferences.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Publix Math Night	54	25%	28%
Science Fair Planning Night	15	33%	36%
Title I Parent Meetings	144	65%	68%
Parent/Teacher Conferences	114	52%	54%

Goals Summary

- G1.** Increase student achievement through the implementation of the gradual release model.
- G2.** Hire a Parent Liasion (2 hours per day) Paraprofessional to organize and plan parent involvement activities that boast student achievement.

Goals Detail

G1. Increase student achievement through the implementation of the gradual release model.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Title I
- Administration, Academic Coach, ISTOA, District Writing Coach, PAR Teachers
- Professional Development
- Curriculum Leadership Team
- Professional Learning Communities
- School Advisory Committee

Targeted Barriers to Achieving the Goal

- Scheduling for Professional Development

Plan to Monitor Progress Toward the Goal

Student achievement will increase in all content areas

Person or Persons Responsible

Administration, Academic Coach, ISTOA, Classroom Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Curriculum Leadership Team / Professional Learning Community Minutes and Individual Teacher Conference Notes

G2. Hire a Parent Liasion (2 hours per day) Paraprofessional to organize and plan parent involvement activities that boast student achievement.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement

Resources Available to Support the Goal

- Title I funds

Targeted Barriers to Achieving the Goal

- Only two hours per day

Plan to Monitor Progress Toward the Goal

checklists to determine if we are in compliance and documenting all school events appropriately

Person or Persons Responsible

Parent Liaison

Target Dates or Schedule:

monthly

Evidence of Completion:

Files will be filed in the Five Star binder

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement through the implementation of the gradual release model.

G1.B1 Scheduling for Professional Development

G1.B1.S2 Faculty Meetings and District Early Release Professional Development Days

Action Step 1

Professional Development on Effective Writing Strategies modeling Gradual Release Model

Person or Persons Responsible

Academic Coach, ISTOA, District Writing Coach

Target Dates or Schedule

October 2013

Evidence of Completion

Sign In Sheets

Facilitator:

Academic Coach, ISTOA, District Writing Coach

Participants:

All Classroom Teachers

Action Step 2

Walk-through/observations to view Gradual Release Model being utilized during instruction.

Person or Persons Responsible

Administration, ISTOA, District Writing COach, Academic Coach

Target Dates or Schedule

October/November/December 2013

Evidence of Completion

Administration Walk-through observations, coaching notes, CLT/PLC minutes

Action Step 3

Team Level/Individual Follow-Up/Coaching sessions regarding Gradual Release Model implementation

Person or Persons Responsible

ISTOA, Academic Coach

Target Dates or Schedule

Monthly PLC Meetings 2013-14

Evidence of Completion

PLC/CLT minutes, coaching notes

Action Step 4

Purchase supplementary instructional material that supports Gradual Release Model

Person or Persons Responsible

Administration, ISTOA, Academic Coach, Classroom Teachers

Target Dates or Schedule

as needed

Evidence of Completion

PLC/CLT minutes, classroom data

Action Step 5

Professional Development on Gradual Release Model

Person or Persons Responsible

Administration, Academic Coach, and ISTOA

Target Dates or Schedule

October 2, 2013

Evidence of Completion

Sign-in sheets

Facilitator:

Administration, Academic Coach, and ISTOA

Participants:

All certified educators on staff

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

Follow-Up / Coaching

Person or Persons Responsible

Administration, Academic Coach, and ISTOA

Target Dates or Schedule

October/November 2013

Evidence of Completion

Coaching Logs

Plan to Monitor Effectiveness of G1.B1.S2

Monitoring student achievement through district assessments

Person or Persons Responsible

Administration, Academic Coach, ISTOA, and Classroom Teachers

Target Dates or Schedule

November / December 2013

Evidence of Completion

Curriculum Leadership Team and Professional Learning Community Minutes in addition to Individual Teacher Conference Notes

G2. Hire a Parent Liasion (2 hours per day) Paraprofessional to organize and plan parent involvement activities that boast student achievement.

G2.B1 Only two hours per day

G2.B1.S1 Paraprofessional could delegate responsibilities to other staff members and check to make sure they are following all needed steps to insure Five Star status

Action Step 1

Parent Liaison will meet with teachers and staff to set up a checklist required for each school event to insure that we are documenting our progress for Five Star

Person or Persons Responsible

Parent Liasion

Target Dates or Schedule

in September

Evidence of Completion

Sign in sheets Photos Completed checklists

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

monitor checklists and documentation for school events

Person or Persons Responsible

Parent Liaison

Target Dates or Schedule

monthly

Evidence of Completion

filed into the Five Star binder

Plan to Monitor Effectiveness of G2.B1.S1

will determine if the checklist is working and if changes need to occur

Person or Persons Responsible

Curriculum Leadership Team and Parent Liaison

Target Dates or Schedule

Curriculum Leadership Team Meeting at the semester

Evidence of Completion

Minutes

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 Ortona Elementary School include:

- Academic & Writing Coach for the purpose of comprehensive staff development
- Family Center Para-professional who facilitates our extensive parent involvement program
- Supplemental Tutoring before 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

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Peer Mediation Program
- Bullying Program

Nutrition Programs

Ortona Elementary School offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Personal Fitness classes

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

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

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Ortona Elementary School offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student achievement through the implementation of the gradual release model.

G1.B1 Scheduling for Professional Development

G1.B1.S2 Faculty Meetings and District Early Release Professional Development Days

PD Opportunity 1

Professional Development on Effective Writing Strategies modeling Gradual Release Model

Facilitator

Academic Coach, ISTOA, District Writing Coach

Participants

All Classroom Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Sign In Sheets

PD Opportunity 2

Professional Development on Gradual Release Model

Facilitator

Administration, Academic Coach, and ISTOA

Participants

All certified educators on staff

Target Dates or Schedule

October 2, 2013

Evidence of Completion

Sign-in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement through the implementation of the gradual release model.	\$2,000
G2.	Hire a Parent Liason (2 hours per day) Paraprofessional to organize and plan parent involvement activities that boast student achievement.	\$1,937
Total		\$3,937

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Evidence-Based Program	Technology	Total
Title I	\$1,937	\$1,000	\$0	\$1,000	\$3,937
	\$0	\$0	\$0	\$0	\$0
Total	\$1,937	\$1,000	\$0	\$1,000	\$3,937

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student achievement through the implementation of the gradual release model.

G1.B1 Scheduling for Professional Development

G1.B1.S2 Faculty Meetings and District Early Release Professional Development Days

Action Step 1

Professional Development on Effective Writing Strategies modeling Gradual Release Model

Resource Type

Professional Development

Resource

Teacher Resource Materials: Building a Writing Community: A Practical Guide; Razzle Dazzle Writing Substitute Teachers

Funding Source

Title I

Amount Needed

\$1,000

Action Step 3

Team Level/Individual Follow-Up/Coaching sessions regarding Gradual Release Model implementation

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 4

Purchase supplementary instructional material that supports Gradual Release Model

Resource Type

Technology

Resource

Document Cameras for all classrooms

Funding Source

Title I

Amount Needed

\$1,000

G2. Hire a Parent Liasion (2 hours per day) Paraprofessional to organize and plan parent involvement activities that boast student achievement.

G2.B1 Only two hours per day

G2.B1.S1 Paraprofessional could delegate responsibilities to other staff members and check to make sure they are following all needed steps to insure Five Star status

Action Step 1

Parent Liaison will meet with teachers and staff to set up a checklist required for each school event to insure that we are documenting our progress for Five Star

Resource Type

Personnel

Resource

2 Hour Paraprofessional to serve as Parent Liaison

Funding Source

Title I

Amount Needed

\$1,937