



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ormond Beach Elementary School

100 CORBIN AVE

Ormond Beach, FL 32174

386-676-5325

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 70%
Alternative/ESE Center No	Charter School No	Minority Rate 24%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A
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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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	19
Part III: Coordination and Integration	22
Appendix 1: Professional Development Plan to Support Goals	23
Appendix 2: Budget to Support Goals	25

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

Ormond Beach Elementary School

Principal

Maryann Bull

School Advisory Council chair

Janice Norman

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

Name	Title
Maryann Bull	Principal
Janice Norman	Assistant Principal
Ruth Bethea	Academic Coach
Kellee Deriggi	Guidance Counselor
Jeanne Neat	Teacher

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

Principal ~ Dr. Maryann Bull
 Assistant Principal ~ Janice Norman
 Teacher ~ Adrienne Ambrose
 Teacher ~ Jeanne Neat
 Parent/Business Partner ~ Robert Capua
 Parent ~ Heather McDaniel
 Parent ~ Lorne Murraine
 Parent ~ Robin Pohl
 Parent ~ Jennifer Richardson
 Parent ~ Steve Yasinka
 Support Staff ~ Trish Scuteri
 Community Member ~ Beverly Davies

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) met to review and offer input at the September 2013 meeting. There will then be a mid year review and an end of the year reflection for the SAC committee.

Activities of the SAC for the upcoming school year

During the 2013 school year the School Advisory Council will participate in the following activities:

- *receive training
- *assist with Climate Surveys
- *provide input to SIP
- *oversee budget

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

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

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:

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Ruth Bethea

Full-time / School-based

Years as Coach: 1

Years at Current School: 16

Areas

Reading/Literacy, Mathematics, Science

Credentials

BS in Elementary Education K-6

Performance Record

Classroom Teachers

of classroom teachers

24

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

, 0%

ESOL endorsed

4, 17%

reading endorsed

3, 13%

with advanced degrees

7, 29%

National Board Certified

1, 4%

first-year teachers

1, 4%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

10, 42%

with 15 or more years of experience

13, 54%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

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

9

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**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

Lauren Lohmann is a first year teacher being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) Teacher Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)

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

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

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

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

Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and parent consultations in order to scale up understanding of PS/Rtl. School-wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving/Rtl process as well as an overview of PS/Rtl is accessible through the PS/Rtl link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff

has access to web-based state training on PS/Rtl. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PS/Rtl.

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

The Literacy Leadership Team serves as the school based leadership team. The team initiates ongoing collaboration and consultation throughout the year. The team ensures that the curriculum is being implemented and appropriate intervention or enrichment is provided. Core members of the LLT are the principal, academic coach, teacher on assignment, reading contact and team facilitators. The team discusses assessment: calendars, implementation, follow up and instructional implications.

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT), DA Assessments Progress Monitoring: PMRN, FAIR, Curriculum Based Measurement (CBM), Office Discipline Referrals, Interim Assessments Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA) , Interim Assessments, Performance Matters End of year: FAIR, FCAT , Interim Assessments

Frequency of Data Days: monthly for data analysis or as determined by principal

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: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Maryann Bull	Principal
Janice Norman	Assistant Principal
Ruth Bethea	Academic Coach
Jeanne Neat	Team Leader
Kellee Deriggi	Guidance Counselor

How the school-based LLT functions

The Literacy Leadership Team serves as the school based leadership team. The team initiates ongoing collaboration and consultation throughout the year. The team ensures that the curriculum is being implemented and appropriate intervention or enrichment is provided. Core members of the LLT are the principal, academic coach, teacher on assignment, reading contact and team facilitators. The team discusses assessment: calendars, implementation, follow up and instructional implications.

Major initiatives of the LLT

The team will facilitate the analysis of assessment data and the resulting instructional implications. The team will guide professional development through faculty, team and PLC meetings. Providing Professional Development and monitoring student progress.

Every Teacher Contributes to Reading Instruction

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

Ormond Beach Elementary has monthly Data Days, weekly Professional Learning Communities (PLC's) to monitor student progress. The Administration, Academic Coach and Instructional Teacher On Assignment monitor teacher implementation of reading strategies and differentiated instruction for students.

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

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

Strategies for improving student readiness for the public postsecondary level

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	68%	66%	No	71%
American Indian				
Asian				
Black/African American	52%	47%	No	57%
Hispanic	61%	0%	No	65%
White	72%	70%	No	75%
English language learners				
Students with disabilities	38%	21%	No	44%
Economically disadvantaged	62%	56%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	35%	37%
Students scoring at or above Achievement Level 4	40	31%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	51	59%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	12	52%	54%

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>	
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>	
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>	

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	25	64%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	17	21%	23%

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	56%	65%	Yes	60%
American Indian				
Asian				
Black/African American	52%	29%	No	57%
Hispanic	67%	0%	No	70%
White	55%	71%	Yes	60%
English language learners				
Students with disabilities	43%	25%	No	49%
Economically disadvantaged	53%	54%	Yes	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	39%	41%
Students scoring at or above Achievement Level 4	34	26%	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	51	59%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	15	65%	67%

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	13	27%	29%
Students scoring at or above Achievement Level 4	15	31%	33%

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			

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)	4		5
Participation in STEM-related experiences provided for students	214	90%	92%

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			
Students retained, pursuant to s. 1008.25, F.S.	7	3%	
Students who are not proficient in reading by third grade	11	26%	
Students who receive two or more behavior referrals	22	7%	
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	7%	

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

See Title I Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Publix Math Night	42	33%	50%
Museum of Arts and Science Night	73	66%	70%
Family Media Night	9	.04%	10%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for the lowest quartile students.

Goals Detail

G1. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for the lowest quartile students.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- 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
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Administration Support Title 1 Instructional Teacher On Assignment Common Planning Time Academic Coach Professional Development ESE Teachers In-School /After-School Tutoring Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS)

Targeted Barriers to Achieving the Goal

- Lack of Teacher Training

Plan to Monitor Progress Toward the Goal

Ongoing monitoring of strategies implemented from Professional Development

Person or Persons Responsible

Administration, Academic Coach, Teacher on Assignment, Team Leaders

Target Dates or Schedule:

Ongoing Monitoring (Coach follow-up), Weekly Professional Learning Communities (PLC's), Monthly Data Meetings

Evidence of Completion:

Tracking Formative and District Assessments, Journals, Reflections

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for the lowest quartile students.

G1.B1 Lack of Teacher Training

G1.B1.S1 Provide Professional Development on Early Release Days, Data Data, and Faculty Meetings using district and school personnel.

Action Step 1

Tutoring

Person or Persons Responsible

3rd- 5th grade targeted students

Target Dates or Schedule

During and After school

Evidence of Completion

Ongoing monitoring data collection of formative and district assessments

Action Step 2

Book Chats

Person or Persons Responsible

Grade Level Teams

Target Dates or Schedule

Monthly Data Meeting

Evidence of Completion

Journal/ Reflection

Facilitator:

Academic Coach

Participants:

Classroom Teachers

Action Step 3

Common Core Lesson Training

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Monthly Faculty Meetings/Data Meetings

Evidence of Completion

Implementation in Classroom

Facilitator:

Administration/ Academic Coach

Participants:

Teachers

Action Step 4

Differentiated Instruction Training

Person or Persons Responsible

ESE Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Implementation of strategies monitored by Administration/ Academic Coach

Facilitator:

Academic Coach

Participants:

Classroom Teachers

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

Implementation of Professional Development Training

Person or Persons Responsible

Administration, Academic Coach, Team Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing monitoring by Administration/ Academic Coach lessons, samples, Reflective Journals

Plan to Monitor Effectiveness of G1.B1.S1

Providing Professional development to the faculty

Person or Persons Responsible

Janice Norman and Ruth Bethea

Target Dates or Schedule

Monthly during early release, data days, and at faculty meetings.

Evidence of Completion

Students of the lower quartile will show learning gains on district and state assessments in all subject areas.

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 Ormond Beach Elementary:

- Reading Intervention Teacher to provide interventions for students in need via a push-in model
- Math Intervention Teacher to provide interventions for students in need via a push-in model
- Supplemental Tutoring during or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

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. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for the lowest quartile students.

G1.B1 Lack of Teacher Training

G1.B1.S1 Provide Professional Development on Early Release Days, Data Data, and Faculty Meetings using district and school personnel.

PD Opportunity 1

Book Chats

Facilitator

Academic Coach

Participants

Classroom Teachers

Target Dates or Schedule

Monthly Data Meeting

Evidence of Completion

Journal/ Reflection

PD Opportunity 2

Common Core Lesson Training

Facilitator

Administration/ Academic Coach

Participants

Teachers

Target Dates or Schedule

Monthly Faculty Meetings/Data Meetings

Evidence of Completion

Implementation in Classroom

PD Opportunity 3

Differentiated Instruction Training

Facilitator

Academic Coach

Participants

Classroom Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Implementation of strategies monitored by Administration/ Academic Coach

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for the lowest quartile students.	\$15,000
Total		\$15,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title 1	\$15,000	\$15,000
Total	\$15,000	\$15,000

Budget Details

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

G1. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for the lowest quartile students.

G1.B1 Lack of Teacher Training

G1.B1.S1 Provide Professional Development on Early Release Days, Data Data, and Faculty Meetings using district and school personnel.

Action Step 1

Tutoring

Resource Type

Evidence-Based Program

Resource

Tutors

Funding Source

Title 1

Amount Needed

\$15,000