

Ortona Elementary School



2014-15 School Improvement Plan

Ortona Elementary School

1265 N GRANDVIEW AVE, Daytona Beach, FL 32118

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

72%

Alternative/ESE Center

No

Charter School

No

Minority

39%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

A

A

B

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	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Through the cooperation of all, our students shall acquire the knowledge, wisdom and ethics which will enable them to be successful contributors in a democratic society.

Provide the school's vision statement

Each child will be supported to unlock or nourish their unique strengths, enabling them to acquire skills and knowledge to become successful life-long learners.

School Environment

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

Through the use of collaboration between guidance counselor, classroom teachers, and administration students are welcomed to Ortona Elementary. Initially the guidance counselor establishes rapport with students through a welcome program called "welcome wagon." ELL students are paired with other individuals that are familiar or share culture in an effort to facilitate transition. Bilingual staff have been identified and are able to provide communication with parents and students. Additionally a district Title One representative will provide a cultural sensitivity training to the teachers.

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

Ortona Elementary School provides both AM and PM adult and student (safety patrols) supervision during arrival. Teachers and other staff members monitor various zones on a rotating basis to provide comfort and safety for the students. Waiting zones for students and parents have been established to ensure that students are supervised until teachers pick the students up. The volume of non personnel adults has been decreased during arrival and dismissal procedures. Additionally Guidance Counselor engages the students in a "bully proofing" program at every grade level. There is an "anti-bullying box" in the media center where students can place concerns anonymously. Guidance counselor also provides peer mediation.

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

All students attended the "Positive Expectations" assembly. Ortona Elementary also follows the "Dolphin Expectations". These are four expectations that are posted in each classroom. Teachers participate in recurring professional development geared towards a successful classroom management system.

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 guidance counselor has incorporated approved volunteers to serve as mentors to identified at risk students. Guidance counselor sees all classes through the special area rotation or individual

guidance classes. Guidance Counselor facilitates specific groups geared that have an impact on family dynamics. These groups may include, but are not limited to, topics such as divorce, grief and anger management.

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

The Early Warning System contains indicators that can place a student at-risk of academic failure. The indicators included in the EWS report are as follows:

- The student's unweighted GPA (below 2.0)
- If the student's age is over grade level
- The student's year to date (YTD) number of discipline referrals (2 or more)
- The student's year to date (YTD) number of absences (attendance below 90%)
- The student's year to date (YTD) number of suspensions (1 or more)
- The student's number of prior school year retentions
- The student's ESE and/or ELL category of service (if applicable)
- The student's FCAT Reading and/or Math Level from prior school year (Level 1)

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
	1	3	4	5	
Attendance below 90 percent	1	0	0	1	2
One or more suspensions	1	0	0	0	1
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	1	2	1	4
YTD Referrals	1	0	0	0	1
Previous Retention	0	1	2	1	4

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

Indicator	Grade Level				Total
	1	3	4	5	
Students exhibiting two or more indicators	1	1	2	1	5

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

First, parent contact would be initiated. It would then be determined what interventions or plan of action would need to occur next. To increase academic achievement, some of the strategies would include increased and more targeted intervention time, before or after school tutoring and a part-time intervention teacher funded through the Title One program. A specified intervention period has been incorporated into the master schedule. Title One funded tutoring will target students that earned a Level 2 or a low DSS Level 3 on the previous year FCAT and STAR tutoring will target students that earned a Level 1. A mentoring program with local professionals is established where a mentor eats

lunch at least once a week with their assigned at-risk student and discusses items such as goal setting, academic achievement and behavior management.

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

Yes, the school will

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

Under Title 1, our school works with outside agencies that provide specific services to targeted children and their families. 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. Programs at Ortona Elementary School include:

- Family Center Paraprofessional who facilitates our extensive parent involvement program
- Supplemental Tutoring during and after school
- Supplemental materials and supplies
- On-going staff development
- 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

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
Haynes, Lloyd	Principal
Whittley, Jody	Assistant Principal
Margison, Antoinette	Instructional Coach
Airgood, Amy	Teacher, K-12
Colucci, Carol	Teacher, K-12
Holton, Laura	Instructional Media
Shaw, Katie	Teacher, K-12
Strang, Kristen	Teacher, K-12
Austin, Elizabeth	Teacher, K-12
Herrera, Natasha	Teacher, K-12

Duties

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

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

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 improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Title I, Part C- Migrant

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

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success

- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

- Student Mentoring Program
- Peer Mediation Program
- Bullying Program

Nutrition Programs

Ortona Elementary School offers a variety of nutrition programs including:

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

Housing Programs

N/A

Head Start

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

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

Adult Education

N/A

Career and Technical Education

N/A

Job Training

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Amy Airgood	Teacher
Lloyd Haynes	Principal
Kathy Yunik	Parent
Deborah Jenkins	Education Support Employee
Theresa Lieberman	Parent
Angela Higgins	Parent
Amanda Higgins	Parent
Steve Yunick	Parent
Laura Airgood	Business/Community
Greg Gimbert	Parent

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

SAC reviewed the 2013-2014 School Improvement Plan at the first monthly meeting. The goals as well as the standardized assessment data from the 2013-2014 school year were reviewed. This data drove the discussion of formulating the SIP goals for the new school year.

Development of this school improvement plan

Within the first month of school, the SAC will meet to discuss student's performance on the 2013-14 FCAT assessments and school grade. The committee discusses where we met our goals and where we did not. With input from the school faculty, goals will be set and an action plan established within the School Improvement Plan.

Preparation of the school's annual budget and plan

The school improvement budget and expenditures are shared with SAC at each monthly meeting. SAC gives input on how school improvement funds should be utilized.

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

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

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
Haynes, Lloyd	Principal
Whittley, Jody	Assistant Principal
Airgood, Amy	Teacher, K-12
Colucci, Carol	Teacher, K-12
Holton, Laura	Instructional Media
Margison, Antoinette	Instructional Coach
Shaw, Katie	Teacher, K-12
Strang, Kristen	Teacher, K-12
Austin, Elizabeth	Teacher, K-12
Herrera, Natasha	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT this year will be to increase student performance in all academic areas by increasing the use of differentiated instruction through the Gradual Release Model. This will be done through teacher professional development and in classroom coaching sessions.

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

The school will utilize PLCs as a time for the grade level teams to plan, review student data and reflect upon best practices that will enhance student achievement. Teachers are also encouraged to seek out resources beyond the school such as collaboration with grade level colleagues through the district collaboration sites and Edmodo.

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

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

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

New teachers participate in the district mentoring program, E3. They are supported at the school level by a mentor teacher, and are provided with a district PAR teacher and district PAR evaluator.

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

Through the use of district adopted materials and close adherence to content area curriculum maps the school will ensure that the instructional components are aligned to Florida's standards. Additionally, data is collected and analyzed that allows teachers to drive their instruction based on the data that is gathered.

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

Through the use of data chats and grade specific PLCs, the school uses individualized data to drive classroom instruction. Instructional delivery is modified to meet the needs of ESE or ELL students through the use of individualized requirements for assignments and activities. Remediation and enrichment activities are provided in reading and math through the use of an additional 30 minutes (5 days a week) of classroom based intervention.

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: Summer Program

Minutes added to school year: 5,760

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

Strategy Rationale

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

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

Students take pre and post tests to determine strategy effectiveness.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The school will increase student achievement at all levels including ELL and ESE students, through the ambitious instructional component of specific and targeted differentiated instruction.

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. The school will increase student achievement at all levels including ELL and ESE students, through the ambitious instructional component of specific and targeted differentiated instruction. 1a

G043917

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	48.0
Math Gains	68.0
Math Lowest 25% Gains	57.0
FSA - English Language Arts - Proficiency Rate	65.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	66.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Time for professional development
- Teacher Implementation
- Support in implementation

Plan to Monitor Progress Toward G1. 8

There will be a measurable positive impact on student performance through the use of differentiated instruction.

Person Responsible

Lloyd Haynes

Schedule

Weekly, from 9/8/2014 to 6/12/2015

Evidence of Completion

Student performance data; including but not limited to, SMT, VMT, VLT, and classroom formative 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. The school will increase student achievement at all levels including ELL and ESE students, through the ambitious instructional component of specific and targeted differentiated instruction. **1**

 G043917

G1.B1 Time for professional development **2**

 B107784

G1.B1.S1 Grade Level Professional Learning Communities **4**

 S119223

Strategy Rationale

Grade teams can analyze data and plan lessons that will differentiate their instruction to the needs of the students.

Action Step 1 **5**

Grade level teams will meet twice per month to discuss student data and plan collaboratively.

Person Responsible

Antoinette Margison

Schedule

Biweekly, from 8/26/2014 to 6/5/2015

Evidence of Completion

PLC minutes

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

Meeting minutes will be kept and shared among the participants

Person Responsible

Antoinette Margison

Schedule

Weekly, from 8/26/2014 to 6/5/2015

Evidence of Completion

Meeting minutes will be kept that will detail the discussion and materials presented at grade level PLCs. Each grade level will meet every two weeks.

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

Classroom walk throughs

Person Responsible

Lloyd Haynes


Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Through the use of walk throughs, evidence of greater implementation of differentiated instruction will be gathered.

G1.B1.S2 Faculty Meetings and District Early Release Professional Development Days 4

 S119224

Strategy Rationale

Targeted professional development will allow teachers to gain insight into best instructional practices and will also allow opportunities for coaching and follow up during the implementation process.

Action Step 1 5

Professional Development on Effective use of the instructional focus of differentiated instruction.

Person Responsible

Antoinette Margison

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Sign In Sheets

Action Step 2 5

Team Level/Individual Follow-Up/Coaching sessions regarding differentiated instruction implementation

Person Responsible

Antoinette Margison

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

PLC/CLT minutes

Action Step 3 5

Purchase supplementary instructional material that supports differentiated instruction.

Person Responsible

Antoinette Margison

Schedule

On 6/5/2015

Evidence of Completion

classroom data

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

Sign in sheets

Person Responsible

Jody Whittley

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Sign in sheets

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

Monitoring student achievement through district assessments

Person Responsible

Antoinette Margison


Schedule

Monthly, from 9/15/2014 to 6/5/2015


Evidence of Completion

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

G1.B2 Teacher Implementation 2

 B107785

G1.B2.S1 Administrative and academic coach walk throughs will be conducted to monitor the implementation of the targeted differentiated instruction. 4

 S119286

Strategy Rationale

Teachers will receive feedback and support.

Action Step 1 5

Administrative and academic coach walk throughs will be conducted to monitor the implementation of the targeted differentiated instruction.

Person Responsible

Lloyd Haynes

Schedule

On 6/5/2015

Evidence of Completion

Walk-through evidence and observations

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

Walk through evidence

Person Responsible

Lloyd Haynes

Schedule

On 6/5/2015

Evidence of Completion

Administrative walk through evidence will be entered into MyPGS. Additionally evaluators will collect anecdotal evidence. Academic coach will keep Outlook calendar indicating the classes that were visited as well as following up with teachers.

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

Greater implementation of differentiated instruction

Person Responsible

Lloyd Haynes


Schedule

Biweekly, from 9/15/2014 to 6/5/2015


Evidence of Completion

Evidence of greater implementation will be documented through observation and student achievement.

G1.B3 Support in implementation 2

 B107786

G1.B3.S1 Classroom modeling and coaching, as well as assistance in locating resources will be provided to classroom teachers. 4

 S119246

Strategy Rationale

This will enable teachers to more effectively implement differentiated instruction.

Action Step 1 5

District developed professional development focusing on differentiated instruction

Person Responsible

Antoinette Margison

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Sign in sheets and follow up activities

Action Step 2 5

Classroom walk throughs and follow up

Person Responsible

Lloyd Haynes

Schedule

Weekly, from 9/12/2014 to 6/5/2015

Evidence of Completion

Observation notes

Action Step 3 5

Administration and Academic coach will provide classroom modeling and follow up. This support will also include assistance in finding needed resources.

Person Responsible

Antoinette Margison

Schedule

Monthly, from 9/9/2014 to 6/5/2015

Evidence of Completion

Observation notes and identified resources

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Academic Coach Outlook Calendar

Person Responsible

Antoinette Margison

Schedule

Biweekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

The Academic Coach's walk-through, professional development and coaching cycles conducted.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Academic Coach Outlook Calendar

Person Responsible

Antoinette Margison

Schedule

Biweekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Academic Coach walk-through, observations and coaching cycles conducted.

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.S2.A1	Professional Development on Effective use of the instructional focus of differentiated instruction.	Margison, Antoinette	9/8/2014	Sign In Sheets	6/5/2015 quarterly
G1.B3.S1.A1	District developed professional development focusing on differentiated instruction	Margison, Antoinette	9/15/2014	Sign in sheets and follow up activities	6/5/2015 monthly
G1.B1.S1.A1	Grade level teams will meet twice per month to discuss student data and plan collaboratively.	Margison, Antoinette	8/26/2014	PLC minutes	6/5/2015 biweekly
G1.B2.S1.A1	Administrative and academic coach walk throughs will be conducted to monitor the implementation of the targeted differentiated instruction.	Haynes, Lloyd	9/15/2014	Walk-through evidence and observations	6/5/2015 one-time
G1.B1.S2.A2	Team Level/Individual Follow-Up/ Coaching sessions regarding differentiated instruction implementation	Margison, Antoinette	9/8/2014	PLC/CLT minutes	6/5/2015 weekly
G1.B3.S1.A2	Classroom walk throughs and follow up	Haynes, Lloyd	9/12/2014	Observation notes	6/5/2015 weekly
G1.B1.S2.A3	Purchase supplementary instructional material that supports differentiated instruction.	Margison, Antoinette	9/15/2014	classroom data	6/5/2015 one-time
G1.B3.S1.A3	Administration and Academic coach will provide classroom modeling and follow up. This support will also include assistance in finding needed resources.	Margison, Antoinette	9/9/2014	Observation notes and identified resources	6/5/2015 monthly
G1.MA1	There will be a measurable positive impact on student performance through the use of differentiated instruction.	Haynes, Lloyd	9/8/2014	Student performance data; including but not limited to, SMT, VMT, VLT, and classroom formative assessments.	6/12/2015 weekly
G1.B1.S1.MA1	Classroom walk throughs	Haynes, Lloyd	9/22/2014	Through the use of walk throughs, evidence of greater implementation of differentiated instruction will be gathered.	6/5/2015 weekly
G1.B1.S1.MA1	Meeting minutes will be kept and shared among the participants	Margison, Antoinette	8/26/2014	Meeting minutes will be kept that will detail the discussion and materials presented at grade level PLCs. Each grade level will meet every two weeks.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Academic Coach Outlook Calendar	Margison, Antoinette	9/15/2014	Academic Coach walk-through, observations and coaching cycles conducted.	6/5/2015 biweekly
G1.B3.S1.MA1	Academic Coach Outlook Calendar	Margison, Antoinette	9/15/2014	The Academic Coach's walk-through, professional development and coaching cycles conducted.	6/5/2015 biweekly
G1.B2.S1.MA1	Greater implementation of differentiated instruction	Haynes, Lloyd	9/15/2014	Evidence of greater implementation will be documented through observation and student achievement.	6/5/2015 biweekly
G1.B2.S1.MA1	Walk through evidence	Haynes, Lloyd	9/15/2014	Administrative walk through evidence will be entered into MyPGS. Additionally evaluators will collect anecdotal evidence. Academic coach will keep Outlook calendar indicating the classes that were visited as well as following up with teachers.	6/5/2015 one-time
G1.B1.S2.MA1	Monitoring student achievement through district assessments	Margison, Antoinette	9/15/2014	Curriculum Leadership Team and Professional Learning Community Minutes in addition to Individual Teacher Conference Notes	6/5/2015 monthly
G1.B1.S2.MA1	Sign in sheets	Whittle, Jody	9/15/2014	Sign in sheets	6/5/2015 monthly

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. The school will increase student achievement at all levels including ELL and ESE students, through the ambitious instructional component of specific and targeted differentiated instruction.

G1.B1 Time for professional development

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

PD Opportunity 1

Professional Development on Effective use of the instructional focus of differentiated instruction.

Facilitator

Academic Coach, district developed resources

Participants

All Classroom Teachers

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

G1.B3 Support in implementation

G1.B3.S1 Classroom modeling and coaching, as well as assistance in locating resources will be provided to classroom teachers.

PD Opportunity 1

District developed professional development focusing on differentiated instruction

Facilitator

District developed, school enhanced.

Participants

All teachers

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Technical Assistance Items

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

G1. The school will increase student achievement at all levels including ELL and ESE students, through the ambitious instructional component of specific and targeted differentiated instruction.

G1.B3 Support in implementation

G1.B3.S1 Classroom modeling and coaching, as well as assistance in locating resources will be provided to classroom teachers.

PD Opportunity 1

Classroom walk throughs and follow up

Facilitator

Haynes, Lloyd (lghaynes@volusia.k12.fl.us)

Participants

All teachers

Schedule

Weekly, from 9/12/2014 to 6/5/2015

PD Opportunity 2

Administration and Academic coach will provide classroom modeling and follow up. This support will also include assistance in finding needed resources.

Facilitator

Haynes, Lloyd (lghaynes@volusia.k12.fl.us)

Participants

Classroom teachers

Schedule

Monthly, from 9/9/2014 to 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 1: The school will increase student achievement at all levels including ELL and ESE students, through the ambitious instructional component of specific and targeted differentiated instruction.	2,105
Grand Total	2,105

Goal 1: The school will increase student achievement at all levels including ELL and ESE students, through the ambitious instructional component of specific and targeted differentiated instruction.

Description	Source	Total
B1.S2.A3 - \$792.00	School Improvement Funds	2,105
Total Goal 1		2,105