

# Ormond Beach Elementary School



## Ormond Beach Elementary School

100 CORBIN AVE, Ormond Beach, FL 32174

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

### School Demographics

<b>School Type</b>	<b>Title I</b>	<b>Free/Reduced Price Lunch</b>
Elementary	Yes	70%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>Minority</b>
No	No	24%

### School Grades History

<b>Year</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>
<b>Grade</b>	C	C	B	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**

We will ensure higher levels of learning for all students in a nurturing and encouraging environment .

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

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

#### School Environment

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

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

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

The school creates an environment where students feel safe and respected by providing supervision by the administration, teachers and safety patrol as the students arrive on campus. The school is gated and offers only one point of entry. All common areas are secured and supervised. During the day all rooms are secured and gates are locked. Classes are dismissed by the teacher and supervised until picked up. Our school educates students in anti-bullying strategies. The school safety committee meets quarterly to monitor issues or concerns. The results of the Spring 2014 Climate Survey indicate that our students and staff feel respected and safe at school.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Teachers are trained in CHAMPS and implement the strategies daily. There are school wide rules, as well as cafeteria procedures to encourage good choices and acceptable behavior. School wide rules and expectations are enforced in all common areas. Classroom interruptions are kept to a minimum. During pre-planning teachers were trained when and how to write an accurate referral.

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

The school ensures the social-emotional needs of all students through the following programs:  
Full time school counselor  
Problem Solving Team(PST) Members include: teachers, school psychologist, administration,



counselor and behavior specialist.  
Anti-bullying program  
anonymous reporting box  
DARE program  
Terrific Kids  
CareBear Mentoring program  
Foster Grandparent Program  
Mentoring Program

### 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**

**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**

### 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/201332>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The process by which our school builds and sustains partnerships with the local community is utilizing the district volunteers-in-schools program, creating partnerships with the Ormond Beach Police Athletic League (PAL), Project Read and Science on Patrol, Florida Future Educators Association (FFEA), Kiwanis (Terrific Kids)

Math family night through Publix, Science Night at the Museum of Arts and Science, Community Fair, School Advisory Council (SAC) ,FUTURES Grants, Practical Academic Culteral Education( PACE) , mentoring program, intern program in conjunction with several area collages.

**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
Bethea, Ruth	Instructional Coach
Campanella, Christine	Principal
Norman, Janice	Assistant Principal
Gregson, Lori	Guidance Counselor
Mikos, Tracy	Instructional Media
Gibbens, Debbie	Teacher, ESE
Ambrose, Adrienne	Teacher, K-12
Neat, Jeanne	Teacher, K-12
Hammonds, Robbin	Teacher, K-12

**Duties**

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

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

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

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

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

Programs supported by Title I at Ormond Beach Elementary:

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

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Christine Campanella	Principal
Ruth Bethea	Teacher
Janice Norman	Principal
Lauren Lohmann	Teacher
J. Richardson	Parent
T. Scuteri	Education Support Employee
B. Davies	Business/Community
S. Yasinska	Parent
A. Olmstead	Parent
R. Pohl	Parent
J. Jackson	Parent
H. Yarbrough	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*

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

*Development of this school improvement plan*

The School Advisory Council (SAC) met to review and offer input at the September 29th, 2014 meeting. There will then be a mid year review and an end of the year reflection for the SAC committee.

During the 2014-2015 school year the School Advisory Council will participate in the following activities:

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

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

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

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

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

**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
Bethea, Ruth	Instructional Coach
Hammonds, Robbin	Teacher, K-12
Neat, Jeanne	Teacher, K-12
Mikos, Tracy	Instructional Media
Gregson, Lori	Guidance Counselor
Campanella, Christine	Principal
Norman, Janice	Assistant Principal

**Duties**

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

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

This year's focus will be support for teachers as we focus on reading. The Academic Coach will provide PD as needed. All members of the LT are responsible for introducing strategies to their departments through PLC's.

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

## 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**

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

common planning

PLC

Data Days

Professional Development

Academic Coach

Edmodo

On-line lesson planning

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

Data Days are an extension of the PLC process, enabling cross articulation and long range planning. Teams meet and discuss the needs of all students in a process that promotes a sense of shared responsibility.

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

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

Our school hired two new teachers from the district Job Fair. Our new teachers participate in the Empowering Educator Excellence (E3) Program, which includes in depth professional development and on going support. We also provide teacher mentors, additional administrative support as well as the district's Peer Assistance and Review (PAR) support.

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

First year teachers being mentored by highly effective teachers, as well as a district-assigned Peer Assistance and Review (PAR) Teacher Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3). Highly qualified teacher mentors were selected based on areas of expertise. They offer support for planning instruction and implementing rigorous and

engaging curriculum. They also participate in Professional Learning Community (PLC) activities and Professional Development.

## **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***

Teachers follow the curriculum maps that are aligned to the Instructional Standards. Teacher teams create formative and summative assessments to monitor student achievement. Administration monitors delivery of instruction weekly. School leaders and teachers are provided professional development on the implementation of the curriculum maps, resources and assessments. Professional Learning Communities (PLC's), Lesson Studies, and coaching help ensure that instruction is aligned to Florida Standards, is well-paced, engaging, and rigorous.

#### **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***

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

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

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

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

**Strategy: After School Program**

**Minutes added to school year: 2,400**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

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

Campanella, Christine, ccampane@volusia.k12.fl.us

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

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

**Strategy: Extended School Year**

**Minutes added to school year: 2,880**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

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

Norman, Janice , jhnorman@volusia.k12.fl.us

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

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

**Strategy: After School Program**

**Minutes added to school year: 1,860**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Campanella, Christine, ccampane@volusia.k12.fl.us

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

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

**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 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**

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

N/A

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

N/A



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

N/A

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

N/A

## 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.** All teachers will implement rigorous teaching instruction aligned to Florida Standards through differentiated instruction in Math.
  
- G2.** All teachers will implement rigorous teaching instruction aligned to Florida standards through differentiated instruction to increase academic achievement in reading and writing.

## 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.** All teachers will implement rigorous teaching instruction aligned to Florida Standards through differentiated instruction in Math. 1a

G043000

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	65.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher training
- The lack of adequate technology and training available in the classroom

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

Analysis of data from District Assessments.

**Person Responsible**

Ruth Bethea

**Schedule**

Quarterly, from 10/28/2014 to 5/19/2015

**Evidence of Completion**

PLC agendas and minutes of ongoing data collection and progress monitoring

**G2.** All teachers will implement rigorous teaching instruction aligned to Florida standards through differentiated instruction to increase academic achievement in reading and writing. 1a

G040832

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	74.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Lack of Teacher Training
- Lack of resources

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

Progress will be monitored by analysis of District Assessments.

**Person Responsible**

Ruth Bethea

**Schedule**

Monthly, from 9/15/2014 to 4/15/2015

**Evidence of Completion**

Monitoring District 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.** All teachers will implement rigorous teaching instruction aligned to Florida Standards through differentiated instruction in Math. **1**

 G043000

**G1.B1** Lack of teacher training **2**

 B107942

**G1.B1.S1** Provide Professional Development on Differentiated Math Instruction **4**

 S119485

### Strategy Rationale

Professional Development will provide teachers with the tools needed to implement and assess the use of differentiated instruction in the classroom.

### Action Step 1 **5**

Professional Development

#### Person Responsible

Ruth Bethea

#### Schedule

Monthly, from 9/15/2014 to 4/8/2015

#### Evidence of Completion

The academic coach will make classroom visits and collect work samples. The teachers will provide written reflections on the outcome of the lesson using student centered data.

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

Observation and Lesson Plans

**Person Responsible**

Christine Campanella

**Schedule**

Monthly, from 9/15/2014 to 4/8/2015

***Evidence of Completion***

The action will be monitored through observation by administration as well as by monitoring student performance on summative and formative assessments.

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

Effectiveness will be monitored through the analysis of formative and district assessments.

**Person Responsible**

Christine Campanella

**Schedule**

Quarterly, from 10/28/2014 to 5/19/2015

***Evidence of Completion***

District Assessments

**G1.B2** The lack of adequate technology and training available in the classroom 2

B108018

**G1.B2.S1** Purchase additional technology for classroom use. 4

S119517

**Strategy Rationale**

Providing technology equipment will enable teachers to support differentiated instruction.

**Action Step 1** 5

Purchase keyboards and provide Professional Development for use of technology

**Person Responsible**

Christine Campanella

**Schedule**

Quarterly, from 10/15/2014 to 4/27/2015

**Evidence of Completion**

Purchase order receipts

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

The academic coach will make classroom visits and collect work samples.  
The teachers will provide written reflections on the outcome of the lesson using student centered data.

**Person Responsible**

Ruth Bethea

**Schedule**

Monthly, from 9/15/2014 to 4/8/2015

**Evidence of Completion**

-student work samples -teacher reflections

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

monitor data from formative and District Assessments

**Person Responsible**

Christine Campanella


**Schedule**

Quarterly, from 9/15/2014 to 5/20/2015

**Evidence of Completion**

Professional Learning Community and Data Day minutes and agendas

**G1.B2.S2 Provide Technology training** 4

 S119522

**Strategy Rationale**

Training will support the implementation of differentiated instruction.

**Action Step 1** 5

Provide Professional Development in the use of technology to differentiate instruction.

**Person Responsible**

Christine Campanella

**Schedule**

Quarterly, from 9/15/2014 to 4/22/2015

**Evidence of Completion**

Agendas and Staff Sign-In Sheets

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Academic Coach will make classroom visits and collect work samples.

**Person Responsible**

Christine Campanella

**Schedule**

Quarterly, from 9/15/2014 to 4/22/2015

**Evidence of Completion**

Work samples and teacher reflection.



**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Data analysis from District Assessments will be used to monitor for effectiveness.

**Person Responsible**

Christine Campanella


**Schedule**

Quarterly, from 9/15/2014 to 5/15/2015

**Evidence of Completion**

District Assessments


**G2.** All teachers will implement rigorous teaching instruction aligned to Florida standards through differentiated instruction to increase academic achievement in reading and writing. 1

 G040832

**G2.B1** Lack of Teacher Training 2

 B098924

**G2.B1.S1** Provide Professional Development on Early Release Days, Data Days, and Faculty Meetings using district and school personnel. 4

 S110258

**Strategy Rationale**

Professional development will provide teachers with the tools needed to implement and assess differentiated instruction in the classroom.

**Action Step 1 5**

Teachers will implement strategies learned through Professional Development in their classrooms, with an emphasis on differentiated instruction.

**Person Responsible**

Ruth Bethea

**Schedule**

Daily, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Ongoing monitoring data collection of formative and district assessments, as well as student work samples.

**Action Step 2** 5

Teachers will meet as a group one day per quarter to discuss Data , and create a plan of action to address needs of students.

**Person Responsible**

Ruth Bethea

**Schedule**

Quarterly, from 11/4/2014 to 5/26/2015

**Evidence of Completion**

Ongoing monitoring, through data collection of formative and district assessments.

**Action Step 3** 5

Classroom Management and Behavior PD

**Person Responsible**

Christine Campanella

**Schedule**

Semiannually, from 9/22/2014 to 5/29/2015

**Evidence of Completion**

Implementation of strategies monitored by Administration and supported by Academic Coach

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

Administrator walk-throughs , observations, PLC and Data Days.

**Person Responsible**

Christine Campanella

**Schedule**

Monthly, from 9/1/2014 to 4/8/2015

**Evidence of Completion**

The actions will be monitored through observation, and student performance on District Assessments.

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

Effectiveness will be monitored through analysis of data on District Assessments.

**Person Responsible**

Christine Campanella


**Schedule**

Monthly, from 9/15/2014 to 4/15/2015


**Evidence of Completion**

The action will be monitored through student performance on District Assessments.

**G2.B2 Lack of resources** 2

 B105012

**G2.B2.S1 Hire tutors to support classroom instruction.** 4

 S116327

**Strategy Rationale**

Having an additional qualified teacher in the classroom will allow for differentiated instruction, as well as remediation and intervention.

**Action Step 1** 5

Tutors will be hired to push into classrooms during a 30 minute block for intervention, Time to Grow (TTG). Additional school personnel will be used to support all classroom teachers during TTG.

**Person Responsible**

Christine Campanella

**Schedule**

Weekly, from 10/1/2014 to 3/10/2015

**Evidence of Completion**

Ongoing progress monitoring through the use of data collected from summative assessments and district assessments.

**Action Step 2** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

Teacher and administration observation

**Person Responsible**

Christine Campanella

**Schedule**

Biweekly, from 10/1/2014 to 3/2/2015

***Evidence of Completion***

PLC agendas and minutes, observations,

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

monitor data from formative and district assessments

**Person Responsible**

Christine Campanella

**Schedule**

Biweekly, from 10/1/2014 to 3/10/2015

***Evidence of Completion***

Professional Learning Community and Data Day minutes and agendas.

**G2.B2.S2** Support the use of technology in the classroom. 4

S116328

**Strategy Rationale**

Having the training and resources to use technology in the classroom will enable students to gain the skills needed to perform well on state and district test that incorporate the use of computers.

**Action Step 1** 5

Make educational aps, licensed web sites and keyboarding programs available for use in the classroom and computer lab.

**Person Responsible**

Christine Campanella

**Schedule**

Daily, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Student work samples, administrator walk- throughs

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

**Person Responsible**

**Schedule**

**Evidence of Completion**

**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
G2.B1.S1.A1	Teachers will implement strategies learned through Professional Development in their classrooms, with an emphasis on differentiated instruction.	Bethea, Ruth	9/29/2014	Ongoing monitoring data collection of formative and district assessments, as well as student work samples.	5/29/2015 daily
G2.B2.S1.A1	Tutors will be hired to push into classrooms during a 30 minute block for intervention, Time to Grow (TTG). Additional school personnel will be used to support all classroom teachers during TTG.	Campanella, Christine	10/1/2014	Ongoing progress monitoring through the use of data collected from summative assessments and district assessments.	3/10/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.A1	Make educational aps, licensed web sites and keyboarding programs available for use in the classroom and computer lab.	Campanella, Christine	9/29/2014	Student work samples, administrator walk- throughs	5/29/2015 daily
G1.B1.S1.A1	Professional Development	Bethea, Ruth	9/15/2014	The academic coach will make classroom visits and collect work samples. The teachers will provide written reflections on the outcome of the lesson using student centered data.	4/8/2015 monthly
G1.B2.S1.A1	Purchase keyboards and provide Professional Development for use of technology	Campanella, Christine	10/15/2014	Purchase order receipts	4/27/2015 quarterly
G1.B2.S2.A1	Provide Professional Development in the use of technology to differentiate instruction.	Campanella, Christine	9/15/2014	Agendas and Staff Sign-In Sheets	4/22/2015 quarterly
G2.B1.S1.A2	Teachers will meet as a group one day per quarter to discuss Data , and create a plan of action to address needs of students.	Bethea, Ruth	11/4/2014	Ongoing monitoring, through data collection of formative and district assessments.	5/26/2015 quarterly
G2.B2.S1.A2	[no content entered]			one-time	
G2.B1.S1.A3	Classroom Management and Behavior PD	Campanella, Christine	9/22/2014	Implementation of strategies monitored by Administration and supported by Academic Coach	5/29/2015 semiannually
G1.MA1	Analysis of data from District Assessments.	Bethea, Ruth	10/28/2014	PLC agendas and minutes of ongoing data collection and progress monitoring	5/19/2015 quarterly
G1.B1.S1.MA1	Effectiveness will be monitored through the analysis of formative and district assessments.	Campanella, Christine	10/28/2014	District Assessments	5/19/2015 quarterly
G1.B1.S1.MA1	Observation and Lesson Plans	Campanella, Christine	9/15/2014	The action will be monitored through observation by administration as well as by monitoring student performance on summative and formative assessments.	4/8/2015 monthly
G1.B2.S1.MA1	monitor data from formative and District Assessments	Campanella, Christine	9/15/2014	Professional Learning Community and Data Day minutes and agendas	5/20/2015 quarterly
G1.B2.S1.MA1	The academic coach will make classroom visits and collect work samples. The teachers will provide written reflections on the outcome of the lesson using student centered data.	Bethea, Ruth	9/15/2014	-student work samples -teacher reflections	4/8/2015 monthly
G1.B2.S2.MA1	Data analysis from District Assessments will be used to monitor for effectiveness.	Campanella, Christine	9/15/2014	District Assessments	5/15/2015 quarterly
G1.B2.S2.MA1	Academic Coach will make classroom visits and collect work samples.	Campanella, Christine	9/15/2014	Work samples and teacher reflection.	4/22/2015 quarterly
G2.MA1	Progress will be monitored by analysis of District Assessments.	Bethea, Ruth	9/15/2014	Monitoring District Assessments	4/15/2015 monthly
G2.B1.S1.MA1	Effectiveness will be monitored through analysis of data on District Assessments.	Campanella, Christine	9/15/2014	The action will be monitored through student performance on District Assessments.	4/15/2015 monthly
G2.B1.S1.MA1	Administrator walk-throughs , observations, PLC and Data Days.	Campanella, Christine	9/1/2014	The actions will be monitored through observation, and student performance on District Assessments.	4/8/2015 monthly
G2.B2.S1.MA1	monitor data from formative and district assessments	Campanella, Christine	10/1/2014	Professional Learning Community and Data Day minutes and agendas.	3/10/2015 biweekly
G2.B2.S1.MA1	Teacher and administration observation	Campanella, Christine	10/1/2014	PLC agendas and minutes, observations,	3/2/2015 biweekly
G2.B2.S2.MA1	[no content entered]			one-time	

## 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.** All teachers will implement rigorous teaching instruction aligned to Florida Standards through differentiated instruction in Math.

### **G1.B1** Lack of teacher training

#### **G1.B1.S1** Provide Professional Development on Differentiated Math Instruction

##### **PD Opportunity 1**

Professional Development

##### **Facilitator**

District Personnel

##### **Participants**

All teachers

##### **Schedule**

Monthly, from 9/15/2014 to 4/8/2015

### **G1.B2** The lack of adequate technology and training available in the classroom

#### **G1.B2.S1** Purchase additional technology for classroom use.

##### **PD Opportunity 1**

Purchase keyboards and provide Professional Development for use of technology

##### **Facilitator**

County Personnel, School Leadership Team

##### **Participants**

all teachers

##### **Schedule**

Quarterly, from 10/15/2014 to 4/27/2015



**G1.B2.S2** Provide Technology training

**PD Opportunity 1**

Provide Professional Development in the use of technology to differentiate instruction.

**Facilitator**

District Personnel , School Leadership Team

**Participants**

All teachers

**Schedule**

Quarterly, from 9/15/2014 to 4/22/2015

**G2.** All teachers will implement rigorous teaching instruction aligned to Florida standards through differentiated instruction to increase academic achievement in reading and writing.

**G2.B1** Lack of Teacher Training

**G2.B1.S1** Provide Professional Development on Early Release Days, Data Days, and Faculty Meetings using district and school personnel.

**PD Opportunity 1**

Teachers will implement strategies learned through Professional Development in their classrooms, with an emphasis on differentiated instruction.

**Facilitator**

School Leadership Team

**Participants**

All teachers

**Schedule**

Daily, from 9/29/2014 to 5/29/2015

## PD Opportunity 2

Teachers will meet as a group one day per quarter to discuss Data , and create a plan of action to address needs of students.

### Facilitator

Administration/ Academic Coach

### Participants

Teachers

### Schedule

Quarterly, from 11/4/2014 to 5/26/2015

## PD Opportunity 3

Classroom Management and Behavior PD

### Facilitator

County personnel

### Participants

Classroom Teachers

### Schedule

Semiannually, from 9/22/2014 to 5/29/2015

## G2.B2 Lack of resources

### G2.B2.S2 Support the use of technology in the classroom.

## PD Opportunity 1

Make educational aps, licensed web sites and keyboarding programs available for use in the classroom and computer lab.

### Facilitator

County personnel

### Participants

all teachers

### Schedule

Daily, from 9/29/2014 to 5/29/2015

## 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> All teachers will implement rigorous teaching instruction aligned to Florida Standards through differentiated instruction in Math.	2,820
<b>Goal 2:</b> All teachers will implement rigorous teaching instruction aligned to Florida standards through differentiated instruction to increase academic achievement in reading and writing.	29,380
<b>Grand Total</b>	<b>32,200</b>

### Goal 1: All teachers will implement rigorous teaching instruction aligned to Florida Standards through differentiated instruction in Math.

Description	Source	Total
<b>B2.S1.A1</b> - Keyboards	Title I Part A	2,280
<b>B2.S1.A1</b> - 30 pin-VGA adaptors	Title I Part A	540
<b>Total Goal 1</b>		<b>2,820</b>

### Goal 2: All teachers will implement rigorous teaching instruction aligned to Florida standards through differentiated instruction to increase academic achievement in reading and writing.

Description	Source	Total
<b>B1.S1.A1</b> - Purchase books called -Write From the Beginning- to support response to literature	Title I Part A	700
<b>B1.S1.A2</b> - Hire substitutes for Data Days \$900 X 4 = \$3600	Title I Part A	3,600
<b>B1.S1.A3</b> - Kagan Books on differentiated instruction	Title I Part A	80
<b>B2.S1.A1</b> - Hire Tutors for classroom support	Title I Part A	21,000
<b>B2.S1.A2</b> - Teachers will tutor students two days a week after school for 12 weeks.	Title I Part A	4,000
<b>Total Goal 2</b>		<b>29,380</b>