

# Port Orange Elementary School



2014-15 School Improvement Plan

## Port Orange Elementary School

402 DUNLAWTON AVE, Port Orange, FL 32127

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
65%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
12%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

### 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.

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, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

At Port Orange Elementary, we believe that engaging our students in learning is at the forefront to success. Teachers, students, and parents we will work together to establish a positive learning community. Together we can achieve individual strength, goals, excellence, respect, responsibility, and success.

##### **Provide the school's vision statement**

Teachers, students, parents, and community are essential in each of our students academic success. Our students will leave Port Orange Elementary as responsible independent learners.

#### School Environment

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

The process by which the school learns about students' cultures and builds relationships between teachers and students begins with Meet the Teacher. We further the interaction by inviting parents and families to multiple events hosted by the school such as family involvement nights. The students and parents are encouraged to attend Open House that included the Title 1 informational video and teacher/parent conferences to further the relationship between students/parents/teachers. All of the students/parents/teachers are required to agree upon the listed expectations and responsibilities that parties are to uphold for the current school year.

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

The school creates an environment conducive to student safety by using the Bully-Proofing program implemented throughout the school campus. The school counselor on campus will pull for specialized courses to address both groups of bullies/victims. The students understand the importance that doors remained closed and locked as well as the practiced safety drills for campus. The students look to the people on campus to be wearing an identification badge and they have learned the Crime Stoppers phone number by the poster in their classroom. Also, located in the lunchroom there is a "Tiger Box" for students to place a concern they are having during their day that they would like to speak with the guidance counselor about. Each year, we review expectations and our bully-proofing program with veteran teachers. In addition, we train all new teachers to our campus on procedures and our plan.

##### **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**

The schoolwide behavioral system that aids to maintain student engagement during instructional time is a program called Positive Academics Will Soar (PAWS). This program is set-up to provide incentive for students to complete work in a timely manner to the best of their ability. If all tasks are completed they have the opportunity to choose an activity of their choice in the grade level. For those students who have not completed tasks they will be given the time in a classroom with a teacher to assist in completing the tasks. The students review with classroom teachers the code of conduct and the



administration conducts the Expectations Assembly school-wide. These procedures allow the school to establish clear expectations throughout the campus. The school personnel reviews the expectations during Pre-planning in order to establish the guidelines their students will follow from the first day of school. The guidance counselor is on campus to help remove the situation that they are involved in. The students are also aware the referral for discipline regarding the school rules.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school ensures the social-emotional needs of students by establishing and maintaining relationships with all school personnel. The teachers and staff work hard to identify students that require the additional social-emotional support. The school engages in programs for identified students to participate in, such as, Great Kids which is a program that mentors, tutors, and gives support to the child. Parent to Kid is a program that instructs and supports parents in helping their child with reading strategies and developing a positive outlook on school and home connections.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

NA

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

NA

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

To maintain 5 Star School status by implementing consistent parent involvement at all school functions and parent teacher conferences.

### **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**

Our PTA has reached out to local community partners to support our school with fundraiser activities, which encourage families to come out and attend outside of school hours. By using these resources and funds we are able to provide more programs, clubs, and parent involvement activities to encourage student achievement. The Gloria Max foundation also donated school supplies at the beginning of the school year to give the children the materials they need to be successful in the classroom. Our business partners and school sponsors include:

Daytona International Skateway Park  
New Life Martial Arts  
KSR Ultimate Martial Arts  
Tippi Toes Dance Studio  
Advanced Medical Center  
Marine Discovery Center  
7-11  
Superwash Express  
Spanos Motors, Inc.  
White Magic Carpet Cleaning  
ACE Gymnastics  
Olive Garden Restaurant  
McKenna's Place Restaurant  
Texas Roadhouse Restaurant  
Jersey Mike's Subs  
Daytona Toyota Academy of Martial Arts  
Thrive Community Church  
Halifax Paving, Inc.

### **Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

#### **School Leadership Team**

##### **Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Stratton, Marie	Principal
Baird, Christine	Assistant Principal
Disher, Debbie	SAC Member
McGuire, Lindsey	SAC Member
Otto, Amy	Guidance Counselor

### Duties

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

The function and responsibility of each curriculum leadership team member is to identify, implement, and monitor the individual, class-wide, and school-wide needs through the problem solving process according to our identified targets in our School Improvement Plan.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school based MTSS/SIP structures will address the school based resources for funding and staffing based on materials and personnel. The problem solving process will determine the continuum of academic support available to students at the individual school site. The use of academic data will be considered to determine priorities and functions of the Curriculum Leadership Team (CLT). The problem solving process ensures that the individual, class-wide, and school-wide issues are addressed systematically with data and monitoring. Supportive interventions are tiered to the specified problems to monitor progress. The school based MTSS leadership team meets regularly throughout the school year in order to address academic needs that develop throughout the year as well as monitoring outcomes of those supportive interventions.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Marie Stratton	Principal
Christine Baird	Teacher
Melissa Lucas	Teacher
Lindsey McGuire	Teacher
Robert Miller	Teacher
Sandra Mercado	Teacher
Liz McDuffie	Business/Community
Claire Petersen	Parent
Silvia Sarafova	Parent
Deb Disher	Teacher
Judy Myers	Teacher
Mary Cunningham	Parent
Ariel Bianco	Parent
Ann Marie Frets	Parent
Steve Lampkin	Business/Community
Reva McIntosh	Teacher
Dennis Kelly	Parent
Laura Davis	Parent
Brian Carhide	Parent
Michelle Varnadoe	Parent
Natalie Cappiello	Parent
Christine Kress	Parent
Lynda Moore	Business/Community

## Duties

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

### *Evaluation of last year's school improvement plan*

At our first SAC meeting in August, we review the results of statewide testing. We discuss notable trends and the focus we need for the current year. At the next meeting, the School Advisory Council is then presented with the SIP draft before submission to provide public input. They were able to ask questions and make suggestions to the SIP before it was due.

### *Development of this school improvement plan*

The School Advisory Council will assist in writing and collaborating with faculty for the school improvement plan and monitoring the implementation of targets and goals. Our SAC is taken through the 8-step problem solving process as we work toward our final SIP

### *Preparation of the school's annual budget and plan*

When budget allocations are received, our school-based budget committee meets to equitably allocate the funds. Once the budget clears this committee, it is presented to SAC. School Advisory Council provides input and then votes to accept as presented or accept as amended. Our SAC will

have public input on how to allocate the funds to put them to the best use in the interest of the school, such as, teacher professional development to train teachers in the area of our target goals. The SAC will also help determine how the budget will be spent in the area of technology and tutoring services.

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

We did not receive School Improvement Funds for the 2013-2014 school year until May of 2014. At that time, we were also allocated our funds for the 2014-2015 school year. SAC determines how to spend the funds based on our SIP Goal and teacher/student needs. Some money is allocated to childcare for parent involvement activities and the substitutes required for School Improvement Planning.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Stratton, Marie	Principal
Baird, Christine	Assistant Principal
McGuire, Lindsey	Teacher, K-12
Otto, Amy	Guidance Counselor
Myers, Judith	Teacher, K-12
Lassally, Katherine	Teacher, K-12
Miller, Robert	Teacher, K-12
Sallese, Niki	Teacher, K-12
Sobien, Deb	Instructional Media
Williams, Margaret	Teacher, K-12
Zelenty, Peggy	Teacher, K-12
Disher, Debbie	Teacher, K-12
Telfare, Alana	Teacher, ESE

**Duties**

**Describe how the LLT promotes literacy within the school**

The school based LLT identifies school based resources and needs to determine literacy support available to the students at the school. The LLT meets once a month on Wednesdays for an hour. The LLT chair provides an agenda and facilitates the meetings. LLT members are responsible for; attending all meetings to get all information that needs to be given back to their grade level teams. We discuss literacy strategies, data, how PLCs should be conducted, classroom interventions, and the implementation of Florida Standards.

The LLT will promote the Parent to Kid Program to encourage reading strategies for both parents and

children at both home and school. Our media specialist has two annual book fairs in the media center to encourage children to read, and how to make it fun.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

To encourage a positive working relationship between teachers, we have developed a plan to allow teachers to visit other classrooms to observe techniques to better differentiate their instruction. Teachers were also encouraged to give their input on a faculty survey, about their comfort level with differentiated instruction so we are able to have discussions on what we need as a faculty.

Each grade level is given extra time every week to meet with their grade level PLC to discuss data, working techniques, lesson plans, assessment ideas, and communication between other grade levels. On campus workshops are available for help in technology to assist in the area of differentiating instruction, as well as make and take workshops to encourage engagement.

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

In order to obtain highly qualified and effective teachers, administration implements the use of new teacher programs such as; Individualized PD, mentors, peer classroom visits, and other site visits. We will provide leadership opportunities, professional development, PLC activities, celebrations/teacher recognition through the teacher of the year committee and participation in District job fair and recruitment activities.

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

A PAR (Peer Assistance and Review Teacher) teacher comes to our school to help our new teachers with questions, lessons, and challenges they might come across. He will be assisting the teachers with their Deliberate Practice Plan.

Mentor teachers are on campus to help new teachers with their Professional Development Plan, and other needs of coaching and support.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The school ensures its core instructional programs and materials by meeting or exceeding the Florida Standards. We use the curriculum maps and resources throughout the school to provide rich lessons that are aligned to the Florida Standards. Teachers use their PLC meetings to monitor student growth and achievement through their formative and summative assessments. The teachers will be trained in professional development geared toward using differentiated instruction and implementation of curriculum maps and resources.

#### **Instructional Strategies**

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

The grade level PLC meets weekly to determine students groupings by analyzing data, creating formatives and summatives, and by adjusting our lessons to meet the needs of varying academic abilities. The identified students will receive intensive intervention and support from tutoring programs, mentors, and the PST process.

The data obtained from administrative walk-throughs will provide us with information to use for additional coaching or professional development. The teachers will be able to visit peer classrooms and work with one another to enhance instruction and best practices.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 2,520

The STAR program is an after-school tutoring program for each grade level works with their group of students throughout the school year on the targeted core instruction.

**Strategy Rationale**

To provide additional support in reading for students in the lowest quartile to help increase understanding of core concepts.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Miller, Amy, ammille1@volusia.k12.fl.us

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

The computer system used in this program will monitor progress and level the student in order to obtain effectiveness.

**Strategy:** After School Program

**Minutes added to school year:** 0

The teachers will be trained in differentiated instruction as well as engagement in afterschool professional development.

**Strategy Rationale**

The teachers will be encouraged to implement differentiated instruction in the classroom.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Stratton, Marie, mstratto@volusia.k12.fl.us

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

The progress monitoring data will be used to analyze the effectiveness for individual students as well as the whole class in its entirety.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**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 will include providing the opportunity for ongoing communication between agencies to facilitate the coordination of programs and shared expectations for children's learning and development as the children transition to elementary school. Also collaborating and participating in joint professional development including, transition-related training for school staff and pre-school staff when feasible. Provide to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

**College and Career Readiness**

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

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

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

**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**



## 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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Port Orange Elementary will increase the use of differentiated instruction through the implementation of effective strategies to include but not be limited to student engagement and higher order questioning

## Strategic Goals Detail

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

**G1.** Port Orange Elementary will increase the use of differentiated instruction through the implementation of effective strategies to include but not be limited to student engagement and higher order questioning **1a**

G040211

**Targets Supported** **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	82.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	35.0
Math Gains	82.0

**Resources Available to Support the Goal** **2**

- Professional Development
- Access to a variety of materials/resources
- School based teachers
- Collaboration with other schools and district-wide
- Technology resources (hardware, apps, software)
- PLC

**Targeted Barriers to Achieving the Goal** **3**

- Inadequate professional development in implementation of differentiated instruction

**Plan to Monitor Progress Toward G1.** **8**

Teachers will implement differentiated instruction in Reading and Math.

**Person Responsible**

Marie Stratton

**Schedule**

Quarterly, from 9/3/2014 to 5/1/2015

**Evidence of Completion**

As a result of implementation of differentiated instruction; at least 75% of students have increased their achievement in Reading and Math ( as evidence by quarterly VMT, VLT assessments)

## 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.** Port Orange Elementary will increase the use of differentiated instruction through the implementation of effective strategies to include but not be limited to student engagement and higher order questioning **1**


 G040211

**G1.B1** Inadequate professional development in implementation of differentiated instruction **2**

 B097197

**G1.B1.S1** Utilize faculty meetings and Early Release Days for Professional Development to empower teachers to maximize the use of available materials/resources and effectively organize instructional time.

**4**

 S108411

### Strategy Rationale

In order for teachers to build on their implementation of differentiated instruction in the classroom and provide feedback to aid the further development of their best practices.

### Action Step 1 **5**

To provide professional development for teachers in the area of differentiated instruction (to include but not limited to use of technology, visitation to peer classrooms, and effective implementation of centers)

#### Person Responsible

Christine Baird

#### Schedule

Monthly, from 9/3/2014 to 6/3/2015

#### Evidence of Completion

Staff created classroom visitation checklist results; Quarterly results from survey monkey on implementation of differentiated instruction

**Action Step 2** 5

Provide time for planning, preparation, and creation of engaging center activities

**Person Responsible**

Marie Stratton

**Schedule**

Quarterly, from 8/26/2014 to 6/3/2015

**Evidence of Completion**

PLC minutes, CLT minutes, school based curriculum calendar, and lesson plans

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

Develop classroom visitation checklists and survey to identify implementation stage of differentiated instruction

**Person Responsible**

Lindsey McGuire

**Schedule**

Quarterly, from 9/3/2014 to 6/3/2015

**Evidence of Completion**

Staff created classroom visitation checklist results; Quarterly results from survey monkey on implementation of differentiated instruction

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

Data from summative assessments

**Person Responsible**

Christine Baird

**Schedule**

Quarterly, from 8/26/2014 to 6/3/2015

**Evidence of Completion**

Increased student achievement in Reading and Math

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	To provide professional development for teachers in the area of differentiated instruction (to include but not limited to use of technology, visitation to peer classrooms, and effective implementation of centers)	Baird, Christine	9/3/2014	Staff created classroom visitation checklist results; Quarterly results from survey monkey on implementation of differentiated instruction	6/3/2015 monthly
G1.B1.S1.A2	Provide time for planning, preparation, and creation of engaging center activities	Stratton, Marie	8/26/2014	PLC minutes, CLT minutes, school based curriculum calendar, and lesson plans	6/3/2015 quarterly
G1.MA1	Teachers will implement differentiated instruction in Reading and Math.	Stratton, Marie	9/3/2014	As a result of implementation of differentiated instruction; at least 75% of students have increased their achievement in Reading and Math ( as evidence by quarterly VMT, VLT assessments)	5/1/2015 quarterly
G1.B1.S1.MA1	Data from summative assessments	Baird, Christine	8/26/2014	Increased student achievement in Reading and Math	6/3/2015 quarterly
G1.B1.S1.MA1	Develop classroom visitation checklists and survey to identify implementation stage of differentiated instruction	McGuire, Lindsey	9/3/2014	Staff created classroom visitation checklist results; Quarterly results from survey monkey on implementation of differentiated instruction	6/3/2015 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Port Orange Elementary will increase the use of differentiated instruction through the implementation of effective strategies to include but not be limited to student engagement and higher order questioning

**G1.B1** Inadequate professional development in implementation of differentiated instruction

**G1.B1.S1** Utilize faculty meetings and Early Release Days for Professional Development to empower teachers to maximize the use of available materials/resources and effectively organize instructional time.

### **PD Opportunity 1**

To provide professional development for teachers in the area of differentiated instruction (to include but not limited to use of technology, visitation to peer classrooms, and effective implementation of centers)

#### **Facilitator**

Administration and Curriculum Leadership Team

#### **Participants**

All faculty and staff

#### **Schedule**

Monthly, from 9/3/2014 to 6/3/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Port Orange Elementary will increase the use of differentiated instruction through the implementation of effective strategies to include but not be limited to student engagement and higher order questioning	20,766
<b>Grand Total</b>	<b>20,766</b>

### Goal 1: Port Orange Elementary will increase the use of differentiated instruction through the implementation of effective strategies to include but not be limited to student engagement and higher order questioning

Description	Source	Total
<b>B1.S1.A1</b> - Professional books for book study	Title I Part A	449
<b>B1.S1.A1</b> - iPads and iPad Training	Title I Part A	17,224
<b>B1.S1.A1</b> - Monitoring Student Progress	Title I Part A	1,228
<b>B1.S1.A1</b> - Response to Literature - Teacher Materials/training	Title I Part A	1,865
<b>Total Goal 1</b>		<b>20,766</b>